Unit: College Of Science **Date:** November 4, 2020

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Introduction (200-word limit):

Describe your unit (campus location, 2019 demographics of students/faculty/staff, departments, etc.) and its general mission. Describe the writing and review process for this report: For example, was your unit's diversity council included in the writing or review? Was this report reviewed by unit leadership? How has your unit shared, or plan to share, the *Diversity Plan* accountability reports across your unit?

The College of Science (CLSC) is located in the 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 our multidimensional research, teaching and service activities. The 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. Many individuals in CLSC are trained as Aggie Allies, QPR suicide preventers, Green Dot facilitators and Aggie Mentors. Our diversity website reflects the college's select climate, inclusion and equity efforts and programs. The CLSC demographics, disciplinary, gender and ethnicity data, are tabulate in Tables 1-2.

CLSC has 242 T/TT and 118 APT faculty. With 3,789 students, our student-to-faculty ratio, with regard to our teaching and research mission, is 10.5 to 1 (Table 1). However, our faculty are less diverse than our students and staff (Table 2).

Table 1: 2019 College of Science five departments composition

	Faculty		Students	
	APT*	T/TT**	Graduate	Undergraduate
Biology	23	35	132	1474
Chemistry	27	40	296	278
Mathematics	48	75	174	526
Physics and Astronomy	6	62	165	228
Statistics	14	30	378	138

*APT: Academic Professional Track, **T/TT: Tenured and Tenure Track

Table 2: 2019 Demographics in College of Science

	Female	Asian	Black	Hispanic	International	Total
Faculty	25.1%	9.3%	1.4%	2.7%	16.4%	366
Staff	45.2%	17.5%	3.7%	6.8%	0.0%	354
Graduate Students	34.5%	9.0%	1.9%	6.0%	37.9%	1145
Undergraduate Students	52.9%	14.0%	3.3%	30.0%	1.8%	2684

QPR: Question, Persuade, Refer, **FYEX**: First-Year Experience, **URM:** Underrepresented Minority,
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College diversity and departmental diversity committees, as well as college leadership, helped review data and create it accountability report. Such reports and publications are posted on our diversity website.

Recruitment (500-word limit):

As informed by one or more years of your unit's practices and/or assessment data, describe your unit's goals, measures, data-informed actions, strategies, challenges, and progress on student/faculty/staff recruitment. If goals, measures, or data are not available, describe plans to develop and assess goals for student/faculty/staff recruitment.

The CLSC focuses its attention on student and faculty recruitment. However, as shown in Table 2, our faculty numbers lags behind our students in their gender and ethnic diversity.

Faculty

Faculty numbers in the CLSC have declined by 14% since 2010. Over this decade, our majors have increased by 29%. Thus, we need to hire more faculty to maintain mission excellence. This problem, however, provides an opportunity to recruit a more diverse cohort faculty. Our tenure track and tenured women faculty numbers are very low (Table 3). For example, in Physics and Astronomy, women make up only 13% of the T/TT faculty. Therefore, our recruitment efforts must include hiring a greater number of women scientists.

Table 3: Women faculty, last three years; 2017, 2018, 2019

	APT*	Tenure Track*	Tenured*	Total *
CLSC	53, 50, 56	4, 6, 9	29, 29, 27	86, 85, 92
Biology	10,11,12	1, 2, 3	6, 5, 4	17, 18, 19
Chemistry	12, 11, 12	0, 0, 1	6, 6, 6	18, 17, 19
Mathematics	24, 20, 21	1, 1, 1	6, 6, 5	31, 27, 27
Physics and Astronomy	2, 1, 1	1, 2, 2	5, 6, 5	8, 9, 8
Statistics	5, 7, 6	1, 1, 2	6, 6, 6	12, 14, 14

*we noticed that some of the numbers appear a little smaller or greater than our records. To be consistent with other tables, we still used accountability.tamu.edu numbers.

