

Continuum Program for Diversity in Graduate Education and Career Development

Commission on Diversity

November 20, 2020



The historical moment

- We stand at a critical moment in the country's history and its reckoning with the legacy of slavery in American life. This was all brought home to us last Spring and is why the Commission on Diversity made the decision to convene over the summer and work on this initiative.
- The events of the past few years and recent months have impressed on us the continued and insupportable weight of racist policies, practices, and violence on people of African descent, Native and Indigenous nations, and people of color.
- The patterns of inequality, injustice, discrimination, and exclusion by race are evident in every metric of health, wealth, and opportunity, including access to higher education.
- At this moment, it is incumbent on all of us to act to bring about meaningful change where we live and work.
- Over the summer, the Commission on Diversity came together with one very specific goal: To secure greater opportunity and access for students from historically underrepresented groups to our world-class graduate programs and the professional careers those educations open up.

Findings

Reviewing data on the student population across Columbia's schools, in terms of both domestic and total populations, we found that:

1. While the total number of students grew 21% between 2010 and 2019, the share of students from historically underrepresented groups grew by 3%.
2. Considering all enrolled students, the graduate and professional schools lag behind undergraduate schools in terms of the share of students from historically underrepresented groups.
3. Focusing on the PhD student population in three schools for the period 2016 to 2020, and at three key stages—applications, admissions, and acceptances—we see large variations in the average share of students from historically underrepresented groups.

Findings: Data

PhD Population: Historically Underrepresented Groups' Share of Total Applications, Admissions, and Acceptances

(average 2016-20)

2016-20 average	Applications				Admissions				Acceptances			
	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total
Graduate School of Arts and Sciences	43.1%	8.7%	48.2%	100.0%	49.3%	9.9%	40.7%	99.9%	47.1%	8.9%	44.0%	100.0%
School of Engineering and Applied Science	26.5%	2.0%	71.5%	100.0%	58.7%	2.8%	38.5%	100.0%	35.7%	4.1%	60.2%	100.0%
College of Physicians and Surgeons	48.1%	10.9%	41.0%	100.0%	64.3%	16.7%	19.0%	100.0%	58.8%	15.7%	25.5%	100.0%

Recommendations

We make two recommendations:

1. The development of a unit within the Office of the Provost with responsibility to administer the new program and initiatives and to collect and report data on the composition of the graduate student population.
2. The adoption of a continuum model of support for students from historically underrepresented groups that starts before they apply to Columbia, works to support them throughout the entirety of their graduate education, and helps them to successfully make the transition to the professional workplace.

Recommendations: Continuum Model

1. Applicant Pool
2. Admissions Process
3. Graduate Experience
4. Post-Graduate Work

Recommendations: Continuum Model

1. Applicant Pool

Goal: To enrich and expand the pool of prospective students by improving knowledge of, and interest in, Columbia graduate schools and to combat bias and discrimination in admissions decisions.

2. Admissions Process

Goal: To secure higher admission and acceptance rates by identifying talented students from historically underrepresented groups in the applicant pool; by working against bias and discrimination in admissions decisions; and by providing supports (financial and social-cultural) required to successfully recruit accepted students

3. Graduate Experience

Goal: To create a culture of support and mentoring for enrolled graduate students throughout the length of their program

4. Post-Graduate Work

Goal: To successfully mentor and support Columbia graduates in their professional transition to the workplace

Recommendations: Continuum Model

In advancing this program we act on our ambition to comprise a graduate student body that reflects the rich diversity of the nation, and on the belief in diversity as an indispensable element of intellectual life and the creation of new knowledge. In other words, we embrace diversity on civic grounds as an obligation of citizens in a democracy, and on intellectual grounds as a principle in and of itself in higher education.

Acknowledgements

I would like to thank the members of the Senate Commission on Diversity, the Student Affairs Committee, and the stakeholders, most importantly the Deans of Graduate Students and diversity officers and committees within the schools for their support, feedback, timely provision of data, and especially for their help imagining the kind of program that might make a difference.

