

## 2019 Diversity Plan Accountability Report

**Unit** College of Science **Date:** 10/28/2019  
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### COLLEGE OF SCIENCE (CLSC) BLOCKER 517, TEXAS A&M UNIVERSITY (TAMU 3257)

The College of Science is located in College Station campus of Texas A&M University. Diversity in Science spans five degree granting departments (Biology, Chemistry, Mathematics, Physics & Astronomy, and Statistics) and the Cyclotron research institute. We strive to serve as an innovative leader in all of our multidimensional research, teaching and service activities. The College of Science (CLSC) welcomes and supports individuals from all backgrounds, respecting and reflecting differences in discipline, national origin, race, ethnicity, age, ability, gender, sexual orientation, and religion.

We targeted TAMU vision 2020 institutions for our CLSC 2019 accountability report and for alignment with our strategic planning. Our three peer institutions for the 2016 accountability report were

- PennSt: Eberly College of Science, Pennsylvania State University [1],
- UI: College of Liberal Arts and Science, University of Illinois, Urbana Champaign [2], and
- UT: College of Natural Science, University of Texas in Austin [14].

The 2016 accountability report included baseline information for our peers. In the current report, we will present the diversity and related rankings for all three peer institutions, but discuss primarily PennSt and UI with comparison to our diversity efforts.

Table 1 includes the undergraduate Fall 2018 campus ethnic diversity index. In this case, the closer the institutions' Campus Ethnic Diversity Index is to 1, the more diverse the student population and departmental ranking. Table 1 also includes the 2016 nationwide diversity ranking. This Diversity Ranking is based on the ethnic and gender makeup of the student body, the geographic representation among students, and the ages of the students. Our campus Ethnic Diversity is better than PennSt, but UI and UT have indices greater than ours. We had the lowest ranking in overall Nationwide 2016 Diversity Ranking.

**Table 1:** Campus Ethnic Diversity [11] and Overall Nationwide 2016 Diversity Ranking [12]

<b>Texas A&amp;M University-College Station</b>	<b>University of Texas - Austin</b>	<b>Pennsylvania State University- University Park</b>	<b>University of Illinois-Urbana Champaign</b>
0.56	0.7	0.39	0.64
372	180	307	211

Table 2 presents the U.S. News and World Reports (USNWR) institutional rankings in the Sciences, which are based solely on each program's academic quality, and not their diversity. In general, the sciences at PennSt is similar to our CLSC department rankings. It should be noted

that the USNWR Global rankings of Mathematics (#10) and Statistics (#17) are higher than those indicated in the Table 2 data. The UI College of Liberal Arts & Sciences is the largest and most diverse on the University of Illinois campus and because it includes social sciences and arts. Thus, comparisons of it to other institutions' science colleges should be approached with care. UT, by several measures, is most diverse college.

**Table 2:** Ranking similarity and differences of the TAMU and peer's Science disciplines [13]

<b>Institution</b>	<b>TAMU</b>	<b>UT</b>	<b>PennSt</b>	<b>UI</b>
<b>Discipline</b>				
<b>Biological Science</b>	62	27	46	27
<b>Chemistry</b>	24	15	20	6
<b>Mathematics</b>	39*	14	32	19
<b>Physics</b>	47	17	25	9
<b>Statistics</b>	20*	50	20	37

\*MATH&STAT are ranked nationally at #10 and globally at #17 among USNWR global rankings [9].

Tables 3 and 4 include race and gender diversity comparisons. Faculty percentages are similar, all in all, except for UT with more success in hiring females. Female student percentages at UT and in our CLSC are similar and higher than both UI and PennSt. Our CLSC has less female staff compared to the peers, with our data skewed by the dominantly male Cyclotron institute. We have the highest percentage of Asian faculty and staff compared to peers. Total Hispanic and Black percentages are higher for UT faculty. Our CLSC has much higher percentages of student diversity, as compared to UI and PennSt.

