

College of Public Health Inclusive Excellence Plan

**April 1, 2021
Revised March 3, 2025**

Inclusive Excellence Defined

Inclusive excellence defined is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. At Mason, an Inclusive Excellence Plan is designed to help Colleges, Schools and Units integrate diversity, equity, and educational quality efforts into their missions and institutional operations.

Core Principles

The Association of American Colleges and Universities provides the following definitions of Diversity, Equity and Inclusion (DEI). The College of Public Health (CPH) will utilize and expand upon the definition of diversity to ensure commitment to addressing the needs of those who are socially marginalized.

Diversity: 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).

Inclusion: 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.

Equity: The creation of opportunities for historically underserved populations to have equal access to and participation in educational programs that are capable of closing the achievement gaps in student success and completion.

CPH Overview

Since 1974, with the approval of its first baccalaureate nursing program, the College of Public Health has evolved and expanded its academic program offerings in response to the ever-changing health needs of populations and health care delivery systems by adding new degrees and matriculation pathways. In addition to degrees in Nursing, Global and Community Health, Health Administration and Policy, Social Work, and Nutrition and Food Studies have been added. Over **3,200 students** are enrolled in 1 of 18-degree programs offered by the College (5 bachelor's, 8 masters, 5 doctoral, and 7 certificate) that focus on health and well-being. Under-represented students account for 41% of undergraduate students and 30% of graduate students in the College. About **150 full-time faculty and staff** support our College's mission and our diverse student body comprising Pell grant eligible (54%), first- generation (39%), and racial/ethnic minority students. Currently, about 30% of faculty and 28% of administrative faculty and staff in the College self-identify as under- represented minorities. We remain committed to a diverse faculty in support of our students; in AY2019-2020, the College recruited 24 new faculty and 8 new staff of which 48% of faculty and 40% of staff are under-represented minorities. Further details about our students and faculty may be found in the Appendix (Tables 1-9).

Inclusive Excellence Goal. The overarching aspects of the College's Inclusive Excellence plan include recruitment and retention of faculty, staff and students into an inclusive environment that engages diversity and values equity. Over the next 3 years, the College leadership will continue to recruit and retain faculty and staff whose identities more closely align with the characteristics of our student body. We will ensure that faculty and staff responsible for critical decisions in hiring and admissions processes are well-versed in best practices related to diversity, equity and inclusion, and develop procedures and processes to ensure equity in our hiring, promotion, and student admissions practices. We will examine our curriculum to identify opportunities to better integrate themes of equity and engage our diverse student perspectives. Finally, we will foster opportunities for growth in diversity-related knowledge, skills, and values through experiential learning, trainings, self-assessment and reflection among faculty, staff, and students.

The College's conceptual framework for diversity, equity and inclusion embraces the active, intentional, and ongoing engagement with individuals of diverse backgrounds, race and ethnicities – in the curriculum, in the co-curriculum, and in university communities (intellectual, social, cultural, geographical) with which students,

faculty, and staff might connect in order to increase self-awareness, knowledge, constructive interaction, and working relationships.

The College's academic units have courses with diversity content throughout their curriculum. We will update our curricula to include students' lived experiences and narratives along with case studies. In addition, some units are engaging in diversity, equity and inclusion (DEI) work beyond the curriculum. The College's plan will build upon these early initiatives to affirm its commitment to DEI while ensuring a culture and environment for inclusive excellence. As we implement and evaluate the College's Inclusive Excellence Plan, we will be intentional about our ongoing engagement with diversity by focusing on **inclusion** within the curriculum, co- curriculum, and in communities with which our faculty and staff connect. The College's plan will work on details for faculty, staff, and students to participate in experiential learning opportunities, trainings, workshops, and learning communities relative to building an inclusive excellence environment. Experiential learning opportunities include the College's development of an interactive virtual reality and simulation laboratory providing an environment for students to learn through state-of- the-art virtual reality modalities.

Current College Culture

Our College's culture is one where we declare commitment to intentional actions and expressed values in support of DEI. Although we have stated these values and implemented policies and measures to reduce bias in our formal processes, we do not currently have clear ways to assess College culture among faculty, staff and students. Our challenges require us to make honest self-appraisals about who and what we value, what behaviors and activities are rewarded, and how decisions are made to truly align with our espoused values related to DEI. To truly engage in inclusive excellence, we have to be willing to invite honest feedback, interrogate our current ways of operating, and be willing to change for the good of all members of our College community.