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Notes

- *Historically underrepresented groups: U.S. citizens and permanent residents who have self-identified as at least one of the following: Hispanic or Latino, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.*
- *We consider students from historically underrepresented groups both in the context of the domestic population (citizens & permanent residents), and in the context of the total student population (citizens, permanent residents, & international students), which indicates the total number of possible student places.*

University Senate

Proposed: November 20, 2020

Adopted: November 20, 2020
67 votes in favor, none opposed, two abstentions

**RESOLUTION IN SUPPORT OF THE CONTINUUM PROGRAM FOR
DIVERSITY IN GRADUATE EDUCATION AND CAREER DEVELOPMENT**

WHEREAS, we find ourselves at a moment in the history of the University and country where bold action is required; and

WHEREAS, we recognize the urgent need to address systemic racism in our own domain, higher education, and in our own institution, Columbia University; and

WHEREAS, the University has made a sincere effort to address the issue of diversity and institutional racism through a range of school level initiatives, and

WHEREAS, we embrace diversity on civic grounds as an obligation of citizens in a democracy and on intellectual grounds as a principle in and of itself in higher education; and

WHEREAS, in advancing this program, we act on our ambition to create a graduate student body that reflects the rich diversity of the nation, and on the belief in diversity as an indispensable element of intellectual life and the creation of new knowledge;

THEREFORE, BE IT RESOLVED that the Senate support the adoption of the Continuum Program for Diversity in Graduate Education and Career Development, an initiative on racial equity in graduate education designed to secure greater opportunity and access for talented students from historically underrepresented groups to our world-class graduate programs and the professional careers such education opens up.

BE IT FURTHER RESOLVED that the Continuum Program for Diversity in Graduate Education and Career Development be established as a unit within the Office of the Provost to increase coordination and collaboration among current programs and initiatives, oversee data collection, and establish accountability.

Proponents:

University Senate Commission on Diversity

Student Affairs Committee

UNIVERSITY SENATE COMMISSION ON DIVERSITY

CONTINUUM PROGRAM FOR DIVERSITY IN GRADUATE EDUCATION AND CAREER DEVELOPMENT REPORT AND POLICY RECOMMENDATIONS

November 20, 2020

WHY THIS INITIATIVE IS NEEDED

Recognizing the urgent need to address systemic racism in our own domain, higher education, and our own institution, Columbia University, the University Senate Commission on Diversity convened their work over the summer of 2020 to identify feasible initiatives to facilitate our goal of reaching a more equitable academic environment.

We reviewed data on the current structure and composition of the graduate student population across Columbia's schools and met with key individuals working on diversity and inclusion at the school-level to understand the current structure. Based on this data and these consultations, the commission is proposing the adoption of the **Continuum Program for Diversity in Graduate Education and Career Development**.

The university has made a sincere effort to address the issue of diversity and institutional racism through various initiatives across the schools. There are, currently, a host of initiatives and programs operating across the university, emanating from various units within the university, and others still in the planning stage. Without attempting to offer a comprehensive list, we note new programs introduced by the Office of the President and Office of the Provost, including the mini-institute on addressing anti-black racism, seed grant funding for faculty engaging issues of structural racism, and the Provost's Diversity Fellowship program; by the Vice-Provost for Faculty Advancement, including the Faculty Pipeline and Diversity Initiative; by the Executive Vice President of University Life, including Racial Justice and Anti-Black Violence Resources; by the Dean of the Graduate School of Arts and Sciences, especially the Graduate Equity Initiative, which commits major resources to cross-disciplinary faculty initiatives that transform the way we identify, attract, and support talented students' intellectual and professional development, and by the School of Engineering and Applied Science and School of Business, including major initiatives under development to support cohorts of graduate students from historically underrepresented backgrounds to pursue graduate studies in engineering and business areas. We also note particularly the importance of the work underway in offices of equity

and inclusion within individual schools, from which some of the programs mentioned above originated.