Recruitment Strategies 2019-2020:

- New outward[7] and inward[8] facing diversity websites,
- Diversity funding that promotes collaborations with Prairie View A&M University (84.8% undergraduate Black/African American)[6], minority recruitment efforts for Biofirst program, and URM recruitment in Physics outreach programs,
- Seven women faculty hired,
- New Statistics hiring committee strategy,
- Undergraduate women conferences,
- Statistics donor, a first-generation former student, established URM endowments,
- "I am Science" and LGBTQ awareness videos, and

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- URM student outreach accomplished through society and fellowship programs.

Undergraduate Students

CLSC undergraduate percentages reflect greater diversity than those of Texas A&M University and CLSC serves a greater percentage of first-generation students (Table 4). Like the University, we need to increase our number of Black/African American students. Our 3% black student population is in stark contrast to the greater than 50% white students, when high school graduation rates of African American students are not dramatically less than whites (79% Black; 89% White[1]). These data illustrate our URM student recruiting challenge.

Table 4: Fall 2019 Undergraduate Demographics

	1st Gen	Asian	Black	Hispanic	Female
College of Science	27.7%	14.0%	3.3%	30.0%	49.2%
Texas A&M University	19.2%	8.1%	3.3%	21.9%	46.8%
Biology	29.9%	15.%	4.5%	31.8%	56.2%
Chemistry	25.2%	12.5%	3.6%	32.4%	50.0%
Mathematics	27.6%	12.0%	1.1%	27.0%	28.6%
Physics and Astronomy	11.7%	3.6%	1.3%	17.3%	17.8%
Statistics	5.6%	18.8%	2.7%	10.5%	35.1%

Chemistry recruiters attend on and off campus events and create recruiting materials to attract diverse student groups. Advance Placement (AP) training for high school teachers in Mathematics and Statistics help us connect with their URM students. Honors Programs (Mathematics, Chemistry, Biology) provide access to highly qualified students and are used to identify and attract URM students. Such efforts produced a more than a 25% increase in Hispanic enrollment in Chemistry (Fall 2020).

Graduate Students

Graduate students are integral to our missions of teaching and research, and mentoring. Our graduate student numbers have increased since 2017, including our Black and Hispanic PhD numbers (Tables 5&6), whereas our international PhD enrollment has declined slightly. Our female graduate student enrollment has moderately increased. CLSC actively applies for Diversity Excellence Fellowships to support recruitment of prospective URM students each year. Faculty and students travel to undergraduate institutions, national society meetings, conferences sponsored by URM-serving organizations.

Table 5: College of Science Graduate Students

	2017	2018	2019	2020
Doctoral (PhD)	682	702	744	702
Masters (MS)	500	476	401	413

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Table 6: College of Science Graduate Students Demographics

	2017		2018		2019		2020	
	MS	PhD	MS	PhD	MS	PhD	MS	PhD
Female	34%	29%	34%	31%	39%	32%	39%	34%
Hispanic	9.2%	4.8%	9.7%	4.3%	8.2%	4.8%	9.0%	6.0%
Black	4.2%	0.9%	4.6%	0.7%	3.7%	0.9%	2.9%	1.6%
International	6.4%	52.9%	7.1%	52.8%	10%	53%	6.5%	47.7%
Asian	15.6%	4.3%	15.8%	4.3%	18.2%	4.0%	19.4%	4.6%

Mathematics and Statistics Distance MS programs are ranked 6 [4] and 1[3], respectively and are a source of financial aid assistance to other students in the college.

Staff

Human Resources guidelines and standard equal opportunity compliant language are used in meeting goals for staff hiring.

Retention (500-word limit)

As informed by one or more years of your unit's practices and/or assessment data, describe your unit's goals, measures, data-informed actions, strategies, challenges, and progress on student/faculty/staff retention. If data are not available, describe plans to develop and assess goals for student/faculty/staff retention.

Not only do we need to hire more a diverse faculty, but we need to increase our efforts in faculty retention. A number of faculty retire or leaving due to spousal job placements, but enhancing our climate and equity practices can only help in making it a harder decision for our faculty, or staff, to move elsewhere.

