



TEXAS A&M
UNIVERSITY

GALVESTON CAMPUS®

**Board of Visitors
Meeting
January 28, 2016**

Board of Visitors
August 19, 2015
Minutes

Board of Visitors (BOV) sub-committees met prior to participating in a tour of the Harbor aboard the R/V Trident. Lunch was served before the meeting was called to order by Chairman Dennis Murphree.

In attendance were Dennis Murphree, Robert Fry, Wade Battles, Michael Cokinos, William Fraser, Damon Gowan, Roger Guenther, Pete Huddleston, Charlie Jenkins, Ross Margraves, Keith McFtridge, Terry Ray, Brian Roy, Bob Sakowitz, Albert Shannon, Tyson Voelkel, James Watson, Jonathan Whitworth. Absent were Greg Binion, Kyle Buese, Chris Cahill, Robb Erickson, Allen Flynt, Billy Greer, Paul Hill, Mark Lyons, James McGregor, John Michael, Phyllis Milstein, Greg Mitchell, Jerry Mohn, Chaz Neely, Bruce Nichols, Brandon Neff, Bob Mitchell, Chris Orth, Vic Pierson, Bob Reinhardt, Bill Schubert, Deepak Varshney, and Kris Vogelpohl. TAMUG attendees included Robert Smith, Patrick Louchouarn, Richard Mallahan, Allan Post, Grant Shallenberger, Bill McClain, Rick Kline, John Kovacevich, Donna Lang, Susan Lee, Cari Bishop Smith, and Kathey Walker.

Susan Lee presented a summary of the 2015/16 budget and responded to questions. Patrick Louchouarn discussed the Provost's newsletter and a recent Hanover report on graduate outcomes. He shared that there has been a 400% increase grant awards and that faculty are consistently receiving small grants and have also received a number of large grants. TAMUG is recruiting top research faculty competing at a national level. TAMUG faculty have been the recipients of a number of important awards referenced in the Provosts' newsletter. THECB recently authorized the creation of the Dept. of Ocean Engineering, a joint program between the Galveston and main campuses.

Dr. Karl Kaiser, *Assistant Professor* in the Department of Marine Sciences, was introduced by Dr. Patrick Louchouarn. He presented an overview of his research entitled "Organic carbon cycling in the biosphere" followed by a Q&A session. Karl's presentation was followed by Dr. David Lawhon discussing plans for a spring 2016 *March of Remembrance*. BOV members were encouraged to support the effort. Mr. Grant Shallenberger provided an overview of the Galveston campus building updates including the Texas A&M Maritime Hall scheduled for completion in November 2015, plans for a waterfront Pavilion designed to provide space for events, meetings, conferences and other activities, and the Phase I of the Academic Complex scheduled to break ground in fall 2015. Mr. Rick Kline provided members with an update on recent Office of Development initiatives to include plans for an October 2015 Endowed Scholarship Reception and the inclusion of the Galveston campus in the A&M Capital Campaign, *Lead by Example*. RADM Robert Smith provided closing remarks for the meeting.

A closed meeting of the Texas A&M University at Galveston Board of Visitors (BOV) was called by RADM Robert Smith. Non BOV member attendees departed. The meeting concluded and was adjourned in a private session.

Sea Aggie Mentorship Panel

Thursday, January 28th, 1:30-2:30pm
Texas Maritime Hall in the 7307 Chart Room



Rear Admiral Jim Watson, USCG (Ret)

- President & COO, ABS Americas Division
- Former US Dept. of Interior Executive, and USCG Director for Maritime Safety, Security, and Stewardship
- Graduate of Coast Guard Academy and Univ. of Michigan

Tricia Clark

- Emergency Response Advisor at Aramco Services Company
- Former Maritime Coordinator at the Texas General Land Office Oil Spill Program and Chief Mate aboard tanker vessels
- Graduate of Texas A&M Galveston- Marine Biology



General Will Fraser, USAF (Ret)

- Advisor to Uber Military, Northrop Grumman, Sierra Nevada
- Former Commander of US Transportation Command
- Graduate of Texas A&M and Univ. of Northern Colorado

Dr. Chance Sanford, EDD

- Executive Director at non-profit Hunt with Heart
- Former VP at Houston Zoo and Manager at Sea World
- Graduate of Texas A&M Galveston- Marine Biology, Concordia (MED), and Univ. of Houston (EDD)



Brandon Neff, *Panel Moderator*

President, Innové Strategy; Former Bay Area Consultant & NSA Officer; Graduate of Texas A&M and Harvard University



More info at **"Sea Aggie Mentorship Network"** on LinkedIn

Or email maroondelegates@tamug.edu

Holocaust Remembrance Houston



“Taking the lessons of the Holocaust to break the silence of Fear, Pain, and Shame caused by Prejudice and Indifference”

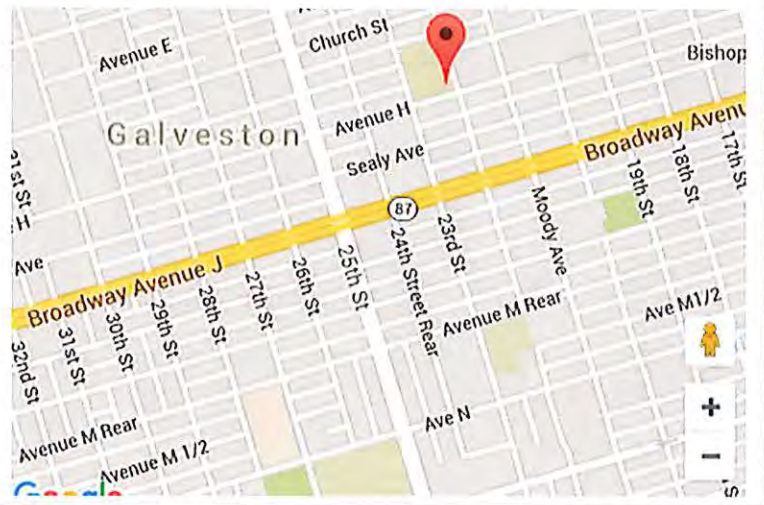
HONOR EDUCATE REMEMBER ENGAGE

Galveston

SAVE THE DATE!