We have taken several steps to bring DEI issues to the forefront as is seen in our mission, vision and core values. The Associate Dean for Faculty Affairs is responsible for ensuring diversity and equity in the conduct of our business, such as recruitment and promotion, faculty/staff recognition, and cultivating a culture of inclusion. For example, search committees are made of members from diverse backgrounds and members must complete University training on guidelines for hiring diverse faculty and staff. The College has launched a recruitment plan to ensure finalists comprise a diverse pool of applicants and that DEI search committee principles are uniformly applied with fidelity. College level trainings and workshops such as an upcoming presentation by Mason's Dr. Millie Rivera, on *Cultivating Inclusiveness*, are planned and offered on a voluntary basis.

Commencing last spring and currently ongoing, conversations have been held and open to all faculty and staff to discuss health equity to position the College moving forward, especially as all are pressing public health issues. These were rich discussions with

notes summarized and shared with everyone, and local units began updating curriculum and co-curricular activities to reflect new thinking and action. Health (and social) equity has been the focus of these talks since last fall and the College is exploring creating a center for health equity. Other goals met during these talks included: gauging faculty's enthusiasm for delivering health equity; identifying the roles of individual faculty/staff in advancing a platform (e.g., interests & passion) and defining implications of incorporating health equity into the College for students, faculty, staff, & community partners. In addition, on March 15, 2021, the Dean kicked off the Dean's Seminar Series with a particular focus on health equity and the elimination of disparities. Speakers include:

Sherman James, PhD, Susan B. King Professor Emeritus of Public Policy, Stanford School of Public Policy, Duke University - ***To Race with the World: John Henryism and the Health of Black Americans.*** [3/15/2021]

Thomas LaVeist, PhD, Dean and Weatherhead Presidential Chair in Health Equity, Tulane University School of Public Health & Tropical Medicine – ***My Journey to Discover Why Disparities Exist and What to Do About Them*** [4/7/2021]

Roshan Bastani, PhD, Equity & UCLA Kaiser Permanente Center for Health Equity & UCLA Center for Prevention Research, Professor Health Policy and Management UCLA Fielding School of Public Health – ***Moving Beyond Efficacy and Effectiveness: Pragmatic Implementation Research to Reduce Health Disparities*** [4/15/2021]

The College is and has been providing interprofessional care in support of health equity. This care includes in-person and telehealth visits throughout Virginia but concentrated in Northern Virginia. The Mason and Partners (MAP) Clinics are nurse-led clinics that have been serving patients who reside in Prince William and Fairfax counties since 2013. With support from a combination of College, School of Nursing, grant, and philanthropic resources, faculty and students provide health care to individuals using a bridge-care model for free clinics. Students gain valuable experience as mentored by faculty in understanding inequity in health care access and in caring for vulnerable populations with attention to biomedical and social determinants of health and disease. This intersection of academics and practice creates opportunities for the College to engage with our local community. In planning the opening of the College's Population Health Center (PHC) for the provision of somatic and behavioral health, the College was an early pioneer in the delivery of telehealth services, which is very important for removing barriers to health care access. With grant and philanthropic support, the PHC connects with MAP Clinics to provide telehealth throughout Virginia.

The College is committed to the development and implementation of proactive strategies to increase the representation and engagement of diverse groups within our faculty and staff. College staff continue to utilize the materials from the Provost's Office, including the faculty and inclusive excellence resources that focus on an intentional and integrated approach to supporting faculty inclusive excellence. This is done by focusing on faculty needs across career stages, faculty appointments types and roles.

No CPH graduate programs still require the GRE or standardized tests, video submissions, or other measures that can perpetuate bias as a part of the application process. This is an important point because evidence shows that standardized tests are normed based on knowledge and values of majority groups, which can create bias against under-represented groups as related to gender, race, community status, language, and socioeconomic status. The College will formally assess the extent to which essays, interviews, and other aspects of admissions processes may introduce biases and, thereby, affect acceptance and access to degree programs.