Faculty and Staff

Retention of a skilled workforce is not only necessary for the operation of the department, but is necessary for fostering a climate of trust and loyalty. Retaining staff and faculty, which affects both teaching and research, is integral to our mission. More often, retention is more reactive than proactive.

<u>Ongoing and Planned Strategies:</u>

- Faculty mentoring programs created and faculty evaluation procedures revised,
- External advisory board mentors paired with URM undergraduates,
- ADVANCE Science Scholar Program matches junior women faculty with internal advocates and external eminent scholars,
- DevelopU[5]-CLSC mentoring network, established in 2018, for high achieving students,
- The tactile graphics proposal, submitted by the Assistant Dean for Diversity and College Climate in Science and her collaborators, aims to create experiments for individuals with visual impairments,
- Chemistry APT faculty member attends Summer Academy on STEM education for visually impaired students,

- Science Leadership Scholar initiatives significantly elevated success of first-year students,
- Supplemental Instructional help desk for freshman Physics classes,
- Biology faculty mentoring program for tenured faculty established, and
- Diversity team discussions with TAMU HR result in faculty/staff children getting financial scholarships.

Undergraduate Students

Minority students have a lower rate of changing STEM college compared to other student groups[2]. Science Leadership Scholars program designed for URM students has been successful in retaining college majors compared to control groups (Table 7) and the more diverse Regent Scholars group (Table 8). After the success of BioFirst program for first generation college students in 2017 and 2018, 39 students enrolled in Fall 2019, of which 28 returned to Biology in Fall 2020. Additionally, 9 of these students were placed into the Biology Honors program to gain research experiences as one of the high impact practices aimed at creating the next generation of young scientists.

Table 7: Undergraduate Science Leadership Scholars Retention (vs. Controls)

	Cohort 1*	Cohort 2*	Cohort 3*	Cohort 4*
Retained in CLSC	65.2% (28.6%)	60.0% (36%)	90.48% (33.3%)	95.5% (86.4%)
Changed Majors	26.0% (38.1%)	20.0% (32%)	9.5% (57.1%)	4.6% (13.6%)
Retained to TAMU	91.3% (66.6%)	80.0% (68%)	100% (90.4%)	100% (100%)
Female	71.43%	35.0%	66.7%	45.5%
Hispanic	52.4%	40.0%	61.9%	54.6%
Black	4.8%	0%	0%	0%
Asian	23.8%	35.0%	23.8%	27.3%

*Cohorts 1, 2, 3, 4 represent graduating students in 2020, 2021, 2022, 2023. Percentages in each cell represent Science Leadership Scholar students (Control group students)

Table 8: Undergraduate Regent Scholars

Regent Scholars	Regents 22*	Regents 23 **71.9% Hispanic, 9.4% Black and 12.5% Asian**
Retained in CLSC	36.0%	71.4%
Changed Majors	56.7%	26.5%
Retained to TAMU	86.8%	98.0%

*Regents 22 demographics are not recorded so it is not available.

Peer Led Team Learning (Chemistry, Biology, Statistics) is a method of instruction used in undergraduate science and math courses since the 1990s. These programs use workshops led by former students as an integral part of the instruction. Using information learned from a survey (anonymous responses with regard to retention), Chemistry extended this to higher level courses.

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Graduate Students

Some students left the programs with medical and personal reasons or deferred due to the COVID-19 pandemic. The graduate offices will keep tracking of deferred students due to the pandemic and encourage them to join the program for Spring 2021 or Fall 2021. Seminars, panels, stat café, casual conversations are organized in departments for professional development and for students interact with diverse group of faculty or visitors.

Climate (500-word limit)

As informed by one or more years of your unit's practices and/or assessment data, describe your unit's goals, measures, data-informed actions, strategies, challenges, and progress on unit/campus climate issues. If data are not available, describe plans to develop and assess climate-related goals.

CLSC conducted two surveys to construct strategies to reach our goals. We created a college-level anonymous reporting mechanism to reward positive diversity and inclusion-related experiences and also address negative ones. We will recognize positive experiences with new Dean's Diversity and Inclusions awards.