An initiative on racial equity in graduate education, the **Continuum Program for Diversity in Graduate Education and Career Development** is designed to secure greater opportunity and access for talented students from historically underrepresented groups¹ to our world-class graduate programs and the professional careers such educations open up. The Continuum Program for Diversity in Graduate Education and Career Development is designed to build upon existing programs and initiatives. One of the chief goals of the program is to lend support to the work of school level offices and officers, to unify and facilitate coordination across and among schools to add a level of accountability and advance best practices, and to provide an imprimatur for their work from the central administration. In advancing this program we act on our ambition to comprise a graduate student body that reflects the rich diversity of the nation, and on the belief in diversity as an indispensable element of intellectual life and the creation of new knowledge. In other words, we embrace diversity on civic grounds as an obligation of citizens in a democracy, and on intellectual grounds as a principle in and of itself in higher education.

The plan outlined below connects all Columbia University graduate schools in a unified, administratively centralized, effort to close the gap between the proportion of our undergraduate and graduate students from historically underrepresented groups.

It is our strong belief that for the university as a whole to succeed in these efforts, a centralized plan and accountability are required. The development of a central office for the Continuum Program for Diversity in Graduate Education and Career Development thus is essential to any effort to provide the climate and infrastructure necessary for the support of graduate students underrepresented at Columbia and beyond. We also believe it is essential to fully address the challenge as an issue of the academic life and learning environments of our students. For that reason, a dedicated unit within the Office of the Provost would be best positioned to provide the necessary academic and professional support for all graduate students from historically underrepresented groups and to mitigate the isolation experienced by those pursuing degrees in programs with very small numbers of students from historically underrepresented groups.

¹ Historically underrepresented groups: U.S. citizens and permanent residents who have self-identified as at least one of the following: Hispanic or Latino, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander, (<https://provost.columbia.edu/content/faculty-diversity>.)

PRESENTATION OF DATA

1. Columbia's student population grew 21 percent over the period 2010 to 2019, with growth in all areas: undergraduate², Morningside graduate and professional schools³, Medical Center schools⁴, and professional studies and special programs⁵.
2. The international student population almost doubled over this period, while the domestic student population (U.S. citizens and permanent residents) remained stable, with the result that international students made up 37 percent of the student population in 2019, up from 23 percent in 2010.
3. For federal reporting, the proportion of students from historically underrepresented groups is measured as a share of the domestic student population, and only domestic students are included in the count of students by race and ethnicity. As this report focuses on Columbia's role in contributing to racial equality in graduate education, we consider the total number of possible student places and thus consider students from historically underrepresented groups as a share of the total population as well as the domestic population.
4. At Columbia, students from historically underrepresented groups made up 20 percent of the domestic student population in 2019, up from 16.9 percent in 2010. Considering the total student population, the share of students from historically underrepresented groups declined slightly to 12.6 percent in 2019, from 13.0 percent in 2010.
5. The share of students from historically underrepresented groups is larger in the undergraduate schools: 25.1 percent of the domestic student population in 2019, up slightly from 24.6 percent in 2010. Considering the total student population, the share of these students in the undergraduate schools was 20.4 percent in 2019, down from 21.8 percent in 2010.
6. The share of students from historically underrepresented groups is smaller in the graduate and professional schools: 17.3 percent of the domestic student population in 2019, up from 13.1 percent in 2010. Considering the total student population, the share of these students was 9.7 percent in 2019, from 9.5 percent in 2010.
7. Among the graduate and professional schools, the share of students from historically underrepresented groups is largest in the CUIMC schools: 18.4 percent of the domestic student population in 2019, up from 11.7 percent in 2010. Considering the total student population, the share of these students in the CUIMC schools was 16.2 percent in 2019, up from 10.5 percent in 2010.
8. In comparison, among the Morningside graduate and professional schools and professional studies and global programs, the share of students from historically underrepresented groups was 16.8 percent of the domestic student population in both in 2019, up from 13.3 and 14.5 percent, respectively, in 2010. Considering the total student population, the share of these students in the

² Columbia College, Engineering, and School of General Studies.

³ Architecture, Planning and Preservation, Arts, Business, Engineering, Graduate School of Arts and Sciences, Journalism, International and Public Affairs, Law, and Social Work.