**Table 3:** Faculty and Staff Diversity comparison with the peer's science colleges

	<b>Faculty</b>					<b>Staff</b>			
	<b>TAMU</b>	<b>UT</b>	<b>PennSt</b>	<b>UI</b>		<b>TAMU</b>	<b>UT</b>	<b>PennSt</b>	<b>UI</b>
<b>Female</b>	33%	48%	33%	37%	<b>Female</b>	43%	52%	61%	57%
<b>White</b>	69%	44%	54%	78%	<b>White</b>	65%	67%	82%	73%
<b>Black</b>	3%	5%	2%	7%	<b>Black</b>	3%	3%	1%	9%
<b>Hispanic</b>	6%	16%	3%	3%	<b>Hispanic</b>	7%	15%	3%	8%
<b>Asian</b>	21%	19%	14%	7%	<b>Asian</b>	22%	13%	5%	7%

**Table 4:** Student Diversity comparison with the peer's science colleges

<b>Students</b>	<b>TAMU</b>	<b>UT</b>	<b>PennSt</b>	<b>UI</b>
<b>Female</b>	54%	54%	51%	46%
<b>White</b>	47%	33%	52%	42%
<b>Black</b>	3%	4%	4%	6%
<b>Hispanic</b>	24%	21%	8%	14%
<b>Asian</b>	11%	30%	10%	21%

The goals of our CLSC strategic plan includes similar elements of the PennSt, UI and UT plans, emphasizing the importance of involving people with diverse perspectives and backgrounds in

their faculty, student and staff populations and leveraging that diversity to solve research problems, educate next generations, and serve their states, while having global impact and training future science innovators.

Our CLSC dean's office includes two female assistant deans, a female director of the Cyclotron Institute, and a female department head (starting Fall 2019). The Science dean's team includes international and Hispanic faculty and two Hispanic staff recruiters. The composition of departmental leadership teams in some STEM fields are nearly 75% men and fewer than 15% black or Hispanic. Before Fall 2019, all CLSC department heads were male, until the hire of its first woman Department Head in Mathematics. Since climate and diversity of a college requires broad participation, the CLSC Diversity committee is comprised of Assistant Dean, Tenured/Tenure-Track (T/TT) and Academic Professional Track (APT) faculty, student and postdoc representation, and staff, as well as members from the campus Multicultural Services and the Dean of Faculties dual career center. The committee shares issues and ideas, and best practices for intervention, communication, accountability, and bias reduction at monthly meetings. These discussions focus on CLSC goals in accordance with Vision 2020, the CLSC strategic plan and beyond. Our CLSC dean's leadership team, department heads and diversity committees work with unit stakeholders throughout the year to ensure issues of climate, diversity, equity and inclusion are discussed, addressed and reported [10]. This group, along with departmental and college staff, were responsible for the creation of this accountability report.

## **Recruitment**

The CLSC and its Climate and Diversity Office focuses attention on students and faculty recruitment. Human Resources (HR) guidelines and standard EEO compliant language are used in meeting goals for staff hiring similar to peers. Some positions are advertised in national venues, such as that for our new undergraduate Recruiter and Academic Advisor.

PennSt has a STRIDE training for faculty hiring similar to what is offered by the TAMU Dean of Faculties. PennSt uses a generic EEO language in their job ads and struggle to recruit female and underrepresented T/TT faculty in science. UI encourages committees to seek diverse candidates and has a search manual training document to address this goal. Our peers have strategies to accommodate partner hires, which are initiated by departments who split the cost with the Provost and the partner's department in a model similar to that at TAMU.

Similar to us, PennSt and UI have undergraduate scholarship programs focus on first generation and URM students, in addition to program that target all high achieving students. Our CLSC programs have a higher % of Hispanic undergrads compared to UI and PennSt (Table 4). PennSt has (i) Burton-Waller Undergraduate Fellows Program for various ethnic and cultural backgrounds who demonstrate strong academic and professional potential and (ii) Millennium Scholars Program for high-achieving STEM students. These programs exemplify their commitment to increasing the diversity of professionals in STEM-related disciplines. UI has Diversity Realized at Illinois Visioning Excellence (DRIVE) recruitment grants. Both PennSt and UI, like TAMU, have successful NSF REU training/graduate recruiting programs, as well as other summer research award opportunities.