We realize that diversity is not limited to a specific gender or ethnicity. In 2019, we had a "Do I sound Gay" film screening, followed by a question and answer panel with the film's director. As mention earlier, we created videos for a Rainbow resource fair in LGBTQ+ Awareness Week.

Students and Postdocs

We foster connections among incoming students creating opportunities for them to meet informally. Meeting spaces for students in Biology, Chemistry and Statistics departments are reorganized to encourage informal interaction between faculty, students, and staff. Chemistry external program review team found a significantly better climate than in the past, mostly because of the initiation of a Postdoctoral Association of Chemistry.

Faculty

Enhanced engagement of the faculty in decision-making processes is crucial. APT faculty especially need more transparency with respect to their evaluation and promotion processes. Therefore, CLSC has required departmental evaluation and mentoring plan updates for all faculty tracks. Five Science faculty were selected from 100+ applicants by the university and trained as mentor facilitators to address equity and inclusion in mentoring of faculty at TAMU.

Staff

Staff appreciation awards and grants are ways to engage staff and provide networking opportunities. The University's Human Resources has started offering leadership and Flourish events for staff to increase their skillset, connect with other staff, as well as participate in the groups and talks offered.

Current and Future Strategies

- Successful (4th cohort) ADVANCE Science Scholars synergized with the program being institutionalized at TAMU,
- Faculty affairs and diversity offices conducted mentoring survey facilitating develop of departmental mentoring programs,
- Chemistry departments' LAUNCH mentoring program advanced for all faculty,
- Women in Science and Engineering (WISE) student organization addressed racism with workshops, conference, networking and mentoring opportunities,
- Dean's outstanding staff and APT faculty travel assistance awards created,
- Dean's Faculty, Staff and Graduate Student Advisory Councils activated,
- Faculty Advisory Council and CLSC Diversity Office ran survey on how people cope during COVID,
- Graduate Student Advisory Council initiate wellness workshops (60% attendance international students), and
- CLSC graduate student groups create 12th can pocket pantry serving those with food insecurity.

Equity (500-word limit)

As informed by one or more years of your unit's practices and/or assessment data, describe your unit's goals, measures, data-informed actions, strategies, challenges, and progress on equity-related goals (e.g., advancement, promotion, development, salaries, graduation rates, etc.) If data are not available, describe plans to develop and assess equity-related goals.

The challenge to equity-based outcomes is the lack of proper funding to provide an incentive to promote performance equally among faculty and staff. The overall goal is to base equity on performance as described by our commitment to the basic principles of equal service for equal compensation and advancement. Annual reviews are conducted for all faculty and staff to both assess their progress and aid their overall development. Based upon these reviews, recommendations are made regarding promotion and merit raises. The Department Heads are available to address any questions regarding recommendations. Some departments, like Biology, have committees that function independently from the the Head and uses metrics for evaluation that are unbiased to provide helpful feedback to professional teaching track, tenure track, and tenured faculty used to identify deficiencies and resources (information, mentor, or monetary) to help with faculty retention and success.

With regard to compensation equity, departments evaluate salaries for faculty, students and staff every year and make appropriate adjustments when funds are available. Staff members are encouraged to take

advantage of continuing education programs. However, lack of funding limits opportunities outside the university.

The CLSC Diversity committee representatives work with departmental leadership and departmental diversity committees on ways to address matters of diversity. We sponsor events such as the Texas Women in Math Symposium, the Conference for Undergraduate Women in Physics, the Organization for Cultural Diversity in Chemistry's inaugural Young Researchers' Conference, and the Girl Scouts' STEMFest/Discover Science & Engineering Day. The Department of Chemistry included the designation of a restroom within the department as gender neutral

Dean's staff advisory council includes diverse representation from each unit and member from outside college to advice the dean. This council, as well as the faculty and graduate student councils, provide valuable feedback to the dean, his leadership team, and department head.

There are currently no avenues for obtaining official recognition for non-student groups at TAMU. Consequently, the Postdoctoral Association in Chemistry cannot be recognized by TAMU, while other student organizations, such as Organization for Cultural Diversity in Chemistry and National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, benefit from such recognition.

