



Mason



Understand. Innovate. Succeed.

College of Science

Inclusive Excellence Plan (Draft)

April 1, 2021



College of Science

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DISCLAIMER

The disclosure that follows is intended to fully comply with the Inclusive Excellence Plan template that requires transparency as it relates to data and our understanding of the ask. This document is a draft and is provided for informational purposes. The information contained herein is subject to change and does not commit the College of Science. The final version of the College of Science Inclusive Excellence Plan will be published once approved by the Office of the President and/or Provost.

The College of Science is committed to recruiting, hiring, developing and promoting students, staff and faculty without regard to age, race, color, religion, sex, national origin, military and protected veteran status, sexual orientation, gender identity or expression, transgender status, sex stereotyping, or disability.

We recognize that our ability to serve the College of Science community is strengthened by establishing a diverse college in which differences are accepted and valued on an inclusive basis.

The College of Science aspires to foster a multi-cultured atmosphere that provides a supportive environment where everyone is treated with mutual respect, trust, and understanding; an environment where everyone can reach their full potential. The college values the knowledge and talents of a diverse community in order to meet and exceed the SMART goals described in the Inclusive Excellence Plan.

LETTER FROM THE DEAN

I am pleased to present the College of Science Inclusive Excellence Plan. I would like to thank everyone who provided valuable input and helped shaped this plan.

This plan was developed in parallel with development of the George Mason University Anti-Racism and Inclusive Excellence (ARIE) Task Force Inclusive Excellence Plan. The insights and dedicated work of the ARIE Task Force and College of Science subcommittees has paved the way for a closer look at our internal practices, policies and procedures, thereby allowing for us to be collaborative and strategic in how we approach enhancing diversity, equity and inclusion (DEI) throughout the College of Science. The Inclusive Excellence Plan provides us with a framework and approach for embedding DEI into the systems and structures of the College of Science.

Complex issues of diversity, equity, and inclusion require commitment to continuous learning, personal vulnerability and introspection, openness to others, and dedication to thinking about our work purposefully to seek remedies to societal inequities. The work of promoting social justice is not easy, but it is imperative.

I am personally inspired by the work that has already been done by members of our community, as well as the roadmap set forth in this plan to advance the College of Science's commitment to inclusive excellence. Anyone (students, faculty, staff, alum, etc.) associated with the College of Science should feel our commitment to inclusion at the core of their experiences.

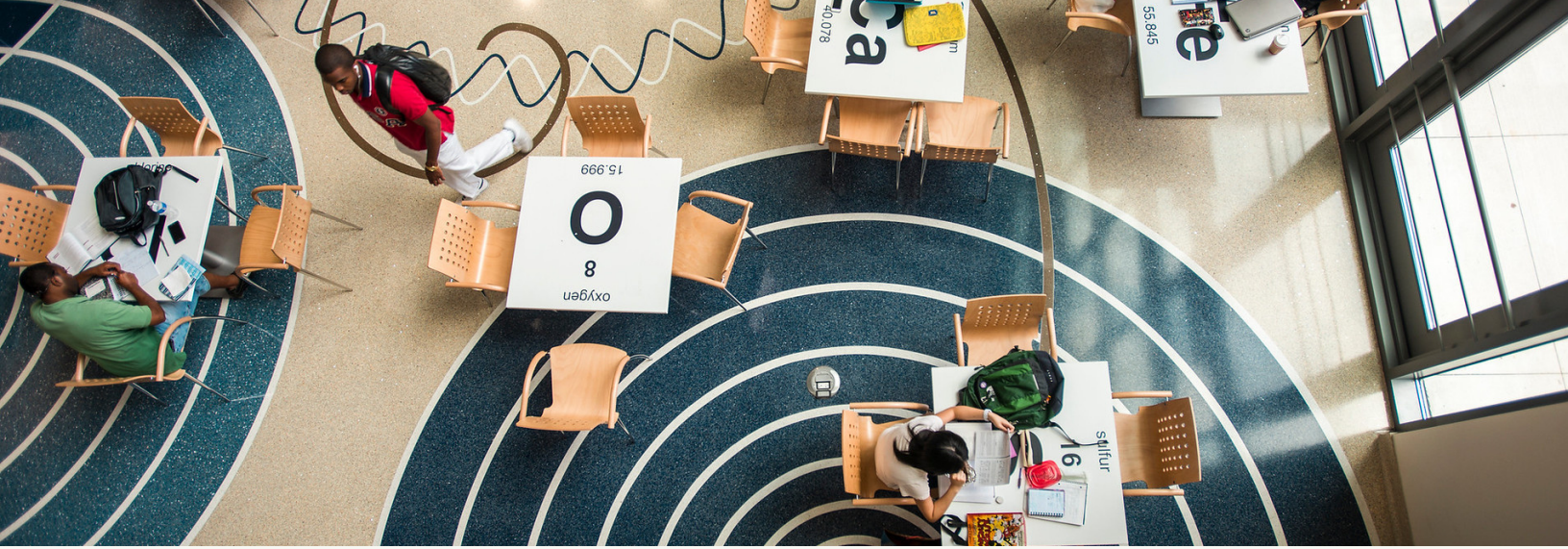


Dr. Fernando Miralles-Wilhelm
Dean, College of Science

This will require the entire College to engage and embrace the goals and actions set forth in this plan. I am committed to this work alongside you, and I am excited to see the College of Science's future as an increasingly inclusive community.

Respectfully,

Fernando Miralles-Wilhelm, Ph.D
Dean, College of Science



UNDERSTAND. INNOVATE. SUCCEED.

The College of Science at George Mason University blends traditional science education with sought-after programs in molecular medicine, climate dynamics, planetary science, forensic science, environmental studies, and geoinformation science to prepare students for exciting careers at the cutting edge of interdisciplinary scientific domains.

While serving as a vital community and regional resource for teaching and learning through hands-on programming for kindergarten through 12th grade (K–12) students, teacher training, and outreach programs, the college also undertakes pioneering research endeavors that offer insight and solutions to the complex issues that challenge today’s world. Academic and research programs are housed at both the Fairfax and Science and Technology Campuses and other specialty locations throughout Northern Virginia. Facilities feature the latest in classroom technologies, state-of-the-art laboratories, and ample space for student and faculty interaction and study.

The College of Science

P

Prepared to contribute meaningfully to the changing world in which they live and work

R

Respectful of all people, rights, freedoms and individual differences

O

Open to a life of independent learning

M

Motivated to be responsible citizens who support the common good

I

Inquisitive, innovative, creative and passionate about exploring the world

S

Skilled and thriving scientists, professionals, educators and researchers

E

Engaged in their communities as leaders and role models

PREAMBLE

The College of Science embraces diversity and inclusive excellence as the lodestar that both unifies and guides our wide-ranging academic, research, service, and community endeavors. Equity, inclusion, civility and social justice are essential to ethical innovation, leadership, scholarship, and practice across all scientific disciplines, from data-driven decision-making, to engaging global and local perspectives in scientific problem-solving and breaking down barriers for the historically minoritized and oppressed. Mason Science is committed to instilling these values within our college community, and in our critical roles as STEM ambassadors to the world.

Why Inclusive Excellence?

Inclusive Excellence was first introduced by the American Association of Colleges and Universities (AAC&U) in 2005 as a methodology for helping colleges and universities realize the benefits of diversity and inclusion, and their positive impact on institutional quality. As a guiding principle, for our college, Inclusive Excellence is meant to include and engage the rich diversity of students, staff, faculty, administrators, alumni and community constituents in our the overall success. Thus, we recognize this work to be a journey of discovery and transformation for every activity we undertake at all levels of the College of Science.

Inclusive excellence can be looked at two ways. In one regard, it can be viewed as practicing and striving for excellence in institutional inclusion efforts. This view suggests a high quality, comprehensive approach for achieving an inclusive and welcoming community. It means attending to both the demographic diversity of the institution and also to the need to foster climates and cultures that provide every member of the community with the opportunity to thrive and succeed. Essentially, the focus is on being excellent at inclusion.

Another way to view Inclusive Excellence is to focus on making excellence inclusive. This means ensuring that academic and social success on campus is not reserved for a few. It requires the integration of diversity, inclusion and educational quality, and making sure that they are recognized as interdependent. In this regard, the focus is on being inclusive about excellence.

We recognize both of these complementary views of Inclusive Excellence as essential for engaging, supporting and celebrating our faculty, staff and students, and maintaining a welcoming and inclusive community that values and respects the identities, insights and contributions of everyone.

The composition of the College of Science continues to diversify, both in ways we can visibly see and in ways we cannot see, mirroring the country, state and communities to which we serve. We know that this diversification of students, faculty and staff will continue to grow. Given historical inequities that exist in our nation and in higher education, this changing demographic requires us to advance our individual, programmatic and systemic support systems to assure the success of each member of the College of Science community.

CORE PRINCIPLES

Principles are more fundamental than institutional policies and objectives. They inform policies, procedures, and objectives; they help us determine the College of Science’s strategic goals, objectives, and actions. All of our principles and actions are underpinned by respect for the dignity, rights, and full participation of all those who live, work and learn within the College of Science. Both the Association of American Colleges and Universities (AAC&U) and George Mason University have identified Diversity, Inclusion and Equity as their Core Principles. The College of Science Inclusive Excellence Plan is guided by those Core Principles complemented by the below the below table of definitions.

College of Science Community	includes faculty, staff, students, alum, friends, affiliates and the STEM community at large.
Dimensions of Diversity	include gender, religious beliefs, race, marital status, ethnicity, parental status, age, education, physical and mental ability, income, sexual orientation, occupation, language, geographic location, and many more components.
Diversity	is individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).
Equity	is the creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion
Inclusion	is the active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and units.
Intersectionality	the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
Social Justice	refers to a commitment to challenging social, cultural, and economic inequalities imposed on individuals arising from any differential distribution of power, resources, and privilege.
Underrepresented	populations provided with insufficient or inadequate representation.
Underserved	populations provided with inadequate service(s).

OVERVIEW

The College of Science was established in 2006 via a merger of the School of Computational Science and the Science and Mathematics Department of the Former College of Arts and Sciences. Dr. Vikas Chandhoke served as the first dean of the College of Science from 2006 to 2013. Dr. Chandhoke was appointed by George Mason University Provost, Peter Stearns, to the position of vice president for research and economic development in 2013. From 2013 to 2019, Dr. Peggy Agouris served as dean. Dr. Ali Andalibi served as interim dean for the College from 2019 to 2020. Dr. Fernando Miralles-Wilhelm was named the dean of College of Science by the office of the Provost in 2020.

Dr. Miralles-Wilhelm is charged with advancing the College of Science's strong national and international reputation by providing the vision and intellectual leadership needed to build and strengthen academic programs. He is promoting excellence in research, scholarship and practice; leading the development and implementation of strategies that build strong relationships with a wide range of stakeholders, partners and collaborators; and securing a strong resource base to support faculty, programs and initiatives.

The College of Science fuels George Mason University's spirit of innovation. The college offers 19 undergraduate degrees, 27 graduate degrees, 11 minors, 3 undergraduate certificates and 13 graduate certificates. The college also offers 25 bachelor's/accelerated master's programs, allowing students to earn their bachelor's and master's degrees in a shorter amount of time. The college currently has 12 academic units that span the sciences:

- Atmospheric, Oceanic & Earth Sciences
- Biology
- Chemistry & Biochemistry
- GeorgeSquared: Biomedical Science Program
- Computational and Data Sciences
- Environmental Science and Policy
- Forensic Science Program
- Geography and Geoinformation Science
- Interdisciplinary Program in Neuroscience
- Mathematical Sciences
- Physics and Astronomy
- School of Systems Biology

The College of Science also has 16 thriving research centers. Supporting the departments, units, and research centers in the College of Science are 970 employees of which 440 are employees that receive benefits. Appendix A depicts the College of Science Employee types.

As of the spring of 2021, there are a total of 3,874 students in the College of Science. Of the 3,874 students, 2,845 are undergraduate students; and 1,029 are graduate students (refer to Appendix A for more details).

The College of Science's overall goal as it relates to inclusive excellence is to continue to cultivate:

- an environment where diversity, equity and inclusion is in the "DNA" of college;
- an environment that embraces the multiple dimensions of diversity;
- an environment where all members of the College of Science community are appreciated, valued, respected and supported;
- an environment that confronts inequities head on;
- an environment that holds its members accountable for their actions,

to ensure that the college is living up to its commitment to the students, employees, alum, STEM community, University, and society as a whole. The following table depicts the initiatives and programs that the college is currently spearheading that support advancement and success for underrepresented communities.

College of Science Initiatives/Programs	Description
<p>FOCUS/Females of Color and those Underrepresented in STEM</p>	<p>The College of Science established the FOCUS Camp, or Females of Color and those Underrepresented in STEM in 2014</p> <ul style="list-style-type: none"> • FOCUS is sponsored by the College of Science's STEM Accelerator Program in collaboration with Girls Inspired and Ready to Lead Inc. (GIRL) • It provides young women of color access to hands-on presentations and demonstrations centered on science, technology, engineering, and math. • It is designed for rising 6th, 7th, and 8th graders
<p>Virtual STEM Bridge Camp (Summer 2020)</p>	<p>The Virtual STEM Bridge Program hosted by the STEM Accelerator Program of the College of Science</p> <ul style="list-style-type: none"> • It is an online learning experience for incoming freshmen that includes: <ul style="list-style-type: none"> • Lectures (synchronous and asynchronous) • Faculty office hours • Review sessions with current STEM Undergraduate Assistants • It empowers students to succeed in science and math courses during their first semester • It introduces them to STEM at Mason
<p>The Rural and Diverse Student Scholars (RADSS) Program</p>	<p>The Rural and Diverse Student Scholars (RADSS) Program at George Mason University's College of Science is a strategic initiative to recruit and retain rural and diverse Virginia students in STEM majors.</p> <ul style="list-style-type: none"> • It is funded by the National Science Foundation (NSF) and run through the STEM Accelerator Program of the College of Science • It offers scholarships and research experiences to rural and diverse undergraduates who are: <ul style="list-style-type: none"> • Academically talented and have demonstrated financial need • Major(s) in science degrees such as astronomy, biology, chemistry, environmental science, mathematics, geology, and physics at George Mason University • The RADSS' objectives are to: <ul style="list-style-type: none"> • Strategically attract talented rural and diverse students to major in College of Science (COS) degrees • Promote retention of talented rural and diverse students in COS majors • Directly support undergraduate scholarly activity for students within underrepresented communities
<p>Membership in National Diversity Committees Society for Industrial and Applied Mathematics (SIAM) Diversity Advisory Committee National Doctoral Math Alliance</p>	<p>SIAM Diversity Advisory Committee</p> <ul style="list-style-type: none"> • Dr. Padmanabhan Seshaiyer serves as the Chair of the National Diversity Advisory Committee for SIAM • The purpose of the Diversity Advisory Committee is to assist SIAM in addressing policy issues that arise in relationship to underrepresented communities. More details can be found at: https://www.siam.org/about-siam/committees/diversity-advisory-committee <p>National Doctoral Math Alliance</p> <ul style="list-style-type: none"> • Faculty members from the College of Science in Mathematical Sciences serve as mentors and/or in leadership positions • The goal is to make sure that every underrepresented or underserved American student with the talent and the ambition has the opportunity to earn a doctoral degree in a mathematical science
<p>Academic Affairs Community of Transfer Researchers (AACTR)</p>	<p>AACTR is a program that was created for transfer students who want to pursue scientific research while at Mason. AACTR Scholars receive:</p> <ul style="list-style-type: none"> • Exclusive access to AACTR seminars and faculty/peer mentoring • Priority enrollment in COS 300 and COS 400 courses • Support with navigating undergraduate research and internship opportunities both on- and off-campus • Assistance with career planning and the graduate and professional school admission process
<p>Project MOST: Mason Outreach in STEM for Teachers (Fall 2020-Spring 2021)</p>	<p>Established to help a new generation of teacher leaders in STEM who will help disseminate best practices in integrated STEM education with a mission:</p> <ul style="list-style-type: none"> • To empower these teacher participants with the latest scientific findings on the learning characteristics of underrepresented populations, awareness of cultural differences, understanding of students with multiple learning styles, and the use of equitable and non-biased assessments • To recognize their own biases, enlightening them about local communities, and recognizing how talents appear in various cultures. They will learn about how to become mentors that are more effective and proven techniques to engage females of color and those underrepresented in STEM in their schools • To help create STEM curricula and activities that will include effective pedagogical and instructional approaches through learning
<p>COS Virtual Learning Community</p>	<p>Scheduled for starting in Fall 2020, COS-VLC will involve a collaborative partnerships between academic departments, individual COS faculty, housing and residence life staff, and the division of University Life. We hope to engage the students in the VLC on global and intercultural fluency through racial, gender and ability lenses, as well as addressing colonialism in science.</p>
<p>Diversity in Science & Technology (DST) Industry Seminar Series (Fall 2020)</p>	<p>DST Industry Seminar Series (Fall 2020)</p> <ul style="list-style-type: none"> • Weekly seminars featuring industry reps who provide overview of industry or company, opportunities (internships and employment), skills sought, and commitment to diversity • Females in Science & Technology (Fall 2020): Female students in COS meet monthly with faculty and industry representatives to discuss issues, obstacles, and pathways for success • Minorities in Science & Technology (Fall 2020): Minority students meet monthly with faculty and industry representatives to discuss issues, obstacles, and pathways for success • Affiliate Faculty Initiative (Fall 2020): Explore opportunities to appoint affiliate faculty within the College, with emphasis on diversity
<p>New Academic Cooperation with Edu-Futuro and the College of Science (Fall 2020)</p>	<p>New Academic Cooperation with Edu-Futuro and the College of Science (Fall 2020)</p> <ul style="list-style-type: none"> • EduFuturo empowers under-resourced Latino and other immigrant youth through education, leadership development, and family engagement to become the next generation of professionals who transform their communities • Serve as an AmeriCorps member with EduFuturo • The purpose of this agreement between College of Science, GMU and Edu-Futuro is to pilot a STEM Educational Pathways program for Edu-Futuro students who are seeking enrollment or are currently enrolled at George Mason University and pursuing an undergraduate degree program in the College of Science (COS) • The Program will offer: <ul style="list-style-type: none"> • College access information and resources to prospective George Mason University students • Ongoing academic, career, and navigational support to Edu-Futuro students who are prospective undergraduate, degree-seeking students in a Mason COS program of study or actively enrolled as undergraduate, degree-seeking students in a Mason COS program of study
<p>Graduate Learning Assistants in Mathematical Sciences (GLAMS)</p>	<p>GLAMS is a Mathematical Sciences is a mentorship program</p> <ul style="list-style-type: none"> • Finishing doctoral students are supporting starting grad students as they work towards their PhD paths in core classes. • There is a faculty mentor involved for each of the GLAMS graduate mentor

CURRENT CLIMATE & CULTURE

The College of Science's current climate and culture relative to inclusive excellence is in transition. Due to changes in senior leadership, a newly appointed dean has worked diligently to emphasize his priorities, while gaining a full understanding of the college and university all during a global pandemic. The college has a history of having diverse student representation; however, that is not the case for both faculty and staff. This requires the college to take the recommendations and feedback from several surveys and reports (COACHE, Faculty Exit, Staff, Term Faculty Task Force Report, Adjunct Faculty Task Force Report) and make them actionable. The global pandemic and enhanced focus on social injustices within marginalized communities has increased the need for a deeper dive into how to ensure the College of Science is not just stating it is committed to diversity, equity and inclusion, but demonstrating through action its commitment to (1) establish equitable processes, policies and procedures; (2) educating the employees and students on our civic responsibility within and outside of the STEM community; (3) ensuring a psychologically safe environment for both employees and students; and (4) cultivating an environment of accountability, transparency and respect for all.

In June 2020, two employees were selected to serve as part-time Chief Diversity Officers (CDOs) for both Faculty (Dr. Gerald Weatherspoon) and Staff (Lillian Virgil). At the university level, Anti-Racism and Inclusive Excellence (ARIE) Taskforce was charged with developing an Inclusive Excellence Plan for the University. At the college level, the CDOs were responsible for:

- Promoting a diverse, equitable and inclusive environment that is welcoming for all members of the College of Science community.
- Organizing forums to discuss diversity, equity, and inclusion (DEI) issues and strategies, with emphasis on the College of Science being a proactive community that truly supports DEI.
- Work with constituents (faculty and staff):
 - To hear concerns
 - Provide resources for training and informational sessions
 - Advise the college's leadership on best practices for DEI
 - Work closely with HR to ensure that the college's policies and procedures (recruitment, hiring, retention, promotion; recognition, promotion, salary and equity for Employee Work Profile (EWP) and reclassification) activity and consistently incorporate DEI in every step of the process.

As of late, the CDOs have focused on ARIE Task Force initiatives, onboarded a consultant and project manager to assist with the development of the College's Inclusive Excellence Plan. The synergistic efforts have afforded the CDOs to address all three (3) charges listed above, thereby producing an actionable plan that will require a mindset shift to develop a culture of inclusive excellence throughout the College.

The College of Science's faculty and staff are required to take three trainings offered by the Compliance, Diversity and Ethics (CDE) office:

- 101: Intersections: Preventing Discrimination and Harassment (Substitutes for Equal Opportunity: A Fair Shake training – must first be taken in person)
- 127: Tools for an Ethical Workplace (Substitutes for Ethics training)
- 418: Bridges: Building a Supportive Community (Substitutes for Title IX Overview and Sexual Harassment Prevention training – must first be taken in person)

Both faculty and staff who serve on search committees are required to take the trainings outlined by the University's search committee guidelines. It is notable that the hiring authority for staff search committees is not required to take the search committee training, but the hiring authority for faculty is. Later in the document, there is a recommendation for the staff hiring authority to also be required to take the trainings.

The College of Science has a culture of giving. There are over 15 scholarships available to students; however, only one existing scholarship is earmarked to recruit, retain, and graduate MS/PhD students from marginalized communities, which is aligned with the Mathematics department. The college is currently working with other program offerings, including the G2 (George Mason and Georgetown post bac program) and ASSIP (Aspiring Summer Scientist Internship Program). ASSIP plans to refocus its energy on new strategies for recruiting first generation college students and students from underrepresented groups by working with the various Mason entities that support advancement and success for underrepresented groups.

Please refer to the table within the College of Science Initiatives and Programs table on page ____ for more details on the outreach designed to increase the number of opportunities for underrepresented students pursuing STEM degree, the College of Science that cover a wide range of areas.

1. Females of Color and those Underrepresented in STEM (FOCUS)---Designed for rising 6th - 8th grade females.
2. Virtual STEM Bridge Camp—Online learning experience for incoming freshmen that empowers them for success in entry level math and science courses at the university level.
3. The Rural and Diverse Student Scholars (RADSS) Program---A strategic initiative to recruit and retain rural and diverse Virginia students in STEM majors; directly supports undergraduate scholarly activities for students within the underrepresented communities.
4. Membership in National Diversity Committees: Society for Industrial and Applied Mathematics (SIAM) Diversity Advisory Committee and the National Doctoral Math Alliance (NDMA)
5. Academic Affairs Community of Transfer Researchers (AACTR)---Created for transfer students in the sciences at Mason.
6. Project MOST: Mason Outreach in STEM for Teachers---Prepares science educators to teach populations of underrepresented students.
7. COS Virtual Learning Community
8. Diversity in Science & Technology (DST) Industry Seminar Series
9. New Academic Cooperation with Edu-Futuro and the College of Science
10. Graduate Learning Assistants in Mathematical Sciences (GLAMS)

The following have been identified as barriers to success as the college moves toward a more diverse, equitable and inclusive college:

- o Access to all the data required to baseline current status(es)
- o Allocated funding (i.e., resources, recruitment, outreach, marketing, training, salary equity, etc.)
- o Implicit and explicit bias
- o Macro and Micro Aggressions
- o Lack of full buy-in and support from students, staff and faculty
- o Lack of understanding --- the expectations and/or role and responsibility for College of Science administrative employees
- o Lack of full autonomy for hiring, recruiting, paying, etc.
- o Lack of understanding what DEI is and is not
- o Lack of trust and respect amongst students, staff and faculty
- o Lack of accountability amongst students, staff and faculty
- o Lack of collaborative nature

It is important for the college to identify the known barriers to success, so that a mitigation strategy for each of the barriers can be developed in support of the college moving toward becoming an exemplar in inclusive excellence.

ADMINISTRATIVE LEADERSHIP

Embodies and reinforces diversity, equity and inclusion throughout the college at all levels of engagement to include, but not limited to representation that is inclusive of various dimensions of diversity within the leadership team, faculty, staff, students communities to which we serve. Providing a psychological safe space for continued learning and growth within and outside of the College of Science.

The administrative leadership team, based on the December 2020 revised organizational chart (see Appendix A), does not reflect the multidimensionality of diversity nor does it reflect the enrollment diversity of student majors in the College of Science. The dean of the college is Hispanic/Latino; however, there are no persons of Black/African-American/African or Hispanic/Latino or Indigenous People in the senior administration at the Assistant/Associate Dean/Director level (row 3 of the org chart). The current leadership level consists of the following: 1 Asian male, 1 bi-racial female; 4 white females and 2 white males. Even though recent COS Annual Reports have touted “diversity” in the leadership team there are challenges that must be overcome in order for the College of Science senior leadership team to incorporate and reflect heterogeneity in composition and diversity.