Our Inclusive Excellence leadership team within the College will continue to develop relationships with others to develop best practices in strengthening diversity, equity, and inclusion.

Inclusive Excellence Plan

The College will continue to use data to assess the intersectionality of diversity and equity across the College and will increase College-wide discussions around how diversity, inclusion, and equity makes our College a better place to learn and work for all. The College's Inclusive Excellence plan involves assessing our current culture and challenges related to DEI, and increasing our capacity to recognize and dismantle implicit (explicit) biases in our procedures, policies and practices. The plan will include defining a framework for how the College will conceptualize intersectionality. Part of building an inclusive culture also requires addressing various power structures, microaggressions, and other potential barriers to inclusive excellence. CPH will offer trainings to increase knowledge of DEI among faculty and staff, developing a supportive and welcoming environment.

The College's Diversity and Inclusive Excellence Task Force (leadership team) will formally evaluate its plan's effectiveness at two points in time - **18 months and 3 years** – to assess interim and sustained impact. Initial and final evaluations may be conducted by external assessments (external to the College).

There will be opportunities for faculty and staff to provide feedback on the progress of the plan, engage in trainings and other activities to further develop and operationalize the plan.

The College's initial plan for inclusive excellence will address the following areas of strategic priority:

1. Faculty recruitment and retention
2. Undergraduate student admission, retention, success, and degree attainment
3. Graduate student admission, retention, success, and degree attainment
4. Staff hiring to advance diversity

Faculty Recruitment and Retention. The College's Inclusive Excellence Plan includes goals and objectives for faculty hiring and retention:

Faculty Recruitment:

Goal: Implement a College-wide Inclusive Excellence plan for effectively recruiting faculty with a demonstrated commitment to health and social equity within one year, with ongoing recruitments, thereafter.

Objective A: Increase the hiring of qualified faculty in order to achieve a faculty that more closely reflects the composition of the student body.

Activities: 1) Dedicate funds for targeted recruitment by advertising at conferences, in publications, and with associations having high concentrations of under-represented scholars; 2) Dedicate funds for recruitment bonuses for strategic hires; 3) Assess reasons for being unable to recruit candidates with particular attention to barriers for DEI through surveys and focus groups with current faculty and staff focusing on the College's culture; 4) Apply for an NIH First grant to recruit under-represented faculty to work on NIH projects; 5) Offer the opportunity for search committee members to provide anonymous feedback at the culmination of a search regarding inclusive excellence practices.

Objective B: Formally prepare all faculty and hiring authorities involved in search committees to become skilled in inclusive recruitment and hiring practices.

Activities: 1) Offer trainings and resources beyond the University's required search committee training to emphasize diversity and inclusion in the search process (e.g., resources such as the University of Michigan's [STRIDE Committee](#) - Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence).

Objective C: Establish Inclusive Excellence champions to be embedded in CPH searches.

Activities: 1) Recruit and train a cohort of faculty champions; 2) Provide professional incentives for faculty who serve as IE champions.

Faculty Retention:

Goal: Develop, disseminate, and implement a College Faculty Retention plan within one year.

Objective A: Assess the intercultural competence of faculty and staff.

Activities: 1) Implement the *Intercultural Development Inventory (IDI)*; 2) Provide implicit bias training; 3) Offer in-depth workshops or trainings focused on DEI and team dynamics facilitated by CBDE.

Objective B: Provide a sense of community for under-represented faculty.

Activities: 1) Establish supportive communities such as affinity groups; 2) Implement mentoring programs to meet scholarship and non-scholarship needs of faculty; 3) Connect faculty in the College with professional networks outside of the College.

Objective C: Assess current faculty's level of job satisfaction.

Activities: 1) Examine compensation equity issues for faculty within and across College units; 2) Implement exit surveys exploring reasons why faculty are leaving and/or have recently left the College.

Undergraduate Student Admissions, Retention, Success and Degree Attainment:

Goal: Support the success of diverse undergraduate students in academics and co-curricular engagement.

Objective A: Assess and ensure equity in undergraduate student admissions processes.