Reflection (800-word limit)

This section provides you with an opportunity to outline your unit's 2021 presentation for the President's Council on Climate and Diversity (PCCD). Related to diversity, accountability, recruitment, retention, campus climate, and equity:

Describe how your unit is "moving the needle" (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).

One of our goals was to be recognized outside our campus for efforts at changing the climate at TAMU. That is why we presented have presented our progress in multiple venues nationally, including our DevelopU and ADVANCE Science Scholars programs at National Conference in Race and Ethnicity Conference (NCORE). In this regard, we have also enhanced our CLSC diversity website, an effort noticed by Colorado State University who contacted us to adopt our approach and programs.

As shown in Table 9, research, teaching and diversity awards recognize many of our faculty, staff, and students' commitment. Our NSF-Tripod grant (Statistics) does not only support research workshops, it provides opportunities for organizing conferences focusing on URM training.

Table 9: Select 2019-2020 Awards received by Staff, Faculty or Students

Name	Classification	Unit	Award
Asha Rao	APT Faculty	Biology	AFS[1] in Teaching, Leadership in Equity and Diversity
Andrew Tag	APT Faculty	Biology	President's APT Teaching
McKensie LeFevre	Staff	Biology	President's Meritorious service
Gil Rosenthal	Tenured Faculty	Biology	2019 EDGES[3] fellow
Joseph Sorg	Tenured Faculty	Biology	2020 EDGES[3] fellow
Anuvab Das	Student	Chemistry	Dr. Judith Edmiston Mentoring
Sarbajit Banerjee	Tenured Faculty	Chemistry	2019 EDGES[3] fellow
Holly Gaide	APT Faculty	Chemistry	President's APT Teaching
Victor Castillo	Staff	Dean Office	Dr. Judith Edmiston Mentoring
Sara Thigpin	Staff	Dean Office	Dean's Service
Laura Matusevich	Tenured faculty	Mathematics	Leadership in Equity and Diversity
Nida Obatake	Student	Mathematics	Leadership in Equity and Diversity
Sheree Kessler	Staff	Physics and Astronomy	Dean's Service
Alexei Safonov	Tenured Faculty	Physics and Astronomy	2020 EDGES[2] fellow
Alyssa Brigham	Staff	Statistics	President's Academic Advising, Leadership in Equity and Diversity
Isaac Ke, Jianhong Zhou	Undergraduate Students	Statistics	Department of Statistics Diversity Scholarship
Five Students	Graduate students	Each of five departments	Joe Newton (Previous Dean) Graduate Service Award
25 Individuals	One from each of T/TT, APT, Staff, Graduate, Undergraduate students	Each of five departments	Dean and Department recognition of individuals who created the most equitable environment to all in their own unit during COVID
Four International scientists	College Hosts	College Hosts	Hagler Fellows
146 interdisciplinary research grants each has small diversity funding	Variety in Science	Total in Science	

[1] AFS is Association of Former Students University Level Distinguished Achievement award
[2] EDGES: Chancellor Enhancing Development and Generating Excellence in Scholarship

Describe goals and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Describe how strategies implemented in your unit might be useful to other units.

Our departments have international faculty (16.4%) and graduate students (37.9%), as displayed in Table 2. Our Associate Dean for International Programs, working with Diversity Office, help to create an inclusive environment for international members of the college. Our goal is for everyone, regardless of country of origin or immigration status, to feel included as part of our Science community.

Biology and Chemistry, in 2019 and 2020 respectively, conducted Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning analyses. These efforts developed extensive plans for future hiring in these departments, with dedicated focus on T/TT women and URM hiring using the ACES Fellows Program as incentives and financial assistance to departmental efforts.

The Science Communication Office highlighted the stories of Latinx professions to inspire others to get degrees in STEM. Jeniree Flores Delgado, a former Chemistry PhD graduate, was the first Hispanic women to be highlighted with her LatinX Can Podcast Series.

What challenges has your unit faced? Specifically, acknowledge the impact of the responses to COVID-19 on your unit's diversity, equity, and inclusion goals.