When: Saturday, April 16th,
2016

Where: 2216 Ball Street
Galveston, Texas
77550



Order of the Day

1:30pm - 3:30pm: Check-in, Opening Event, Special Music, Guest Speakers

3:30pm - 4:30pm: March to Pier 21 down the center of Strand Street

4:30pm - 5:15pm: Closing Ceremony with the A&M and the Elissa tall ship

Keynote Speakers:

Holocaust survivors

WWII veterans

German nationals

Their descendants

Local community leaders

FREE Registration Online:

<http://marchofremembrancehouston.org/participate/galveston/>

MarchofRemembranceHouston.org



TEXAS A&M
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HR HANOVER
RESEARCH

Texas A&M University at Galveston
Strategic Plan 2016-2020

VISION AND CORE VALUES

The Galveston Campus of Texas A&M University (TAMUG) is a premier institution for maritime leadership and ocean and coastal studies on the Gulf Coast and a 21st century academic institution where research and scholarship are one with student learning and success. We seek to meet both the high standards of an Association of American Universities (AAU) institution and the founding principles of a Land Grant University. As Aggies by the Sea, TAMUG supports the Sea Grant mission of Texas A&M University and offers seamless boundaries in research, scholarship, and learning between the two campuses. In order to be truly representative of the demographics of our state and the nation and to promote diversity of perspective, background, discipline, and heritage in everything that we do, our campus incorporates diversity and inclusiveness as central tenets of our mission. These commitments are driven and focused through the dedication of TAMUG to the six core values of Texas A&M University.



EXCELLENCE AND INTEGRITY

It is imperative that TAMUG sustains excellence in teaching, research, and scholarship. We promote excellence and integrity in every facet of University life. Our Undergraduate Research Scholars and Honors programs push students to think critically and excel in their fields. Our research follows the most stringent qualitative and quantitative protocols to maintain the integrity of knowledge and results. We continually measure and assess teaching through standardized assessment tools. We integrate new teaching and learning methods and technologies into our classrooms and labs. We meet and exceed standards and assessments set by accrediting bodies such as the Southern Association of Schools and Colleges and the Accreditation Board for Engineering and Technology. Excellence and integrity informs everything we do at TAMUG.

LEADERSHIP

The core value of leadership is integral to the campus culture and can be evidenced in the classrooms, residence halls, organizations, research laboratories, and external community organizations. This Aggie Spirit creates leadership opportunities on campus through numerous student led programs including the SALT (Sea Aggies Learning Traditions) Camp, Big Event, Honors program, Undergraduate Research Scholars, and a host of student organizations. Our small campus is an optimal environment for every student to find a means to participate and gain leadership experience. We aspire to continue training graduates who become leaders in the private and public sectors and contribute to the advancement of society.



LOYALTY AND RESPECT

TAMUG maintains a deep respect for the traditions and values of Texas A&M University. Aggie traditions are remembered, encouraged, and practiced in Galveston with Muster, Big Event, Yell Practice, Silver Taps, and Elephant Walk. It is with great pride that TAMUG students wear the Aggie Ring and upon graduation join the ranks of those inducted into the Texas A&M University Association of Former Students. Loyalty and respect for our traditions and each other are the cornerstones of the campus community. From the diversity of people drawn to TAMUG and the interdisciplinary nature of the marine and maritime disciplines studied, our students, faculty, and staff deeply respect and appreciate what makes each person unique and what ties us together.



SELFLESS SERVICE

TAMUG is educating the next generation of leaders by challenging students to tackle local, state, and national issues through service to those constituencies. Students, faculty, and staff demonstrate social responsibility and engage in participatory citizenship through countless volunteer activities including the Big Event, Engineers Without Borders, Propeller Club, the Student Veterans Association, and the State Employee Charitable Campaign.





MISSION

TAMUG and Texas A&M University are predicated on the idea of serving the people of Texas, the nation, and the world. The proximity to the Gulf of Mexico as a window to the sea has enabled TAMUG to focus academic, research, and student opportunities into a unique marine and maritime experience that TAMUG alone can offer. As a branch campus of Texas A&M University, TAMUG shares the tradition of affordability and accessibility of this Land Grant AAU institution.

We pledge to protect and uphold the standard of the Texas A&M degree and contribute to maintaining a high quality and dynamic student learning community. We seek to expand enrichment experiences for students including high-impact learning, advising, mentoring, hybrid courses, honors, and first-year experience programs to facilitate transition from high school to college and success to graduation and beyond.

With a distinct identity in marine themes, TAMUG is intimately connected to the land grant mission of Texas A&M University and, as such, its academic programs and research initiatives are linked to finding basic and applied solutions in maritime affairs, technology, and ocean studies. In the upcoming five years, TAMUG will seek to make significant and national impacts on ocean and coastal studies through catalyzing scholarship and innovation in maritime transportation and administration, engineering solutions in coastal zones (storm surge protection), urban planning and coastal community development (megacity sustainable development, coastal tourism, and health industry), environmental sustainability, global communication, environmental sustainability, maritime public policy, marine and subsea engineering, maritime cultural studies and community development, and in marine safety and security.

PINNACLES OF EXCELLENCE

Texas A&M University is committed to enhancing its faculty and students' ability to contribute to solutions for their discipline's grand challenges, committed to deepening the systemic understanding of the interactions of these challenges, and committed to catalyzing innovations for solutions that do not simultaneously solve problems in one area and create new problems in another. In the next five years TAMUG will seek to contribute to the development of broad based pinnacles of excellence that are central to the University's development of scholarship and innovation in the following Systemic Grand Challenges.



MARINE-
FOCUSED ONE
HEALTH
RESEARCH

ENERGY &
MARITIME
COMPLEX

COASTAL
RESILIENCY &
VIABILITY



Marine-Focused One Health Research

The “One Health” concept, based on the inextricable links among human health, animal health, and ecosystem health, has been recognized and promoted as a unifying theme of global wellness. Texas A&M University has identified the investment in “One Health” initiatives as a central effort of its future development of research expertise. This is easily explained by the strong tradition of research in veterinary medicine, biomedical sciences, agriculture, and life science fields with a potential link to strong Schools of Government, Business, Architecture, Science, and Geosciences.