Absent from the leadership team is a much-needed full-time Chief Diversity Officer (CDO), which is critical to the growth and sustainability of diversity, equity, and inclusion in the College of Science. A resounding theme from each of the core subcommittees (Faculty Hiring and Retention, Undergraduate Student Retention-Success and Degree Attainment, Graduate Student Recruitment, and Staff Hiring to Advance Diversity) is an urgent and immediate need to hire a fulltime CDO and an associate CDO, thereby enabling COS Administration to function holistically in all aspects of diversity, equity, and inclusion (DEI). To that end, the following items are being put forth, not solely as SMART goals, but also actionable items wherein some go into effect during Spring 2021.

1. Create a permanent and fulltime Chief Diversity Officer position to serve as the leader for diversity, equity, and inclusion. (Spring 2021---draft language to define and advertise position)
 - a. Hire an Assistant or Associate Dean of Diversity, Equity & Inclusion / Chief Diversity Officer via an open/national search ---(August 2021 start). Aligns with ARIE Taskforce organizational chart proposal being presented to President Washington, wherein each college will hire/employ a fulltime CDO.
 - i. Each Local Academic Unit (LAU) select/appoint a faculty member AND a staff member to serve as DEI point of contact in the department. These representatives will form the critical infrastructure for sustainable DEI in the College of Science. (February 2021 appointments for members to work to develop the COS Inclusive Excellence Plan)

1. Based on effort, coordinate with department chair for departmental bylaws requirement for service and/or teaching requirements (as stated in LAU workload policy). (Invisible labor can overly tax faculty and staff, which is currently the case---burnout).
2. Stipends for faculty and staff DEI representatives (budget for FY21-22 and going forward)
 - ii. At least one undergraduate and one graduate student within the College of Science selected to represent the Student Voice for DEI matters (4 focus areas, therefore 4 undergraduates and 4 graduate students needed).
- b. Develop an operational budget line item for programming, travel, professional development, recruitment (Spring 2021) for the incoming CDO.
- c. The CDO and Assistant CDO will work with LAU appointed representatives (COS-DEI Council)
 - i. Continue work established during ARIE Taskforce and further support DEI efforts at the university and within COS.
 - ii. Develop a College of Science DEI webpage. (draft by May 2021)
- d. Hire an administrative assistant to work with the Assistant/Associate Dean of DEI (CDO). (August 2021); Administrative assistant will
 - i. Provide support to CDO of the college.
 - ii. Provide timely communications and updates regarding DEI issues.
 - iii. Ensure website information and resources kept up to date.
- e. The CDO and Assistant CDO will evaluate efficacy of dean's staff, associate and assistant deans, and department chairs/program directors' commitment and implementation of DEI goals. (March 2022)
2. The CDO of DEI will work with LAU representatives (faculty and staff, as well as students)
 - a. Review and approve DEI plans for each LAU
 - b. Training and workshops
 - c. Hiring process (faculty and staff)---checkpoint for short list (f2f) interviews to ensure diversity representative of initial applicant pool composition of qualified applicants
3. The CDO, along with support of the COS Dean, will require annual DEI training and certification for all administrative and professional, instructional and research faculty, postdocs, GTAs, GRAs, non-student wage, wage, and work study employees in COS.

4. The CDO and Assistant CDO will work alongside the Chief Business Officer (CBO), Associate Dean for Academic Affairs, and the COS Scholarship Committee to ensure fair and equitable allocations for budgetary considerations, vetting and selection for scholarships awarded to postdoctoral, graduate and undergraduate students, i.e., COS Promise Scholarship, Departmental GRAs funded by COS. (Spring 2022)

5. The CDO and advisory committee will develop a survey, whereby, instant and anonymous feedback can be provided to the CDO and COS Dean, alerting them of trouble areas that need immediate attention in the organizational structure. Currently, faculty and staff do not have a means of providing anonymous and earnest feedback that captures actions of disrespect, lack of civility, acts of aggression and condescension, etc. by members of the College of Science community. The feedback mechanism will develop actionable and accountable assessment of operations, from a ground up approach. Department chairs and program directors, associate chairs, administrative assistants, fiscal services technicians, and associate chairs for research will provide, via electronic surveys whereby anonymity is maintained, annual feedback that will factor into the performance evaluation of each member of the dean's staff that they worked with during the evaluation period.

FACULTY HIRING AND RETENTION

*To cultivate a culture of diversity, equity and inclusivity that supports the success of faculty at all levels—
tenure stream, term and adjunct faculty.*

The areas of faculty recruitment, hiring and retention (tenure stream, term and adjunct) have been identified as a priority for the sustainability of the College of Science, in terms of competitiveness in the R1 Carnegie classification, and the quality of educational programs that prepare students for next level success.

Data obtained from the university dashboard during the past 5 years indicate that, on an annual basis, there has been a gradual decline in the total number of tenured faculty members in the College of Science. The attrition rate is of great concern and cannot be overlooked. The actual breakdown of tenured faculty by race/ethnicity is provided in the table below the bar graph.

Focusing on Fall 2020 as a recent benchmark, the three groups readily identifiable as underrepresented include Black or African American (1.8%) and Hispanic or Latino (1.8%) and Indigenous People (0.0%).

Five-year trends of tenured faculty in COS, with respect to gender, also present a glaring bias that favors male faculty members. As can be seen below, tenured male faculty that identify as Black or African American, Hispanic or Latino, and Indigenous collectively made up a paltry 3.5% of the total, whereas those that identify as White tend to make up, on average, approximately 70% of tenured male faculty. It should be pointed out here that only one of the tenured Black/African American male faculty members was tenured through Mason (2002); the other one was hired with tenure at the Full Professor level (January 2020). Therefore, the level of COS commitment to recruit, hire, mentor and tenure Black/African American male faculty members during the past 20 year has been nonexistent. This does not create a welcoming nor supportive environment, nor does it appeal to members of URM/minoritized/marginalized highly qualified candidates seeking tenure track positions.

When considering the number of tenured female faculty across ethnicities, only 27 out of a total 113 tenured faculty members (or approximately 24%) are female. An even bleaker indicator (refer to Appendix B) indicate that COS Black/African American and Indigenous females are missing altogether among the tenured female faculty ranks. As in the case with the tenured male demographics, the abysmal numbers within these categories do not make the university, and especially COS, attractive to highly qualified potential faculty members across all ranks. SIMILAR DEMOGRAPHICS can be found in the term faculty ranks.

It would be remiss, at this point, to not highlight the disconnect between the gender composition of tenured and tenure-track faculty in COS departments with respect to the makeup of the undergraduate majors in the local academic units.

AOES, BIOL, CHEM, and ESP (% female tenure stream) faculty do not align with the composition of the undergraduate majors, which indicates that COS (and the academic units) have not properly addressed the demographics of the student body. FRSC is a program and is not comprised of tenured professors; NEUR tenured faculty do not have primary assignments in NEUR. Even though the data for GGS appears to somewhat align with the composition of undergraduate majors, a detailed look (data from OEIP's website) is needed in order to assess the efficacy of the department's hiring of tenure stream faculty.

In parallel to the missives presented by the ARIE Task Force, we find that similar initiatives are required at the COS level in order to develop a culture of DEI.

SMART GOAL 1: Each department request and hire, through a target/direct hire mechanism, a minimum of one tenure stream faculty in each of the deficient demographic areas highlighted above. THIS WILL REQUIRE DEDICATED EFFORT in terms of recruitment, job ad placement, commitment on the part of COS Administration (Dean, Associate Dean of Faculty Affairs, HR, CBO and newly hired full-time CDO and assistant CDO for COS and other diversity champions).

1. Faculty positions are not approved on a per annual basis for each department. Therefore, departments can consider hiring faculty (interdisciplinary research and teaching capabilities) that will have dual placement in 2 COS departments (similar to the TTIP process currently being used). Secondly, faculty positions and availability are budget dependent. Longer range plans for “cluster hires” can be used to recruit and hire several faculty with related and interdisciplinary, as well as transdisciplinary, research interests---capable of developing new technologies, research centers, etc.

2. COS will plan and budget for targeted DEI hires for the 2021-2025 fiscal year periods. This will demonstrate dedication to increasing diversity of highly skilled faculty (at all levels) to teach a diverse body of students.

3. Successful outcomes/measures of success will be determined based on the actual number of faculty recruited and hired during each cycle.
 - a. A secondary measure of success (for tenure stream faculty hired for FY22) will be successful mentoring of the faculty through the first 3-year contract, meeting the metrics established by the local academic unit (LAU), and getting renewed for a second 3-year contract, which leads toward tenure. This outcome will be determined at the end of FY24 (or AY23-24) or FY25, allowing for adjustment of budgetary considerations, funding, and approval of faculty positions for the department(s).
 - b. A tertiary measure of success (for tenure stream faculty) will be research productivity, proposal writing, NSF or NIH-CAREER Awards, recognition for research and teaching (by students, peer evaluation by faculty, and by COS). Coupled to this metric will be quality of work life and retention as dedicated faculty member within COS.

4. In order to bring this to fruition, COS will need to take on the fiduciary responsibility of allocating funds for hiring authorities (department chairs or representatives) to attend and recruit at regional and national STEM meetings that cater to large numbers of doctoral individuals from categories “classified” as URMs, i.e., SREB, NSBE, NOBCCChE, HSPE. Job advertisements must be front and center in journals affiliated with the previously named organizations-----not lost in the jumble of small print ads.

5. Alternatively, to offset #1 above-----design and offer potential target/cluster hire faculty an opportunity to engage in research and teaching, as a visiting assistant/associate professor; then expedite hiring when funding approved by SCHEV/BOV entities.

SMART GOAL 2: The following components have been identified as key steps toward ensuring a paradigm shift in COS developing a true culture for faculty recruitment, hiring and retention---tenure stream, term, and adjunct. It should be pointed out here that adjunct faculty are hired on an ad hoc basis and do not require the same level of administrative involvement or oversight.

1. The Senior Associate Dean of Faculty Affairs (SADFA), in conjunction with the COS Assistant/Associate Dean or Director of DEI, must be involved in the process. The Senior Associate Dean of Faculty Affairs, who also represents the administrative leadership arm of the organization, works closely with department chairs and program directors on a regular basis.

a. The SADFA and Assistant Dean of DEI will ensure that a Diversity Champion is assigned to each search committee prior to HR approvals for job postings being routed to the Provost, CDE and higher levels for approvals.

i. All members of the search committee will be required to complete specified and agreed up training modules/workshops (face to face mode during normal operations), which include, but are not limited to, Implicit Bias Training, Title IX Training, Sexual Harassment & Prevention.

ii. At least one graduate student and one undergraduate student must be included during the interview process. The rationale here is that the student voice must be taken into consideration for these critical hires, keeping in mind that tenure stream and term faculty will serve both populations in teaching and/or research activities. Therefore, finalists must be effective communicators, sincere about DEIR and mentoring.

b. Ensure that departments are held accountable for the entirety of the search and hiring process. Only faculty that have completed all of the necessary trainings will be allowed to meet with faculty candidates. Rationale---This eliminates the probability of faculty members operating in a rogue manner, whether verbally or electronically or otherwise, that may open the university up to litigation processes and negative publicity. This is a preventive measure.

c. Ongoing DEI training, webinars and workshops throughout the academic year for all faculty.

2. Salaries, Startup packages and resources for tenure stream faculty must be improved in order to be more competitive, thereby increasing the likelihood of securing highly qualified and limited numbers of marginalized/minoritized faculty.

a. Research lab space, office space, reduced teaching loads during the first 3-year contract, additional GRAs and at least 2 GTA slots from already funded/sponsored positions will be critical.

i. Recommended teaching load for tenure stream faculty: (0:1 for the first AY; 1:1 during the second AY; 0:1 during the third AY).

1. Rationale—During the first academic year, a huge lift is required getting lab equipment ordered, placed, coordinating with facilities, etc. During the second AY, the faculty member is training research students, teaching, applying for grants, maximizing efforts in research and teaching. In the third AY, the faculty member assembles the voluminous renewal packet in order to secure a send 3-year contract, which will lead toward tenure. Therefore, the teaching load during the fall semester of year-3 should be zero (0).
- b. In order to provide greater successful outcomes for tenure stream faculty, starting dates need to be moved to mid-June or early July. This gives the research faculty member additional time, free of teaching responsibilities, committee work, etc., to get acclimated and gain a foothold that will increase research productivity likelihood for the fall semester. Historically, tenure track faculty begin during the fall semester and are overwhelmed with elements from 2(a) above, in addition to teaching in a new environment, resulting in less than desired/unfavorable outcomes. We must change the start dates and demonstrate that we are serious about investing, on the front end, in the success of our newly hired tenure track faculty members.
- c. Departmental mentors and COS mentors need to be assigned to work with new faculty towards their professional development. This applies to tenure track, term, and adjunct faculty. REQUIRE teaching/instructional delivery workshops that are provided by the Stearns Center.

SMART GOAL 3: Startup salaries for term faculty need to be more closely aligned with those in VSE instead of the grouping that COS term faculty are relegated to on the Provost’s website.

1. Placing COS Term Faculty minimum salaries in Group B (COS, CHHS, S-CAR, SCHAR, SMSC) does not follow external market standards for determining starting salaries---especially persons with a PhD in a STEM discipline. This has contributed to the lower morale of term faculty, further subjugating them to second class citizenry among their PhD peers in COS, and at the same time communicating a message that their equivalent hard work to attain the degree is automatically devalued, simply based on the position at the point of hire. We must eliminate this type of EXCLUSIVITY and create more of an INCLUSIVE/APPRECIATION culture.
2. In order to ensure continuity of research productivity, coupled with the ability to mentor undergraduate research students, the College of Science needs to provide dedicated undergraduate research space (SHARED SPACE) in which faculty from across disciplines in COS can conduct research, as well as guide students during research endeavors.
 - a. Doing so will increase the number of undergraduate research opportunities.
 - b. Increased opportunities for interdisciplinary projects and group or collaborative projects will be possible.
 - c. Targeted efforts at increasing URMs in OSCAR, ASSIP, FOCUS mentoring activities can be promoted and monitored to better guide students, especially since the majority of the term professors (STEM Accelerator faculty) are located on the Fairfax campus.

d. Teaching Loads for term faculty need to be rationalized so that they allow time for professional development, course development or any other curricular development opportunities.

i. Faculty teaching lectures with enrollments >100, which require hand grading of exams (no grading assistant, GTA, etc.) should be limited to one (1) large lecture section and two (2) smaller (<30 enrollment) sections.

1. Office hours, emails and interactions with large enrollment sections more than offset the one additional course (small section) that a term faculty member would be required to teach.

2. Currently, term faculty are overwhelmed with the academic teaching load in place, which results in rapid burnout and turnover of very effective and excellent instructional faculty. This has contributed to the attrition rate, to a degree, that has contributed to the erosion of high quality teaching, student engagement, and mentoring within COS.

3. Annual workshops with COS level HR officials, which allow term faculty to freely hold dialogues and learn more about procedures, as well as how to advocate for self, articulate needs and goals, should be a mandate. Currently, many term faculty are clueless when it comes to the policies and procedures, especially when it comes to promotions, raises, salaries and negotiating, etc., As a result, it is often too late to correct inequities in merit review ranking or salary adjustment exercise, leading to disgruntled employees and greater attrition rates.

4. Require departments in COS to update their Bylaws and include verbiage that addresses roles of term faculty and adjunct faculty. Some departments do not include Term Faculty in their Bylaws----thereby increasing their invisibility and feeling of not being important to the organization known as COS.

5. Pay scale for adjunct faculty—The pay scale/band for adjunct faculty, including those that have terminal degrees, pales by comparison to what surrounding community colleges and universities offer. The meager subsistence provided creates yet a third class citizenry, with respect to value of having earned a terminal degree and years of experience as an educator. Administration needs to take proactive steps during the upcoming budget cycle (FY22) to increase pay for adjunct faculty. Additional recognition for effort and accomplishments are needed; INCLUSION in departmental meetings and events, COS events need to be made a priority. Most departments do not include Adjunct Faculty in their Bylaws----thereby increasing their invisibility and feeling of not being important to the organization known as COS.

6. Develop an Academic Pathways program similar to what Vanderbilt University and others already have in place

7. Advertise and recruit tenure stream faculty from existing Academic Pathways programs.

STAFF HIRING TO ADVANCE DIVERSITY AND RETENTION

As described in the Administrative Leadership section there is a need to recruit a person fully dedicated to diversity, equity and inclusion. This subcommittee is recommending that an Associate Chief Diversity Officer (**SMART Goal 1**) be hired to fully support the college. There are currently two CDOs - one that represents staff and one that represents faculty; neither of them are fully dedicated to the positions. This work is continuous and will require full time attention and thus a full-time employee is needed. The ACDO would be hired as a classified staff member who would serve alongside the proposed Chief Diversity Officer for the college. It is imperative that this person be a classified staff member because there is currently no one in the College of Science leadership team who represents staff. Faculty is represented by the college faculty senate as well as by the Senior Associate Dean. The ACDO would certify the searches of staff and wage employees to ensure the diversity of the applicant pools. This person would work closely with the College of Science Human Resources and Communications team to drive design and implementation of strategic messaging around the college's DEI initiatives and plans. They will also create a quarterly or semi-annual report on new faculty and staff hiring and the diversity of the pool of candidates from departments, so we can gauge the progress of our diversity goals. The ACDO would be heavily involved in recruitment efforts and retention. This position will be responsible for identifying diverse recruitment platforms and advertising outlets. They will also have knowledge on which sites are more typically utilized by diverse candidates. This position will be familiar with DEI trainings/workshops and will assist the CDO in assigning and/or creating requirements and opportunities for the COS community that support the mission of inclusive excellence and promote open and continued discussion. The title for this position is tailored to the selected finalist.

Currently COS faculty and classified staff are required to take training on Export Compliance, Title IX, and three Compliance Diversity and Ethics (CDE) trainings. CDE training include the following: Intersections: Preventing Discrimination and Harassment, Tools for an Ethical Workplace, Bridges: Building a Supportive Community. Those serving on a search committee are required to complete search committee training. However, hiring authorities are not required to take search committee training.

SMART Goal 2: Implement mandatory recurring training for all faculty and staff. To include anyone hiring for positions this is inclusive of student wage and work study included. After mandatory training is implemented, training opportunities will be offered to staff and faculty that build awareness, foster a more inclusive community, and continue the conversation of diversity, equity, and inclusion in COS. The mandatory training recommended must be renewed annually by faculty, classified staff, non-student wage, Graduate Assistants (GTA/GRA/GPA). Failure to complete training will hinder promotion, eligibility for rehire and contract renewal.

SMART Goal 3: This committee will support the interests of the college's staff and non-student wage employees by **establishing a College of Science Staff Advisory Committee**. While faculty at Mason have a clearly defined community and voice, staff are missing a similar support system. Staff face many of the same challenges as faculty but do not have a formal outlet to provide input into creating solutions and allocating resources. As a result, staff are prone to becoming disengaged and less productive. Unlike faculty governance, members of this group will not have voting rights. Instead, the intent is for the leadership of the committee to serve in an advisory capacity representing the staff perspective. This collaborative group will also work to support college staff members through initiatives including, but not limited to; recognition, professional growth and development, civility, inclusion, and providing a staff perspective in key areas of college operations.



UNDERGRADUATE STUDENT RECRUITMENT, RETENTION/SUCCESS, AND COMPLETION

Prior to the implementation of goals, an evaluation of Undergraduate Programs/Courses and Assessment of Inclusive and Equitable Organizational Culture must be completed. Comprehensive evaluation of College of Science academic degree programs and courses, and qualitative data from students and alumni will be completed prior to December 15, 2021, to identify specific equity gaps among minoritized and underserved groups. This evaluation will support a data-driven approach to addressing gaps and designing programming for prospective and current COS undergraduate students.

The college will engage in a comprehensive data collection and evaluation process to be disaggregated by specific categories of race/ethnicity, gender, first-generation, transfer students, Pell-eligible students, international students/students on temporary or no visa status, post-traditional students, military-affiliated students (24+), rural students (and any other available data on minoritized and under-resourced populations). This effort will include aggregate reports on data on differently-abled students, student-parents, and youth in foster care.

SMART Goal 1: Utilizing evaluation data, COS will develop and implement a comprehensive four year outreach and recruitment redesign that centers on diversity, equity, and inclusion. This redesign will support undergraduate student access and readiness for STEM programs of study, demonstrating statistically-significant increases over a five year period in the matriculation, first-year student success, and first-to-second semester/year retention of entering COS freshmen and transfer student populations from minoritized and underserved groups.

The College of Science will develop and implement an annual recruitment and outreach model that engages minoritized and underserved groups, engaging Dean's Office and Departmental Faculty/Staff in the development and implementation of outreach and recruitment that engages and prepares prospective Mason Science students for success in STEM undergraduate study.

SMART Goal 2: The College of Science will implement a mandatory Equity and Inclusive Excellence Curricular and Cultural Redesign that, within four academic years will demonstrate statistically-significant increases in student success, annual retention, student engagement, and credential completion of entering COS freshmen and transfer student populations from minoritized and underserved groups.

Complete a comprehensive internal process to enhance equity and inclusion to improve COS undergraduate retention/success and completion.

SMART Goal 3: COS will engage in a two year Experiential Learning redesign to enhance access to high impact practices and address equity gaps.

This redesign will assess and address systemic barriers in access, recruitment, selection, training and mentoring/supervision of students participating in K-16 research programs offered by the College of Science. Within four academic years of implementation, establishment of a High Impact Practices Working Group and recommended policy changes will demonstrate statistically-significant increases in participation among students from minoritized and underserved groups in COS undergraduate research, K-16 research programs, and other high impact practices. At this time, there are strong concerns that high impact practices such as undergraduate research are not administered equitably within the College of Science. It is necessary to evaluate specific equity gaps, and address persistent gaps in equity and inclusion among COS K-16 research programs to enhance access to and participation in high impact, career-formative experiences for minoritized and underserved groups.

GRADUATE STUDENT RECRUITMENT, RETENTION AND DEGREE ATTAINMENT

Now, more than ever, the nation needs well-prepared STEM professionals as the workforce growth in STEM continues to outpace overall workforce growth (Khan et al., 2020). Despite this growth, women still make up only 29% of physical scientists (they are 52% of the college educated workforce) and African Americans make up less than 5% of the physical science bachelor's degrees. As we can see in the national statistics and likely in our own statistics if they were not so difficult to access, we have a long way to go to reach parity with the US population in STEM degrees awarded. The numbers in the Mason data also show that we must look at the trends by department, not by College. Women are not underrepresented in every department so while we include them in our underrepresented categories in the physical and mathematical sciences, we should not in the biological sciences. Because of the differences in demographics, we need to be mindful of the local units as we approach this work.

Making progress in diversifying the STEM workforce depends heavily on improvements in graduate education. Many of the careers in these fields require graduate degrees, so without diversifying graduate programs, we will not be tapping the potential of the full population and we will not be making progress towards the large goal of a diverse and inclusive workforce.

Despite years of small efforts to diversify STEM, progress has been extremely slow. This committee looked at mechanisms that can make significant progress in our programs now. These mechanisms are important to the workforce as a whole, but also to Mason as it looks to be a leader in providing a diverse and inclusive education to our students.

A major impediment to our efforts is access to clear data on the current attrition and enrollment numbers of graduate students. To accurately gauge progress in our diversity goals, we must have access to more and better data so we can track where we are, make informed and reasonable goals and benchmarks, and track the progress of our SMART goals. Data must be collected from the applicant level throughout the student's time at Mason so we can be confident in knowing that our recruitment and retention efforts are effective. Specifically, we need data on the demographic breakdowns of departments and who is applying, accepting, enrolling, and if students are leaving, exactly when they leave. A notable gap in our knowledge is which students are leaving year to year, and importantly, if this is with a degree or not.

SMART Goal 1: Creating College-Level Graduate Student Fellowships

Year after year, the academic units of COS lose quality graduate students due to a lack of funding. Our annual stipends are not competitive compared to our peer institutions, such as University of Maryland, Georgetown University, and Virginia Tech University.

Graduate students, especially those from underrepresented groups (URG), face a myriad of challenges when applying, enrolling, and attending graduate school. Lower than average stipend rates inhibit students from managing the high cost of living in the Northern Virginia area, often times forcing them to live in less-than-ideal lodging or taking on high amounts of debt to afford necessities.

Increasing the minimum stipend rates to \$20,000 for Master's students and \$30,000 for PhD students per academic year (AY) (August-May) will alleviate some of these burdens and attract more graduate students to apply, thereby enriching our pool of applicants and our population of admitted students.

While increasing the minimum stipend rate is a good and necessary start, we also need to increase the number of funding opportunities for graduate students. The current landscape of graduate student funding does not support enough students. The College supports a handful of Graduate Teaching Assistants (GTA) per department each year, while Graduate Research Assistants (GRA) positions are dependent on the funding available to an individual faculty member. The College supports some GRA funding in new faculty start-up packages, however this is often only enough for 1-2 years of funding and given just the one time as a new faculty benefit.