Activities: 1) Identify and pursue opportunities to recruit from K-12 programs and community colleges with high concentrations of under-represented students interested in CPH fields of study; 2) Provide trainings for BSN review committees related to holistic review processes; 3) Assess demographics of applicants and admitted students.

Objective B: Enhance the partnership between the Office of Student Affairs and the units within the College to assess student success across a range of demographics.

Activities: 1) Assess the climate in the College from the student perspective through surveys, focus groups and a comprehensive review of course evaluations; 2) Implement and evaluate a mentoring program between students and faculty, staff, or alumni from similar backgrounds (e.g., first-generation, under-represented minority); 3) Develop opportunities for funded conference travel or engagement in professional networks with a focus on health equity or diversity.

Objective C: Provide increased opportunities for all students to have meaningful involvement in College efforts.

Activities: 1) Distribute a climate survey to assess current student experiences in the College related to DEI; 2) Establish a student Inclusive Excellence working group to establish DEI priorities, interest areas, and educational opportunities for students.

Objective D: Implement a content analysis of the curriculum throughout College programs to ensure every undergraduate course has objectives related to DEI.

Activities: 1) Define common learning outcomes related to health equity, diversity and inclusion (e.g., require diverse authors of texts and/or supplemental research and readings to widen their perspectives); 2) Engage students in focus groups to provide feedback on learning outcomes and curricular changes; 3) Support faculty workshops to revise syllabi and course activities to include DEI content.

Graduate Student Recruitment, Retention, Success and Degree Attainment:

Goal: Support the success of diverse graduate students in academics and co-curricular engagement.

Objective A: Assess and ensure equity in graduate student admissions processes.

Activities: 1) Identify and pursue opportunities to recruit from conferences and networks with high concentrations of under-represented students interested in graduate study; 2) Provide trainings related to holistic review processes, ensuring equity in student admission decisions; 3) Assess demographics of applicants and admitted students.

Objective B: Enhance the partnership between the Office of Student Affairs and the academic units within the College to assess student success across a range of demographics.

Activities: 1) Provide increased opportunities for graduate students to engage in holistic advising and support initiatives through collaboration with the Office of Student Affairs, and Graduate Student Life; 2) Develop opportunities for funded conference travel or engagement in professional networks with a focus on health equity or diversity.

Objective C: Provide students with mentoring and resources for successful academic and professional development.

Activities: 1) Develop partnerships with University Career Services, Office of Student Affairs, and Academic Units; 2) Incentivize faculty to mentor students from diverse backgrounds, with identities currently under-represented in CHHS graduate programs.

Objective D: Implement a content analysis of the College graduate curriculum throughout College programs to ensure graduate course have objectives related to DEI content.

Activities: 1) Define common learning outcomes related to health equity, diversity and inclusion (e.g., require diverse authors of texts and/or supplemental research and readings to widen perspectives); 3) Engage students in focus groups to provide feedback on learning outcomes and curricular changes; 4) Support faculty workshops to revise syllabi and course activities to include DEI content.

Objective E: Provide increased opportunities for all graduate students to have meaningful involvement in College efforts.

Activities: 1) Establish student Inclusive Excellence working group to establish DEI priorities, interest areas, and educational opportunities for graduate students; 2) Distribute a survey focusing on the culture of the College to assess current student experience in the college related to DEI.

Objective F: Assess culture in the College from the student perspective.

Activities: 1) Implement surveys and focus groups with students; 2) Conduct a comprehensive review of course evaluations.

Staff Hiring to Advance Diversity:

Goal: Implement best practices for inclusive excellence to search for, hire, and retain classified staff and administrative/professional faculty from diverse backgrounds.

Objective A: Increase administrative/professional faculty and staff demographics to reflect those of our student body.

Activities: 1) Provide inclusive excellence training for staff hiring committees and supervisors; 2) Dedicate funds for targeted recruitment by advertising in publications and networks with high concentrations of under-represented scholars; 3) Dedicate funds for recruitment and retention bonuses for strategic hires.

Objective B: Establish Inclusive Excellence champions to be embedded in CPH searches.

Activities: 1) Recruit and train a cohort of staff champions; 2) Provide financial or professional incentives for staff who serve as IE champions.

Objective C: Increase satisfaction and retention of skilled staff.