TAMUG contributes significantly to research and solutions on the inextricable links among human health, animal health, and ecosystem health by supplementing the “terrestrially-focused” effort already in place at TAMU with a “marine” expertise. There is an urgent need to produce a next generation of health professionals trained in understanding these linkages. We are developing undergraduate and graduate degree programs that integrate marine health sciences and policy to validate the importance and necessity

of Adaptive Management in government, industry, and education by building on the existing strengths of the participants. Graduates from the programs will enter the health and/or management workforce with strong technical education cognizant of the breadth of concerns from a broad community of stakeholders in coastal and marine environments.

Multidisciplinary investigations in One Health



are now engaging non-traditional approaches using animal and plant populations as ecological sentinels. TAMUG scientists are engaged in a number of multi-institutional projects that focus on the health of the Gulf of Mexico and the recognition of a healthy environment for a healthy economy, and healthy citizenry of Texas. This marine focus is timely given the

recent oil spill in the Gulf, the associated damages to local fisheries and the communities in and around the Gulf, and the long-term restoration efforts. TAMUG is an active member of the Texas OneHealth Center of Excellence funded by the RESTORE program and the Governors’ office to connect issues, across academia and the public and private sectors, of marine health with human health. This includes, from fishermen to first responders, those working in the Gulf to the marine life resources in the region.

Since most urban population growth is expected to occur in low elevation regions of the world, the Houston coastal system may also serve as a relevant model for much of the anticipated development in coastal zones. Population size is predicted to double along coastal Texas by 2050. The merging of the City of Houston/Harris County with the cities of Galveston and Beaumont/Port Arthur into a coastal urban corridor offers an enormous opportunity for not only studying the human and ecosystem health impacts of rapid urbanization in coastal zones, but also for shaping and guiding this inevitable growth through Adaptive Management practices.

Energy and Maritime Complex

As Rose George has written in her book *Ninety Percent of Everything*, “In the United States, the maritime industry ships ninety percent of what we wear, we eat, we consume” including clothing, food, and fuel vital to the economy. TAMUG prepares leaders responsible to the maritime industry and for service to the country and its society. The unique island location of TAMUG with the working Port of Galveston to the south, the Gulf Intracoastal Waterway to the west and the mouth of the Port of Houston to the east provide an incubator for knowledge creation and experiential teaching of seamanship, port and logistic operations, engineering technology for marine operations, and coastal engineering.

The impact of the maritime activities surrounding the campus includes at least 60,000 maritime jobs in the immediate area; 1,500,000 related jobs in the state and at least a half a trillion dollar impact on the US economy. Students interact with surrounding industry activities contributing to the economy while learning in the highest quality instruction and curricula. This unique collaborative and inclusive study environment provides for an exchange of ideas and practices not

available elsewhere.

Furthermore, students prepare for assisting the United States security needs through the merchant marine and various non-governmental bodies protecting our ports and waterways. Faculty research on maritime security ensures that vital supply chains for defense and homeland needs are safe and secure as well as ensuring safety to the homeland. This confidence that the industry places in the students and



faculty helps protect the “third coast” of the United States as well as advising national and international regulatory bodies on training, regulations, and policies.

The research and efforts of the TAMUG faculty to sustain the maritime industry is world-renowned and addresses the severe shortage of maritime labor projected in the near future. Further, the TAMUG global collaborations of research and teaching with

institutions in Europe, Asia, Australia and South America are unique in maritime research in the United States.

The financial aspects of the campus research contribution also include understanding and improving port and offshore infrastructure supporting not only the maritime industry but also the energy sectors. This marriage of these sectors of the economy is unique at the location of TAMUG. Technology and engineering research and instruction enhance oil, gas, wind and wave energy uses and trains the students in the next generation of energy technology. The application of these technologies through interaction with surrounding global industries ensures a solid economic future for the nation.

Our engineering programs contribute to the advancement and support of the energy sector. Our degrees prepare students to enter the engineering field as either hands-on operating engineers in the marine sector and/or maritime related shore-based industries or as trained ocean and coastal engineers who work in design and operation of offshore structures. We will add new degrees in marine engineering and mechanical engineering in support of the energy sector.

Coastal Resiliency and Viability

With more than 40 percent of the U.S. population residing in coastal shoreline counties, it is increasingly difficult to protect critical natural resources, promote economic growth, and facilitate the development of hazard-resilient communities. Nowhere is this problem more apparent than on the Texas coast, where rapid residential and industrial development has resulted in loss of critical habitats and their key species, while at the same time placed human populations in areas vulnerable to natural hazards. Population growth, sprawling development patterns, the alteration of hydrological systems, and a thriving oil and gas industry have created some of the most vulnerable communities in the nation. The need to provide research-driven solutions in a precise, geographically-visual, and easily-interpreted format has never been a higher priority.

The Coastal Resiliency and Viability focus area at TAMUG directly addresses the challenges described above through an integrated research and education program that explores the interactions between the built and natural environment. Faculty conduct translational research on the topic of resilient and viable coastal communities, investigate the development and operation of alternative and conventional sources of energy

in the Gulf of Mexico and its coastal bays and assess the impacts of land use change and the built environment on coastal ecological systems.

These innovative initiatives benefit the state by generating important tools, technologies, and information for policy makers on developing coastal areas without degrading critical natural resources and/or putting residents more at risk to severe storms and other hazard events. With better knowledge, education, and outreach local



decision makers can reduce loss of both property and human lives, maintain the functionality of critical natural resources, and better protect the economic security of the state and nation. Potential projects include conservation of wetlands and dune systems, and suppression of storm surge associated with hurricanes, reduction of the economic costs associated with coastal hazards, design of resilient coastal communities, prevention and remediation of human-induced environmental events, such as oil and chemical spills and biological outbreaks, and a better

understanding the impacts of potential climate change and sea level rise.