During AY 2021-2022, the College will support one GRA position per department as a result of the university reducing Provost Scholar funding. Although the university offers some graduate assistant positions, these positions have limiting eligibility criteria, such as the GRE requirement or availability for new admits only. We are recommending for the College to create and fund College-level Research Fellowships directed towards supporting students from URG, as well as to provide funding through summer months (May-August).

Once enrolled in our graduate programs, students face still more obstacles. Funding is often only available for a few years (anywhere from 1-4), or not guaranteed at all, and many times summer positions are not offered until late in the semester, after deadlines for internships or other opportunities have passed. We are recommending the College support summer funding at \$10,000 for URG students to bridge the gap from one AY to the next. This would allow for continuity of research and work, as well as alleviate the need for loans to cover bills or to return home which can be costly. We are also recommending the College create a fund dedicated to supporting PhD students in their final year. This fund would be a scholarship award setup for PhD students as financial assistance only, without a teaching or research component. Improved advertising will be paramount to ensuring both prospective and current students have clear and easy access to all the opportunities.

By increasing the stipend amounts, offering more graduate positions locally, and dedicating support for URG students, we can remove many of the existing barriers for the students who are either not applying to our graduate programs or declining our admissions offer. The College will attract more prospective graduate students and will improve the diversity of our student population.

SMART Goal 2: Improving Mentorship for Graduate Students from Underrepresented Groups

Graduate students from underrepresented groups often have different and more limited access to informal knowledge networks in universities. Women of color, in particular, who are routinely the sole women of color in their lab or program (Ong et al, 2016), may lack access to knowledge that others may have through normal social networks. One of the ways to address this is to provide support to URG graduate students through targeted mentorship programs. COS should create two mentorship programs for graduate students from URG, focused on challenges that students from underrepresented backgrounds face. The graduate students who generously served on our committee spoke about the lack of transparency in COS (how to find funding, what opportunities exist, what deadlines were important, and that mentorship would be one way to address that systemic barrier.

From the literature on mentorship in university settings, we know that race and gender matter in mentorship relationships, that white male faculty do not understand the challenges racial and gender minorities face and have difficulty appropriately guiding others through the complex gendered and racialized university landscape (Blake-Beard et al, 2011; Zambrana et al., 2015). This is problematic because mentorship is particularly valuable to women (Bilmoria et al., 2006).

We suggest the creation of a faculty committee to establish and implement two mentorship programs for URG graduate students. The first program, focused on peer mentorship, will pair less experienced graduate students with more experienced students of similar backgrounds. Because mentorship is time intensive and because these older graduate students would be legitimately engaged in equity work on behalf of the college, we recommend the college financially compensate graduate mentors from URG with a \$1500/semester stipend for their participation. We also recommend the dean establish a Dean's award in the amount of \$1000 to honor excellence in graduate peer mentorship. In the pilot year of the program, mentors will be selected from advanced graduate students, alumni and current postdoctoral fellows. Alumni and postdoctoral fellows will continue to be included in the mentorship program beyond the pilot year. The committee can consider cohort models and specific mechanisms for pairing graduate students with peers.

As part, or separate from the mentorship program, the committee should establish both funding for and partnership opportunities for graduate students from URG to attend and present at conferences. The goal should be for early grad students to attend conferences with peers, watch older peers present, and eventually present themselves. The committee can suggest that these funded graduate students also spend a small amount of time at the conference in recruitment efforts (Goal 3). We suggest funding for this for any eligible grad students from URG. We recommend initial funding for 20 students, who hopefully are attending in pairs, or small groups. We estimate each student to need about \$2500- \$3000 total for conference fees, hotel, flights, transportation and a daily allowance for food, and any other reasonable expenses that would facilitate conference attendance. Total initial funding is requested in the amount of \$60000 per year, though we hope this program grows in size and scope.

But peer mentorship will not fully address the issues that URG graduate students face. Because of that, we also suggest that the faculty committee explore and make recommendations about the implementation of a training program on inclusive mentorship to be provided to all COS faculty.

This training would begin the process of helping all faculty understand how to effectively and proactively mentor students from URGs. We envision that both of the committees will be housed in the Dean's office and require ongoing support, maintenance and revision. The faculty committee should make recommendations about where these programs should be finally established and institutionalized within the college.

SMART Goal 3: Making the Graduate Admissions Process More Accessible, Transparent, and Fair

Prospective students primarily learn about our programs through our College website and departmental webpages. Program highlights, funding and project opportunities, and student achievements should have a prominent home on the website. Many of our current students are unaware of the opportunities available within the College. They rely on peer to peer information transfer or advice from their faculty advisor. If current students are unaware of the myriad of opportunities present within the College, how can we expect prospective students to find this information?

Graduate admissions is the first step all our students must take if they are interested in enrolling in a graduate program at Mason. It serves as a gateway for our students, but all too often it becomes a barrier, particularly for students from underrepresented groups. It is a financial barrier, it is often an opaque barrier, and the application process can be biased against students from these groups. The first step in broadening participation in our programs and making them more welcoming is to modify this process. This goal seeks to make the admissions process more accessible, transparent, and fair.

As the graduate students of our committee spoke to from first-hand and shared experiences, we quickly learned that the current graduate admissions process can be convoluted and financially unattainable for many prospective students from underrepresented groups. We are recommending several modifications to the admissions process that will work to combat these barriers. Many international students, who have never applied to a program at a US institution, are unfamiliar with the admissions process and are unsure if they are even viable candidates for our graduate programs. This goal seeks to de-mystify the admissions process by clearly detailing the requirements and expectations of the student. Because students are unsure if they are viable candidates, the application fee becomes a major financial barrier and an investment that students from URG are unable to commit to.

We are recommending for COS to create a fund dedicated to waiving some application fees for URG students, increasing the number of URG students who apply. We are also recommending for COS to create a formalized process for offering some pre-screen opportunities for prospective students.

These two recommendations would help to significantly reduce the barriers students face when beginning to think about applying to our graduate programs.

Other smaller, but no less significant barriers, include the testing and test score requirements, such as the GRE and TOEFL. While departments have been asked to remove the GRE requirement due to COVID-19, this may be an admissions requirement that can be removed altogether. If test scores are required, only requiring students to upload unofficial test scores at the time of application would make the admissions process slightly easier for students, again increasing the number of students who apply to our graduate programs. Lastly, our deadlines for decisions regarding the application and admissions process are much later than our peer institutions. Often times it's too late for international students requiring visas. Because our decision letters reach students later, we lose out on quality students who receive decisions from other institutions earlier. We are recommending that COS announce graduate assistantship budgets to departments earlier, so decisions can be made, and students notified earlier.

From an industry perspective, STEM continues to be dominated by white men. While women and non-white people of marginalized communities continue to be underrepresented. According to the National Science Foundation (NSF) the STEM workforce is 89% white and 72% male; while the overall workforce is 78% white and 53% male. In the United States there are currently more non-white children than white children; and half of all children born are identified as female. STEM fields do not currently reflect the diversity of our country, and neither does the College of Science.

With that at the top of mind, the College of Science brought together a diverse group of contributors (students, faculty, staff, and administrators) to collaboratively developed SMART goals that represent the change/culture shift that is desired within the College of Science community. To address the opportunities of growth within the College of Science the subcommittees explored the dimensions of diversity; defined what equity and inclusivity looked like for the college; reviewed the data; shared experiences; discussed what it meant to be part of the Science community; and evaluated the pros and cons of each recommendations. According to a study published in the Proceedings of the National Academy of Sciences a more diverse team is more likely to outperform a more homogenous team even when the homogenous team is considered to have “relatively greater ability” as individuals than the more diverse group. Authors of the study suggest this is because people with diverse backgrounds have different experiences and perspectives, and because of this, they approach problems differently, ask different questions, and develop more innovative solutions. By being more inclusive throughout the process there was an increase in the level of buy-in from the students, faculty, staff, and administrators. That has led to greater sense of pride, appreciation, recognition for contributions of ideas and being visionary leaders, as well as greater self-esteem has already manifested within the College of Science community. This approach has allowed students, staff and faculty to feel heard and seen as individuals and contributors to the college’s future.

The proposed SMART Goals and the respective action steps to achieve them will provide the College of Science community with mechanisms to improve the recruitment and retention of faculty, staff, and students from diverse backgrounds using well established evidence-based practices. By being more inclusive, the likelihood of scientific success is higher, promoting economic growth and competitiveness. Studies have shown that a sense of belonging or a lack of thereof affect academic success.

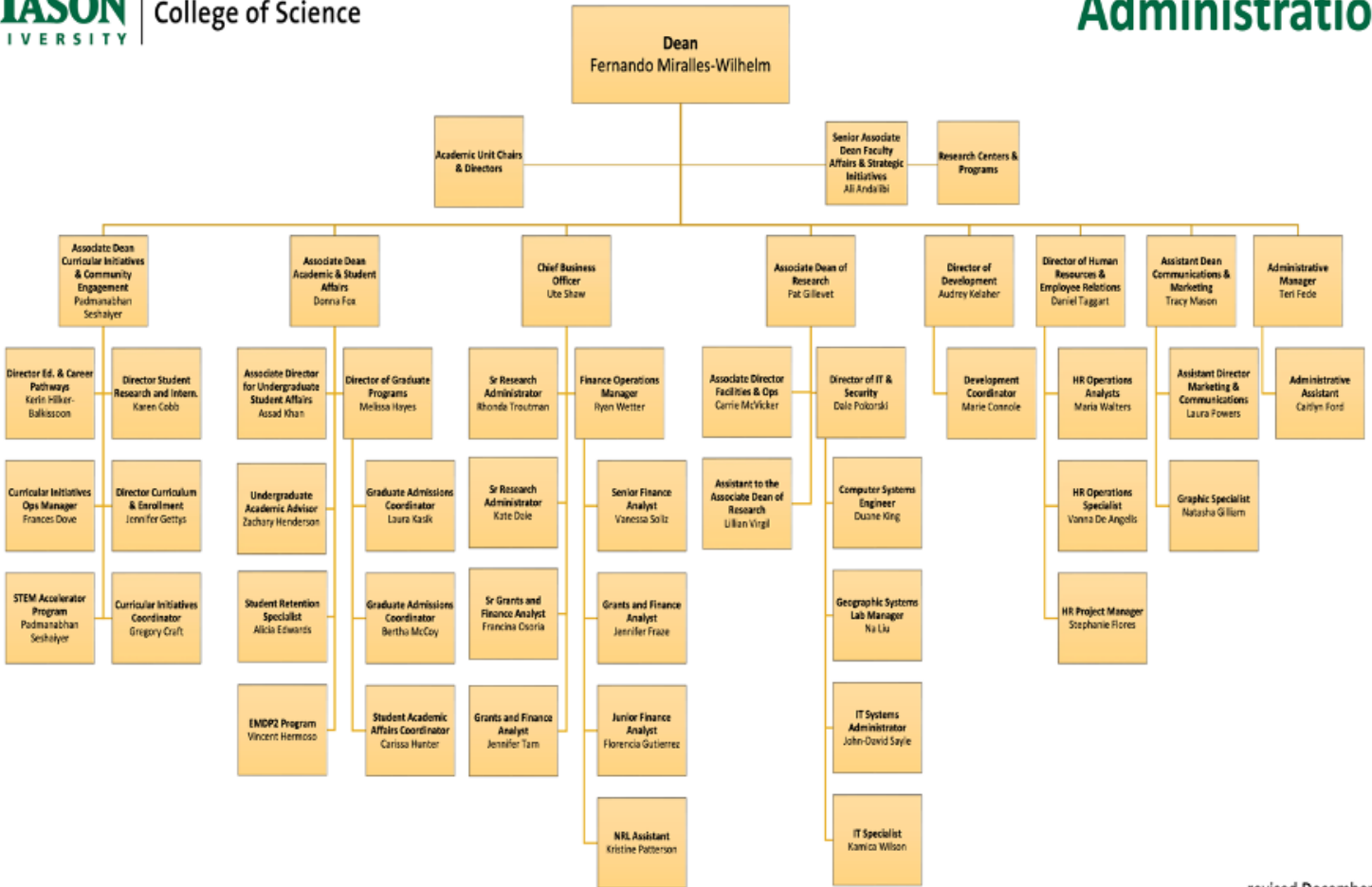
A lack of representation among faculty members and lack of cultural awareness by faculty can be intimidating for students and employees. The College of Science is actively working with academic and administrative units within the college to embrace the various dimensions of diversity to support justice, diversity, equity, inclusion and civility in everything the college does.

Research shows that systemic barriers like implicit and explicit bias restrict marginalized communities from entering in the STEM workforce and hinder academic success. By creating a more inclusive environment all members of the College of Science community will embody the core principles of diversity, equity and inclusion. They will become exemplars of inclusive excellence demonstrating to the world how to be advocates for Justice, Equity, Diversity and Inclusion (JEDI) by providing education, psychological safe spaces, access to resources, decision making, hiring decisions, grant writing, research opportunities, and much more to all, not just underrepresented and underserved communities.

Taking into consideration that inclusive excellence is actionable, the higher level accountability of the community will result in a more diverse enrollment, via transformative methods, in our undergraduate and graduate student populations; more equal distribution of faculty diversity in each of the academic units, as well as in the administrative and staff positions; a greater sense of student pride and achievement; and the development of new and emergent instructional delivery/research/technology that will propel George Mason University to higher level rankings. The cumulative effects of the actionable items outlined in the SMART Goals will result in George Mason University becoming a desired destination for science and learning, research, quality of work life, collaboration and innovation across cultures, disciplines, job classifications, and best practices. For the change to be effective, it requires an all-hands-on deck approach to inclusive excellence; this will, without a doubt, have rippling effects on not just the College of Science, but George Mason University and the STEM nationwide.



APPENDIX A: ORGANIZATION DATA



revised December 2020

College of Science Administration Organization Chart

Robbie Barbero, PhD

Chief Business Officer
Ceres Nanosciences

Horace Blackman

Vice President
Cognizant

Richard Byrne

Senior Vice President
Programs & Technology
MITRE

Vikas Chandhoke, PhD

Professor and Founding Dean,
College of Science
George Mason University

Bryant Dunetz

Chief Operations Officer
Side-Out Foundation

Ross Dunlap

Founder, President, & CEO
Ceres Nanosciences

Cohava Gelber, PhD

Executive Chairperson
Serpis Pharma

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General Manager, Data Acquisition & Public Policy
CARFAX, Inc.

Saralyn Mark, MD

President & CEO
SolaMed Solutions, LLC

Walter McLeod

Managing Director
Eco Capitol, LLC

Patrick O'Neil, PhD

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Spaceflight Industries

Senator Chap Petersen

Va. State Senator, 34th District
Attorney, Chap Petersen & Associates

Geoff Stearn

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Ligado Networks

Jeanne Tisinger

Deputy Director for Support
Central Intelligence Agency

Christopher Tucker, PhD

Principal
Yale House Ventures

BOARD CONTACT

Audrey Kelaher

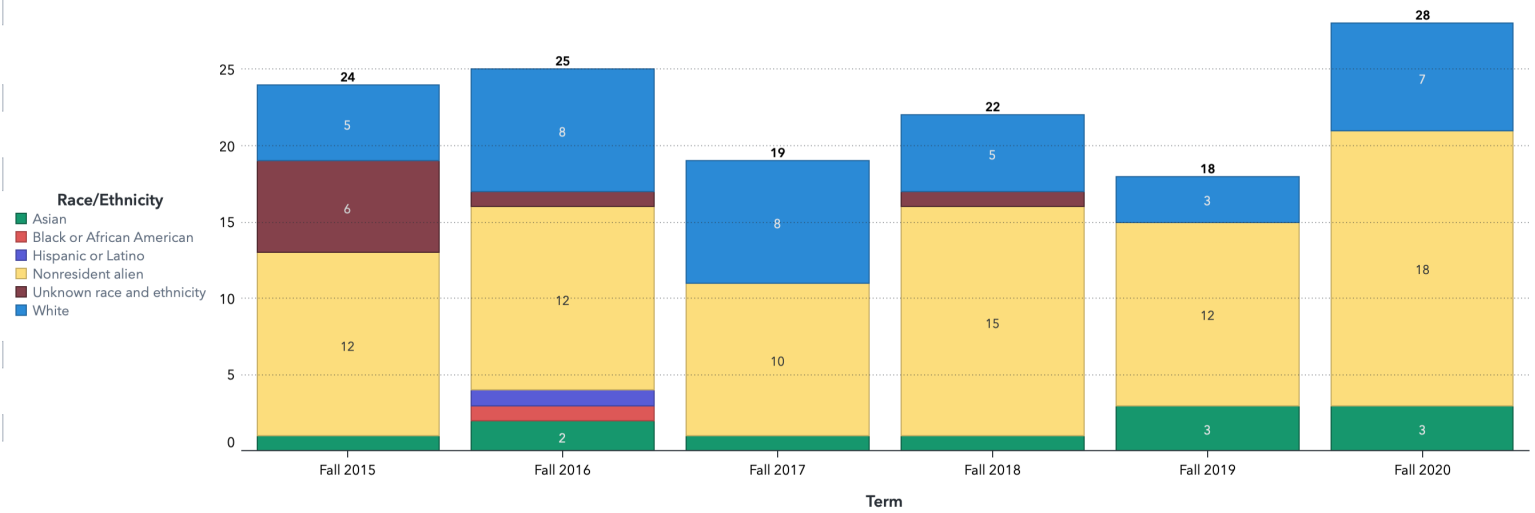
Director of Development
George Mason University

College of Science Advisory Board

Contributors	Fernando Miralles-Wilhelm	Graduate Student Recruitment, Retention and Degree Attainment	Jenna Cann
	Chantée Christian		
	Teri Fede		
	Audrey Kelaher		
	Padmanabhan Seshaiyer		
	Ute Shaw		
	Daniel Taggart		
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Gerald Weatherspoon	Samantha Cooke		
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			Laurie Trenary
Christophe R. Durac			
Rebecca Ericson			
Kerin Anne Hilker-Balkissoon			
Maction Komwa			
Bonnie Madden	Gwendolyn Lewis		
Anne Reynolds	Dann Sklarew		

College of Science Subcommittee Members

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

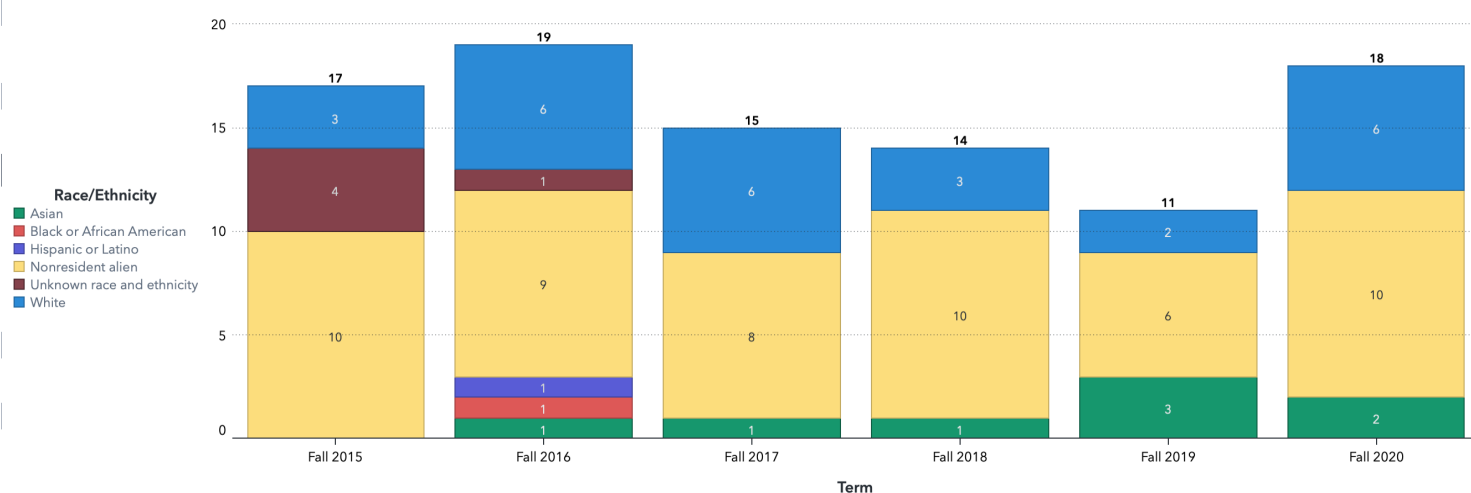


Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

Race/Ethnicity	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	1	4.2%	2	8.0%	1	5.3%	1	4.5%	3	16.7%	3	10.7%
Black or African American	—	.	1	4.0%	—	.	—	.	—	.	—	.
Hispanic or Latino	—	.	1	4.0%	—	.	—	.	—	.	—	.
Nonresident alien	12	50.0%	12	48.0%	10	52.6%	15	68.2%	12	66.7%	18	64.3%
Unknown race and ethnicity	6	25.0%	1	4.0%	—	.	1	4.5%	—	.	—	.
White	5	20.8%	8	32.0%	8	42.1%	5	22.7%	3	16.7%	7	25.0%
Total	24	100.0%	25	100.0%	19	100.0%	22	100.0%	18	100.0%	28	100.0%

Postdocs Total Headcount by Race/Ethnicity

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

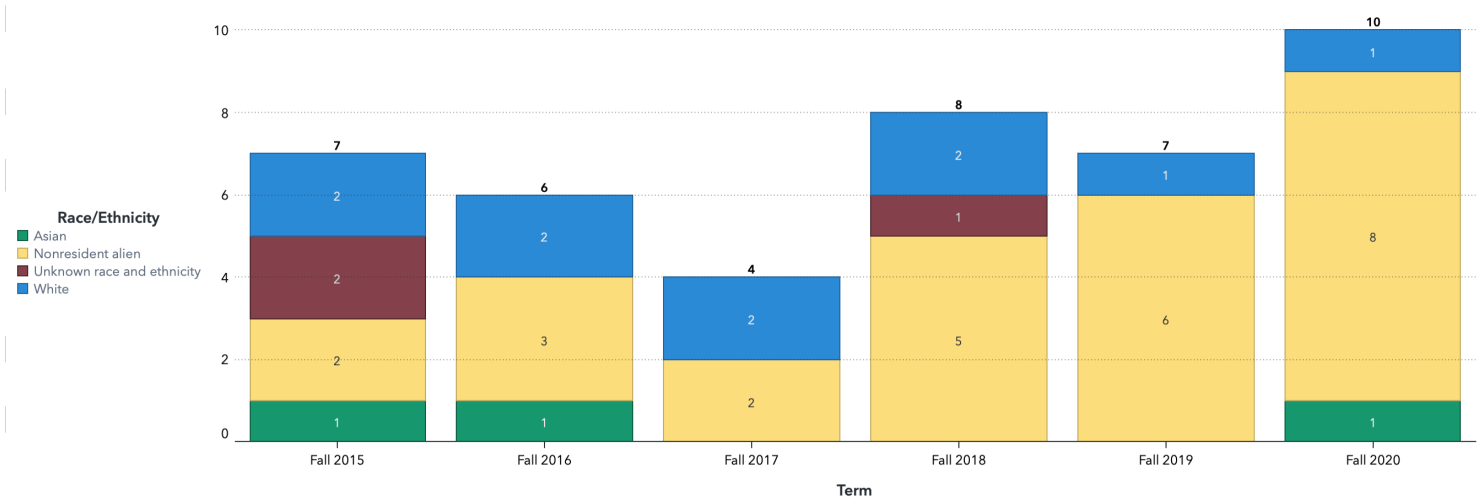


Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

Race/Ethnicity	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	—	.	1	5.3%	1	6.7%	1	7.1%	3	27.3%	2	11.1%
Black or African American	—	.	1	5.3%	—	.	—	.	—	.	—	.
Hispanic or Latino	—	.	1	5.3%	—	.	—	.	—	.	—	.
Nonresident alien	10	58.8%	9	47.4%	8	53.3%	10	71.4%	6	54.5%	10	55.6%
Unknown race and ethnicity	4	23.5%	1	5.3%	—	.	—	.	—	.	—	.
White	3	17.6%	6	31.6%	6	40.0%	3	21.4%	2	18.2%	6	33.3%
Total	17	100.0%	19	100.0%	15	100.0%	14	100.0%	11	100.0%	18	100.0%

Postdocs Headcount by Gender (Male)

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)



Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

Race/Ethnicity ▲	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	1	14.3%	1	16.7%	—	.	—	.	—	.	1	10.0%
Nonresident alien	2	28.6%	3	50.0%	2	50.0%	5	62.5%	6	85.7%	8	80.0%
Unknown race and ethnicity	2	28.6%	—	.	—	.	1	12.5%	—	.	—	.
White	2	28.6%	2	33.3%	2	50.0%	2	25.0%	1	14.3%	1	10.0%
Total	7	100.0%	6	100.0%	4	100.0%	8	100.0%	7	100.0%	10	100.0%

Postdocs Headcount by Gender (Female)