### Ongoing Successful Recruiting Strategies in CLSC

- Two Hispanic recruiter/mentors hired; visit career fairs/high schools, advise students,
- Electronic “I am Science” videos, Friday Science talk for undergraduates,
- Campus-based outreach activities (e.g., Math Circle, Chemistry Open House, Physics Festival, Science Bowls for diverse students,
- Underrepresented minority (URM) student outreach through national societies namely NOBCCChE, SACNAS, MAES, ACS, ASA, ABRCMS,
- University-wide and external diversity fellowships (NSF LSAMP & AGEP, GEM),
- DEEP program in Physics & Astronomy to increase K-12 STEM pipeline,
- Diversity Scholarship in Statistics,
- BioFirst small scholarships to students who enroll in the program,
- Statistics Distinguish Professors (husband & wife) established Graduate Fellowship, and
- First generation former statistics student established four endowments for URM students.

### Current Success and Further Strategies in CLSC

- CLSC hired seven women faculty (one joint with engineering) in 2019,
- Department of Statistics hired three dual career statistician couples last three years,
- Adopted best practices in the comprehensive Inclusive Search and Recruitment, and
- Successful proposals to American Physical Society and NSF to host Undergraduate Women in Physics (CUWiP) conference in College Station.

### **Retention**

We did not find outstanding retention efforts for faculty in PennSt or UI, but UT has excellent child care slots for parental faculty associated with retention and counter offers. Nor did not find outstanding retention efforts for staff at PennSt or UI, particularly compared to our CLSC departments that work diligently to provide retention raises (pending resource availability) and opportunities for promotion.

At PennSt, higher than 90% of students who enter their major eventually graduate, but it is difficult to determine if they stay in a science major. PennSt has the PReF Program, which introduces students to college calculus, physics, and chemistry courses as well as a study skills course (technical emphasis). Also, their FISE Special Living Option offers a residential experience for first-year students seeking to live in a diverse and inclusive STEM-focused living and learning community. PennSt offers tuition benefits for faculty, staff and their dependent children providing undergraduate tuition benefits at PennSt (75%) or another approved school (40%). Dependent children of academic professionals and faculty employees at UI also have tuition benefits (50%).

PennSt has a Women in Mathematics (WIM) program, which sponsors regular meetings and women visitors similar to our CLSC mathematics department’s student chapter of the AWM for mentoring. At CLSC, the percent of entering majors that graduate with a degree from TAMU is similar to that of PennSt. CLSC participates in several programs, such as the NSF

LSAMP, that encourage and support undergraduates toward STEM careers through exposure, mentor pairing, and professional development activities. Freshman Biology courses have implemented online problem sets and in-class interactive software so learning can be assessed in real time. The Mathematics and Physics and Astronomy programs are improving lower division gateway courses with strategies that include increased contact with instructors and common exams, benefitting at risk students as well as other students.

The 2015 climate survey of CLSC revealed that students desire more professional development opportunities and more social and scientific interactions with faculty and peers. All departments have stepped up in this regard to expose students to non-academic career options and opportunities to build teaching experience (e.g., BioFirst and RetainU).

#### Current and Planned Strategies in CLSC:

- External advisory board members are paired with URM undergraduates for mentoring,
- ADVANCE Science Scholar Program matches junior female faculty with internal advocates and external eminent scholars,
- CLSC Aggie mentoring network, established in 2018 [11], for high achieving students,
- The CLSC RetainU and Science Leadership Scholars (SLS) initiatives have significantly elevated success of first-year students, with RetainU becoming part of CLSC HullabalooU,
- CLSC only college with 100% participation in HullabalooU (including dean/assistant dean),
- Supplemental Instructional help desk for freshman physics classes,
- Biology Faculty mentor program for assistant and associate professors,
- Dual-career hiring, teacher salaries increases, and staff promotion enhanced in 2019, and
- Diversity team discussions with TAMU HR and discussed tuition benefits.

#### **Campus Climate**

PennSt has a college-level diversity committee and diversity awards for faculty, staff and students similar to CLSC. PennSt also has an online feedback form to report issues related to climate or diversity, where the reports are reviewed by the college's Climate and Diversity Committee. TAMU has a similar university-level feedback system. UI does not have diversity awards or a diversity committee at the college level. PennSt has efforts to support undergraduates in (i) Developing a Shared and Inclusive Understanding of Diversity and (ii) Creating a Welcoming Campus Climate, which is similar to university-level initiatives in TAMU.