We are striving to be more representative of the make-up of the State of Texas. Doctoral programs are dedicated to working at increasing the diversity of our domestic population via recruitment and retention efforts (Figure 1). The pandemic caused 10% of students to defer until Spring or Fall 2021; these are primarily international students unable to get visas.

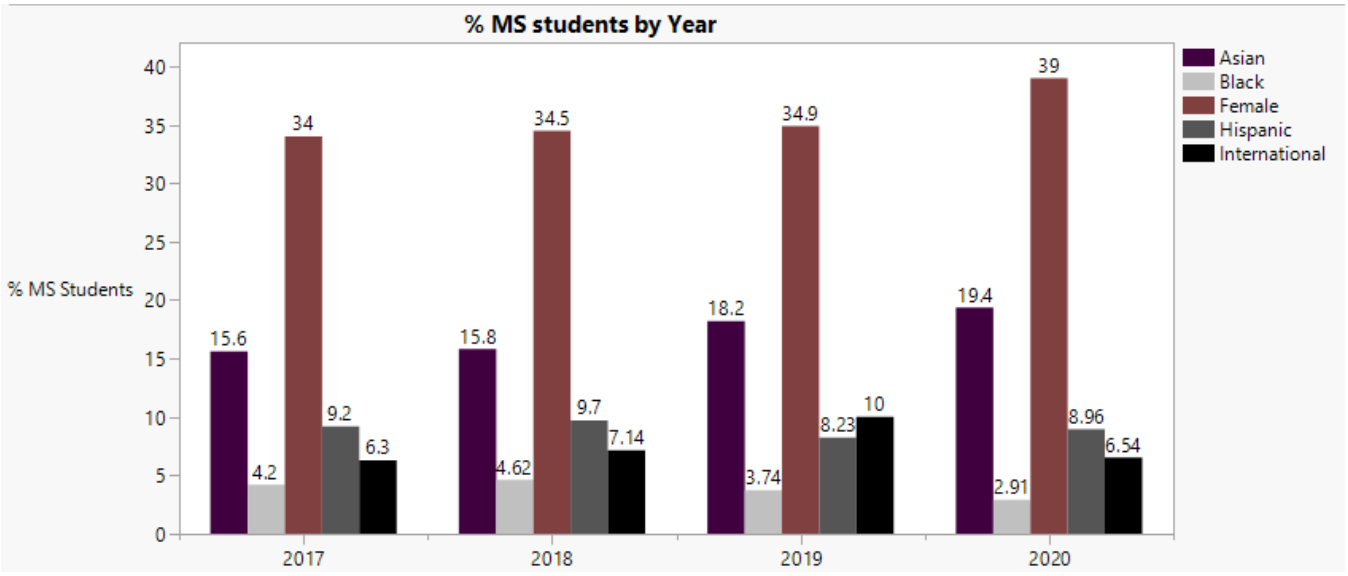

Figure 1a: College of Science %MS students 2017-2020

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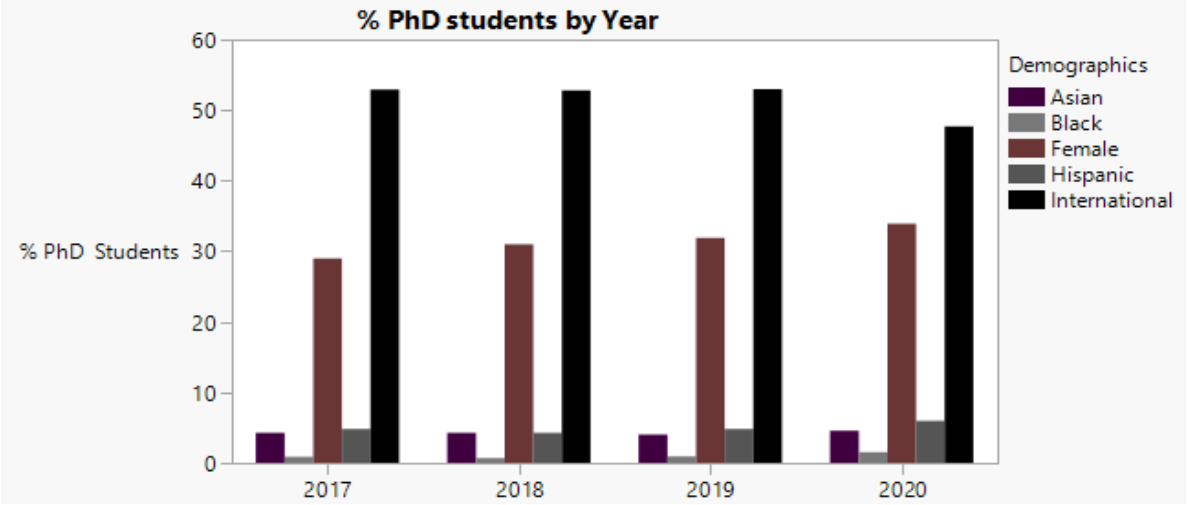