Spring 2021 Official Census Student Enrollment by Demographic

Category	Headcount	
Overall	3,874	
Level		
Total Undergraduate	2,845	
Subtotal Degree Seeking	2,845	% ages
First-time Freshmen	6	0.2
Other Freshmen	403	14.2
Sophomores	508	17.9
Juniors	794	27.9
Seniors	1,107	38.9
UG Certificates	27	0.9
Subtotal Non-Degree Seeking	-	
Total First Professional	-	
Total Graduate	1,029	
Subtotal Degree Seeking	993	96.5
GR Certificates	107	10.4
Masters	370	36.0
Doctoral	516	50.1
Subtotal Non-Degree Seeking	36	3.5
Extended Studies	36	3.5
Load		
Full Time	2,842	
Part Time	1,032	
Gender		
Female	2,251	58.1
Male	1,615	41.7
Not Reported	8	0.2
Ethnicity		
African Am	404	10.4
Native Am	4	0.1
Asian Am	805	20.8
Hispanic Am	493	12.7
White Am	1,584	40.9
Race Not Reported	170	4.4
Non Resident Alien	246	6.4
Two or More	166	4.3
Pacific Islander	2	0.1
Foreigners Abroad	-	
Domicile		
In State	3,194	
Out of State	680	
Status		
New	249	
Return	3,625	

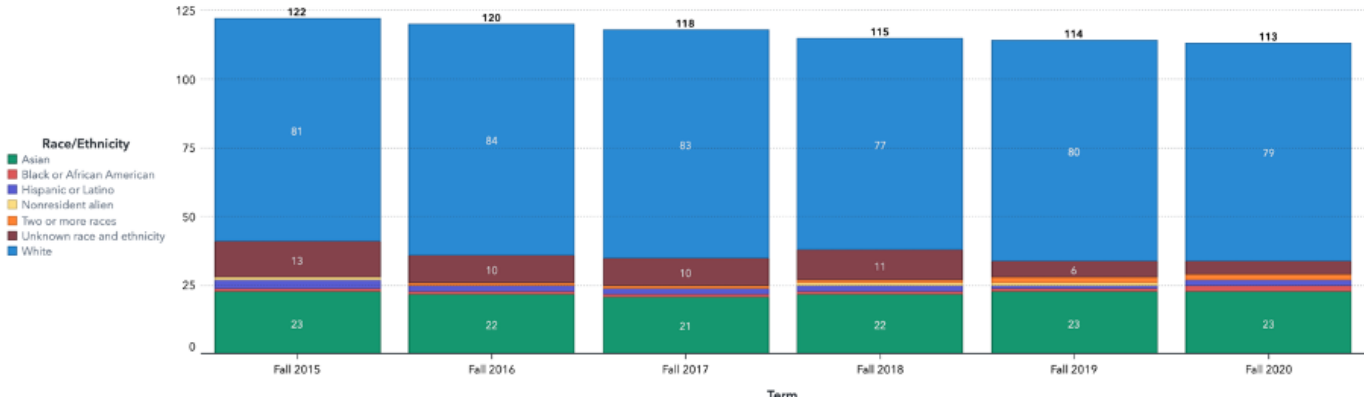
Spring 2021 COS Student Enrollment

Race and Ethnicity by Employee Type

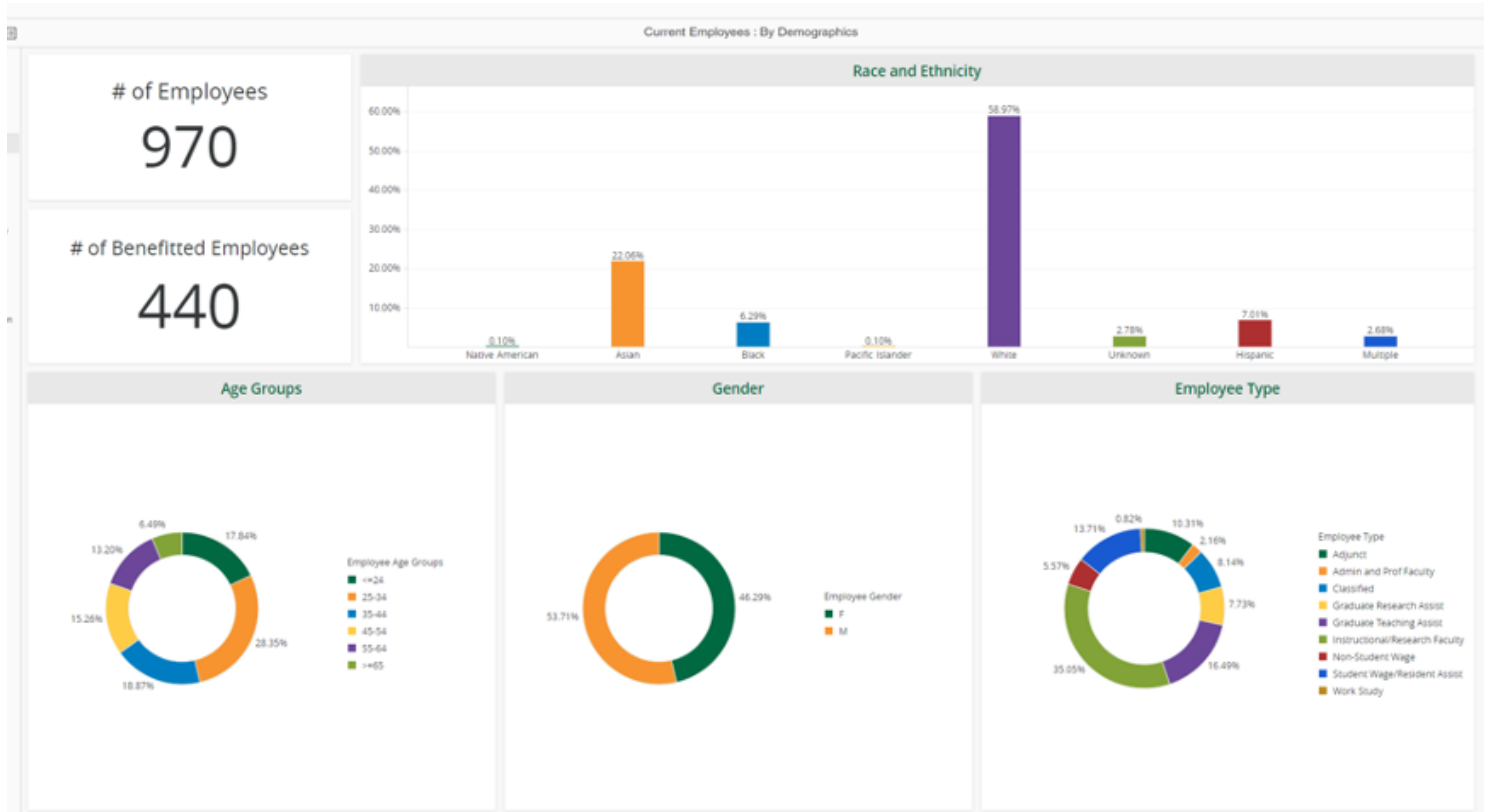
Employee Type	Adjunct	Adjunct	Admin and Prof Faculty	Admin and Prof Faculty	Classified	Classified	Graduate Research Assist	Graduate Research Assist	Graduate Teaching Assist	Graduate Teaching Assist	Instructional/ Research Faculty	Instructional/ Research Faculty	Non-Student Wage	Non-Student Wage	Student Wage/Resident Assist	Student Wage/Resident Assist	Work Study	Work Study
Employee Race	# of Employees	% of Employee Type	# of Employees	% of Employee Type	# of Employees	% of Employee Type	# of Employees	% of Employee Type	# of Employees	% of Employee Type	# of Employees	% of Employee Type	# of Employees	% of Employee Type	# of Employees	% of Employee Type	# of Employees	% of Employee Type
American Indian or Alaskan Native	1	0.99%																
Asian	14	13.86%	2	10.00%	6	7.14%	22	27.50%	34	21.94%	79	23.72%	12	21.05%	30	20.55%	6	42.86%
Black or African American	8	7.92%	2	10.00%	11	13.10%	4	5.00%	13	8.39%	10	3.00%	3	5.26%	11	7.53%		
Native Hawaiian and other Pacific Islander							1	1.25%										
White	70	69.31%	13	65.00%	55	65.48%	41	51.25%	90	58.06%	211	63.36%	34	59.65%	74	50.68%	6	42.86%
Unknown	2	1.98%	1	5.00%	1	1.19%	3	3.75%	5	3.23%	12	3.60%	2	3.51%	2	1.37%		
Hispanic or Latino	5	4.95%	2	10.00%	9	10.71%	6	7.50%	10	6.45%	14	4.20%	4	7.02%	21	14.38%	1	7.14%
Two or more	1	0.99%			2	2.38%	3	3.75%	3	1.94%	7	2.10%	2	3.51%	8	5.48%	1	7.14%
Total	101	100.00%	20	100.00%	84	100.00%	80	100.00%	155	100.00%	333	100.00%	57	100.00%	146	100.00%	14	100.00%

College of Science Workforce Composition as of March 2021

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

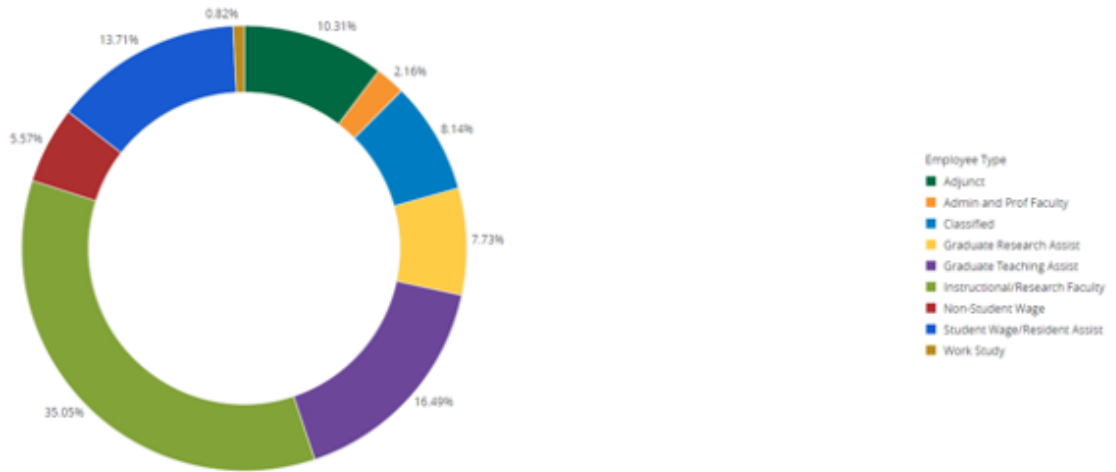


College of Science Employees Headcount by Term (2015-2020)



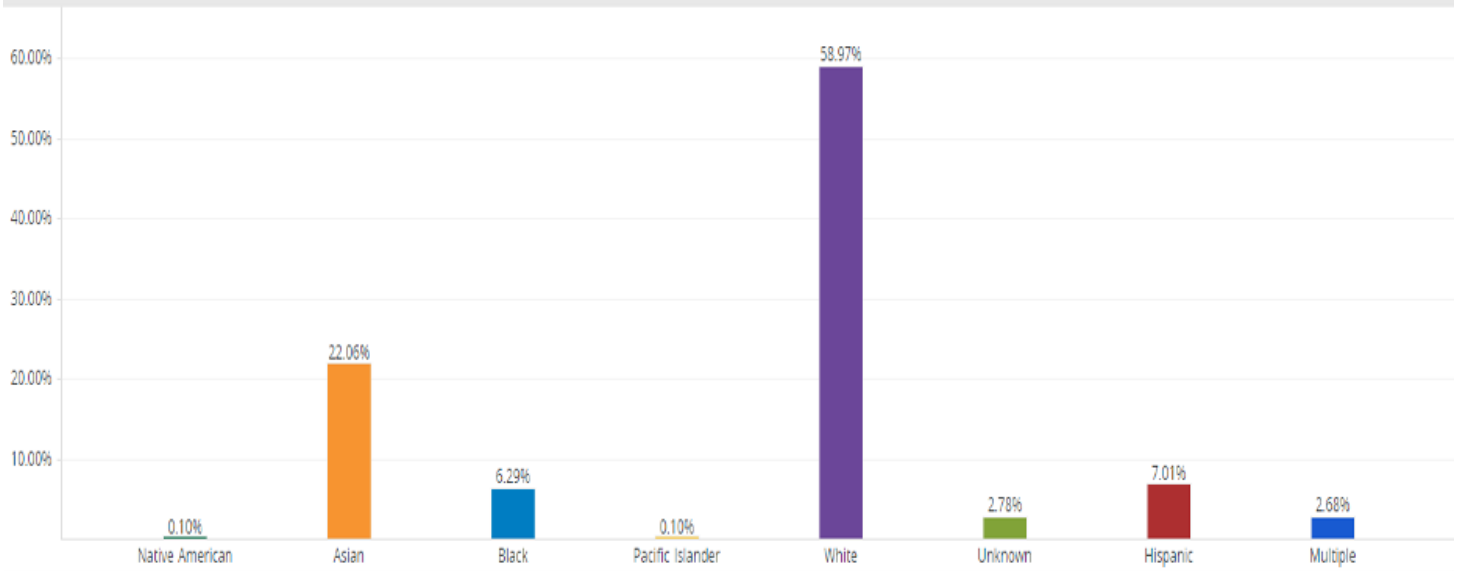
College of Science Employees by Demographic

Employee Type

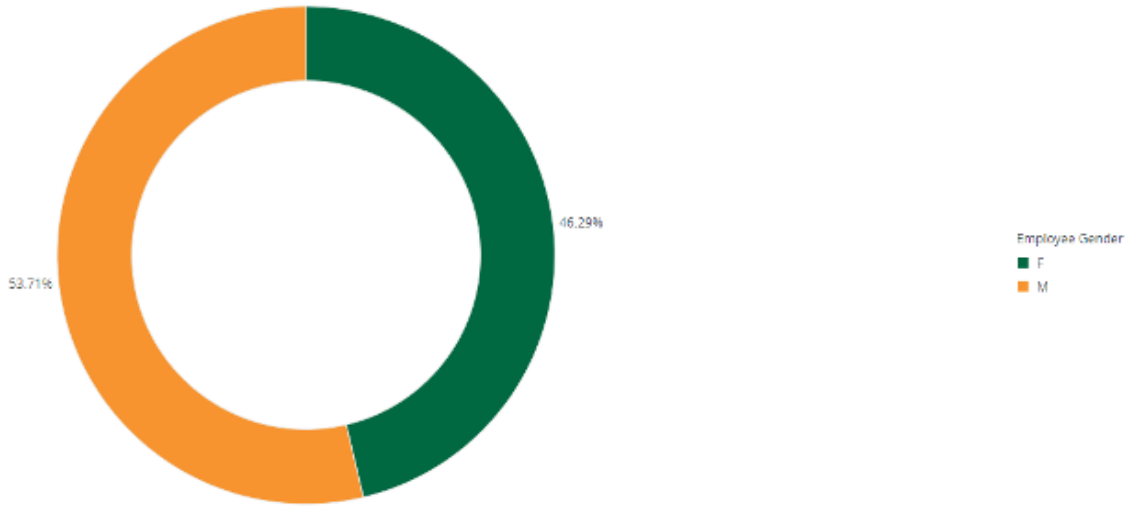


College of Science Employees by Type

Race and Ethnicity

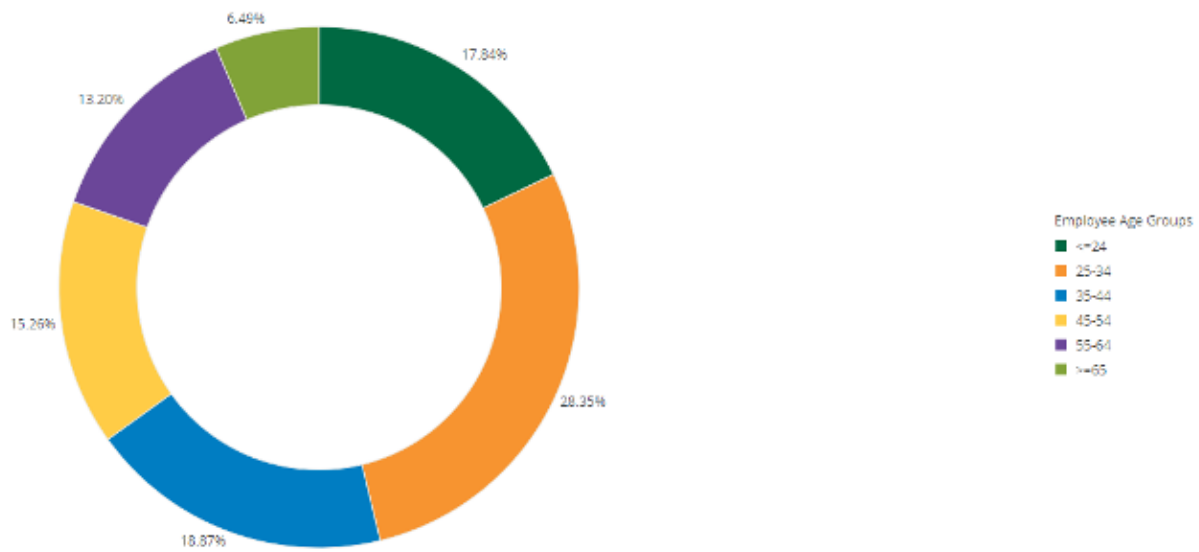


College of Science Employees by Race and Ethnicity



College of Science Employees by Gender

Age Groups



College of Science Employees by Age

NEURPHD			Years After Entry																									
			0		1		2		3		4		5		6		7		8		9		10		11			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
2017	White American	Active	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	2	100.0	2	100.0	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018	White American	Active	3	100.0	3	100.0	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	ALL	Active	3	100.0	3	100.0	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2019	Other/Unknown	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020	White American	Active	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

PhD Students Retention by Major and Race (2017-2020): NEUR

EVPPPHD			Years After Entry																									
			0		1		2		3		4		5		6		7		8		9		10		11			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
2017	White American	Active	5	100.0	5	100.0	3	60.0	3	60.0	0	0.0	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	6	100.0	6	100.0	4	66.7	4	66.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018	White American	Active	9	100.0	9	100.0	9	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	ALL	Active	9	100.0	9	100.0	9	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2019	Hispanic American	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	White American	Active	4	100.0	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Other/Unknown	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
ALL	Active	6	100.0	6	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
2020	Hispanic American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	White American	Active	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Other/Unknown	Active	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
ALL	Active	8	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					

PhD Students Retention by Major and Race (2017-2020): EVPP

ESGSPHD			Years After Entry																									
			0		1		2		3		4		5		6		7		8		9		10		11			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
2017	Asian American	Active	3	100.0	3	100.0	1	66.7	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	5	100.0	5	100.0	4	80.0	3	60.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	6	100.0	6	100.0	6	100.0	5	83.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	12	100.0	12	100.0	11	91.7	9	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018	African American	Active	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	White American	Active	3	100.0	2	66.7	2	66.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Non-Resident	Active	4	100.0	3	75.0	3	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Two or More	Active	1	100.0	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
ALL	Active	9	100.0	7	77.8	6	66.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
2019	Hispanic American	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	White American	Active	5	100.0	2	40.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Non-Resident	Active	4	100.0	3	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	ALL	Active	10	100.0	6	60.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
2020	African American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Non-Resident	Active	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	ALL	Active	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						

PhD Students Retention by Major and Race (2017-2020): ESGS

CSSPHD			Years After Entry																									
			0		1		2		3		4		5		6		7		8		9		10		11			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
2017	White American	Active	2	100.0	2	100.0	1	50.0	2	100.0	-	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	ALL	Active	2	100.0	2	100.0	1	50.0	2	100.0	-	-	-	-	-	-	-	-	2	100.0	-	-	-	-				
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-						
2018	African American	Active	1	100.0	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-								
	Asian American	Active	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-								
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-										
	White American	Active	3	100.0	3	100.0	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-								
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-										
	Non-Resident	Active	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-								
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-										
ALL	Active	6	100.0	6	100.0	5	83.3	-	-	-	-	-	-	-	-	-	-	-	-									
	Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-											
2019	Asian American	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-								
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-										
	White American	Active	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-										
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-										
Non-Resident	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-											
	Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-											
ALL	Active	4	100.0	3	75.0	-	-	-	-	-	-	-	-	-	-	-	-											
	Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-											
2020	Asian American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-												
	White American	Active	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-												
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-														
	Non-Resident	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-												
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-														
ALL	Active	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-													
	Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-															

PhD Students Retention by Major and Race (2017-2020): CSS

Cohort			Years After Entry																									
			0		1		2		3		4		5		6		7		8		9		10		11			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
2017	African American	Active	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-		
	Asian American	Active	2	100.0	2	100.0	1	50.0	1	50.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	4	100.0	3	75.0	3	75.0	3	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	2	100.0	1	50.0	1	50.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	10	100.0	7	70.0	6	60.0	5	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018	Asian American	Active	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	White American	Active	2	100.0	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	4	100.0	3	75.0	2	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	7	100.0	6	85.7	5	71.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	2019	African American	Active	2	100.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
White American		Active	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
ALL		Active	4	100.0	3	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
2020	African American	Active	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Asian American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Hispanic American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	White American	Active	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Non-Resident	Active	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
ALL	Active	11	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					

PhD Students Retention by Major and Race (2017-2020): CSI

Cohort			Years After Entry																							
			0		1		2		3		4		5		6		7		8		9		10		11	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017	White American	Active	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	2	100.0	2	100.0	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018	White American	Active	5	100.0	4	80.0	4	80.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	2	100.0	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	ALL	Active	7	100.0	6	85.7	6	85.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
2019	White American	Active	5	100.0	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Non-Resident	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	ALL	Active	6	100.0	6	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						

PhD Students Retention by Major and Race (2017-2020): CLIM

BMEDMS			Years After Entry																			
			0		1		2		3		4		5		6		7		8		9	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cohort																						
2011	African American	Active	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0
	Asian American	Active	6	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	5	83.3	5	83.3	5	83.3	5	83.3	5	83.3	5	83.3	5	83.3	5	83.3	5	83.3
	Hispanic American	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
	White American	Active	8	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	7	87.5	7	87.5	7	87.5	7	87.5	7	87.5	7	87.5	7	87.5	7	87.5	7	87.5
	Other/Unknown	Active	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0
	Non-Resident	Active	2	100.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0	1	50.0
	Two or More	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
	ALL	Active	22	100.0	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	17	77.3	18	81.8	18	81.8	18	81.8	18	81.8	18	81.8	18	81.8	18	81.8	18	81.8
2012	African American	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Asian American	Active	8	100.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	6	75.0	6	75.0	6	75.0	6	75.0	6	75.0	6	75.0	6	75.0	6	75.0	6	75.0
	Hispanic American	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	White American	Active	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	7	100.0	7	100.0	7	100.0	7	100.0	7	100.0	7	100.0	7	100.0	7	100.0	7	100.0
	Other/Unknown	Active	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0
	Two or More	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	ALL	Active	22	100.0	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	16	72.7	16	72.7	16	72.7	16	72.7	16	72.7	16	72.7	16	72.7	16	72.7	16	72.7
2013	Asian American	Active	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	3	60.0	3	60.0	3	60.0	3	60.0	3	60.0	3	60.0	3	60.0	3	60.0	3	60.0
	White American	Active	6	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0
	Other/Unknown	Active	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	3	100.0	3	100.0	3	100.0	3	100.0	3	100.0	3	100.0	3	100.0	3	100.0	3	100.0
	ALL	Active	14	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	12	85.7	12	85.7	12	85.7	12	85.7	12	85.7	12	85.7	12	85.7	12	85.7	12	85.7
2014	African American	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
	Asian American	Active	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	5	71.4	5	71.4	5	71.4	5	71.4	5	71.4	5	71.4	5	71.4	5	71.4	5	71.4
	White American	Active	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0
	ALL	Active	13	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	10	76.9	10	76.9	10	76.9	10	76.9	10	76.9	10	76.9	10	76.9	10	76.9	10	76.9

Masters Students Retention by Major and Race (2011-2014): BMED

BNFMMS			Years After Entry																							
			0		1		2		3		4		5		6		7		8		9		10		11	
Cohort			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2009	Non-Resident	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	ALL	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2012	Non-Resident	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-
		Graduated	0	0.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-
	ALL	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-
		Graduated	0	0.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-
2015	Asian American	Active	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-		
2016	Non-Resident	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-			
	ALL	Active	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-			
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-				
2018	Non-Resident	Active	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	ALL	Active	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-					
2020	Non-Resident	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	ALL	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						

Masters Students Retention by Major and Race (2009-2020): BNFMM

BNFMMS			Years After Entry					
			0		1		2	
Cohort			N	%	N	%	N	%
2018	White American	Active	1	100.0	1	100.0	1	100.0
		Graduated	0	0.0	0	0.0	0	0.0
	ALL	Active	1	100.0	1	100.0	1	100.0
		Graduated	0	0.0	0	0.0	0	0.0
2019	Asian American	Active	1	100.0	1	100.0	-	-
		Graduated	0	0.0	0	0.0	-	-
	ALL	Active	1	100.0	1	100.0	-	-
		Graduated	0	0.0	0	0.0	-	-
2020	Non-Resident	Active	1	100.0	-	-	-	-
		Graduated	0	0.0	-	-	-	-
	ALL	Active	1	100.0	-	-	-	-
		Graduated	0	0.0	-	-	-	-