There are an increasing number of gender-neutral bathrooms at our peer universities. In contrast, the Department of Chemistry is our only unit to converted one of its bathrooms this past Spring. There are also "going green" initiatives at our three peer universities. TAMU Biology faculty addressed the effect of landfill trash by administering a survey about recycling and wrote a proposal funded to obtain recycling containers and educate individuals.

Since CLSC established its Leadership in Equity and Diversity (LEAD) Awards and Lunch and Learn series in 2016, individual and group initiatives for inclusion have become more visible. These initiatives include junior faculty success panel discussions, women's self-defense, safety and security events, first aid training, and ending violence - one green dot at a time.

Undergraduate student exit surveys indicate general satisfaction with all of our programs. Graduate students desire more professional development opportunities and more social and scientific interactions with faculty and peers. In response, several departments have increased opportunities for student professional development.

#### Current and Future Strategies in CLSC

- Diversity luncheon seminars at university-, college- and departmental-level,
- CLSC Department of Mathematics has a student chapter of the Association for Women in Math for mentoring,
- OCDC and NOBCCChE in Chemistry, similar to some peers,
- Chemistry has established a LAUNCH program for mentoring, similar to that at UMich,
- CLSC ADVANCE Science Scholars will synergize with the program being institutionalized at TAMU, and
- Women in Science and Engineering (WISE) conference hosted by CLSC gives students a networking and mentoring opportunities.

#### **Equity**

We have faculty, staff, and student on the college diversity committee who relay information to their departments and departmental diversity committees. We evaluate the results of our diversity grants and other initiatives regularly to determine their effectiveness and make appropriate adjustments.

There are similarities and differences among PennSt, UI and our CLSC. College and departmental leadership in the sciences at TAMU and our peers, with regard to diversity and climate includes the following:

- Dean are all white males, except for an Asian dean at UI,
- 4 of 6 associate deans are women at PennSt, 3 of 7 associate/assistant deans at UI, whereas 2 of 8 CLSC associate/assistant deans are women,
- 4 of 5 department heads in CLSC are male and a female director of Cyclotron Institute, and
- One department head at UI (Biology) and two at PennSt (Statistics and BioChemistry and Molecular Biology) are women.

CLSC, similar to the Office of Graduate and Professional Studies (OGAPS), has policies for graduate student childbirth accommodation. We are engaged in discussions about how to expand our study abroad opportunities or enhance other mentoring opportunities for undergraduates, particularly those from low income families. UT has a comprehensive childbirth/adoption policy

for graduate students. Further, 79% of PennSt undergraduates participate in higher impact practices (HIP). Current percentages in the CLSC for undergraduate HIP participation are similar to PennSt. All of our CLSC first-year students are now attending Hullabaloo U [7], which is a TAMU student success initiative, with current students serving as peer mentors, to support and guide new students through their first year.

Open source textbooks were adapted in Statistics and Biology that students can access for free and create web-based manuals for lab activities. The total savings to CLSC students using open source texts has been estimated at over \$600,000. A Careers in Biology course is offered every semester to help far more students define their career goals and envision their first job. The Department of Physics is working with publishers of engineering physics textbooks to provide a package including text/homework/pre-lectures/iClickers for a competitive price (less than \$100).

With regard to compensation equity, our departments evaluate salaries for faculty, students and staff every year and make appropriate adjustments when funds are available. We encourage staff employees to take courses offered by the University and to seek higher education credentials to facilitate their training and career development, even including graduate degrees.

## REFLECTION

### **A. Reflection on what we have learned from the peer institutions, similarities and differences in strategies across the peer institutions:**

Review of the definitions of diversity across the institutions indicate that most units have developed, reviewed and put into place a unit-wide definition of diversity and that these definitions have become more comprehensive and inclusive, encompassing populations beyond race and gender in peer universities, and at TAMU and our CLSC.

All of our institutions, like us, have create programs for first generation student recruitment and retention. Recruitment and retention activities at all schools are ongoing efforts as programs strive to review, reflect and create new impactful initiatives. In 2017, PennSt [3] developed a new model, where its college expected each department to create a functioning curriculum committee. CLSC has had long-standing curriculum committees that work closely with the college. UI conducts a decline survey [4] that is sent to all students who were admitted but declined to attend. This initiative is valuable as reasons of cost and implications for scholarship numbers and levels can be assessed. UI numbers are similar to ours, so a decline survey may be useful to our CLSC student affairs office.