This initiative leverages existing programs and resources, such as the Center for Texas Beaches and Shores, the Institute for Sustainable Coastal Communities, and a number of research groups funded by the GoMRI program to better understand the impact of oil spills on the marine and coastal environment. The Coastal Resiliency and Viability initiative also has a strong educational component, where topical issues are emphasized in coursework and by offering research opportunities for undergraduate and graduate students.

We recognize that now, more than ever, scientific innovation is needed to better understand how to facilitate the development of resilient, prosperous, and environmentally-sensitive coastal communities. Through integrating multiple disciplines and areas of expertise on planning, management, engineering, marine science, and ecology, this initiative will generate new knowledge on the synergistic effects of physical, socioeconomic, and built environment characteristics - all leading to an improved understanding of how to foster more resilient and viable coastal communities in the future.

GOAL 1

Student Learning & Success

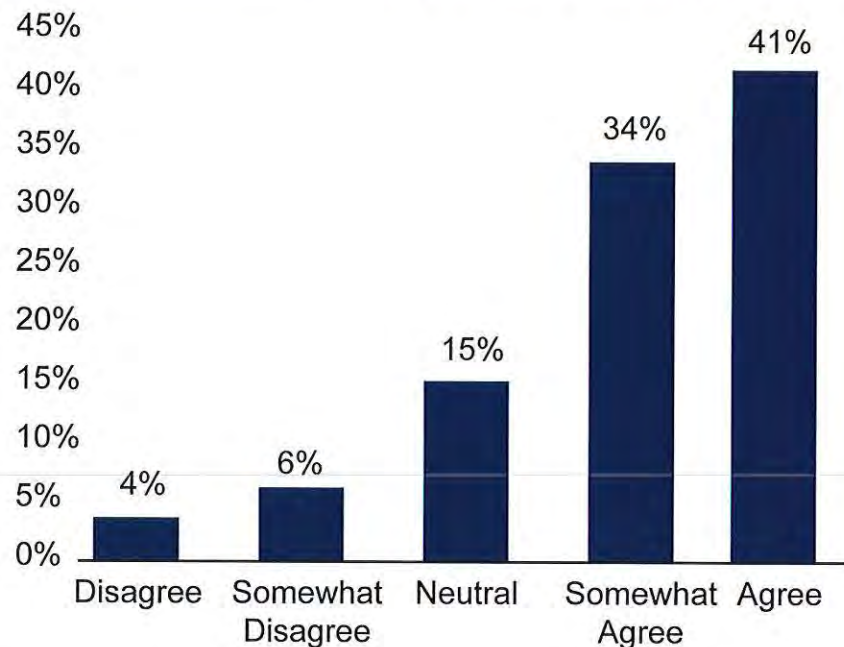


STRATEGIES

1. High Impact Learning Opportunities
2. A Stellar First Year Experience
3. Efficient Curriculum
4. Developing a Portfolio of Unique Undergraduate and Graduate Programs

With a goal of helping our students graduate faster and with lower debt, TAMUG is committed to providing a modern and efficient student learning experience founded on academic excellence. We pledge to uphold the Aggie tradition and standards and contribute to a dynamic student learning community. An alumni survey by Hanover Research reinforces TAMUG's effectiveness at preparing graduates for successful careers. Almost all Galveston Campus alumni surveyed were either employed (87%) or attending graduate school (8%), with 78% of working alumni employed in a related field. A large majority of them (83%) agree that their education helped them prepare effectively for continued personal and professional growth. Seventy-five percent of alumni agree that they gained insight into real-world experiences through projects and simulations.

"Projects and simulations provided insight into real-world experiences"



Survey of TAMUG alumni graduating between 2010 and 2014, conducted in 2015 by Hanover Research (n=297-303 representing 25% of total 2010-2014 cohort)

Strategy 1. High Impact Learning Opportunities

TAMUG's curriculum emphasizes high-impact practices and provides an opportunity for enhancing undergraduate learning in courses, curricula, and co-curricular activities, which will www in lifelong learning skills. Those skills will include curiosity, independence, transfer, initiative, and reflection, Through student leadership development experiences, we are poised over the coming decade to develop the future national and international leadership in marine sciences and maritime affairs.

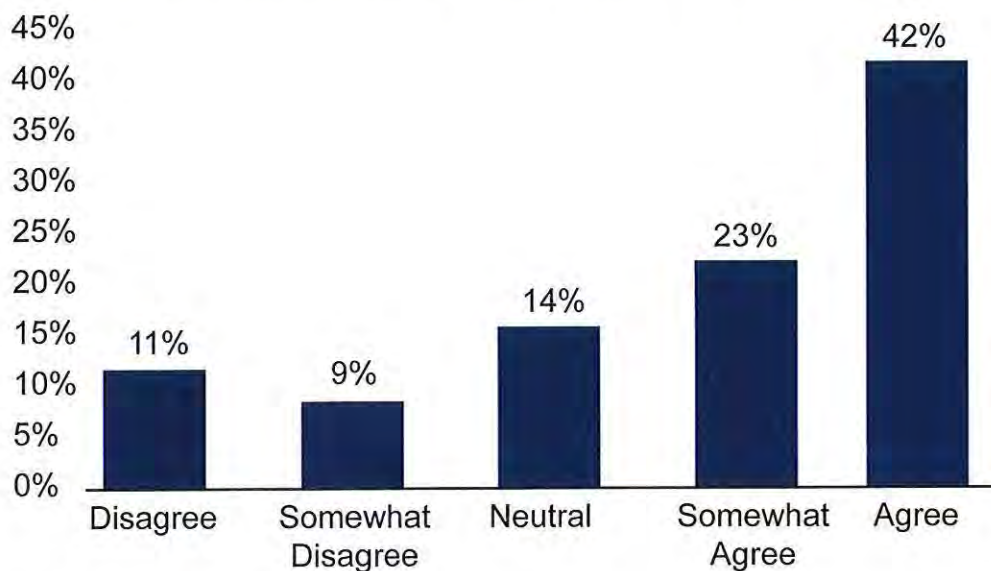
Measure: TAMUG graduates will obtain employment or pursue further education at a rate of 95% or better, with 80% or more of working alumni finding employment in a field related to their program.