Masters Students Retention by Major and Race (2018-2020): BNFMMSP

CHEMMS			Years After Entry																								
			0		1		2		3		4		5		6		7		8		9		10		11		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
2017	African American	Active	4	100.0	4	100.0	2	50.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
		Graduated	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian American	Active	2	100.0	2	100.0	1	50.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	1	50.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White American	Active	4	100.0	2	50.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	1	25.0	2	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other/Unknown	Active	2	100.0	1	50.0	1	50.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	ALL	Active	9	100.0	5	55.6	2	22.2	1	11.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	1	11.1	3	33.3	5	55.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2018	Native American	Active	1	100.0	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White American	Active	2	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	1	50.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	ALL	Active	3	100.0	1	33.3	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	1	33.3	1	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2019	African American	Active	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian American	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White American	Active	8	100.0	5	62.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	1	12.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-Resident	Active	2	100.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	ALL	Active	13	100.0	9	69.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	1	7.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	African American	Active	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian American	Active	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White American	Active	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other/Unknown	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	ALL	Active	10	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Masters Students Retention by Major and Race (2009-2020): CHEM

CLISMS			Years After Entry	
			0	
			N	%
Cohort				
2020	White American	Active	2	100.0
		Graduated	0	0.0
	ALL	Active	2	100.0
		Graduated	0	0.0

Masters Students Retention by Major and Race (2020): CLISMS

FRSCMS			Years After Entry																					
Cohort			0		1		2		3		4		5		6		7		8		9		10	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017	African American	Active	8	100.0	7	87.5	2	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	1	12.5	4	50.0	5	62.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian American	Active	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic American	Active	6	100.0	6	100.0	2	33.3	1	16.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	4	66.7	5	83.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White American	Active	19	100.0	13	68.4	3	15.8	2	10.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	3	15.8	13	68.4	15	78.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other/Unknown	Active	1	100.0	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-Resident	Active	2	100.0	2	100.0	1	50.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	1	50.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More	Active	1	100.0	1	100.0	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hawaiian/Other PI	Active	1	100.0	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ALL	Active	39	100.0	32	82.1	10	25.6	4	10.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	4	10.3	23	59.0	29	74.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2018	African American	Active	6	100.0	3	50.0	3	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	2	33.3	2	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Asian American	Active	4	100.0	2	50.0	2	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Hispanic American	Active	2	100.0	2	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	White American	Active	17	100.0	9	52.9	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	6	35.3	13	76.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Non-Resident	Active	1	100.0	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Hawaiian/Other PI	Active	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	ALL	Active	31	100.0	17	54.8	5	16.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Graduated	0	0.0	9	29.0	19	61.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2019	African American	Active	7	100.0	6	85.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Native American	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Asian American	Active	4	100.0	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Hispanic American	Active	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	White American	Active	22	100.0	13	59.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	8	36.4	-	-	-	-	-	-	-	-	-	-	-	-	-					
	Other/Unknown	Active	2	100.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-					
		Graduated	0	0.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-						
	Non-Resident	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-							
ALL	Active	39	100.0	27	69.2	-	-	-	-	-	-	-	-	-	-	-								
	Graduated	0	0.0	10	25.6	-	-	-	-	-	-	-	-	-	-									
2020	African American	Active	7	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Asian American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Hispanic American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	White American	Active	23	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
ALL	Active	32	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
	Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-								

Masters Students Retention by Major and Race (2017-2020): FRSC

GEOIMS			Years After Entry																							
			0		1		2		3		4		5		6		7		8		9		10			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
2017	Asian American	Active	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	2	100.0	2	100.0	1	50.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	4	100.0	3	75.0	1	25.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	1	100.0	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	7	100.0	6	85.7	2	28.6	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	1	14.3	2	28.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018	African American	Active	1	100.0	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	2	100.0	2	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	3	100.0	3	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	1	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2019	African American	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Asian American	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	3	100.0	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	5	100.0	4	80.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020	Asian American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Masters Students Retention by Major and Race (2017-2020): GEOI

MATHMS			Years After Entry																									
			0		1		2		3		4		5		6		7		8		9		10		11			
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
2017	Two or More	Active	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	1	100.0	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018	Hispanic American	Active	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	2	100.0	1	50.0	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	3	100.0	2	66.7	2	66.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2019	Asian American	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Hispanic American	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	4	100.0	3	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	7	100.0	4	57.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020	Hispanic American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	6	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Masters Students Retention by Major and Race (2017-2020): MATH

PHAEMS			Years After Entry																							
			0		1		2		3		4		5		6		7		8		9		10		11	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017	African American	Active	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Asian American	Active	1	100.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Hispanic American	Active	1	100.0	1	100.0	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	White American	Active	1	100.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	5	100.0	3	60.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	2	40.0	5	100.0	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	ALL	Active	9	100.0	5	55.6	1	11.1	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	2	22.2	5	55.6	6	66.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	2018	White American	Active	1	100.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Other/Unknown		Active	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Non-Resident		Active	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
ALL	Active	3	100.0	1	33.3	1	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	Graduated	0	0.0	1	33.3	1	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
2019	Asian American	Active	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Hispanic American	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	White American	Active	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Other/Unknown	Active	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Non-Resident	Active	1	100.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
	Graduated	0	0.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
ALL	Active	7	100.0	5	71.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
	Graduated	0	0.0	1	14.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
2020	African American	Active	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	White American	Active	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	ALL	Active	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						

Masters Students Retention by Major and Race (2017-2020): PHAE

Percentage of First-time, Full-time Freshmen who Began in COS and Graduated from another Mason College
Percentage of First-time, Full-time Freshmen who Began in COS and Graduated from COS
Percentage of First-time, Full-time Freshmen who Began in COS and Graduated from Entry Major
Overall

Cohort	ALL					
	Cohort Year					
	2014	2015	2016	2017	2018	2019
Retention Year-1	86.7	84.6	85.7	86.9	87.0	86.2
Retention Year-2	81.0	77.6	77.0	78.3	81.9	-
Graduated Year-4	43.3	47.1	46.7	-	-	-
Graduated Year-5	62.8	65.6	-	-	-	-
Graduated Year-6	70.7	-	-	-	-	-
Retention Year-1 College	70.0	67.0	66.3	63.3	67.6	70.0
Retention Year-2 College	54.9	51.6	51.8	48.1	55.2	-
Graduated Year-4 College	29.1	29.6	28.8	-	-	-
Graduated Year-5 College	39.7	40.0	-	-	-	-
Graduated Year-6 College	41.9	-	-	-	-	-
Retention Year-1 College & Major	65.8	60.9	62.5	58.6	62.9	65.8
Retention Year-2 College & Major	48.0	43.0	46.4	40.8	48.3	-
Graduated Year-4 College & Major	25.6	25.1	25.3	-	-	-
Graduated Year-5 College & Major	33.3	33.0	-	-	-	-
Graduated Year-6 College & Major	34.5	-	-	-	-	-

Overall Undergraduate Students Retention (2014-2019)

Percentage of First-time, Full-time Freshmen who Began in COS and Graduated from another Mason College
Percentage of First-time, Full-time Freshmen who Began in COS and Graduated from COS
Percentage of First-time, Full-time Freshmen who Began in COS and Graduated from Entry Major
Overall

	ALL					
	Cohort Year					
	2014	2015	2016	2017	2018	2019
Cohort	406	442	392	466	553	544
Retention Year-1	86.7	84.6	85.7	86.9	87.0	86.2
Retention Year-2	81.0	77.6	77.0	78.3	81.9	-
Graduated Year-4	43.3	47.1	46.7	-	-	-
Graduated Year-5	62.8	65.6	-	-	-	-
Graduated Year-6	70.7	-	-	-	-	-
Retention Year-1 College	70.0	67.0	66.3	63.3	67.6	70.0
Retention Year-2 College	54.9	51.6	51.8	48.1	55.2	-
Graduated Year-4 College	29.1	29.6	28.8	-	-	-
Graduated Year-5 College	39.7	40.0	-	-	-	-
Graduated Year-6 College	41.9	-	-	-	-	-
Retention Year-1 College & Major	65.8	60.9	62.5	58.6	62.9	65.8
Retention Year-2 College & Major	48.0	43.0	46.4	40.8	48.3	-
Graduated Year-4 College & Major	25.6	25.1	25.3	-	-	-
Graduated Year-5 College & Major	33.3	33.0	-	-	-	-
Graduated Year-6 College & Major	34.5	-	-	-	-	-

Overall Undergraduate Students Retention (2014-2019)

COS First-time, Full-time Freshmen: Began and Graduated in COS	Cohort	Years After Entry																							
		0		1		2		3		4		5		6		7		8		9		10			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
SC	2014	Active	406	100.0	284	70.0	223	54.9	194	47.8	64	15.8	15	3.7	9	2.2	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	7	1.7	118	29.1	161	39.7	170	41.9	-	-	-	-	-	-	-	-	-
	2015	Active	442	100.0	296	67.0	228	51.6	195	44.1	66	14.9	21	4.8	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	9	2.0	131	29.6	177	40.0	-	-	-	-	-	-	-	-	-	-	-
	2016	Active	392	100.0	260	66.3	203	51.8	174	44.4	55	14.0	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	1	0.3	6	1.5	113	28.8	-	-	-	-	-	-	-	-	-	-	-	-	-
	2017	Active	466	100.0	295	63.3	224	48.1	200	42.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	8	1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	Active	553	100.0	374	67.6	305	55.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	Active	544	100.0	381	70.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020	Active	562	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

COS First-time, Full-time Freshmen Retention (2014-2019)

College Year RACE		Years After Entry																					
College of Science First-time Full-time Freshmen w/ Race: Began and Graduated in COS		N	%	1		2		3		4		5		6		7		8		9		10	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SC	2014	African American	Active	59	100.0	37	62.7	28	47.5	26	44.1	5	8.5	4	6.8	2	3.4	-	-	-	-	-	-
			Graduated	0	0.0	0	0.0	0	0.0	0	0.0	18	30.5	21	35.6	23	39.0	-	-	-	-	-	-
	Native American	Active	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	
	Asian American	Active	94	100.0	68	72.3	55	58.5	49	52.1	14	14.9	4	4.3	4	4.3	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	11	11.7	31	33.0	39	41.5	40	42.6	-	-	-	-	
	Hispanic American	Active	54	100.0	38	70.4	32	59.3	29	53.7	13	24.1	1	1.9	0	0.0	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	12	22.2	23	42.6	24	44.4	-	-	-	-	-	-	
	White American	Active	150	100.0	106	70.7	79	52.7	67	44.7	23	15.3	4	2.7	1	0.7	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	4	2.7	43	28.7	58	38.7	62	41.3	-	-	-	-	-	-	
	Other/Unknown	Active	10	100.0	7	70.0	7	70.0	5	50.0	2	20.0	2	20.0	1	10.0	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	1	10.0	3	30.0	4	40.0	5	50.0	-	-	-	-	-	-	
	Non-Resident	Active	12	100.0	10	83.3	7	58.3	5	41.7	2	16.7	0	0.0	0	0.0	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	3	25.0	5	41.7	5	41.7	-	-	-	-	-	-	
	Two or More	Active	25	100.0	16	64.0	14	56.0	12	48.0	4	16.0	0	0.0	1	4.0	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	1	4.0	8	32.0	10	40.0	10	40.0	-	-	-	-	-	-	
	Hawaiian/Other PI	Active	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	
	ALL	Active	406	100.0	284	70.0	223	54.9	194	47.8	64	15.8	15	3.7	9	2.2	-	-	-	-	-	-	
		Graduated	0	0.0	0	0.0	0	0.0	7	1.7	118	29.1	161	39.7	170	41.9	-	-	-	-	-	-	
	2015	African American	Active	65	100.0	40	61.5	31	47.7	27	41.5	13	20.0	1	1.5	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	0	0.0	0	0.0	14	21.5	25	38.5	-	-	-	-	-	-	-	
	Asian American	Active	89	100.0	68	75.4	60	67.4	52	58.4	16	18.0	0	0.0	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	34	38.2	45	50.6	-	-	-	-	-	-	-		
	Hispanic American	Active	57	100.0	32	56.1	22	38.6	19	33.3	10	17.5	4	7.0	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	1	1.8	10	17.5	14	24.6	-	-	-	-	-	-	-		
	White American	Active	167	100.0	117	70.1	89	53.3	75	44.9	21	12.6	6	3.6	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	6	3.6	55	32.9	71	42.5	-	-	-	-	-	-	-		
	Other/Unknown	Active	32	100.0	22	68.8	17	53.1	13	40.6	3	9.4	0	0.0	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	2	6.3	13	40.6	16	50.0	-	-	-	-	-	-	-		
	Non-Resident	Active	5	100.0	3	60.0	3	60.0	4	80.0	1	20.0	0	0.0	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	-	-	-	-	-	-	-		
	Two or More	Active	26	100.0	13	50.0	5	19.2	4	15.4	2	7.7	1	3.8	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	2	7.7	2	7.7	-	-	-	-	-	-	-		
	Hawaiian/Other PI	Active	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	-	-	-	-	-	-	-		
	ALL	Active	442	100.0	296	67.0	228	51.6	195	44.1	66	14.9	21	4.8	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	9	2.0	131	29.6	177	40.0	-	-	-	-	-	-	-		
	2016	African American	Active	58	100.0	32	55.2	26	44.8	22	37.9	13	22.4	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	13.8	-	-	-	-	-	-	-	
	Asian American	Active	88	100.0	69	78.4	53	60.2	44	50.0	15	17.0	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	26	29.5	-	-	-	-	-	-	-	-	-		
	Hispanic American	Active	33	100.0	19	57.6	15	45.5	14	42.4	9	27.3	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	5	15.2	-	-	-	-	-	-	-	-	-		
	White American	Active	177	100.0	121	68.4	94	53.1	81	45.8	15	8.5	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	1	0.6	6	3.4	66	37.3	-	-	-	-	-	-	-	-	-		
	Other/Unknown	Active	6	100.0	3	50.0	2	33.3	2	33.3	0	0.0	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	2	33.3	-	-	-	-	-	-	-	-	-		
	Non-Resident	Active	7	100.0	6	85.7	5	71.4	5	71.4	1	14.3	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	4	57.1	-	-	-	-	-	-	-	-	-		
	Two or More	Active	20	100.0	9	45.0	7	35.0	6	30.0	2	10.0	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	-	-	-	-	-	-	-	-	-		
	Hawaiian/Other PI	Active	3	100.0	1	33.3	1	33.3	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-		
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-		
ALL	Active	392	100.0	260	66.3	203	51.8	174	44.4	55	14.0	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	1	0.3	6	1.5	113	28.8	-	-	-	-	-	-	-	-	-			
2017	African American	Active	74	100.0	43	58.1	33	44.6	32	43.2	-	-	-	-	-	-	-	-	-	-			
		Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-			
Asian American	Active	101	100.0	74	73.3	56	55.4	51	50.5	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	0	0.0	3	3.0	-	-	-	-	-	-	-	-	-	-	-			
Hispanic American	Active	47	100.0	23	48.9	18	38.3	16	34.0	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-			
White American	Active	197	100.0	124	62.9	94	47.7	82	41.6	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	0	0.0	4	2.0	-	-	-	-	-	-	-	-	-	-	-			
Other/Unknown	Active	16	100.0	11	68.8	8	50.0	8	50.0	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-			
Non-Resident	Active	15	100.0	10	66.7	9	60.0	6	40.0	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	0	0.0	1	6.7	-	-	-	-	-	-	-	-	-	-	-			
Two or More	Active	16	100.0	10	62.5	6	37.5	5	31.3	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-			
ALL	Active	466	100.0	295	63.3	224	48.1	200	42.9	-	-	-	-	-	-	-	-	-	-	-			
	Graduated	0	0.0	0	0.0	0	0.0	8	1.7	-	-	-	-	-	-	-	-	-	-	-			
2018	African American	Active	81	100.0	47	58.0	33	40.7	-	-	-												

College of Science Full-time Transfer Students: Began and Graduated in COS			Years After Entry																					
			0		1		2		3		4		5		6		7		8		9		10	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cohort																								
SC	2014	Active	220	100.0	178	80.9	116	52.7	44	20.0	13	5.9	7	3.2	5	2.3	-	-	-	-	-	-	-	-
		Graduated	0	0.0	2	0.9	46	20.9	115	52.3	142	64.5	150	68.2	151	68.6	-	-	-	-	-	-	-	-
2015	Active	174	100.0	132	75.9	91	52.3	29	16.7	13	7.5	9	5.2	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	1	0.6	28	16.1	85	48.9	102	58.6	107	61.5	-	-	-	-	-	-	-	-	-	-	
2016	Active	196	100.0	149	76.0	115	58.7	43	21.9	19	9.7	-	-	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	0	0.0	29	14.8	89	45.4	116	59.2	-	-	-	-	-	-	-	-	-	-	-	-	
2017	Active	252	100.0	196	77.8	129	51.2	50	19.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	0	0.0	42	16.7	112	44.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2018	Active	205	100.0	158	77.1	114	55.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	2	1.0	35	17.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2019	Active	254	100.0	209	82.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	Active	202	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Graduated	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

College of Science Full-time Transfer Students (2014-2020)

College Year RACE				Years After Entry																					
Cohort	SC	College of Science Full-time Transfer Students w/ Race: Began and Graduated in COS	Active	0		1		2		3		4		5		6		7		8		9		10	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2014	African American	Active	15	100.0	11	73.3	7	46.7	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
			Graduated	0	0.0	0	0.0	3	20.0	7	46.7	8	53.3	8	53.3	8	53.3	-	-	-	-	-	-	-	-
	Native American	Active	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
			Graduated	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
	Asian American	Active	53	100.0	49	92.5	30	56.6	14	26.4	3	5.7	3	5.7	3	5.7	3	5.7	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	14	26.4	31	58.5	36	67.9	39	73.6	40	75.5	-	-	-	-	-	-	-	-
	Hispanic American	Active	24	100.0	21	87.5	14	58.3	7	29.2	2	8.3	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	4	16.7	11	45.8	16	66.7	18	75.0	18	75.0	-	-	-	-	-	-	-	-
	White American	Active	103	100.0	76	73.8	51	49.5	19	18.4	7	6.8	4	3.9	2	1.9	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	1	1.0	19	18.4	48	46.6	62	60.2	64	62.1	64	62.1	-	-	-	-	-	-	-	-
	Other/Unknown	Active	10	100.0	10	100.0	6	60.0	2	20.0	1	10.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	2	20.0	7	70.0	8	80.0	9	90.0	9	90.0	-	-	-	-	-	-	-	-
	Non-Resident	Active	8	100.0	6	75.0	4	50.0	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	1	12.5	3	37.5	7	87.5	7	87.5	7	87.5	7	87.5	-	-	-	-	-	-	-	-
	Two or More	Active	6	100.0	4	66.7	3	50.0	1	16.7	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	1	16.7	3	50.0	4	66.7	4	66.7	4	66.7	-	-	-	-	-	-	-	-
	ALL	Active	220	100.0	178	80.9	116	52.7	44	20.0	13	5.9	7	3.2	5	2.3	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	2	0.9	46	20.9	115	52.3	142	64.5	150	68.2	151	68.6	-	-	-	-	-	-	-	-
	2015	African American	Active	17	100.0	13	76.5	8	47.1	1	5.9	1	5.9	0	0.0	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	1	5.9	5	29.4	7	41.2	7	41.2	-	-	-	-	-	-	-	-	-
		Native American	Active	2	100.0	2	100.0	2	100.0	1	50.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	-	-	-	-	-	-	-	-	-
		Asian American	Active	29	100.0	22	75.9	17	58.6	6	20.7	4	13.8	2	6.9	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	4	13.8	15	51.7	16	55.2	18	62.1	-	-	-	-	-	-	-	-	-
		Hispanic American	Active	22	100.0	17	77.3	13	59.1	5	22.7	1	4.5	1	4.5	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	2	9.1	9	40.9	11	50.0	13	59.1	-	-	-	-	-	-	-	-	-
		White American	Active	75	100.0	62	82.7	35	46.7	8	10.7	3	4.0	2	2.7	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	20	26.7	45	60.0	52	69.3	52	69.3	-	-	-	-	-	-	-	-	-
		Other/Unknown	Active	10	100.0	7	70.0	8	80.0	3	30.0	2	20.0	1	10.0	-	-	-	-	-	-	-	-	-	-
				Graduated	0	0.0	0	0.0	0	0.0	5	50.0	6	60.0	7	70.0	-	-	-	-	-	-	-	-	-
Non-Resident		Active	10	100.0	8	80.0	5	50.0	3	30.0	2	20.0	3	30.0	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	0	0.0	4	40.0	5	50.0	5	50.0	-	-	-	-	-	-	-	-	-	
Two or More		Active	9	100.0	3	33.3	3	33.3	2	22.2	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	1	11.1	1	11.1	1	11.1	4	44.4	4	44.4	-	-	-	-	-	-	-	-	-	-
ALL		Active	174	100.0	132	75.9	91	52.3	29	16.7	13	7.5	9	5.2	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	1	0.6	28	16.1	85	48.9	102	58.6	107	61.5	-	-	-	-	-	-	-	-	-	-
2016		African American	Active	20	100.0	18	90.0	17	85.0	7	35.0	4	20.0	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	1	5.0	8	40.0	11	55.0	-	-	-	-	-	-	-	-	-	-	-
		Asian American	Active	41	100.0	30	73.2	24	58.5	10	24.4	6	14.6	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	1	2.4	14	34.1	19	46.3	-	-	-	-	-	-	-	-	-	-	-
		Hispanic American	Active	31	100.0	22	71.0	19	61.3	4	12.9	1	3.2	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	4	12.9	16	51.6	18	58.1	-	-	-	-	-	-	-	-	-	-	-
		White American	Active	80	100.0	61	76.3	43	53.8	17	21.3	8	10.0	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	16	20.0	39	48.8	51	63.8	-	-	-	-	-	-	-	-	-	-	-
		Other/Unknown	Active	5	100.0	4	80.0	2	40.0	2	40.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-
				Graduated	0	0.0	0	0.0	2	40.0	2	40.0	4	80.0	-	-	-	-	-	-	-	-	-	-	-
		Non-Resident	Active	4	100.0	4	100.0	3	75.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-
				Graduated	0	0.0	0	0.0	1	25.0	4	100.0	4	100.0	-	-	-	-	-	-	-	-	-	-	-
	Two or More	Active	15	100.0	10	66.7	7	46.7	3	20.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	4	26.7	6	40.0	9	60.0	-	-	-	-	-	-	-	-	-	-	-	
	ALL	Active	196	100.0	149	76.0	115	58.7	43	21.9	19	9.7	-	-	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	29	14.8	89	45.4	116	59.2	-	-	-	-	-	-	-	-	-	-	-	
	2017	African American	Active	17	100.0	12	70.6	8	47.1	3	17.6	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	3	17.6	7	41.2	-	-	-	-	-	-	-	-	-	-	-	-	-
		Native American	Active	1	100.0	1	100.0	0	0.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-
		Asian American	Active	55	100.0	43	78.2	25	45.5	12	21.8	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	14	25.5	25	45.5	-	-	-	-	-	-	-	-	-	-	-	-	-
		Hispanic American	Active	40	100.0	33	78.8	25	59.5	11	26.2	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	4	9.5	15	35.7	-	-	-	-	-	-	-	-	-	-	-	-	-
		White American	Active	107	100.0	85	79.4	56	52.3	17	15.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
				Graduated	0	0.0	0	0.0	17	15.9	51	47.7	-	-	-	-	-	-	-	-	-	-	-	-	-
		Other/Unknown	Active	4	100.0	2	50.0	2	50.0	1	25.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
				Graduated	0	0.0	0	0.0	1	25.0	2	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-
		Non-Resident	Active	9	100.0	7	77.8	5	55.6	3	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
				Graduated	0	0.0	0	0.0	0	0.0	3	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More		Active	17	100.0	13	76.5	8	47.1	2	11.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	3	17.6	9	52.9	-	-	-	-	-	-	-	-	-	-	-	-	-	
ALL		Active	252	100.0	196	77.8	129	51.2	50	19.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
			Graduated	0	0.0	0	0.0	42	16.7	112	44.4	-	-	-	-	-	-	-	-	-	-	-	-	-	
2018		African American	Active	24	100.0	14	58.3	9	37.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	2	8.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Asian American	Active	34	100.0	27	79.4	18	52.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	6	17.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Hispanic American	Active	36	100.0	26	72.2	22	61.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	0	0.0	4	11.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		White American	Active	82	100.0	68	82.9	50	61.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
				Graduated	0	0.0	1	1.2	16	19.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Other/Unknown	Active	10	100.0	9	90.0	6	60.0	-	-	-	-												