⁴ Dental Medicine, Nursing, Physicians and Surgeons, and Public Health.

⁵ School of Professional Studies and global programs.

two groups was 8.2 and 8.1 percent, respectively, in 2019, as compared with 8.7 and 12.0 percent, respectively, in 2010.

9. In summary, over the period 2010 to 2019, the share of students from historically underrepresented groups grew by 3.1 percent across Columbia. This at a time when the total student body grew by 21 percent and the international student population increased by 97 percent. Over this period, the situation in the undergraduate schools has remained relatively stable, and the graduate and professional schools continue to lag behind the undergraduate schools.

If we consider the student population as consisting of three broad groups, domestic students who do not identify as belonging to an historically underrepresented group (US Non-HUG); domestic students who do identify as belonging to an historically underrepresented group (US HUG), and international students, the change in the structure of the student body since 2011 becomes clearer.

Population Structure: Historically Underrepresented Groups’ Share of Domestic Student Population (2010 and 2019)

2010	US-Non HUG	US HUG	International	Total
Columbia University	83.1%	16.9%	.	100.0%
Undergraduate Schools	75.4%	24.6%	.	100.0%
Morningside Graduate & Professional Schools	86.7%	13.3%	.	100.0%
Medical Center Schools	88.3%	11.7%	.	100.0%
Professional Studies & Special Programs	85.5%	14.5%	.	100.0%

2019	US Non-HUG	US HUG	International	Total
Columbia University	80.0%	20.0%	.	100.0%
Undergraduate Schools	74.9%	25.1%	.	100.0%
Morningside Graduate & Professional Schools	83.2%	16.8%	.	100.0%
Medical Center Schools	81.6%	18.4%	.	100.0%
Professional Studies & Special Programs	83.2%	16.8%	.	100.0%

Source: Office of the Provost for Institutional Research

Population Structure: Historically Underrepresented Groups' Share of Total Student Population (2010 & 2019)

2010	US Non-HUG	US HUG	International	Total
Columbia University	64.0%	13.0%	23.0%	100.0%
Undergraduate Schools	66.7%	21.8%	11.5%	100.0%
Morningside Graduate & Professional Schools	56.7%	8.7%	34.6%	100.0%
Medical Center Schools	79.8%	10.5%	9.7%	100.0%
Professional Studies & Special Programs	70.8%	12.0%	17.2%	100.0%

2019	US Non-HUG	US HUG	International	Total
Columbia University	50.2%	12.6%	37.2%	100.0%
Undergraduate Schools	60.9%	20.4%	18.7%	100.0%
Morningside Graduate & Professional Schools	40.7%	8.2%	51.1%	100.0%
Medical Center Schools	71.8%	16.2%	12.0%	100.0%
Professional Studies & Special Programs	40.2%	8.1%	51.7%	100.0%

Source: Office of the Provost for Institutional Research

Focusing on the PhD student population, we consider three schools in detail, the Graduate School of Arts and Sciences, School of Engineering and Applied Science, and the College of Physicians and Surgeons, for the period 2016 to 2020. We look at the structure of the student population at each of three stages: application, admission, and acceptance by domestic students who do not identify as belonging to an historically underrepresented group (US Non-HUG); domestic students who do identify as belonging to an historically underrepresented group (US HUG), and international students. While we understand that the diversity of the student body is measured as a share of the total domestic population, we deemed it important to consider the complete picture.

We see that:

- The share of students who do *not* identify as belonging to an historically underrepresented group varies by school, representing an average of 47 percent of the student body in the Graduate School of Arts and Sciences, 36 percent in the School of Engineering and Applied Science, and 59 percent in the College of Physicians and Surgeons.
- Interestingly, the share of students who do identify as belonging to an historically underrepresented group is greatest in the school with the smallest PhD student population, the College of Physicians and Surgeons, where they make up 16 percent of the total PhD student population. Students who identify as belonging to an historically underrepresented group make up 9 percent of the total PhD student body in the Graduate School of Arts and Sciences and 4 percent in the School of Engineering and Applied Science.