Measure: Increase the overall number of high impact practices and achieve at least two high impact practices per undergraduate student. High impact practices will be defined as freshman seminars, learning community participation, study abroad, capstone experiences, undergraduate research, and service learning. The measure will be directly tied to tracking of the current Quality Enhancement plan.

Strategy 2. A Stellar First Year Experience

With the understanding of the criticality of student transitions in student persistence theory, every effort will be made to increase the likelihood of retention and success in the first year. We will foster campus collaborations with teaching faculty, student affairs, resident life, enrollment services, counseling & career planning, and other academic support programs such as the writing center and math lab to promote a positive campus culture. The recent survey of alumni who graduated from 2010-2014 found that over one-third did not find their academic advising satisfactory, pointing to a clear area of improvement for TAMUG. We will strengthen the advising, coaching and mentoring relationship between professional, centralized advisors and faculty advisors in academic departments to keep pace with the growing and diverse student population. We will enhance the first-year experience to better prepare students for success in their careers at TAMUG and beyond.

“Academic advising by my major advisor was satisfactory”



Survey of TAMUG alumni graduating between 2010 and 2014, conducted in 2015 by Hanover Research (n=297-303 representing 25% of total 2010-2014 cohort)

Measure: First year retention will be measured as one-year persistence for first-time entering freshman within program, within campus, and within university. Every effort will be made to improve all three component areas. For example, targets for first year retention will be 70% within campus and 90% or better when programs on the entire university are included.

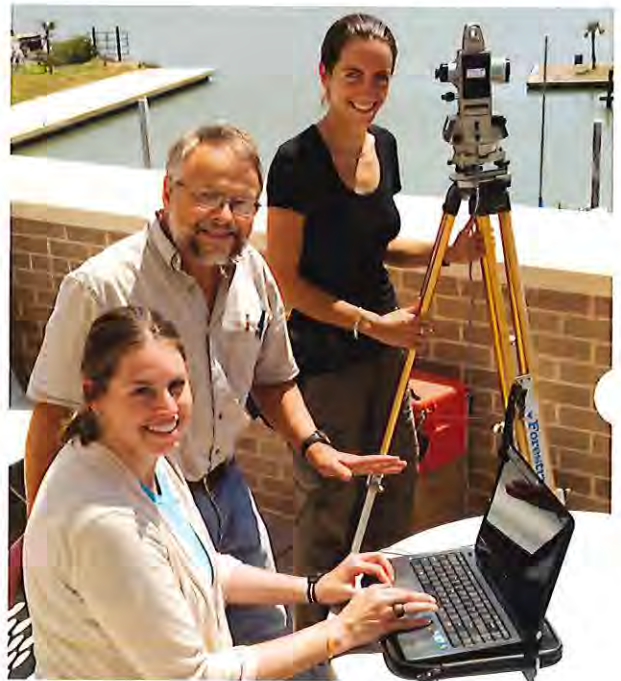
Measure: Academic advising will be assessed by student satisfaction each semester during the first four semesters and then at graduation and five years post-graduation. We will achieve a student satisfaction rating of 75% or more for academic advising.

Measure: First year program improvements should also result in improved 4-year and 6-year graduation rates within program, within campus, and within university. Graduation will be measured based on first time entering students. Targets for 4-year rates will to at least 40% and 70% for within campus and within university, respectively. Targets for 6-year rates will improve to a similar value for within campus and within university to at least 80% (comparable to STEM College on main campus).

Strategy 3. Efficient Curriculum

Departments will revise curricula to ensure efficiencies in scheduling and prevent scheduling roadblocks to a timely graduation. Undergraduate students will be required to update an online degree planning tool each year as well as mandatory advising for all students with less than 30 semester credit hours, undeclared majors, or determined to be academically deficient.

Measure: Time to degree at TAMUG will be measured based on incoming first year students and measured by enrolled fall and spring semesters. Time to degree will decrease from an overall average of 4.5 ± 0.2 years down to 4.0-4.2 years for all undergraduate programs (120 credits) and 4.5 years for engineering technology and license option programs (>130 credits to support students graduate faster and with lower debt).



Strategy 4. Developing a Portfolio of Unique Undergraduate and Graduate Programs

A strategic priority will be to develop a portfolio of undergraduate and graduate programs leading to an increased number of students and a larger proportion of graduate students. This portfolio will be developed through collaborative work between the Curriculum Committee, the Strategic Enrollment Management Team, and the Academic Department Heads, and will seek to develop new partnerships across Texas A&M University to leverage the unique strengths of programs and colleges and create new synergies. The Texas A&M University Maritime Academy including the seagoing faculty, fleet of vessels, and strategic location on the Gulf Coast can be leveraged to support new programs.

Measure: The total student population educated on the Galveston Campus (those enrolled in Galveston programs and those in main campus programs “in residence” on the Galveston Campus) will reach a total enrollment growth of 15-20% within the next five years with a focus on adjusting for each academic program, and targeted recruitment efforts from geographic regions and demographic populations.

Measure: Within the next five years, the proportion of graduate students educated on the Galveston Campus will reach 10% of the total student population.