Activities: 1) Implement surveys to all staff to assess professional satisfaction; 2) Create additional opportunities for staff development and recognition; 3) Invest in professional development and advancement opportunities; 4) Examine compensation equity issues for staff within and across College units; 5) Assess reasons for being unable to recruit or retain candidates through surveys and focus groups with current staff focusing on the College's culture.

Objective D: Provide a sense of community for under-represented staff.

Activities: 1) Establish supportive communities such as faculty/staff affinity groups; 2) Connect staff in the College with professional networks outside of the College.

Institutional Impact

The College's Inclusive Excellence plan is ambitious but imperative. At a time when there are many choices for growth and development, committees to work on and other requests upon faculty's time, DEI needs to be prioritized and advanced. This work can be infused into the College's existing mission, goals and priorities not as an "add on" but as dedicated continuous and seamless efforts to advance change with meaningful impact. There will be tough discussions and decisions about how this work may be tied with faculty and staff advancement, and how it may affect student degree completion and satisfaction. Still, these are necessary discussions that cannot be avoided. At each point in evaluating the College's Inclusive Excellence plan, impact will be evaluated. For example, are students, faculty and staff being asked satisfaction questions focused on

diversity, inclusion, and equity? Have satisfaction ratings increased from baseline to 18 months and 3 years? Do the demographic characteristics of our faculty and staff closer match the demographic characteristics of our student body? We will develop and formalize measurable metrics in support of our evaluation.

There will potentially be a financial impact for the College. Additional resources will need to be allocated to ensure this plan is successful. Job responsibility to diversity, inclusion, and equity in the Dean's Office is a positive step, but a portion of one position is not adequate to ensure success. The requirement of additional trainings may impact the need for policy change and create additional responsibilities for selected faculty and staff (e.g., training and participation in search committees to ensure diversity, inclusion and equity) and accompanying compensation and/or opportunity for professional advancement and recognition.

The College's Inclusive Excellence Task Force has appreciated the opportunity to think through these important issues. Following approval of the plan, strategies for implementation and evaluation involving College faculty, staff and students will be developed.

College of Public Health's Inclusive Excellence Task Force:

Catherine Tompkins, PhD, Associate Dean for Faculty Affairs (Co-chair)
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Special thanks to Michael Hammer for assistance with each of the tables listed in the appendix.

Appendix

Table 1. Inclusive Excellence by Faculty Appointment and Academic Year, College of Public Health, AYs 2017-2021

Table 2. Inclusive Excellence by Staff Type and Academic Year, College of Public Health, AYs 2017-2021

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Table 9. Master's Student Retention by Race (2017 & 2018 Cohorts)

Table 1. Inclusive Excellence by Faculty Appointment and Academic Year, College of Public Health, AYs 2017-2021

Faculty Type		AY 2017-2018 N = 40 (%)	AY 2018-2019 N = 37 (%)	AY 2019-2020 N = 44 (%)	AY 2020-2021 N = 45 (%)
Term	White	33 (85)	28 (78)	32 (73)	32 (71)
	Black	4 (10)	4 (11)	4 (9)	6 (13)
	Asian & Pacific Islander	1 (2.5)	-	2 (5)	3 (7)
	Native American	-	-	-	-
	Hispanic	1 (2.5)	3 (8)	5 (11)	4 (9)
	Multi-race	-	1 (3)	1 (2)	-
	Total (without unknown)	39 (100)	36 (100)	44 (100)	45 (100)
	Unknown	1	1	-	-
		AY 2017-2018 N = 50 (%)	AY 2018-2019 N = 45 (%)	AY 2019-2020 N = 43 (%)	AY 2020-2021 N = 47 (%)
Tenure-Line	White	33 (75)	30 (75)	30 (71)	31 (67)
	Black	3 (7)	3 (7)	3 (7)	3 (7)
	Asian & Pacific Islander	8 (18)	7 (18)	9 (22)	10 (22)
	Native American	-	-	-	-
	Hispanic	-	-	-	-
	Multi-race	-	-	-	2 (4)
	Total (without unknown)	44 (100)	40 (100)	42 (100)	46 (100)
	Unknown	6	5	1	1

SOURCE: “Faculty and Staff” Dashboard, OIEP. Accessed March 2021.