APPENDIX B: FACULTY HIRING AND RETENTION

Goal 1: Increase the number of Marginalized /Minoritized Tenure Stream Faculty---Prioritize DEI hires for 2021-2025					
Goal Description: Each department hire, via target/direct hire mechanism, a minimum of one tenure stream faculty in each demographic area that is currently underrepresented. Utilize proactive "search" rather than the "advertise and wait" approach; must be intentional.					
Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: Request approval for tenure stream search. (Recruitment & Hiring)	FY 2021 - FY 2022	FY 2024 - FY 2025	Feedback from COS Budget & Planning	Department Chair	Department Chair
Action Step 2: Conduct proactive faculty search. Advertise in media, at conferences, and through networks that cater to large populations of prospective minoritized/marginalized faculty groups. (Recruitment & Hiring)	FY 2021 - FY 2022	FY 2024 - FY 2025	Diverse applicant pool of highly qualified candidates with interdisciplinary backgrounds.	Department	Department
Action Step 3: Diversity Champion and Senior Associate Dean for Faculty Affairs included in process. (Recruitment & Hiring)	FY 2021 - FY 2022	FY 2024 - FY 2025	Successful onboarding of underrepresented faculty members among the tenure ranks in each department.	Department HR Liasion & Search Com'te Chair	Sr. Assoc. Dean for Faculty Affairs, Department, & HR
Action Step 4: Identify/assign accountable mentor in department and COS for each tenure stream faculty member hired. (Retention)	FY 2021 - FY 2022	FY 2024 - FY 2025	Contract Renewal---Tenure stream faculty productivity; scholarship (publications and presentations; grantsmanship) and teaching meets or exceeds expectations.	Department Chair	Department Chair
Action Step 5: Cluster hires and joint appointments to increase diversity and grow new research centers or areas. (Recruitment, Hiring & Retention)	FY 2024 - FY 2025	FY 2024 - FY 2025	New and innovative research centers and areas (clusters) in COS centered around inter- and transdisciplinary research of diverse faculty.	Department Chairs	Multiple Department Chairs & Sr. Assoc. Dean for Faculty Affairs

SAFDA = Senior Associate Dean for Faculty Affairs

Faculty Hiring and Retention SMART Goal 1

Goal 2: Increase salaries, startup packages and resources for targeted DEI hires of tenure stream faculty, in order to attract and retain faculty						
Goal Description: Starting salaries, startup packages and resources must be increased in order to become competitive, thereby increasing the likelihood of securing highly qualified marginalized/minoritized faculty at all ranks.						
Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE	Comments
Action Step 1: Apply the Salary Compensation Tool (being developed) and other salary calculation tools aggressively to attract and hire faculty from marginalized groups.	FY 2021 - FY 2022	FY 2024 - FY 2025	Starting salaries for new assistant professors will be competitive with peer institutions; compensatory salary adjustments for recently hired faculty.	Provost; COS Dean, SADFA, CBO, HR, Dept. Chair	COS HR	Average salary for assistant prof @ UMCP = \$94,865 in 2018; avg @ VaTech = \$89,000; avg @ UVA = \$91,000; all R1 universities
Action Step 2: Increase startup packages and resources for tenure stream faculty; must be competitive with peer and aspirational universities.	FY 2022 - FY 2023	FY 2024 - FY 2025	Startup packages will be increased to be competitive with the University of Maryland (College Park and Baltimore County) campuses; and Virginia Tech and UVA (all R1 universities)	COS Dean, SADFA, CBO, HR; Dept. Chair	COS CBO	
Action Step 3: Decrease teaching load for newly hired assistant professors to better ensure support and success; (0:1) for AY1 ; (1:1) for AY2; (0:1) for AY3--standard across COS	AY 2021 - AY 2022	AY 2024 - AY 2025	Increased research productivity and scholarship for junior faculty; increased number of grant awards from NSF, NIH, etc.; higher success rate for junior faculty contract renewals	COS Dean, SADFA, CBO, HR; Dept. Chair	COS SADFA, Dept. Chair	
Action Step 4: COS provide 1 GRA geared toward underrepresented/marginalized students to each new faculty hire + 1 dedicated GTA position geared toward underrepresented/marginalized students; both to increase diversity of graduate student population. (This will provide the new faculty member with 2 GRA positions and 1 dedicated GTA position to grow their research labs.)	FY 2021 - FY 2022	FY 2024 - FY 2025	Diversity of graduate research students (increase by 2) in each department for each new assistant professor	CBO, Dept. Chair	COS CBO, Dept. Chair	
Action Step 5: Provide option for tenure track faculty to begin during early to mid-summer (June or July) rather than traditional August start date for fall semester.	FY 2022 - FY 2023	FY 2024 - FY 2025	Research lab setup during summer; startup org numbers available in summer; research starts prior to fall semester; publications during first year as tenure track professor.	COS Dean, SADFA, CBO, HR; Dept. Chair	COS SADFA, HR, Dept. Chair	

SAFDA = Senior Associate Dean for Faculty Affairs

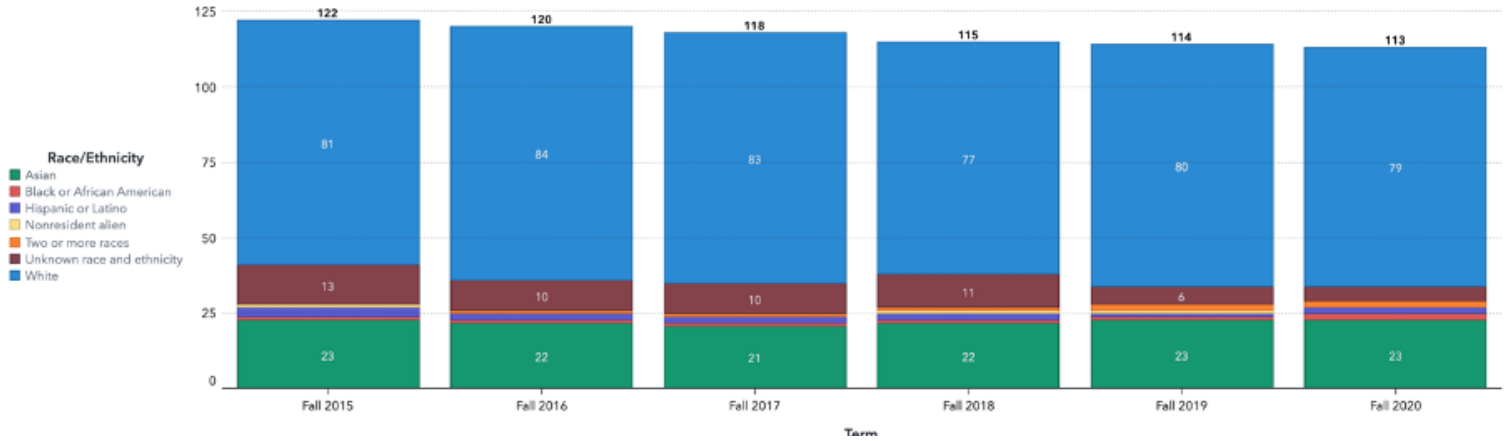
Faculty Hiring and Retention SMART Goal 2

Goal 3: Term faculty salaries realigned to match those of Group C faculty minimums Office of the Provost. Increase Adjunct faculty pay bands (ranges).						
Goal Description: Starting and continuing salaries for term faculty need to be more closely aligned with those of Group C faculty minimums Office of the Provost. Currently pay scale/band for adjunct faculty increase difficulty of hiring reliable and highly qualified part-time faculty.						
Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE	COMMENTS
Action Step 1: Apply the Salary Compensation Tool (being developed) and other salary calculation tools aggressively to attract and hire faculty from marginalized groups. (Starting salary for term faculty should be \$70,000)	FY 2021 - FY 2022	FY 2024 - FY 2025	Starting salaries for new term assistant professors will be competitive with peer institutions; compensatory salary adjustments for recently hired faculty.	Provost; COS Dean, SADFA, CBO, HR; Dept. Chair	COS HR	Compare with GW, UMCP
Action Step 2: Create a more flexible framework which will allow term instructional faculty to participate in research projects (optional); must be specified in contract offer at point of hire.	FY 2022 - FY 2023	FY 2024 - FY 2025	Newly hired term faculty partnering with tenure track and research (professors of practice); participating in grant proposal writing	COS Dean, SADFA, CBO, HR; Dept. Chair	COS SADFA, Dept. Chair	
Action Step 3: Decrease teaching load for term instructional professors to better ensure support and success; current (4:4) teaching load does not allow time for professional development, grant proposals, mini-grant workshops, etc.; provide with departmental mentors for professional development; action item from Term Faculty Task Force Report	AY 2021 - AY 2022	AY 2024 - AY 2025	Increased quality of life for term faculty; increased number of course redesigns; reduced attrition rates and increased promotions	COS Dean, SADFA, CBO, HR; Dept. Chair	COS SADFA, Dept. Chair	
Action Step 4: COS provide a shared research lab space for term faculty to supervise undergraduate research projects	FY 2021 - FY 2022	FY 2024 - FY 2025	Increased number of term faculty supervising undergraduate research projects; increased number of undergraduate publications and presentations.	CBO, Dept. Chair	COS CBO, Dept. Chair	Departmental bylaws need to be updated and include Term faculty supervision of undergraduate and graduate students
Action Step 5: Increase the pay band/scale for Adjunct Faculty across COS; require departments to be more inclusive for adjunct faculty, as outlined in Adjunct Faculty Task Force Report, circa. 2016; departments required to address actionable items from the Adjunct Faculty Task Force Report	FY 2021 - FY 2022	FY 2024 - FY 2025	Increased number of applicants for part-time teaching affiliations; improved quality of life for adjunct faculty and student learning outcomes	CBO, Dept. Chair	COS CBO, Dept. Chair	2016 Adjunct Faculty Task Force Report; take actions to increase DEI targeted adjunct hire and inclusion and involvement

SAFDA = Senior Associate Dean for Faculty Affairs

Faculty Hiring and Retention SMART Goal 3

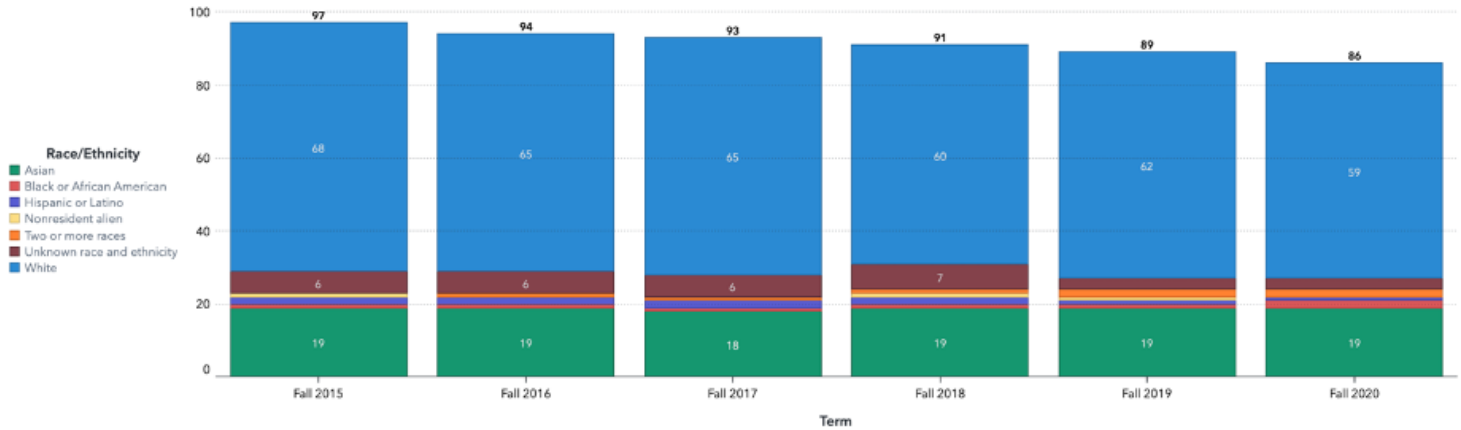
Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)



College of Science Faculty Headcount (2015-2020)

MALES

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)



College of Science Faculty Headcount by Gender--Male (2015-2020)

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

Term ▲ Race/Ethnicity ▲	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	23	18.9%	22	18.3%	21	17.8%	22	19.1%	23	20.2%	23	20.4%
Black or African American	1	0.8%	1	0.8%	1	0.8%	1	0.9%	1	0.9%	2	1.8%
Hispanic or Latino	3	2.5%	2	1.7%	2	1.7%	2	1.7%	1	0.9%	2	1.8%
Nonresident alien	1	0.8%	—	.	—	.	1	0.9%	1	0.9%	—	.
Two or more races	—	.	1	0.8%	1	0.8%	1	0.9%	2	1.8%	2	1.8%
Unknown race and ethnicity	13	10.7%	10	8.3%	10	8.5%	11	9.6%	6	5.3%	5	4.4%
White	81	66.4%	84	70.0%	83	70.3%	77	67.0%	80	70.2%	79	69.9%
Total	122	100.0%	120	100.0%	118	100.0%	115	100.0%	114	100.0%	113	100.0%

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

Term ▲ Race/Ethnicity ▲	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	4	16.0%	3	11.5%	3	12.0%	3	12.5%	4	16.0%	4	14.8%
Hispanic or Latino	1	4.0%	—	.	—	.	—	.	—	.	1	3.7%
Unknown race and ethnicity	7	28.0%	4	15.4%	4	16.0%	4	16.7%	3	12.0%	2	7.4%
White	13	52.0%	19	73.1%	18	72.0%	17	70.8%	18	72.0%	20	74.1%
Total	25	100.0%	26	100.0%	25	100.0%	24	100.0%	25	100.0%	27	100.0%

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)

Term ▲ Race/Ethnicity ▲	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	19	19.6%	19	20.2%	18	19.4%	19	20.9%	19	21.3%	19	22.1%
Black or African American	1	1.0%	1	1.1%	1	1.1%	1	1.1%	1	1.1%	2	2.3%
Hispanic or Latino	2	2.1%	2	2.1%	2	2.2%	2	2.2%	1	1.1%	1	1.2%
Nonresident alien	1	1.0%	—	.	—	.	1	1.1%	1	1.1%	—	.
Two or more races	—	.	1	1.1%	1	1.1%	1	1.1%	2	2.2%	2	2.3%
Unknown race and ethnicity	6	6.2%	6	6.4%	6	6.5%	7	7.7%	3	3.4%	3	3.5%
White	68	70.1%	65	69.1%	65	69.9%	60	65.9%	62	69.7%	59	68.6%
Total	97	100.0%	94	100.0%	93	100.0%	91	100.0%	89	100.0%	86	100.0%

A	B	C	D	E	F	G	H	I	J
TENURE STREAM FACULTY									
Unit	Female	Male	Total	% female					
AOES	4	14	18	22%	JLK 9/17/2020				
BIOL	5	6	11	45%	GG 9/20/2020				
CDS	2	6	8	25%	JMK 9/21/2020				
CHEM	3	12	15	20%	GLRW 9/17/2020				
ESP	5	7	12	42%	AAA 9/22/2020				
FRSC									
GGG	2	14	16	13%	DP 9/23/2020				
MATH	5	16	21	24%	DFW 9/23/2020				
NEUR					No faculty have primary appointment in Neuroscience				
PHYS	7	19	26	27%	PS 9/17/2020				
SSB	7	14	21	33%	IV 10/13/2020				
Grand Total	40	108	148	27%					

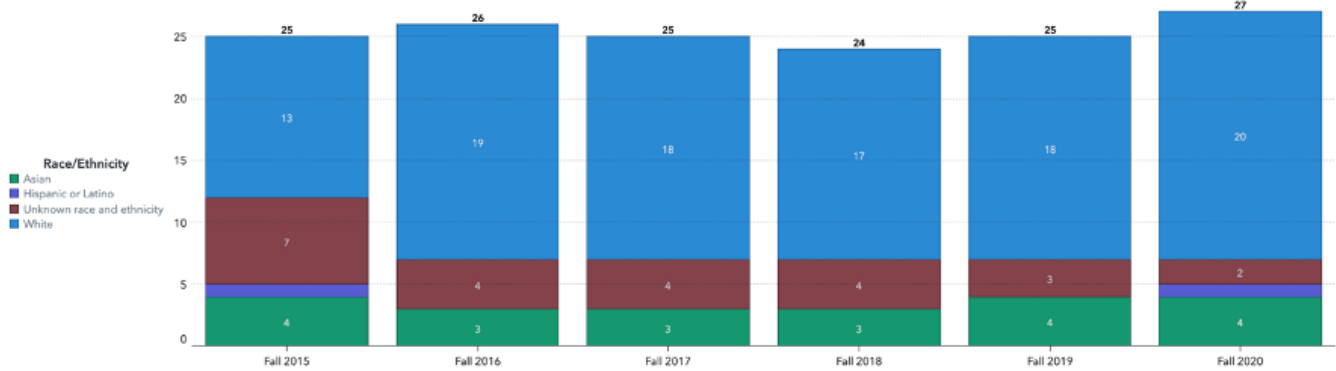
College of Science Tenure Stream Faculty by Gender as of 2020

A	B	C	D	E	F	G	H	I
TERM FACULTY								
Unit	Female	Male	Total	% female				
AOES	7	5	12	58%	JLK 9/17/2020			
BIOL	9	2	11	82%	GG 09/20/20			
CDS	1	3	4	25%	JMK 9/21/2020			
CHEM	4	3	7	57%	GLRW 9/17/2020			
ESP	5	4	9	56%	AAA 9/22/2020			
FRSC	1	1	2	50%	Actual data missing as of 10/14/2020; glrw			
GGG	1	2	3	33%	DP 9/23/2020			
MATH	7	5	12	58%	DFW 9/23/2020			
NEUR	2.5	0	2.5	100%	MSJ 9/23/2020			
PHYS	3	5	8	38%	PS 9/17/2020 Instructional Term Fac only			
SSB	0	0	0	0%	Currently no term faculty in SSB			
Grand Tot	40.5	30	70.5	57%				

College of Science Term Faculty by Gender as of 2020

COS Tenured Faculty--- 5 year trends
FEMALES

Race/Ethnicity Headcount by Term (Fall 2015 - Fall 2020)



College of Science Faculty Headcount by Gender--Female (2015-2020)

DEPARTMENT	% Female Majors	% Male Majors	% Female Tenure Stream Faculty	% Male Tenure Stream Faculty
AOES	57.5	42.5	22	78
BIOL	68.8	31.2	45	55
CDS	33.1	66.9	25	75
CHEM	51.6	48.4	20	80
ESP	61.0	39.0	42	58
FRSC	62.0	38.0	n/a	n/a
GGS	25.0	75.0	13	87
MATH	N/A	N/A	24	76
NEUR	72.5	27.5	n/a	n/a
PHYS	31.2	68.8	27	73

College of Science Percents by Department and Gender

APPENDIX C: STAFF HIRING TO ADVANCE DIVERSITY AND RETENTION

Goal 1: Identify and Hire an Associate Chief Diversity Officer (ACDO)

Goal Description: There are currently two part-time CDOs - one that represents staff and one that represents faculty. This work is continuous and will require full time attention and thus a full-time employee is needed. The ACDO would be hired as a classified staff member who would serve alongside the proposed Chief Diversity Officer for the college. It is imperative that this person be a classified staff member because there is currently no one in the College of Science leadership team who represents staff. Faculty is represented by the college faculty senate as well as by the Senior Associate Dean, Faculty Affairs. The ACDO would certify the searches of staff and wage employees to ensure the diversity of the applicant pools. This person would work closely with the College of Science Human Resources and Communications team to drive design and implementation of strategic messaging around the college's DEI initiatives and plans. They will also create a quarterly or semi-annual report on new faculty and staff hiring and the diversity of the pool of candidates from departments, so we can gauge the progress of our diversity goals. The ACDO would be heavily involved in recruitment efforts and retention. This position will be responsible for identifying diverse recruitment platforms and advertising outlets. They will also have knowledge on which sites are more typically utilized by diverse candidates. This position will be familiar with DEI trainings/workshops and will assist the CDO in assigning and/or creating requirements and opportunities for the COS community that support the mission of inclusive excellence and promote open and continued discussion. The title for this position is tailored to the selected finalist.

Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: Work closely with COS and Central HR to write a comprehensive job description and identify diverse recruitment platforms and advertising outlets. Application should include the submission of a diversity statement. Recruitment budget will need to be established.	FY 2021 - FY 2022	FY 2021 - FY 2022	ACDO is hired and onboarded by Dec. 2021	Central HR, COS HR, COS Finance, COS Dean, Current CDOs	COS Dean and CDO
Action Step 2: Meet with Volgenau CDO to better understand the responsibilities required of this position, as well as issues experienced after the position's conception. Document guidance for the CDO to review when hired.	FY 2021 - FY 2022	FY 2021 - FY 2022	Documentation is created after the meeting	COS HR & Volgenau CDO	COS Dean and CDO

Staff Hiring to Advance Diversity and Retention SMART Goal 1

Goal 2: Implement mandatory recurring training for all faculty and staff

Goal Description: Currently COS faculty and classified staff are required to take training on Export Compliance, Title IX, and three Compliance Diversity and Ethics (CDE) trainings. CDE training include the following: Intersections: Preventing Discrimination and Harassment, Tools for an Ethical Workplace, Bridges: Building a Supportive Community. Those serving on a search committee are required to complete search committee training. However, hiring authorities are not required to take search committee training. This should now be mandatory for those hiring any position - student wage and work study included. After mandatory training is implemented, training opportunities will be offered to staff and faculty that build awareness, foster a more inclusive community, and continue the conversation of diversity, equity, and inclusion in COS. The mandatory training recommended must be renewed annually by faculty, classified staff, non-student wage, Graduate Assistants (GTA/GRA/GPA). Failure to complete training will hinder promotion, eligibility for rehire and contract renewal.

Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (FY/AY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: Identify and recommend mandatory training to include: implicit/unconscious bias, microaggressions, and training on how to deal with difficult employees- conflict resolution. Training should also cover several dimensions of diversity to include, but not limited to, gender/gender identity, (LGBTQ), communications styles, and role in company.	AY 2021 - AY 2022	AY 2021 - AY 2022	COS Dean approves identified training for COS	The CDO and Associate CDO	COS Dean
			CDO approves training at university level		
Action Step 2: Identify and decide companies/consultant familiar with higher education to create content for implicit bias training. Submit a budget proposal for consultant or company. Training must be interactive to ensure participation.	FY 2021 - FY 2022	FY 2024 - FY 2025	COS Dean approves budget proposal	The CDO, Associate CDO, and COS CBO	COS Dean
			CBO approves training budget.		
Action Step 3: Implement mandatory training and institute a system of accountability. All COS supervisors are expected to assign this training to their faculty and staff. Training completion or lack thereof is documented and impacts annual performance reviews and promotion.	FY 2021 - FY 2022	FY 2021 - FY 2022	75% of classified staff complete this training within its inaugural year	COS HR and CDO/Associate CDO	COS Dean
Action Step 4: Incentivize COS staff to complete a poll for desired workshop topics and areas of growth (included in a follow-up feedback survey for Action Step 3). Curate a list of workshop ideas that can be conducted within our COS community (faculty and staff)	FY 2021 - FY 2022	FY 2021 - FY 2022	As of Fall 2020, there were 84 classified staff members in COS. There are currently 62 non-student wage staff (nstw without dual appointments). 186 student wage. The measure of success will be if at least 40% of staff/ non student wage who attended complete the survey.	Staff Advisory Committee & Marketing team to develop survey	CDO and Associate CDO
Action Step 5: Establish a quarterly workshop/speaker series with DEI components (brown bag - hybrid (in-person & virtual participation) - formatted for accessibility)	FY 2021 - FY 2022	FY 2024 - FY 2025	% of staff and faculty turnout gradually increases with each subsequent workshop/speaker series.	COS Staff Advisory Committee	CDO and Associate CDO

Staff Hiring to Advance Diversity and Retention SMART Goal 2

College of Science (COS) SMART Goals

Goal 3: Establish a College of Science Staff Advisory Committee

Goal Description: This committee will support the interests of the college's staff and non-student wage employees. While faculty at Mason have a clearly defined community and voice, staff are missing a similar support system. Staff face many of the same challenges as faculty but do not have a formal outlet to provide input into creating solutions and allocating resources. As a result, staff are prone to becoming disengaged and less productive. Unlike faculty governance, members of this group will not have voting rights. Instead, the intent is for the leadership of the committee to serve in an advisory capacity representing the staff perspective. This collaborative group will also work to support College staff members through initiatives including, but not limited to; recognition, professional growth and development, civility, inclusion, and providing a staff perspective in key areas of College operations.

Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: Create a charter that outlines formal goals and operating procedures of the advisory group. This includes selecting the inaugural members of the advisory groups leadership team.	FY 2021 - FY 2022	FY 2021 - FY 2022	Charter is outlined, created, and approved by Dec. 2021. Steering Committee formed.	COS HR Director, Steering Committee, and COS HR Project Manager	COS Dean
Action Step 2: Steering Committee plans initial event to announce the group and welcome all staff	FY 2021 - FY 2022	FY 2021 - FY 2022	% of staff attend the welcome event	COS Steering Committee; COS Finance (purchasing, if needed)	COS HR
Action Step 3: Introduce annual or biannual gathering to foster a collaborative community among COS staff in all units and centers across each campus, reaffirming the college's commitment to inclusive excellence, civility and diversity.	FY 2022 - FY 2023	FY 2024 - FY 2025	% of staff attend the gatherings from both FFX and SciTech Campuses.	COS SAC; COS Finance (purchasing, if needed)	COS HR
Action Step 4: Provide quarterly reports on retention and satisfaction surveys.	AY 2022 - AY 2023	AY 2024 - AY 2025	% of staff completing surveys A transparent method for results sharing is established, such as a webpage or shared folder.	COS HR (retention reporting); COS MARCOMM (satisfaction surveys)	CBO/Associate CDO

Staff Hiring to Advance Diversity and Retention SMART Goal 3

APPENDIX D: UNDERGRADUATE STUDENT RECRUITMENT, RETENTION/SUCCESS, AND COMPLETION

Undergraduate Student Recruitment, Retention/Success, and Completion Pre-Goal Evaluation: Prior to the implementation of goals, an evaluation of Undergraduate Programs/Courses and Assessment of Inclusive and Equitable Organizational Culture must be completed. Comprehensive evaluation of College of Science academic degree programs and courses, and qualitative data from students and alumni will be completed prior to December 15, 2021, to identify specific equity gaps among minoritized and under-resourced groups. This evaluation will support a data-driven approach to addressing gaps and designing programming for prospective and current COS undergraduate students.					
<i>Engage in comprehensive data collection and evaluation process to be disaggregated by specific categories of race/ethnicity, gender, first-generation, transfer students, Pell-eligible students, international students/students on temporary or no visa status, post-traditional students, military-affiliated students (24+), rural students (and any other available data on minoritized and under-resourced populations). Request aggregate reports on data on differently-abled students, student-parents, and youth in foster care.</i>					
Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: Assess College of Science and degree-specific attrition (from initial semester of enrollment through graduation), including information on university stop-outs and change of major.	AY 2021 - AY 2022	AY 2021 - AY 2022	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs	Associate Dean of Academic Affairs
Action Step 2: Assess undergraduate degree completion (time to completion – IPEDS and 7 year rates) for specific attainment gaps among underserved and minoritized groups.	AY 2021 - AY 2022	AY 2021 - AY 2022	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs	Associate Dean of Academic Affairs
Action Step 3: Assess secondary (minor completion) for specific attainment gaps among minoritized and underserved groups.	AY 2021 - AY 2022	AY 2021 - AY 2022	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs	Associate Dean of Academic Affairs
Action Step 4: Collect and review comparison data (internal and from peer institutions - large, R1 public institutions with Colleges of Science).	AY 2021 - AY 2022	AY 2021 - AY 2022	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs	Associate Dean of Academic Affairs
Action Step 5: Program overview to identify attainment and success gaps in COS undergraduate "gateway courses" by major, to include both introductory and 300-level courses, with fully disaggregated student success data at the instructor (for larger, gatekeeper courses) and course-by-course levels.	AY 2021 - AY 2022	AY 2021 - AY 2022	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs	Associate Dean of Academic Affairs
Action Step 6: Document current outreach and recruitment practices, programming, and funding at the college/department level, to identify underserved and minoritized group recruitment and specific gaps.	AY 2021 - AY 2022	AY 2021 - AY 2022	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs & COS Student Affairs	Associate Dean of Academic Affairs
Action Step 7: Complete qualitative data collection via surveys and focus groups of 1) current undergraduates; 2) stop-out/drop-out/degree changers out of COS; 3) recent alumni to assess specific gaps in services and supports for minoritized and underserved populations. This qualitative assessment should include the following: - Identify overall equity and inclusion barriers to retention/completion (housing, financial aid, access to university resources required for COS success - library, etc.) - Identify College of Science-specific equity and inclusion barriers to recruitment/retention/completion (textbook and lab expenses, software/hardware needs, accessibility of COS labs and facilities, access to high impact practices (undergraduate research, internships, study abroad, Mason Impact, etc.). - Identify post-baccalaureate attainment barriers of recent alumni (graduate/professional school attainment and career-entry) - Obtain the following information from students: 1) what pathway they took to the institution (how did they get to Mason; can be internal by program or department?); 2) Are there differences across key student behaviors (attendance, engagement, career preparation programming, etc.) that promote retention and success?	AY 2021 - AY 2022	AY 2021 - AY 2022	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs & COS Student Affairs	Associate Dean of Academic Affairs
Action Step 8: Evaluate barriers to Undergraduate Credential Completion - Assess time-to-degree completion in COS, disaggregated by race/ethnicity and by other minoritized groups, to determine if there are specific gaps in degree attainment across all undergraduate majors. - Assess minor credential completion among COS students, disaggregated by race/ethnicity and by other minoritized groups to determine if there are specific gaps in minor credential attainment. - Assess STEM post-baccalaureate outcomes of COS students in University Exit Survey and qualitative data collection, disaggregated by race/ethnicity and by other minoritized groups to identify graduate/professional school and career-entry readiness gaps, broken down by academic program.	AY 2021 - AY 2022	AY 2024 - AY 2025	Completion and dissemination of report to identified stakeholders (Dean, Associate Deans, Department Chairs, Directors) by May 2022.	COS Academic Affairs; COS Student Affairs	Associate Dean of Academic Affairs
Action Step 9: COS DEI Data Dashboard - Establish data dashboard that provides ongoing access to COS faculty, staff, and administrators to assess aggregate DEI metrics.	AY 2021 - AY 2022	AY 2024 - AY 2025	Completion of data dashboard and dissemination of instructions and parameters of use to COS community via Chief Diversity Officer, Dean, Associate Deans, Department Chairs, Directors by May 2022.	COS Academic Affairs; Chief Diversity Officer	COS Chief Diversity Officer

Undergraduate Student Recruitment, Retention/Success, and Completion SMART Prep-Goal

Goal 1: Utilizing evaluation data, COS will develop and implement a comprehensive four year outreach and recruitment redesign that centers diversity, equity, and inclusion. This redesign will support undergraduate student access and readiness for STEM programs of study, demonstrating statistically-significant increases over a five year period in the matriculation, first-year student success, and first-to-second semester/year retention of entering COS freshmen and transfer student populations from minoritized and underserved groups.

Goal Description: The College of Science will develop and implement an annual recruitment and outreach model that engages minoritized and underserved groups, engaging Dean's Office and Departmental Faculty/Staff in the development and implementation of outreach and recruitment that engages and prepares prospective Mason Science students for success in STEM undergraduate study.

Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (FY/AY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: Identify existing internal programming, and COS faculty and staff who lead COS undergraduate recruitment efforts, leading to creation of COS Recruitment and Outreach Working Group.	AY 2021 - AY 2022	AY 2021 - AY 2022	COS Recruitment and Outreach Working Group Established	COS Academic Affairs; COS Student Affairs; STEM Accelerator; COS Departmental Stakeholders	Director of Educational and Career Pathways
Action Step 2: Identify, establish, and expand existing COS efforts that center diversity, equity, and inclusion (FOCUS, EPPIC-STEM, COS Initiatives for STEM Transfer Equity) and align with university-wide ARIE priorities.	AY 2021 - AY 2022	AY 2021 - AY 2022	Centralized list of COS outreach and recruitment efforts.	COS Academic Affairs; STEM Accelerator; COS Financial Services	Associate Dean for Academic Affairs
Action Step 3: Develop novel outreach and programming to address gaps in recruitment (i.e. events, newsletters, social media, virtual events, etc.)	AY 2021 - AY 2022	AY 2021 - AY 2022	Development of two new outreach and recruitment programs addressing identified gaps.	COS Recruitment and Outreach Working Group	Associate Dean for Academic Affairs
Action Step 4: Develop, fund, and launch summer transition research experience for transfer students, utilizing holistic admissions criteria to increase participation by minoritized and underserved groups.	AY 2021 - AY 2022	AY 2022 - AY 2023	Launch of summer transition research experience in Summer 2023.	COS Academic Affairs COS Department Heads	Director of Educational and Career Pathways
Action Step 5: Complete an annual outreach plan that targets outreach efforts regionally and state-wide to incorporate areas of significant need (Title I schools, regions with lower college enrollment and completion metrics).	AY 2021 - AY 2022	AY 2024 - AY 2025	Develop outreach plan with deliverables and stakeholders identified, to be reviewed and implemented on an annual basis.	COS Academic Affairs; COS Student Affairs; COS Recruitment and Outreach Working Group	Associate Dean for Academic Affairs
Action Step 6: Establish recurring funding in the annual COS budget (@\$100,000/year) to support outreach and recruitment efforts that center equity and inclusive excellence, to include outreach materials, prospective student events, faculty/staff recruitment travel, and student visits.	AY 2021 - AY 2022	AY 2021 - AY 2022	Upon identifying existing and new programs, dedicated funding at a minimum of \$100,000/year is established to support recruitment travel, to offer annual events and support student visits/experiences, and to develop materials for COS outreach and recruitment programming.	COS Financial Services	Chief Business Officer
Action Step 7: Develop and establish Mason Science Student Ambassador program to support undergraduate outreach and recruitment efforts (equivalent to LA program).	AY 2021 - AY 2022	AY 2024 - AY 2025	Support 10 COS Student Ambassadors per year at equivalent funding to 10 COS Undergraduate Learning Assistants (currently \$1500/LA).	COS Academic Affairs; COS Financial Services	Associate Dean for Academic Affairs
Action Step 8: Develop and fund novel recruitment and onboarding experiences for undergraduate students from underserved and minoritized groups pursuing COS degrees (i.e. summer bridge programming; international student bridge experiences, etc.).	AY 2021 - AY 2022	AY 2024 - AY 2025	Utilize data to identify gaps in recruitment and outreach, to develop at least one new outreach/recruitment partnership or program per academic year, over a four year period.	COS Academic Affairs; COS Student Affairs; COS Financial Services	Associate Dean for Academic Affairs
Action Step 9: Identify and expand opportunities for COS dual enrollment for high school students in selected disciplines, in alignment with state-level regulations on dual enrollment (VCCS/University).	AY 2021 - AY 2022	AY 2024 - AY 2025	Increase the baseline number of high school students in COS Dual Enrollment by 100% of 2020-21 participation within four academic years.	COS Academic Affairs	Associate Dean for Academic Affairs
Action Step 10: Develop DEI-focused undergraduate scholarships for matriculating and continuing COS undergraduate students, to include textbook and lab materials support, microgrants, and emergency funding.	AY 2021 - AY 2022	AY 2024 - AY 2025	Develop a minimum of \$5000 in annual scholarships disseminated to COS students per year by the 2024-25 academic year.	COS Advancement	Director of Development

Undergraduate Student Recruitment, Retention/Success, and Completion SMART Goal 1

Goal 2: College of Science will implement a mandatory Equity and Inclusive Excellence Curricular and Cultural Redesign that, within four academic years will demonstrate statistically-significant increases in student success, annual retention, student engagement, and credential completion of entering COS freshmen and transfer student populations from minoritized and underserved groups.

Goal Description: Complete a comprehensive internal process to enhance equity and inclusion to improve COS undergraduate retention/success and completion.

Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: Identify funding to support and incentivize participation in Curricular and Cultural Redesign efforts. This includes: 1) Providing modest stipend funding (@\$150) to Adjunct Faculty who fully engage in COS DEI training; 2) Providing modest stipend (@\$250) funding to engage and support lead faculty engaged in Curricular and Cultural Redesign efforts on an ongoing basis. 3) Integrating Equity and Inclusive Excellence criteria in faculty evaluation process, 4) Engaging and recruiting faculty and staff to serve on redesign working groups.	AY 2021 - AY 2022	AY 2024 - AY 2025	75% adjunct faculty participation in DEI training in year 1, up to 100% in 2024-25. 100% of COS departments are represented on working groups.	COS Fiscal Services; COS Chief Diversity Officer	COS Chief Diversity Officer
Action Step 2: Mandatory Faculty DEI Training - All COS instructional faculty (teaching faculty, adjunct faculty) and GTAs and new hires will complete comprehensive training on culturally relevant and responsive teaching practices, anti-racism and bias, and imperialism and colonialism in STEM effective 2021-22. Ongoing training will be offered annually, and should be mandatory, engaging, and discussion-based, emphasizing the data and best practices that support the COS curricular and cultural redesign.	AY 2021 - AY 2022	AY 2024 - AY 2025	Training model developed in 2021-22 for launch in Spring 2022 and annual implementation beginning in 2022-23.	Dean's Office (COS Chief Diversity Officer, Offices of Academic and Student Affairs); COS Department Chairs	COS Chief Diversity Officer
Action Step 3: Mandatory COS department-level Inclusive Excellence Program/Course Redesign process that includes: - Departmental identification of faculty representing each COS program of study to engage in curricular and course redesign - Identification of department introductory and upper-level gatekeeper courses for each undergraduate degree, including review of student success data disaggregated by race and ethnicity and other minoritized groups, to identify success gaps. Complete additional assessment of courses demonstrating success gaps, leading to targeted course redesign to enhance equity in student outcomes. - Update course content as needed to address issues of imperialism and colonialism in all COS degree programs, utilizing a discipline-specific approach. - Review course content to identify and increase use of scientific literature by scientists representing minoritized populations, utilizing a discipline-/course-specific approach. - Departmental review of course and lab policies utilizing anti-racism and inclusive excellence lenses, to identify barriers to participation for minoritized groups (BIPOC, student-parents, transfer students, post-traditional students, differently-abled students, etc.), leading to more equitable, standardized course and lab policies approved by each academic department. - Integration of discipline-specific career pathways information, graduate study/career readiness expectations, and resources into specific classes at various points in the student's academic pathway. - Integrating minoritized populations in the development of scientific literature, and retelling the stories of our fields by elevating all scholars.	AY 2021 - AY 2022	AY 2022 - AY 2023	Program/course redesign process will initiate in Fall 2021, and continue throughout the 2021-22 academic year for implementation beginning in 2022-23.	Dean's Office; COS Department Chairs; COS Faculty Representatives	COS Chief Diversity Officer
Action Step 4: Enhance equity and inclusion in course Materials/Resources - Identify faculty representatives in all departments to engage in anti-racism and inclusive excellence textbook/course material review process. - Review the ongoing use of Respondus and similar surveillance software, as data strongly suggest that surveillance software does not meet inclusive excellence criteria and disproportionately flags BIPOC, post-traditional/student-parents and differently-abled/neurodiverse students at much higher rates. - Develop COS-wide anti-racism and inclusive excellence textbook/course material review criteria, to be applied in departmental criteria for future textbook and course material selection.	AY 2021 - AY 2022	AY 2022 - AY 2023	Development of program/course materials guidelines will commence in Fall 2021, and continue throughout the 2021-22 academic year for implementation by departments beginning in 2022-23.	Dean's Office; COS Department Chairs; COS Faculty Representatives	COS Chief Diversity Officer
Action Step 5: Develop mandatory, 2 credit introductory course for all COS degrees (similar to ENGR 107) that supplements UNIV offerings and provides a STEM-focused introduction of the following: 1) Overview of STEM career pathways and career readiness competencies; 2) Introduction to Scientific Research principles and completion of introductory-level STEM research project; 3) Global/intercultural and local problem-solving; 4) Examination of imperialism/colonialism, bias, and ethics in the sciences.	AY 2021 - AY 2022	AY 2023 - AY 2024	Course design will commence in 2021-22 academic year, with launch of course pilot in 2022-23. Catalog updates for COS degree will incorporate new course requirement for all COS BA and BS degrees by Fall 2023.	COS Academic Affairs	Associate Dean of Academic Affairs
Action Step 6: Enhance student equity by engaging COS faculty and students in the development of affinity groups within COS to provide safe, supportive spaces for minoritized and underserved groups to connect.	AY 2021 - AY 2022	AY 2023 - AY 2024	A minimum of one DEI-focused affinity group will be developed per academic year, over a period of four years. Each affinity group should incorporate faculty mentoring and meaningful student engagement.	Associate Dean of Academic Affairs; Associate Dean of Student Affairs; COS Undergraduate Advisors; STEM Accelerator	Associate Dean of Academic Affairs
Action Step 7: Incentivize COS faculty and students to engage in faculty/student mentoring, and expand near-peer mentoring opportunities that address issues of equity and inclusion for minoritized and underserved groups.	AY 2021 - AY 2022	AY 2023 - AY 2024	Enhance faculty award structure to incorporate incentives for undergraduate mentoring beginning in 2022-23 (consider Undergraduate Mentor of the Year award, recognition leave, enhanced tenure and promotion consideration, etc.); develop COS student award structure to incentivize student engagement in COS faculty and near-peer mentoring beginning in 2022-23 (Undergraduate Mentee of the Year award, special recognition event for mentees, LAs, Student Ambassadors, and other near-peer advisors).	Associate Dean of Academic Affairs; Associate Dean of Student Affairs; COS Undergraduate Advisors; STEM Accelerator	Associate Dean of Academic Affairs
Action Step 8: COS will implement a STEM career pathways approach by developing discipline-specific career pathways resources (website, etc.) that is shared with first year freshmen and transfer students and is open to all COS faculty and students.	AY 2021 - AY 2022	AY 2023 - AY 2024	Development and launch of a COS discipline-specific career pathways resource for use by students and advisors, to include market data on expanding and contracting STEM career pathways, career development opportunities, career placement data for recent graduates, graduate school funding opportunities, and information on CV/Resume/e-Portfolio design.	Associate Dean of Academic Affairs; Director of Educational and Career Pathways; COS Undergraduate Coordinators/Advisors	Director of Educational and Career Pathways

Undergraduate Student Recruitment, Retention/Success, and Completion SMART Goal 2

Goal 3: COS will engage in a two year Experiential Learning redesign to enhance access to high impact practices and address equity gaps. This redesign will assess and address systemic barriers in access, recruitment, selection, training and mentoring/supervision of students participating in K-16 research programs offered by the College of Science. Within four academic years of implementation, establishment of a High Impact Practices Working Group and recommended policy changes will demonstrate statistically-significant increases in participation among students from minoritized and underserved groups in COS undergraduate research, K-16 research programs, and other high impact practices.

Goal Description: At this time, there are strong concerns that high impact practices such as undergraduate research are not administered equitably within the College of Science. It is necessary to evaluate specific equity gaps, and address persistent gaps in equity and inclusion among COS K-16 research programs to enhance access to and participation in high impact, career-formative experiences for minoritized and underserved groups.

Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE
Action Step 1: COS departments and internal, K-16 undergraduate research programs complete assessment of participation in research programs over the prior three cycles, assessing disaggregated participation by race/ethnicity and other minoritized and underserved groups for which disaggregated data is available, to identify specific gaps in access and participation.	AY 2021 - AY 2022	AY 2021 - AY 2022	Each COS department and program will supply a three-year report of program participation prior to December 15, 2021, to include student name, G Number (if available), and additional metrics as available (race/ethnicity, income, etc.). For non-Mason undergraduate participants, name of school/institution of attendance at time of participation should also be provided.	Chief Diversity Officer; Associate Dean of Academic Affairs; Associate Dean of Research; COS Department Chairs; COS Faculty Representatives;	Chief Diversity Officer
Action Step 2: With guidance from the COS Chief Diversity Officer and Associate Deans for Academic Affairs and Research, a team of COS stakeholders engaged in undergraduate research equity will jointly develop a "College of Science Anti-Racism and Inclusive Excellence Lab Policy" that applies to all undergraduate research settings and is posted in all COS research lab settings.	AY 2021 - AY 2022	AY 2024 - AY 2025	A completed College of Science Anti-Racism and Inclusive Excellence Lab Policy will be completed prior to May 2022, and will be reviewed annually.	Chief Diversity Officer; Associate Dean of Academic Affairs; Associate Dean of Research; COS Department	Chief Diversity Officer
Action Step 3: New college-wide policy should be applied to the recruitment and selection of new or newly-vacant, paid COS undergraduate research assistantship opportunities and student-hire positions. These positions must be posted in Handshake for 7 days (posting is not required if the undergraduate student held the same position in the prior semester and is returning). Direct hire/referral of candidates to fill new/newly-vacant undergraduate research/student hire positions without first posting for 7 days and vetting all qualified applicants is prohibited.	AY 2021 - AY 2022	AY 2022 - AY 2023	Policy developed and communicated to COS Faculty for implementation in Summer 2022 and beyond.	Director of Human Resources and Employee Relations; COS Chief Diversity Officer; COS Associate Deans of Academic Affairs and Research	Chief Diversity Officer
Action Step 4: With guidance from the COS Chief Diversity Officer, Director of Human Resources and Employee Relations, and Associate Deans for Academic Affairs and Research, a working group of COS stakeholders engaged in undergraduate research equity will develop COS-wide holistic evaluation criteria to address selection bias in the vetting of applications for undergraduate research assistantships and competitive, K-16 research programs. Anti-bias training, holistic candidate evaluation matrices, blinding high school or college of attendance in selection process, requiring that application review/hiring documentation be maintained for three application cycles, and periodic documentation reviews to ensure equity).	AY 2021 - AY 2022	AY 2021 - AY 2022	Holistic evaluation criteria and training materials developed and approved for the selection of participants to undergraduate research assistantships and competitive K-16 research programs, to be utilized for selection and onboarding beginning in Fall 2022.	Director of Human Resources and Employee Relations; COS Chief Diversity Officer; COS Associate Deans of Academic Affairs and Research	Chief Diversity Officer
Action Step 5: Establish annual allocation of scholarship/stipend support for student participation in unpaid COS undergraduate research experiences to reduce financial burdens for under-resourced students, and faculty stipends to incentivize research mentorship of undergraduate students.	AY 2021 - AY 2022	AY 2024 - AY 2025	Establish internal funding (in form of scholarship) in the amount of \$15,000 per academic year, to support COS student engagement in unpaid undergraduate research experiences at @\$100/week (minimum 10 hours/week); with \$5000 in funding to support 10 faculty stipends to incentivize faculty research	Chief Diversity Officer; Director of Development; COS Financial Services	Director of Development
Action Step 6: Identify COS faculty engaged in experiential learning to participate in Equity in High Impact Practices working group - Develop or enhance course-based research experiences across all COS undergraduate programs of study, to enhance preparedness for and access to co-curricular undergraduate research programs (URSP, ASSIP, Biology Research Semester, etc.).	AY 2022 - AY 2023	AY 2024 - AY 2025	Equity in High Impact Practices Working Group established in Fall 2022.	Chief Diversity Officer; Associate Dean of Academic Affairs; Associate Dean of Research; COS Department Chairs; COS Faculty Representatives; Director of Research and Internships; Director of Educational and Career Pathways; STEM Accelerator	COS Chief Diversity Officer

Undergraduate Student Recruitment, Retention/Success, and Completion SMART Goal 3

APPENDIX E: GRADUATE STUDENT RECRUITMENT, RETENTION AND DEGREE ATTAINMENT

Goal 1: Create College-Level Graduate Student Fellowships						
Goal Description: To increase the number of funding opportunities for graduate students, and to increase the competitive level of this funding compared to peer institutions.						
Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE	COMMENTS
<p>Action Step 1: Identify funding for dedicated College Fellowships. Making these opportunities available at the College-level will remove some barriers URG students face when applying and remaining in graduate school. We are requesting a total of \$70,000 + fringe and tuition support for year one.</p> <p>1 College-level Fellow is requested for year 1, increasing by 1 per year until 5 can be funded regularly. One criteria for this position must be that the student be from a URG. (\$30,000 stipend)</p> <p>1 Summer Graduate Research Fellow is requested for year 1, increasing by 1 per year until 5 can be funded regularly. One criteria for this position must be that the student be from a URG. (\$10,000 stipend)</p> <p>1 Dissertation Completion Award is requested for year 1, increasing by 1 per year until 5 can be funded regularly. One criteria for this position must be that the student be from a URG. (\$30,000)</p>	FY 2022 - FY 2023	FY 2022 - FY 2023	A list of available funding opportunities is ready for students. Fellowship applications increases by 10% each year.	COS Finance	COS Dean	This must be linked to better faculty engagement and encouragement in applying
<p>Action Step 2: Advertise our funding opportunities on our webpage, social media, and in other web and print outlets. Post fellowships, scholarships, and research programs clearly on the website, preferably at least a link on a landing page.</p>	AY 2021 - AY 2022	AY 2021 - AY 2022	Funding is clearly listed on our website, including all COS funding opportunities.	COS MarComm, COS Web, LAU web POCs	COS Dean for Research	Right now some departments have pages on GRA and GTA opportunities, but nothing is uniform across the college and ALL funding opportunities are not listed. This should also include research opportunities such as student research consortiums, calls for papers and book chapters, and intern/externships.
<p>Action Step 3: Increase graduate assistant stipends. MS to \$20,000 plus 12 credits/fringe and PhD to \$30,000 plus 18 credits/fringe (per AY). Increase PhD summer funding to \$10,000.</p>	FY 2021 - FY 2022	FY 2021 - FY 2022	Stipends reach a competitive level compared to peer institutions and local cost of living. All MS students supported with 12 credits of tuition and all PhD students supported with 18 credits of tuition.	COS Finance	COS Dean	UMD - https://gradschool.umd.edu/faculty-and-staff/stipend-levels Georgetown - https://grad.georgetown.edu/financial-support/merit-based-financial-aid/assistantships/ VT - https://graduateschool.vt.edu/funding/assistantship-stipend-tables.html UMD and VT both have an interesting step system, VT's stipends get up to \$50k.
<p>Action Step 4: Form a faculty committee to identify the criteria for each Fellowship (College-level Graduate Research Fellow, Summer Graduate Research Fellow, and Dissertation Completion Award).</p>	AY 2021 - AY 2022	AY 2021 - AY 2022	Committee has first series of meetings and develops criteria for at least 2 of the fellowships proposed in preparation for Fellowships to begin in AY 2022-2023.	LAU faculty selected for committee service	COS Dean for Research	
<p>Action Step 5: For all persons serving on a committee, DEI training will be required. (See COS DEI Staff Subcommittee - Goal #2)</p>	FY 2021 - FY 2022	FY 2021 - FY 2022	Committee members are trained before serving on any committees.	COS CDO, COS Associate CDO,	COS CDO	
<p>Action Step 6: Form a selection committee. This will be a group of faculty from each academic unit, serving for a term of 2 years each as part of their faculty service responsibilities.</p>	AY 2022 - AY 2023	AY 2022 - AY 2023	Departments provide slate of faculty for selection committees	LAU faculty selected for committee service	COS Dean for Research	