GOAL 2

Research & Scholarship



STRATEGIES

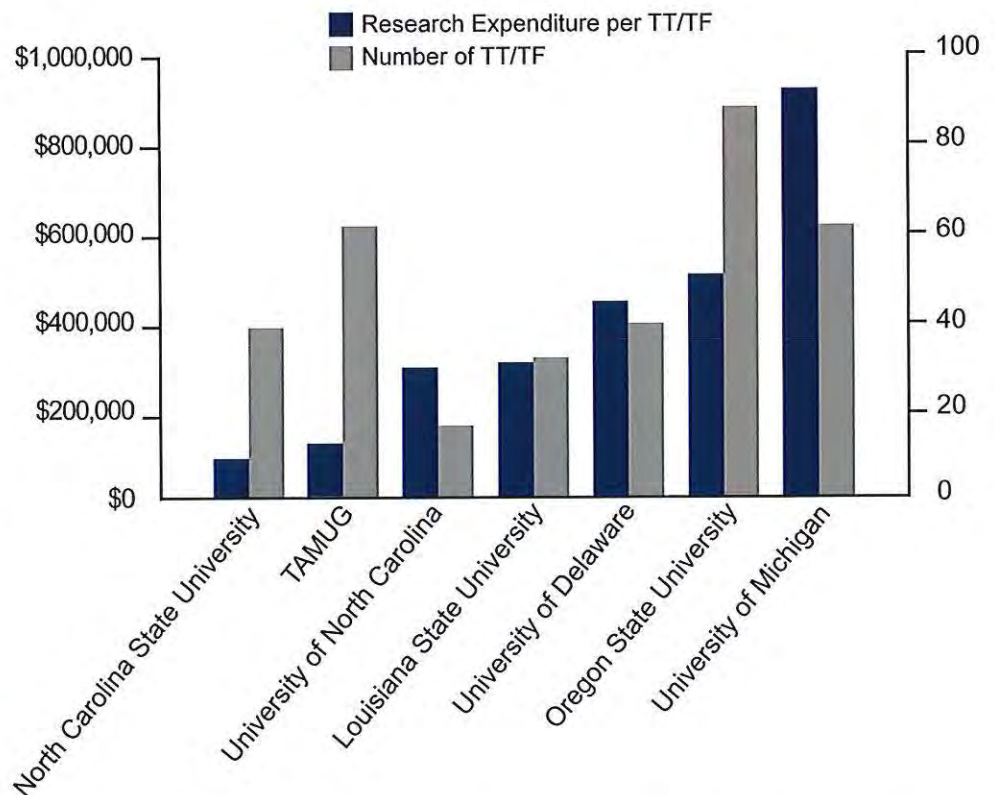
5. Invest in Strategic Areas of Excellence

6. Invest in Human Resources in Programs of High Demand

7. World-class Research and Learning Infrastructure

TAMUG research will deepen the understanding of and develop applied solutions to the systemic grand challenges in ocean sciences, maritime affairs, technology, and the marine studies related liberal arts. Our faculty and students will significantly impact ocean and coastal studies through catalyzing scholarship and innovation in maritime transportation and administration, engineering solutions in coastal zones (storm surge protection), urban planning and coastal community development (megacity sustainable development, coastal tourism, and health industry), environmental sustainability, global communication, environmental sustainability, maritime public policy, marine and subsea engineering, maritime cultural studies and community development, and in marine safety and security.

Marine and Ocean-Focused Research Expenditure per TT/TF



For comparison, data from institutional peers represent the relevant marine and ocean-focused units only, whereas TAMUG data are institution-wide and include tenure-track Faculty in liberal arts and fields that receive little funding. Data compiled by Hanover Research. Data for TAMUG are for 2014-15; data for NCSU and UNC are 2012-13; data for Delaware and Louisiana State are 2011-12; Michigan figures use 2012-13 faculty count and 2011-12 research expenditures; Oregon State figures use 2014-15 faculty count and 2010-11 research expenditures.

To put ourselves on a more even footing with comparable institutions, we will invest in world-class faculty and infrastructure to strengthen the quality of scholarship and graduate instruction and to support research and teaching activities with suitable and modern physical resources to match the impact and influence of institutional peers with recognized Colleges of Marine/Ocean studies.

Benchmarking Peers

Oregon State University
Rutgers - New Brunswick
University of Delaware
University of Georgia
University of Rhode Island

Aspirational Peers

Stony Brook University, SUNY
University of California, San Diego
University of North Carolina at Chapel Hill
University of Washington

Strategy 5. Invest in Strategic Areas of Excellence

TAMUG is committed to building and growing modern research initiatives that support critical and cutting-edge inquiry and discovery in targeted areas of excellence. Over the last 5 years, TAMUG has almost quadrupled its internal investments in support of research initiatives as well as Faculty and graduate student recruitment (e.g. start ups, graduate and undergraduate fellowships, etc) from ~\$600K to \$2.2M per year. In the same period, the proportion of the total academic budget that was directed to support research/scholarship initiatives increased from 2% to 6%. TAMUG currently lags other marine and ocean-focused institutional peers in both total research expenditures and in research expenditure per tenured or tenure-track faculty (TT/TF) member, which at many institutions exceed \$10 million and \$200,000 per year respectively. We will develop research teams of national prominence in the following areas:

- Coastal hazard mitigation and protection and urban planning in coastal zones.
- Economic/business development in the maritime sector (MOU with the Copenhagen Business School).
- Oil spill remediation
- Marine science and sustainability

Measure: In the next five years, TAMUG will continue to invest financial resources and leverage external fundraising efforts to reach 10% of the academic budget to competitively recruit graduate students (fellowships) and Faculty (start ups and research support).

Measure: In the next five years, TAMUG will increase total research expenditures to at least \$10 million per year (from \$7.2 million in FY2015) and \$150,000 per tenured or tenure-track faculty member and the institutional level (from \$125,000 in FY2015), and greater than \$200,000 per tenure-track faculty in STEM fields (from \$175,000 in FY2015).

Strategy 6. Invest in Human Resources in Programs of High Demand

TAMUG employs a lower proportion of tenured or tenure-track faculty than other marine and ocean-focused units and offers faculty salaries that fall at the low end among these institutions, particularly for junior faculty. In the coming years, TAMUG will continue the reinvestment program directed at faculty rejuvenation with strategic investments in areas of focus that offer the greatest promise, including Marine Sciences, Engineering Technology, Maritime Administration, and Maritime Transportation. We will target preeminent faculty in our recruiting efforts.

Measure: We will balance our hires of faculty on the tenure track vs. academic professional tracks seeking a ratio of 50:50 or higher to strategically advance our scholarship and academic outcomes. We will target faculty salary ranges to meet averages for similar ranks, positions, and performance at peer institutions.

Measure: In the next five years, TAMUG will recruit three to five thought leaders and raise external funds in support of endowed chairs or professorships in these areas of excellence.