CLSC needs to revisit the programs for transfer students, perhaps re-instituting our transformational learning community for such students. We have not found more impactful strategies for transfer students at our peer institutions.

**B. Similarities and difference between the challenges our unit is facing and those of the peer institutions regarding recruiting, retention, campus climate, and equity. Plans to address the challenges in our unit:**

It takes time to see changes in Diversity, as Figure 1 shows for the timeframe from 2016 to 2018. Over this period, the follow changes occurred:

- An increase in female faculty,
- An increase in Hispanic faculty and also staff (except for PennSt),
- An increase in female staff for PennSt and UT, with similar percentages at UI and our CLSC (but similar results for staff),
- Black faculty and also staff percentages stayed constant and low in CLSC, where peers increased these percentages of faculty and also staff, and
- A decrease in Asian faculty, except for an increase in UT.

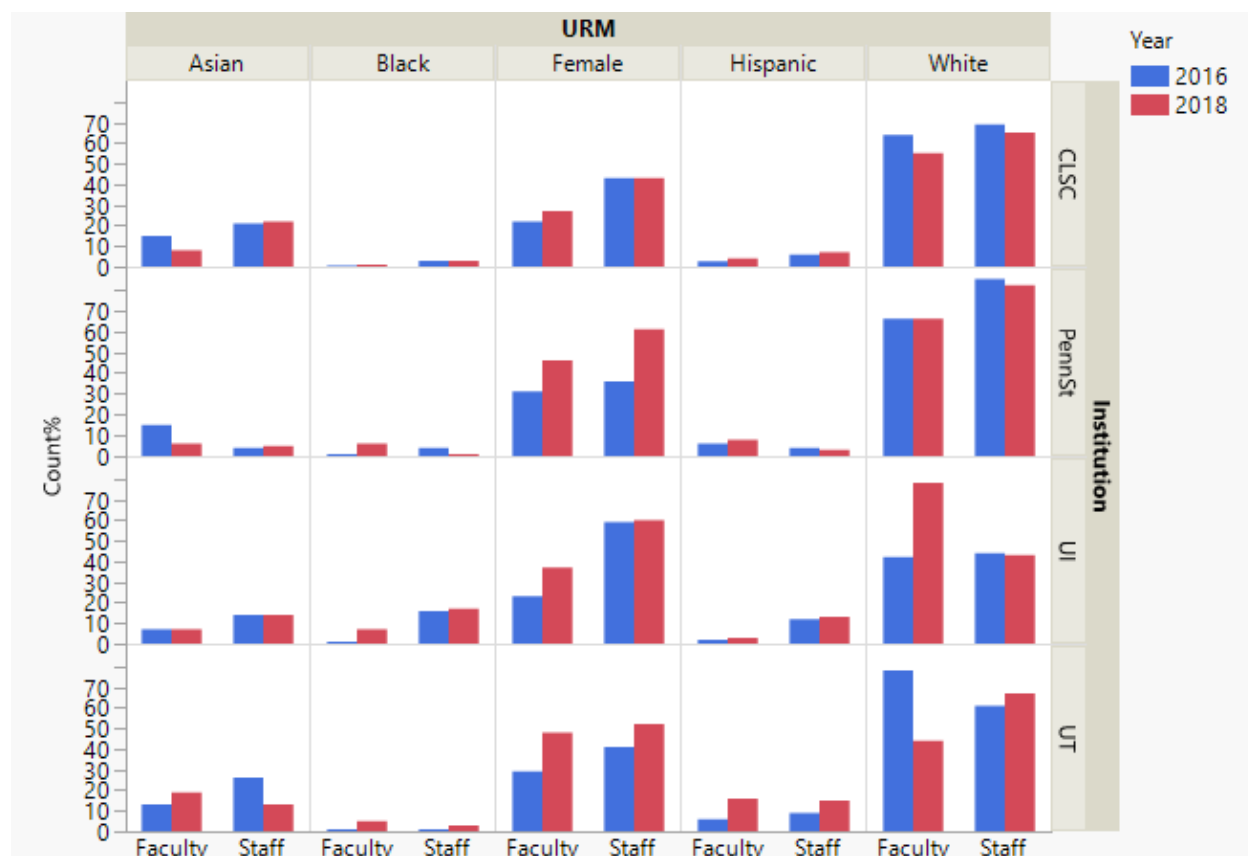
Table 1 shows an improvement in undergraduate diversity rankings and ethnic diversity indices. One successful approach at one school may not necessarily work another institution. CLSC has had conversations with Colleges of Geosciences, Agriculture, and Medicine at TAMU and also peer institutions in seeking new approaches to enhancing our diversity, particularly in some departments.