***Graduate Student Recruitment, Retention and Degree Attainment
SMART Goal 1***

Goal 2: Improving Mentorship of Graduate Students from URGs						
Goal Description: Graduate students from URG often have different and more limited access to informal knowledge networks in universities. One of the ways to address this is to be sure graduate students from URG are being supported through targeted mentorship programs. COS should create two mentorship programs for graduate students from URG. These programs should be specifically focused on challenges that students from underrepresented backgrounds face and should financially compensate, in particular, graduate mentors from URG.						
Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	RESPONSIBLE	ACCOUNTABLE	COMMENTS
<p>Action Step 1: Allocate funding to support the planning and implementation of a multi-tier mentorship program aimed at URM graduate students. Funding in the amount of \$100,000 is requested for each year of implementation.</p> <p>\$60,000 per AY is requested on an ongoing basis to pay graduate students from URG to mentor others. We feel it is important to value and compensate graduate students for their labor. More details in Action Step 3</p> <p>\$40,000 per AY is requested to support training faculty on how to engage in inclusive mentorship practices (Action Step 4).</p>	FY 2022 - FY 2023	FY 2022 - FY 2023	If funds are available for AY 2022 - 2023, we feel this would be a success.	COS	COS	We believe these funding amounts will be ongoing.
<p>Action Step 2: Form a faculty committee at the COS level to plan and implement a mentorship program that is specifically aimed at supporting URM graduate students. Suggested action steps for the committee to follow.</p>	AY 2021 - AY 2022	AY 2021 - AY 2022	A cross-college faculty committee that meets bi-monthly to formalize the planning and implementation of this goal would be a success.	COS faculty/staff/grad student committee (to be formed)	COS faculty/staff/grad student committee (to be formed)	This should be a one year commitment, but likely require ongoing oversight from COS.
<p>Action Step 3: The faculty committee should create a peer mentorship program for underrepresented students that would pair a student mentor with (perhaps several) mentees. We suggest initially the program to include 20 mentors that are compensated \$1500/semester. We also suggest establishing a Dean's student recognition award for inclusive peer mentorship of \$1000 for the Dean's award. The peer mentorship program should be planned based on previous research in cross-racial and cross-gender mentorship, and include appropriate training for mentors. The committee should consider cohort models and how to pair mentors and mentees in early days, keeping in mind that the mentorship program should be specifically aimed at students from URG. This program should also partner with established organizations that are currently serving students from URG, as well as with departments with eligible targeted bridge programs.</p>	AY 2021 - AY 2022	AY 2024 - AY 2025	Implementation of a mentorship program that is attentive to both race and gender would be a success here. Ongoing metrics of success will be in the level of support that grad students feel the program provides, and in increased retention of URM grad students.	COS faculty/staff/grad student committee (to be formed)	COS faculty/staff/grad student committee chair (to be chosen)	We recognize that the first year of these mentorship programs will not have an experienced cohort to be the initial members. We recommend the first group of mentors be alumni and current post docs.
<p>Action Step 4: As part, or separate from the mentorship program, the committee should establish both funding for and partnership opportunities for graduate students from URG to attend and present at conferences. The goal should be for early grad students to attend conferences with peers, watch older peers present, and eventually present themselves. We suggest funding for this for any eligible grad students from URG.</p>	AY 2021 - AY 2022	AY 2024 - AY 2025	Funding and implementation of this program to encourage grad students to attend and present at conferences would be a success. Ongoing metrics of success will be in the comfort level grad students feel the program provides for them to participate in research activities, and in increased graduate student participation in conferences.	COS faculty/staff/grad student committee (to be formed)	COS faculty/staff/grad student committee chair (to be chosen)	
<p>Action Step 5: The faculty committee should explore and make recommendations about the implementation of a training for inclusive mentorship to be provided for all faculty in the college. This likely would involve hiring an outside consultant, or finding someone within the university to undertake the faculty conversations and trainings. (See COS DEI Staff subcommittee goal #2 on training) We also suggest establishing a Dean's award of \$1000 for faculty committed to inclusive mentorship</p>	AY 2021 - AY 2022	AY 2021 - AY 2022	Implementation of a mentorship training program that is attentive to both race and gender would be a success here. Ongoing metrics of success will be in the level of support that grad students feel the program provides, in increased retention of URM grad students, and in number of faculty who take and implement this training.	COS faculty/staff/grad student committee (to be formed)	COS faculty/staff/grad student committee chair (to be chosen)	
<p>Action Step 6: The faculty committee should finalize how both of these programs will continue to be supported, maintained, and revised. The mentorship programs likely need ongoing oversight and support. The mechanisms for that support need to be determined by the committee. We are hopeful that the overall DEI planning will lead to establishing administrative personnel who can oversee DEI work in the college, and it is possible this should be under their direction.</p>	AY 2021 - AY 2022	AY 2024 - AY 2025	Bringing these ongoing programs under a COS administrative umbrella will be a success. Ongoing metrics of the success of the individual mentorship programs are noted in Action Steps 3 and 4.	COS faculty/staff/grad student committee (to be formed)	COS faculty/staff/grad student committee chair (to be chosen)	

***Graduate Student Recruitment, Retention and Degree Attainment
SMART Goal 2***

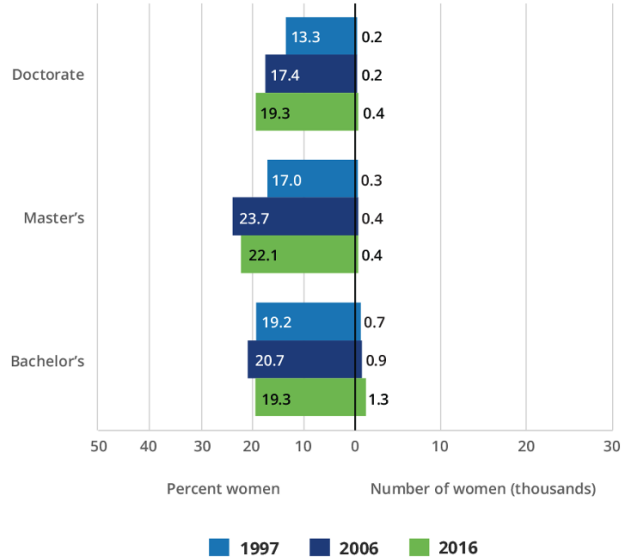
Goal 3: Making the Graduate Admissions Process More Accessible and Transparent						
Goal Description: Increasing recruitment of students from underrepresented groups begins with the application process. Currently the graduate student application process is expensive, confusing, and uncertain for many prospective students, particularly those from underrepresented groups and foreign countries. COS should work to streamline the application process to create a more accessible and transparent experience for prospective graduate students. This can be done by offering few waivers, pre-screening options, and firmer deadlines for those in search of funding and/or needing visas. Removing some of these barriers will encourage higher numbers of applications from underrepresented groups.						
Action Step(s)	Start Academic/Fiscal Year (AY/FY)	Completion Academic/Fiscal Year (AY/FY)	Measures of Success	ACCOUNTABLE	RESPONSIBLE	COMMENTS
Action Step 1: Create a budget for graduate student recruitment, specifically targeting URM students. This budget should include items such as, day- or weekend-long campus events dedicated to bringing in URM undergraduate students, travel money for currently supported GAs to attend conferences, and money set aside to cover professional organization fees as incentives to apply.	FY 2021 - FY 2022	FY 2021 - FY 2022	Dedicated budget for recruitment efforts are created and planning for URM targeted recruitments efforts are initiated.	COS Finance and Department Chairs	COS Dean	
Action Step 2: Clearly and prominently advertise highlights of our graduate programs, opportunities for research and projects, and student achievements. Highlight BAM program to keep current UG students at Mason for graduate programs.	AY 2021 - AY 2022	AY 2022 - AY 2023	Websites are updated to better highlight the areas identified in the action step.	COS MarComm, COS Web POCs	COS Dean	<i>When highlighting student achievements, think Faculty Fridays but for students.</i>
Action Step 3: Assist departments in setting up MOUs with HBCUs for recruitment and networking.	AY 2021 - AY 2022	AY 2022 - AY 2023	Each department has one MOU in place with an HBCU.	Department Chairs and LAU Graduate Directors/Coordinators	COS Graduate Programs	
Action Step 4: Create a fund to support graduate application fee waivers for URM students. Support for 100 fee waivers, roughly \$10,000, in the coming application cycle, increasing in FY 2022-2023 and future budget cycles to support 250 students	FY 2021 - FY 2022	FY 2021 - FY 2022	Fund is established to support fee waivers and the recommended number of students have application fees waived.	COS Finance	COS Graduate Programs	<i>Data is needed in order to formalize this metric of success. Would need to know stats such as number of URM students requesting fee waiver versus number of URM currently applying (Sam)</i>
Action Step 5: Provide faculty reviewing applications with workshops of holistic assessment and anti-racist, anti-discriminatory practice in the review process, which has been shown to be more equitable. Include a workshop or session that covers reviewing applications from HBCUs and international institutions. Create document showcasing best practices for reviewing applications holistically, specifically those from HBCUs and international institutions.	AY 2022 - AY 2023	AY 2022 - AY 2023	Holistic review consultant will be identified; Holistic workshop is run; Departments set up holistic review process; Graduate applications reviewed	COS Academic Affairs, Dept. Chairs, LAU faculty	Committee created to find a consultant and work with them to develop workshops appropriate for the college	<i>Models for holistic review workshops will be identified that will meet the college's needs including helping faculty to identify and remove racist, sexist, and other discriminatory practices from graduate application review. External consultant will be hired to run a workshop on the process and help departments set up their evaluation which will be used starting in AY 2023-2024</i>
Action Step 6: Create a committee to design the application process and to select applications to be granted waivers. Each committee member would serve for 2 year periods.	AY 2021 - AY 2022	AY 2021 - AY 2022	Committee formed; Applications reviewed - significant numbers of waiver applications are requested; waivers granted	COS Graduate Programs	COS Graduate Programs	<i>The process needs to be straight-forward and based on providing waivers for both URM students and those with financial need</i>
Action Step 7: Create a form on the College website for the fee waiver application. Ensure all departmental, college and university sites related to graduate applications clearly describe the waiver process and link to the application.	AY 2021 - AY 2022	AY 2021 - AY 2022	Form created and webpages updated	COS ITS	COS ITS	
Action Step 8: Departments will know their GTA allocations by March 15 so that they make graduate school offers and request first-round responses by the Council on Graduate Schools April 15 reply deadline	AY 2022 - AY 2023	AY 2022 - AY 2023	Departments will know their GTA allocations by March 15; Departments will make graduate school offers with acceptance deadlines of April 15; Larger % of students will accept Mason graduate programs by April 15	Finance	Dean, COS Finance	<i>Data may be needed in order to formalize this metric of success. This will require a major shift in when financial decisions will be made as I think this is one of, if not the largest, hold up. (We've already deep into the Fall 2021 application review cycle. Is it feasible to assume dates could be put in place for Spring 2022? If not then, AY 22-23.) (Sam)</i>
Action Step 9: All students applying to Mason COS graduate programs will receive notification of the status of their application (admitted, waitlisted, or rejected) within 8 weeks of the application deadline or the submission of the application if it is a rolling deadline	AY 2021 - AY 2022	AY 2021 - AY 2022	Students will receive status updates within 8 weeks. % of accepted students transitioning to "intend to enroll" increases.	Department chairs, Departmental graduate admissions committees	Department chairs, Departmental graduate admissions committees	
Action Step 10: Create a formalized pre-screening process for prospective graduate students so they may have a better idea of their admission chance before they apply.	AY 2023 - AY 2024	AY 2023 - AY 2024	Success could be an increase of % of URM applicants and new admits	COS Academic Affairs	LAU Graduate Advisors/Directors, LAU Staff	
Action Step 11: Remove the use of general GREs in the application process (All departments are asked to make GRE submissions optional for next application cycle and remove them for the following cycle)	AY 2022 - AY 2023	AY 2022 - AY 2023	General GRE requirement is eliminated from application process for all graduate programs across COS	Department chairs, COS graduate programs	Department chairs, COS graduate programs	
Action Step 12: Allow applicants to use unofficial scores for GRE subject and TOEFL exams	AY 2022 - AY 2023	AY 2022 - AY 2023	Applicants can submit unofficial scores.	COS Graduate programs	COS Graduate programs	
Action Step 13: Advocate to the Office of Graduate Education, within the Provost's Office, for University graduate fellowships to not require the general GREs which have been shown to be biased - they correlate better with race, ethnicity, and SES than with graduate school success	AY 2021 - AY 2022	AY 2021 - AY 2022	University fellowships no longer require GRE scores. More COS graduate students become eligible for these fellowships	COS Dean	COS CDO/ACDO	<i>One of the challenges with respect to eliminating the GRE requirement is that there are currently university fellowships that require GRE scores to qualify. Support from the administration to remove this requirement more broadly across Mason would keep the college's effort to remove the requirement of test scores from being a detriment to the students in the college.</i>

**Graduate Student Recruitment, Retention and Degree Attainment
SMART Goal 3**

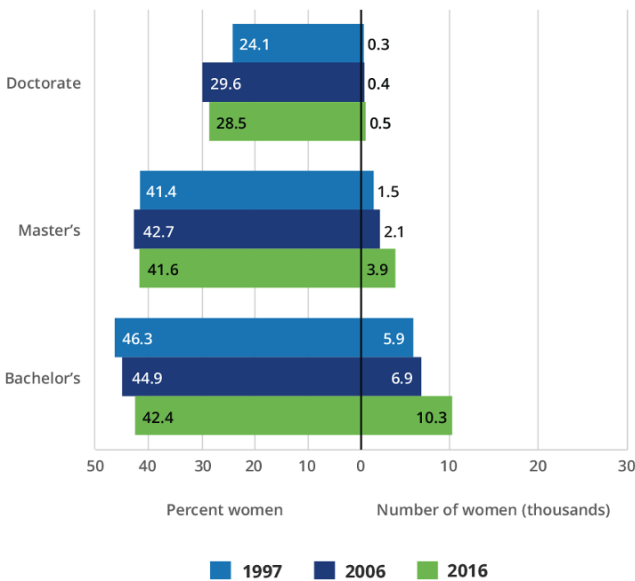
Number of Bachelor's Degrees Earned in Physical Science Fields: Total Numbers and Percent Change, 2003 & 2013				
Physical Sciences	All Degrees Earned		African American Degrees	
	Degrees in 2013 #	Change '03-'13 %	Degrees in 2013 #	Change '03-'13 %
Earth Sciences	5,500	63	107	147
Atmospheric Sciences	760	34	21	75
Chemistry	14,814	49	1,072	40
Physics	6,725	58	153	1
Astronomy	413	33	5	**
Oceanography	247	75	7	**
All Physical Sciences	28,459	53	1,365	39

** Due to low population numbers, percent change was not calculated
www.aip.org/statistics

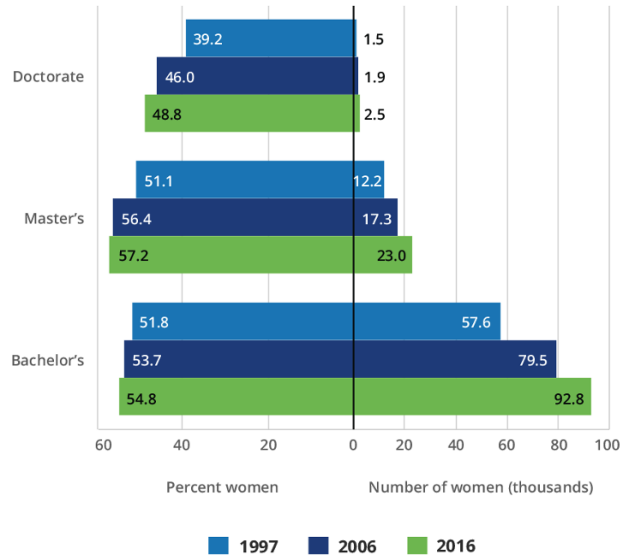
Bachelor's Degrees Earned in Physical Science Fields (2003 & 2013)



Degree Attainment for Women in Physical Sciences (nationally)

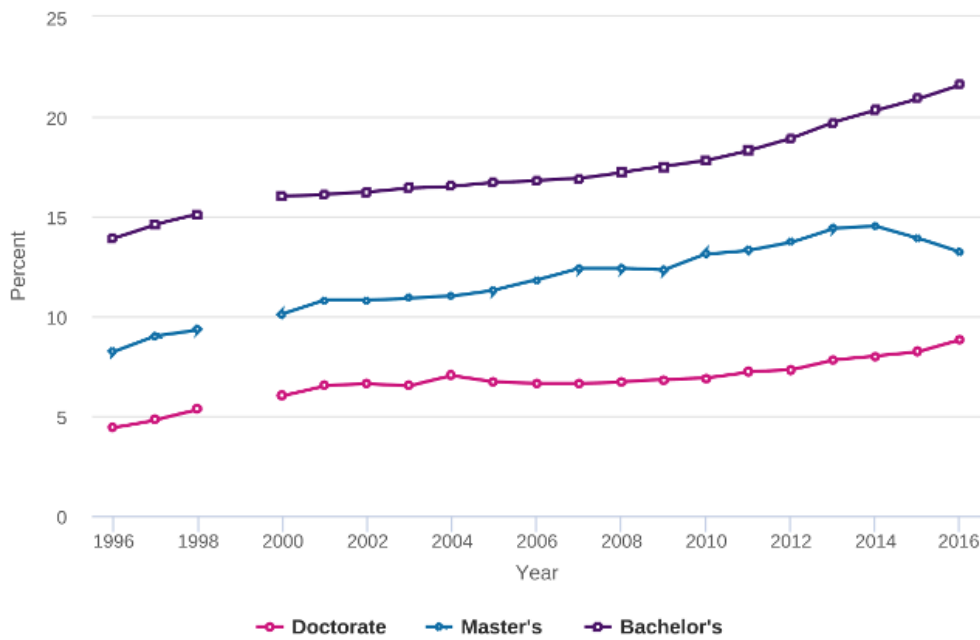


Degree Attainment for Women in Mathematical Sciences (nationally)



Degree Attainment for Women in Biological Sciences and Social Sciences (nationally)

FIGURE 3-A
Science and engineering degrees earned by underrepresented minorities, as a percentage of degree type: 1996–2016



Note(s)

Data not available for 1999. Underrepresented minority groups include black or African American, Hispanic or Latino, and American Indian or Alaska Native. Data are for U.S. citizens and permanent residents only.

Source(s)

National Science Foundation, National Center for Science and Engineering Statistics, special tabulations of U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completions Survey, unrevised provisional release data. Related detailed data: WMPD table 5-3, table 6-3, and table 7-4.

Table 2: Application, Acceptance, and PhD Award Statistics (2015-2020)

	Applied		Accepted		PhD Awards		Avg Completion Time (years)	
	all	URM	all	URM	all	URM	all	URM
Comp Sci	405	117	206	48	52	9	6.8	6.2
Elec & Comp Eng.	186	39	141	31	44	13	6.3	6.5
Mathematics	187	83	147	62	20	9	5.6	4.6
Physics	209	57	113	30	25	6	6.5	7.5
Chem & Biochem	83	49	60	38	21	16	5.6	5.3

*Under-represented minorities include American Indians/Alaska natives, African Americans, Hispanics, Pacific Islanders (native of Hawaii, Guam, Samoa), persons with disabilities, veterans, and/or women students.

George Mason Application, Acceptance, and PhD Award Statistics (2015-2020)

APPENDIX F: LIST OF ACRONYMS

AACTR	Academic Affairs Community of Transfer Researchers
ACDO	Associate Chief Diversity Officer
AOES	Atmospheric, Oceanic & Earth Sciences
ARIE	Anti-Racism and Inclusion Excellence Task Force
AY	Academic Year
BIOL	Biology
BOV	Board of Visitors
CBO	Chief Business Officer
CDE	Compliance, Diversity and Ethics
CDO	Chief Diversity Officer
CHEM	Chemistry
COS	College of Science
DEI	Diversity, Equity, and Inclusion
DST	Diversity in Science & Technology
ESP	Environmental Science and Policy
F2F	Face to Face
FOCUS	Females of Color and those Underrepresented in STEM
FRSC	Forensic Science Program
FY	Fiscal Year
GGS	Geography and Geoinformation Science
GLAMS	Graduate Learning Assistants in Mathematical Sciences
GPA	Graduate Professional Assistant
GRA	Graduate Research Assistant
GRE	Graduate Record Examination
GTA	Graduate Teaching Assistant
HR	Human Resources
HSPE	High School Proficiency Examination
JEDI	Justice, Equity, Diversity and Inclusion
LAU	Local Academic Unit
MARCOMM	Marketing, Communication
Mason	George Mason University
NEUR	Interdisciplinary Program in Neuroscience
NOBCChe	National Organization for the Professional Advancement of Black Chemists and Chemical Engineers
NSBE	National Society of Black Engineers
NSF	National Science Foundation
OIEP	Office of Institutional Effectiveness and Planning
Project MOST	Mason Outreach in STEM for Teachers
RADSS	The Rural and Diverse Student Scholars Program
SADAA	Senior Associate Dean of Faculty Affairs
SCHEV	State Council of Higher Education for Virginia
SIAM	Society for Industrial and Applied Mathematics
SMART Goal	Specific, Measurable, Achievable, Realistic, and Timely
SREB	Scientific Review and Evaluation Board
STEM	Science, Technology, Engineering and Mathematics
TOEFL	Test of English as a Foreign Language
TTIP	Tech Talent Investment Program
URM	Underrepresented Minority

ACRONYMS

APPENDIX G: RESOURCES/REFERENCES

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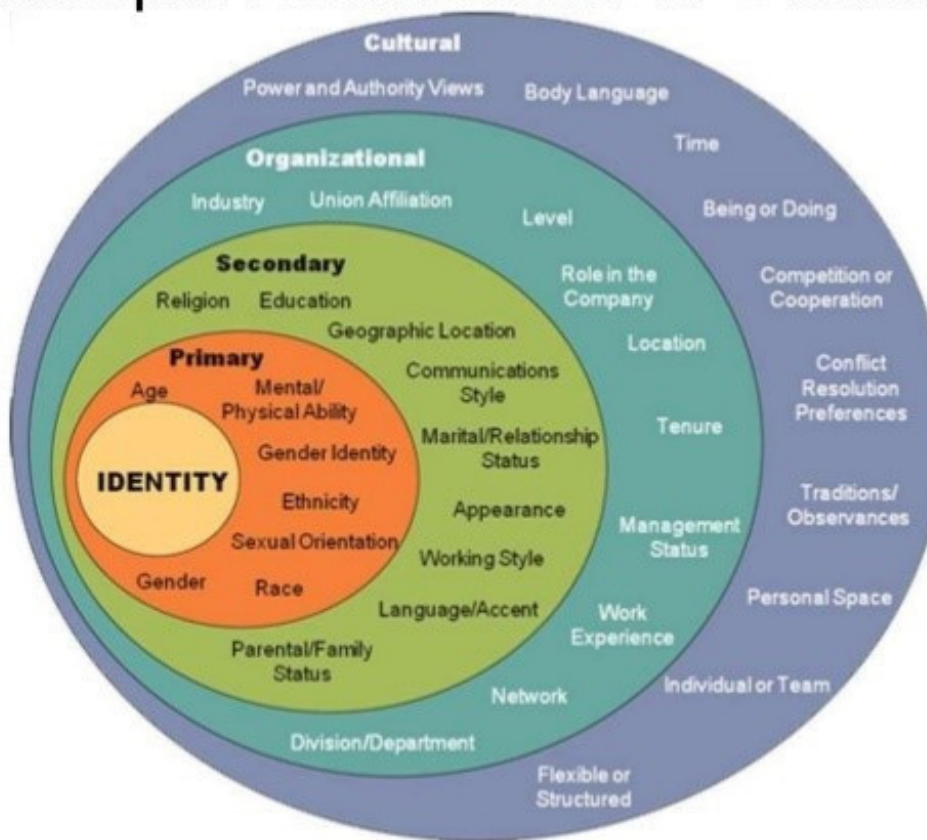
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APPENDIX H: MISC.

DIMENSIONS OF DIVERSITY

Multiple Dimensions of Diversity



Internal and External Dimension adapted from Marilyn Loden and Judy Rosener, **Workforce America!** (Business One Irwin, 1991)

From **Diverse Teams at Work**, Gardenswartz & Rowe (2nd Edition, SHRM, 2003)