Table 2. Inclusive Excellence by Staff Type and Academic Year, College of Public Health, AYs 2017-2021

Staff Type		AY 2017-2018 N = 21 (%)	AY 2018-2019 N = 20 (%)	AY 2019-2020 N = 27 (%)	AY 2020-2021 N = 27 (%)
Admin/Prof Faculty	White	16 (80)	14 (74)	20 (77)	14 (56)
	Black	1 (5)	2 (10.5)	3 (12)	6 (24)
	Asian & Pacific Islander	2 (10)	2 (10.5)	2 (7)	3 (12)
	Native American	-	-	-	-
	Hispanic	1 (5)	1 (5)	1 (4)	1 (4)
	Multi-race	-	-	-	1 (4)
	Total (without unknown)	20 (100)	19 (100)	26 (100)	25 (100)
	Unknown	1	1	1	2
		AY 2017-2018 N = 29 (%)	AY 2018-2019 N = 30 (%)	AY 2019-2020 N = 30 (%)	AY 2020-2021 N = 30 (%)
Classified	White	21 (73)	22 (73)	24 (80)	25 (83)
	Black	2 (7)	2 (7)	1 (3)	-
	Asian & Pacific Islander	3 (10)	3 (10)	3 (10)	3 (10)
	Native American	-	-	-	-
	Hispanic	3 (10)	3 (10)	2 (7)	2 (7)
	Multi-race	-	-	-	-
	Total (without unknown)	29 (100)	30 (100)	30 (100)	30
	Unknown	-	-	-	-

SOURCE: “Faculty and Staff” Dashboard, OIEP. Accessed March 2021.

Table 3. Degrees Awarded Over the Previous Five Years, by Race, Gender and Level

	AY 2019- 2020 N = 903 (%)	AY 2018- 2019 N = 866 (%)	AY 2017- 2018 N = 838 (%)	AY 2016- 2017 N = 818 (%)	AY 2015- 2016 N = 823 (%)
White	346 (39)	345 (41)	352 (43)	336 (42)	356 (46)
Black	147 (17)	135 (16)	134 (16)	145 (18)	140 (18)
Asian & Pacific Islander	160 (18)	152 (18)	156 (19)	150 (19)	143 (18)
Native American	-	-	1 (<1)	2 (<1)	-
Hispanic	147 (17)	128 (15)	111 (14)	101 (13)	99 (13)
Multi-race	28 (3)	29 (3)	23 (3)	24 (3)	25 (3)
Undocumented & International	55 (6)	60 (7)	38 (5)	41 (5)	18 (2)
Total (without unknown)	883 (100)	849 (100)	815 (100)	799 (100)	781 (100)
Unknown	20	17	23	19	42
Female	768 (85)	729 (84)	717 (86)	698 (85)	717 (87)
Male	135 (15)	137 (16)	121 (14)	120 (15)	105 (13)
Total	903 (100)	866 (100)	838 (100)	818 (100)	822 (100)
Unknown	-	-	-	-	1
Certificate	35 (4)	23 (3)	20 (2)	23 (3)	21 (3)
Bachelors	554 (61)	579 (67)	558 (67)	554 (68)	522 (63)
Masters	271 (30)	230 (26)	229 (27)	215 (26)	248 (30)
Doctorate	43 (5)	34 (4)	31 (4)	26 (3)	32 (4)
Total	903 (100)	866 (100)	838 (100)	818 (100)	823 (100)

SOURCE: OIEP “5-Year Degree Trend by College.” Accessed February 2021.

Table 4. Enrollment of Under-represented Minority (URM) Students (2016-2020)

Level	Academic Year (Fall Term)	Head Count N	URM Headcount N (% of total)
Graduate	2020	1,349	411 (30)
	2019	1,110	321 (29)
	2018	934	285 (31)
	2017	819	238 (29)
	2016	762	214 (28)
Undergraduate	2020	1,913	784 (41)
	2019	1,913	774 (40)
	2018	1,912	755 (39)
	2017	1,870	703 (38)
	2016	1,792	639 (36)

SOURCE: OIEP Student Enrollment Dashboard. Accessed March 2021.