- The share of international students varies by school, unsurprisingly, representing an average of 44 percent of the student body in the Graduate School of Arts and Sciences, 60 percent in the School of Engineering and Applied Science, and 26 percent in the College of Physicians and Surgeons.

PhD Population: Historically Underrepresented Groups’ Share of Domestic Applications, Admissions, and Acceptances (average 2016-20)

2016-20 average	Applications				Admissions				Acceptances			
	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total
Graduate School of Arts and Sciences	83.3%	16.7%	.	100.0%	83.2%	16.8%	.	100.0%	84.1%	15.9%	.	100.0%
School of Engineering and Applied Science	92.9%	7.1%	.	100.0%	95.5%	4.5%	.	100.0%	89.5%	10.5%	.	100.0%
College of Physicians and Surgeons	81.6%	18.4%	.	100.0%	79.2%	20.8%	.	100.0%	78.7%	21.3%	.	100.0%

Source: Individual school data

PhD Population: Historically Underrepresented Groups’ Share of Total Applications, Admissions, and Acceptances (average 2016-20)

2016-20 average	Applications				Admissions				Acceptances			
	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total
Graduate School of Arts and Sciences	43.1%	8.7%	48.2%	100.0%	49.3%	9.9%	40.7%	99.9%	47.1%	8.9%	44.0%	100.0%
School of Engineering and Applied Science	26.5%	2.0%	71.5%	100.0%	58.7%	2.8%	38.5%	100.0%	35.7%	4.1%	60.2%	100.0%
College of Physicians and Surgeons	48.1%	10.9%	41.0%	100.0%	64.3%	16.7%	19.0%	100.0%	58.8%	15.7%	25.5%	100.0%

Source: Individual school data

CONCLUSIONS FROM THE DATA ANALYSES

Data for the Graduate School of Arts and Sciences, School of Engineering and Applied Sciences, and the College of Physicians and Surgeons indicate that the challenges of successfully recruiting students from historically underrepresented groups exist at every stage of the process from application to graduation and the post-graduate transition to academic and professional careers. Division and department level data provided by one school (Graduate School of Arts and Sciences) confirm that the choke points vary from division to division and department to department as seen in the size of

the applicant pool; the proportion of students offered admission; and the yield or level at which admitted students accept our offers to join graduate programs at Columbia. We also note the historical challenges facing the Science, Technology, Engineering, and Mathematics (STEM) field in improving the representation of students from historically underrepresented backgrounds throughout the pipeline (including pre-college, college, and post-graduate).

POLICY RECOMMENDATIONS

The Commission on Diversity makes two policy recommendations.

1. The development of a dedicated unit within the Office of the Provost to administer the Continuum Program for Diversity in Graduate Education and Career Development. This unit would be led by an individual with extensive experience in diversity and professional development.

The unit will work collaboratively and proactively with schools, departments and programs to recruit and support the needs of diverse students as they pursue graduate study at Columbia University and careers beyond. This unit will focus on initiatives such as those described below, and will be committed to building and maintaining a nurturing community of scholars in which students from diverse backgrounds and experiences will be supported in their career development and goals.

2. The adoption of a continuum model of support of students from historically underrepresented groups that extends across the entire process and timeline of graduate education and beyond.

The Continuum Model:

1. **Applicant Pool**

Goal: To enrich and expand the pool of prospective students by improving knowledge of, and interest in, Columbia graduate schools and to combat bias and discrimination in admissions decisions

Recommendations:

- Summer Research Programs for undergraduates (starting as early as sophomore year) in partnership with city colleges and universities and Historically Black Colleges and Universities
- Application Boot Camps for Prospective Students
- Preview Weekends for promising Prospective Applicants
- Pathways from M.A. to Ph.D. Programs

2. Admissions Process

Goal: To secure higher admission and acceptance rates by identifying talented students from historically underrepresented groups in the applicant pool; by working against bias and discrimination in admissions decisions; and by providing supports (financial and social-cultural) required to successfully recruit accepted students

Recommendations:

- Pre-Admission Interviews of Promising Students (coordinated by “Diversity Office”)
- Admissions Workshops for Departments
- School-wide Recruitment Weekends (coordinated with Departments)
- Increase Funding Levels in Recruitment Packages and Years in Program (to match Ivy League Peer Schools and higher cost of living of NYC)

3. Graduate Experience

Goal: To create a culture of support and mentoring for enrolled graduate students throughout the length of their program

Recommendations:

- Pre-Orientation Events (to build community among arriving students)
- Creation of programming coordinated across the schools of Columbia, aimed at enhancing the professional development of students from historically underrepresented groups and sense of belonging to a cohort
- Creation of Diversity Advisory Boards with Graduate Student Members (to ensure that diversity work is recognized and compensated)
- Designated physical spaces (to enhance opportunities for student connection)
- Fellowships for Public Facing Work

4. Post-Graduate Work

Goal: To successfully mentor and support Columbia graduates in their professional transition to the workplace

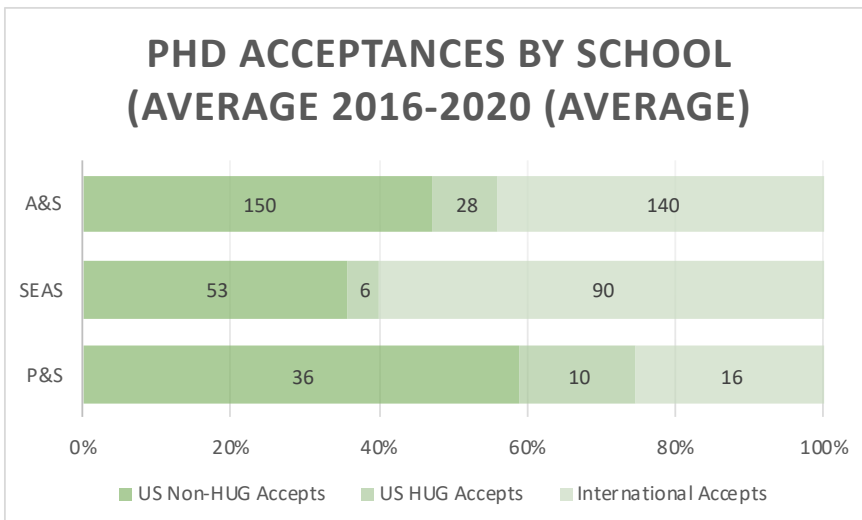
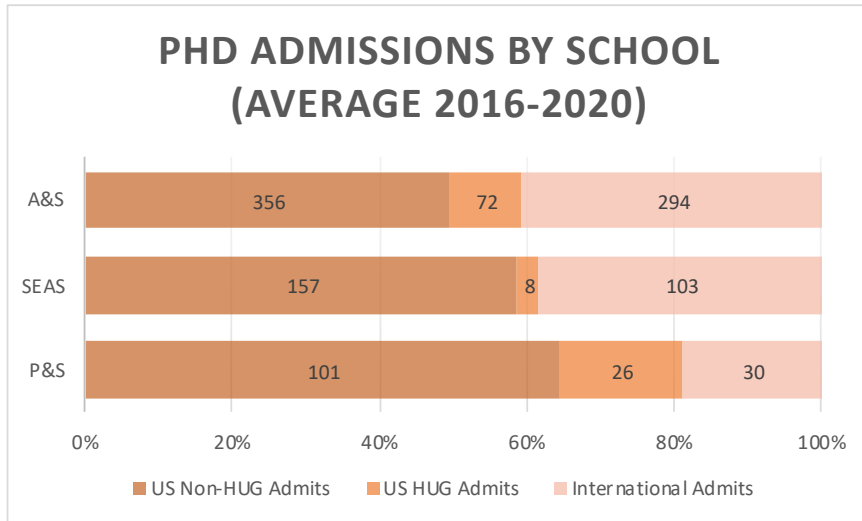
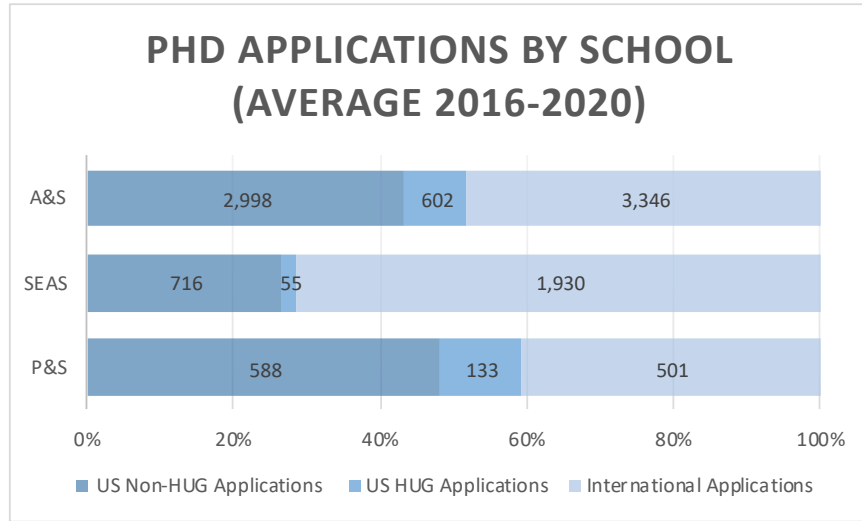
Recommendations:

- Support in placement, and tracking, of students from historically underrepresented groups in their transition to post-graduate employment
- Teaching Fellowships for Columbia Graduates
- Postdocs to Faculty Positions—Career guidance through “Diversity Office”
- Internship Opportunities with area non-profits, K-16 schools, public agencies and businesses
- Industry Partnerships and On-site Visits—Coordinated through “Diversity Office.”

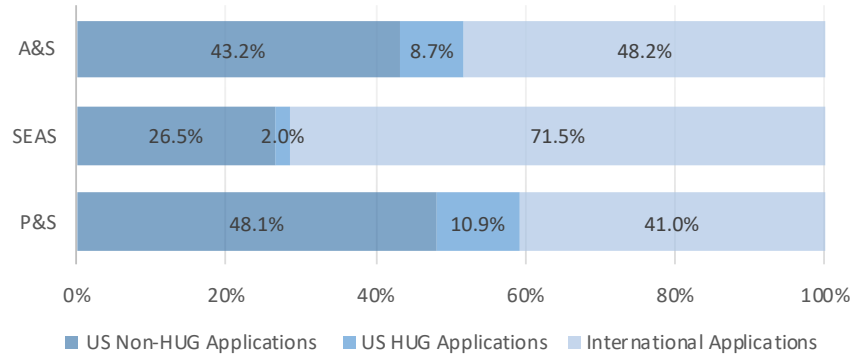
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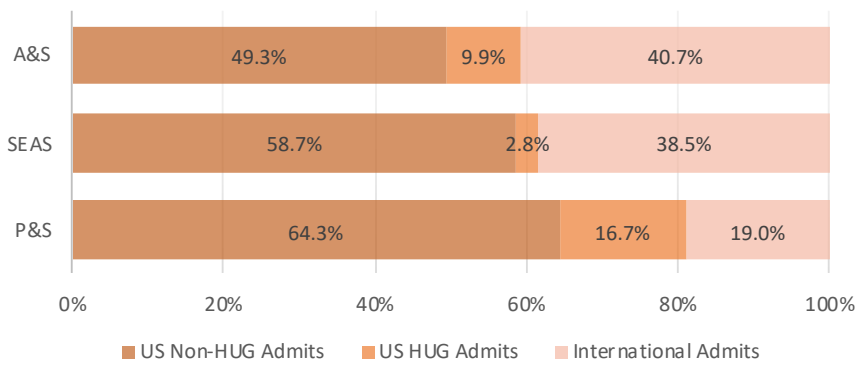
APPENDIX



PHD APPLICATIONS BY SCHOOL (AVERAGE 2016-2020)



PHD ADMISSIONS BY SCHOOL (AVERAGE 2016-2020)



PHD ACCEPTANCES BY SCHOOL (AVERAGE 2016-2020 (AVERAGE))