TAMU is one of the leading institutions who started to use instructional [adjective] professor titles after using only Lecturer or Senior Lecturer titles for decades. CLSC assumed these titles later than some other colleges, Education or Architecture, and it still is a challenge to determine expectations and processes for instructional professor promotions. CLSC leadership is investigating best practices for such long-term teaching faculty and their career trajectories.

In CLSC departments, similar to peer institutions, we have started to update bylaws, the definition of different titles and related expectations, promotion and tenure guidelines. The departments started to collect better data to convince the dean the efforts are not only top down they are also department level. These practices will be used to create new mentoring policies and strategies for faculty, students and staff at all levels and tenure.

All institutions, including ours, recognize that rigorous efforts are needed to attract and retain URM students and faculty, including women in some STEM fields like Physics. Two women CLSC faculty were elected 2019 Fellows of the American Physical Society and one of them serves as vice chair of the American Association Physics Teachers Committee in Science Education for the Public. There are currently two women and one Hispanic male faculty who are American Mathematical Society fellows.





**Figure 1:** CLSC and peer institution's science colleges diversity progress 2016 to 2018

All deans have efforts to assure the diversity and inclusion are achieved in their colleges looking at peer institutions, but our CLSC dean has instituted rigorous efforts in that direction and has been recognized with an Accountability, Climate and Equity (ACE) award as a women's progress administrator. The CLSC Dean is creating a Faculty Advisory Council and adding a Staff Advisory committee. We believe that transparency is important. A new CLSC website was released this summer, but we need to spend more time to update the individual links in each area including Diversity.

**C. How funding from the Diversity Plan awards has been used (or will be used) to address challenges and support and advance CLSC's recruitment, retention, climate, and/or equity goals:**

The diversity plan award funding to the CLSC helped us tremendously in initiating efforts to support and advance unit's recruitment, retention, climate, and/or equity goals. It is difficult to plan exactly matching the amount provided every year because we have more areas to attack and different issues. The flexibility of funding and having additional money is helpful to address these changing challenges. As indicated in Table 5, we have categorized the distribution of diversity funding depending on the areas and placed our focus of funding on our successful programs. We are determined to advance CLSC recruitment, retention climate and/or equity creating more resources and mentoring program.

**Table 5:** Award distribution (\$) since 2015 (rounded numbers)

<b>Year</b>	<b>Award</b>	<sup>1</sup> <b>A</b>	<sup>2</sup> <b>B</b>	<sup>3</sup> <b>C</b>	<sup>4</sup> <b>D</b>
<b>2015</b>	45,000		2,000	7,100	60,000
<b>2016</b>	142,000	20,000	2,000	6,200	48,000
<b>2017</b>	134,000	10,000	6,000	5,000	60,000
<b>2018</b>	50,000	37,000	6,200	10,400	60,000
<b>2019</b>	100,000	10,000	6,000	10,000	60,000
<b>Total</b>	471,000	77,000	10,000	38,700	228,000

<sup>1</sup>A: Small and Large Diversity Grants(2016-present), Diversity Chapter support (2016)

<sup>2</sup>B: Primary Travel Grants (2009-present), Lunch and learn (2016-present) or work/study program (2014,2015), Umbrella Program to Support REU in Science (2017-present), Diversity Lead Award (2017-present) for faculty, student and staff

<sup>3</sup>C: ADVANCE Science Scholars (2017-present), NCFDD membership (2015-2016) or Faculty Success (2019-present), College Diversity (2017) or Climate matters (2016, 2017) conferences