Measure: The average teaching loads for tenured/tenure track faculty in areas of research development will mirror peers within TAMU and external comparison group.

Strategy 7. World-class Research and Learning Infrastructure

With breaking ground on the construction of Phase I of the new Academic Complex (as of November, 2015) TAMUG is moving toward an infrastructure that supports modern research and learning. We will continue to provide buildings, technology, and laboratories that are at the forefront of higher education in the nation. In addition, in the next five years we will finalize the planning, purchase, and delivery of a medium endurance research vessel.

Measure: In synchronization with our goal of raising the level of research and scholarship, TAMUG will increase total institutional funding for start-up laboratories and centers by 50%.



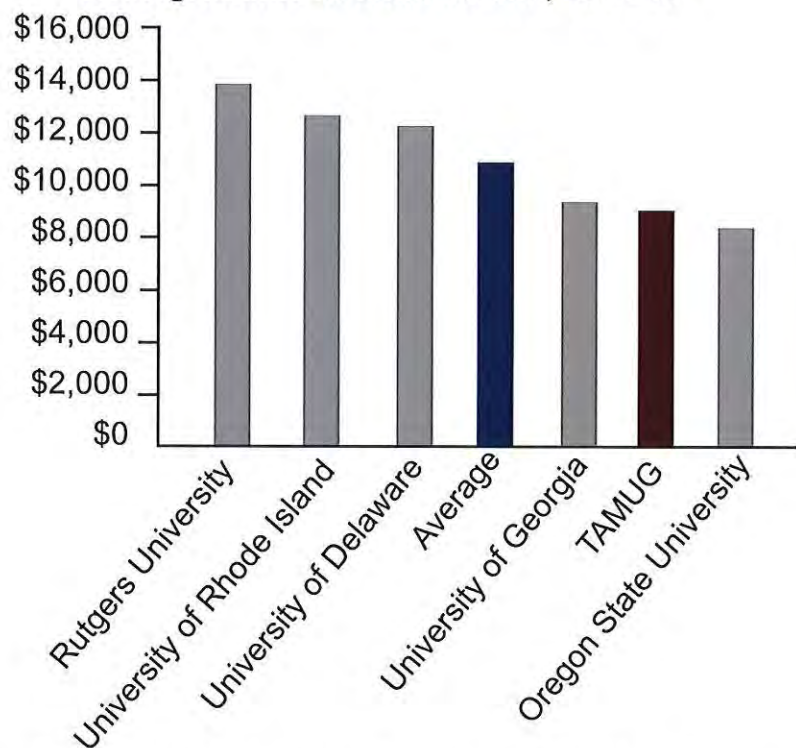
GOAL 3

Stewardship of the Public Trust



TAMUG must meet the needs of the citizens of Texas by maintaining the trust placed in us to educate future leaders, while making that education affordable and accessible. TAMUG is committed to keeping education affordable, to giving students a high return on their investment, to producing highly qualified graduates whose talents are recognized and rewarded in the marketplace, and to maintaining high academic standards.

Undergraduate In-State Tuition, 2014-15



Source of data for in-state tuition rates presented in References.

STRATEGIES

8. Affordability

9. Accountability

10. Inclusiveness

11. Work Life Excellence

Strategy 8. Affordability

As a Land Grant institution, Texas A&M University is mandated to serve all of the citizens of Texas. Through a combination of private, local, state and federal funding, TAMUG is committed to providing an inclusive and affordable education to all citizens of Texas. Our affordability is demonstrated by an in-state undergraduate tuition rate that remains below average among our peers (as of 2014-2015).

Measure: TAMUG will maintain tuition charges for Texas residents below the average in-state tuition rate among our national peer group.

Strategy 9. Accountability

The citizens of Texas demand that TAMUG use their resources wisely. We will strengthen our administrative procedures and operations to optimize our teaching, research, and service mission.

Measure: Administrative costs as a percentage of operating budget are currently over 13%. We will lower costs to 10% or less in the next five years.

Measure: Operating expenses per FTE student are in line with Texas A&M University. We will refine operations and keep expenses in line with those of Texas A&M University.

Strategy 10. Inclusiveness

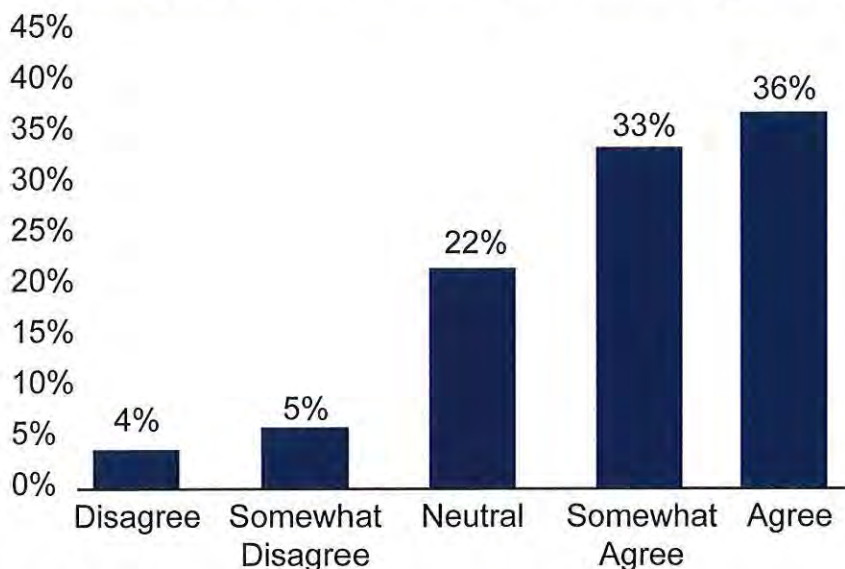
TAMUG leads peer institutions in our proportion of under-represented minorities in ocean and maritime affairs programs, including 21% of our undergraduates. However, we have improvements to make in the perception of our students that TAMUG fosters an appropriate and suitable environment for multiculturalism. The most recent Diverse Learning Environments Survey bolstered the perception that TAMUG can make improvements in our commitment to diversity. Therefore, we will enhance the campus climate through university-level civic and social responsibility initiatives that facilitate the success of all students, faculty, and staff regardless of their identity. We maintain three climate surveys (faculty, staff, and students) and will use these as well as placement surveys of alumni to inform our progress.