Figure 1b: College of Science %PhD students 2017-2020.

In an attempt to improve retention, the FYEX program was launched where underserved students were each assigned a mentor and meetings were conducted individually and in groups. The transition to on-line delivery has made connections with and between incoming students more challenging, but impact on retention is being monitored.

All faculty, but especially faculty in the lab sciences, are affected adversely by COVID-19. The effect is even greater for women science faculty with children. This creates equity issues in evaluation and mentoring that we are assessing. COVID has impacted outreach activities like Chemistry Open House or Physics festival that the departments have had planned. The outreach events or programs like the development of a diffraction workshop and Chemistry Escape Room which are awarded with diversity grants have been delayed.

The plans for in-person recruitment at conferences and universities were interrupted by the pandemic, but multiple zoom sessions are scheduled for undergraduate students interested in graduate school at TAMU, modeled after the sessions carried out under NSF-REU programs where some sessions were of general nature, addressing questions about the admissions/application process and life in graduate school through panels of faculty and current and former students.

Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit's recruitment, retention, climate, and/or equity goals.

It is difficult to plan exactly the funding amounts. 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 and also during these unusual times. The flexibility of funding is helpful in addressing these changing challenges. As shown in Table 10, we have categorized the distribution of diversity funding in different areas, while placing our focus on our successful programs. We are determined to advance CLSC diversity recruitment and retention climate by creating more such awards.

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Table 10: Allocation of Diversity Plan Funding

Year	[1]A	[2]B	[3]C	[4]D	[5]E
2015		2,000	7,100	60,000	
2016	20,000	2,000	6,200	48,000	
2017	10,000	6,000	5,000	60,000	
2018	37,000	6,200	10,400	60,000	
2019	10,000	6,000	10,000	60,000	
2020	20,000	2,000	10,000	60,000	2,000
Total	97,000	24,200	48,700	348,000	2,000

[1]A: Small and Large Diversity Grants(2016-present), Diversity Chapter support (2016)
[2]B: Primary Travel Grants (2009-2019), Lunch and learn (2016-2019) or work/study program (2014,2015), Umbrella Program to Support REU in Science (2017-2019), Diversity Lead Award (2017-present) for faculty, student and staff
[3]C: ADVANCE Science Scholars (2017-present), NCFDD Faculty Success (2019-present), College Diversity (2017) or Climate matters (2016, 2017) conferences
[4]D: Departmental and Cyclotron Accountability Efforts
[5]E: Diversity conferences

WEBITE or REFERENCES[number]:

[1] https://nces.ed.gov/programs/coe/indicator_coi.asp
[2] https://www.insidehighered.com/news/2019/02/26/latinx-black-college-students-leave-stem-majors-more-white-students
[3] https://www.mastersprogramsguide.com/rankings/best-online-masters-programs-statistics/
[4] https://www.mastersprogramsguide.com/rankings/best-online-masters-mathematics/
[5] https://mentoring.tamu.edu/p/p4/
[6] https://www.collegefactual.com/colleges/prairie-view-a-and-m-university/student-life/diversity/
[7] https://science.tamu.edu/diversity/
[8] https://science.tamu.edu/about/deans-office/diversity/