<sup>4</sup>D: Departmental and Cyclotron Accountability Efforts

### ABBREVIATIONS

<b>APS</b>	American Physical Society
<b>ABRCMS</b>	Annual Biomedical Research Conference for Minority Students
<b>ACE</b>	Accountability, Climate and Equity
<b>ACS</b>	American Chemical Society
<b>ADSE</b>	Alliance for Diversity in Science and Engineering
<b>AMS</b>	American Mathematics Society
<b>ASA</b>	American Statistical Association
<b>AWM</b>	Association of Women in Mathematics
<b>EEO</b>	Equal Employment Opportunity
<b>CPR/AED</b>	CardioPulmonary Resuscitation / Automated External Defibrillator
<b>CUWiP</b>	Conferences for Undergraduate Women in Physics
<b>DEEP</b>	Program- Discover, Explore and Enjoy Physics and Engineering
<b>DNP</b>	Division of Nuclear Physics
<b>FISE</b>	First-Year in Science and Engineering
<b>HIP</b>	High Impact Practices; undergraduate research, study abroad, internships
<b>HR</b>	Human Resources
<b>NOBCChE</b>	National Organization for the Professional Advancement of Black Chemists and Chemical Engineers)
<b>NSF</b>	National Science Foundation
<b>OCDC</b>	Organization for Cultural Diversity in Chemistry
<b>OGAPS</b>	Office of Graduate and Professional Studies
<b>PAC</b>	Postdoctoral Association of Chemistry
<b>PLTL</b>	Peer Led Team Learning
<b>PReF</b>	Pre-first year Science and Engineering; six-week summer session prior to the start of the freshman year. This program helps prepare its participants for college course work and teaches essential time management skills needed to handle the challenges of first-year course work.
<b>QPR</b>	Question Persuade Refer

<b>RetainU</b>	Retain Undergraduates; one mandatory group meeting at the start of the semester on "survival" topics (such as time management and study skills), another mandatory meeting to review mid-term grades, and weekly one-on-one meetings with a peer mentor.
<b>REU</b>	Research Experience for Undergraduates
<b>SACNAS</b>	Society for Advancing Chicanos/Hispanics and Native Americans in Science
<b>SGSA</b>	Statistics Graduate Student Association
<b>SLS</b>	Science Leadership Scholars: high-achieving students from very low-income households. They receive a scholarship over four years, personalized advising, and bi-weekly group meetings.
<b>SUPA</b>	Supporting all Underrepresented populations in Physics and Astronomy
<b>STEM</b>	Science, Technology, Engineering, and Math
<b>STRIDE</b>	Strategies and Tactics for Recruiting to Improve Diversity and Excellence
<b>STRP</b>	Strategic Transformative Research Program. STRP dovetails into the T3 program and X-grants initiative, by providing support for interdisciplinary research that is beyond the initial stages, but has yet to have been selected for external federal funding.
<b>SW</b>	South West
<b>URM</b>	Under Represented Minority
<b>USNWR</b>	U.S. News & World Report
<b>WIM</b>	Women in Mathematics
<b>WISE</b>	Women in Science and Engineering
<b>YRC</b>	Young Researchers Conference

#### **WEBITE or REFERENCES [number]:**

- [1] Eberly College of Science in Pennsylvania State University (PennSt): <https://science.psu.edu/>  
Pennsylvania State University: <https://www.psu.edu/>
- [2] College of Liberal Arts and Sciences (UI): <https://las.illinois.edu/>  
University of Illinois: <https://illinois.edu/>
- [3] <https://ed.psu.edu/internal/model-for-student-recruitment-and-retention-and-the-development-and-coordination-of-undergraduate-and-graduate-studies>
- [4] <https://enrollmentmanagement.illinois.edu/wp-content/uploads/2018/05/Illinois-Division-Survey-Resident-2017.pdf>
- [5] REU sites: [https://www.nsf.gov/crssprgm/reu/reu\\_search.jsp](https://www.nsf.gov/crssprgm/reu/reu_search.jsp)
- [6] <https://enrollmentmanagement.illinois.edu/reports-data/>
- [7] Hullabaloo U: <https://studentsuccess.tamu.edu/first-year-Experience>
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