Table 5. First-Time, Full-Time Undergraduate Two-Year Retention by Race (2017 & 2018 Cohorts)

Race	Fall Term of Admission	Students Admitted N (%)	Two-Year Retention N (%)
Black	2017	34	18 (53)
	2018	33	21 (64)
Hispanic	2017	30	20 (67)
	2018	34	25 (74)
Asian & Pacific Islander	2017	57	39 (68)
	2018	54	41 (76)
White	2017	62	33 (53)
	2018	71	47 (66)
Multiple Races	2017	11	6 (55)
	2018	16	6 (38)
Undocumented & International	2017	5	3 (60)
	2018	3	2 (67)

SOURCE: OIEP Special Report “FTFT_Bachelors_retention_2020_COLLEGE_Race_HH”

Table 6. Undergraduate Transfer Student Two-Year Retention by Race (2017 & 2018 Cohorts)

Race	Fall Term of Admission	Students Admitted	Two-Year Retention N (%)
Black	2017	37	33 (89)
	2018	33	25 (76)
Hispanic	2017	49	40 (82)
	2018	42	35 (83)
Asian & Pacific Islander	2017	37	33 (89)
	2018	31	28 (90)
White	2017	67	57 (85)
	2018	53	43 (81)
Multiple Races	2017	3	3 (100)
	2018	8	6 (75)
Undocumented & International	2017	7	5 (71)
	2018	10	9 (90)

SOURCE: OIEP Special Report “TR_Bachelors_retention_2020_COLLEGE_Race_HH”

Table 7. Undergraduate 6-year Graduation Rate by Race (2013 & 2014 First Time, Full- Time Cohorts)

Race	Fall Term of Admission	Students Admitted	Six-Year Graduation Rates N (%)
Black	2013	34	18 (53)
	2014	28	17 (61)
Hispanic	2013	20	10 (50)
	2014	24	11 (46)
Asian & Pacific Islander	2013	27	13 (48)
	2014	32	18 (56)
White	2013	67	30 (40)
	2014	53	31 (59)
Multiple Races	2013	3	2 (22)
	2014	10	5 (50)
Undocumented & International	2013	2	2 (100)
	2014	7	5 (71)

SOURCE: OIEP Special Report “TR_Bachelors_retention_2020_COLLEGE_Race_HH”

Table 8. Doctoral Student Retention by Race (2017 & 2018)

Race	Fall Term of Admission	Students Admitted	Two-Year Retention N (%)
Black	2017	12	9 (75)
	2018	9	7 (78)
Hispanic	2017	2	2 (100)
	2018	2	1 (50)
Asian & Pacific Islander	2017	3	2 (67)
	2018	4	4 (100)
White	2017	14	11 (79)
	2018	11	7 (64)
Multiple Races	2017	-	-
	2018	-	-
Undocumented & International	2017	3	2 (66)
	2018	4	4 (100)

SOURCE: OIEP Special Report “PHD_retention_2020_COLLEGE_Race_HH”

Table 9. Master’s Student Retention by Race (2017 & 2018 Cohorts)

Race	Fall Term of Admission	Students Admitted	Two-Year Completion & Retention N (%)
Black	2017	54	42 (78)
	2018	53	41 (77)
Hispanic	2017	31	29 (94)
	2018	33	22 (67)
Asian & Pacific Islander	2017	37	26 (70)
	2018	39	35 (90)
White	2017	120	104 (87)
	2018	128	113 (88)
Multiple Races	2017	4	4 (100)
	2018	9	9 (100)
Undocumented & International	2017	12	10 (83)
	2018	14	14 (100)

SOURCE: OIEP Special Report “Masters_retention_2020_COLLEGE_Race_HH”

The programs and services offered by George Mason University are open to all who seek them. George Mason does not discriminate on the basis of race, color, religion, ethnic national origin (including shared ancestry and/or ethnic characteristics), sex, disability, military status (including veteran status), sexual orientation, gender identity, gender expression, age, marital status, pregnancy status, genetic information, or any other characteristic protected by law. After an initial review of its policies and practices, the university affirms its commitment to meet all federal mandates as articulated in federal law, as well as recent executive orders and federal agency directives.