Measure: We will maintain enrollment of under-represented minorities at a level above the average for our national peers in ocean and maritime affairs programs.

Measure: We will increase student satisfaction with the campus climate for multiculturalism to 75% or better including subpopulations of gender, ethnicity and race, veterans, and non-traditional age students.

Measure: Galveston based faculty, staff, and students will rate the campus climate as acceptable or favorable across all dimensions as comparable with all TAMU colleges.

“TAMUG fostered an appropriate and suitable environment regarding multiculturalism”



Survey of TAMUG alumni graduating between 2010 and 2014, conducted in 2015 by Hanover Research (n=297-303 representing 25% of total 2010-2014 cohort)

Strategy 11: Work Life Excellence

We work toward ensuring that all faculty, staff, and student workers regardless of their identity can thrive at TAMUG by providing an array of opportunities for professional development and personal wellness aligned with those offered by our peers. By reinforcing and supporting these initiatives, we will improve the recruitment and retention of faculty, staff, and students at all levels and from all backgrounds. Our continued support and promotion of the health and well-being of the university workforce fosters individual and organizational effectiveness, efficiency and excellence.

Measure: Galveston faculty and staff will rate the perceived organizational support and the quality of work-life as acceptable or favorable across all dimensions as comparable with all TAMU colleagues.

Measure: Using exit interviews and climate surveys we will work to improve the positive comments in exit interviews from 58% positive to 65% positive and to improve the climate survey participation rate, one measurement of overall engagement, to 75% over the course of 5 years.

Measure: Conduct annual health culture audits (HCA), health risk assessment (HRA) surveys, and employee interest surveys with an overall participation rate of 50% or better.



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Institution Tuition Citation(s)

TAMUG

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[1] "Tuition and Fees History at NC State University." North Carolina State University. <http://oirp.ncsu.edu/univ/hist/tuition-fees-history>

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[2] "Undergraduate Tuition and Required Fees." Louisiana State University. http://www.bgtplan.lsu.edu/Tuition%20and%20Fees/13peers_0910-1112_ug_ipeds.pdf

[3] "Tuition and Required Fees." Louisiana State University. <http://www.bgtplan.lsu.edu/fees/08-09/undergrad.htm>

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[2] "Tuition and Fees – Academic Year 2014-2015." University of North Carolina. http://www.unc.edu/finance/fd/c/sa/docs/14_15_tuitionfees.pdf



Presented by:

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TEXAS A&M
UNIVERSITY *at* GALVESTON



FACT BOOK 2014 – 2015

Prepared by the Office of
Institutional Reporting & Assessment

Texas A&M University at Galveston
1001 Texas Clipper Road
Galveston, Texas 77553

Texas A&M University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As a branch campus, Texas A&M Galveston is included in that process. Offshore and Coastal Systems Engineering (OCSE) is accredited by the Engineering Accreditation Commission and Marine Engineering Technology (MARR) is accredited by the Engineering Technology Accreditation Commission, both of the Accreditation Board for Engineering and Technology.

Included in the Texas A&M Galveston Fact Book are general statistics about the institution and its student population. The information provided is through collection of data by the Office of Institutional Reporting and Assessment and the Texas Higher Education Coordinating Board reports. The information included herein is for the 2014 – 2015 academic school year

INSTITUTIONAL PROFILE

Texas A&M University at Galveston

TYPE OF INSTITUTION: Public, four year established in 1962 as a part of the A&M System. Texas A&M University at Galveston offers undergraduate and graduate (masters and PhD) level courses.

ENROLLMENT: The enrollment at Texas A&M University at Galveston has steadily risen since its inception. In the Fall of 1990, enrollment was 1,075 students. A decade later in the Fall of 2000, enrollment reached 1,363 students. In Fall of 2014 enrollment increased to 2305.

AGE: Texas A&M University at Galveston serves a wide range of students. Based on the Fall 2014 Semester, the average age for first time freshmen was 18.45 years; for all undergraduates the average age was 21.74 years; for graduates, inclusive of post-baccalaureates, the average age was 29.69 years, and for all students the average age was 22.22 years. The age range of Galveston students was from ages 16 to 60.

GENDER: Over one third of the student population at Texas A&M University at Galveston was female (37.5% for Fall 2014).

ETHNICITY: Based on Fall 2014 enrollment and Federal categories, 77.3% of students were white, 15.2% were Hispanic, 3.5% were of mixed ancestry, 1.8% were Black, 2.0% were Asian, 1.1% were international, 0.3% were American Indian/Alaskan Native, 0.3% were Hawaiian or Pacific Islanders and 0.5% did not indicate their ethnicity.

GRADUATES: During the 2014-2015 academic year, Texas A&M University at Galveston awarded 411 degrees (BA, BS, MS, MML, MMR, and PhD).

FULL & PART-TIME: The Fall 2014 figures reflected 90% of Texas A&M University at Galveston students attended on a full-time basis and 10% attended on a part-time basis.

TYPE OF STUDENTS: Based on the Fall 2014 semester, 82.6% indicated being Texas residents, 15.1% were students that represented 42 other states, 1.1% were International representing 21 countries, and 15.5% indicated being first generation. The largest segment of the student population was seniors (28.7%). Students seeking a Bachelor's degree represented 93.9%, Masters 4.6% and PhD 1.3%. The Texas A&M Maritime Academy included 509 license option; 68 Reserve Officer Training Corps; 24 Drill and Ceremony and 34 Strategic Sealift Officer students.

Texas A&M University at Galveston serves as the "ocean oriented campus" of Texas A&M University. The campus offers a unique blend of marine and maritime programs, including majors in science, business, engineering, and transportation. The atmosphere fostered by the

faculty, staff, and students emphasizes the intimate relationship between the university and the sea.

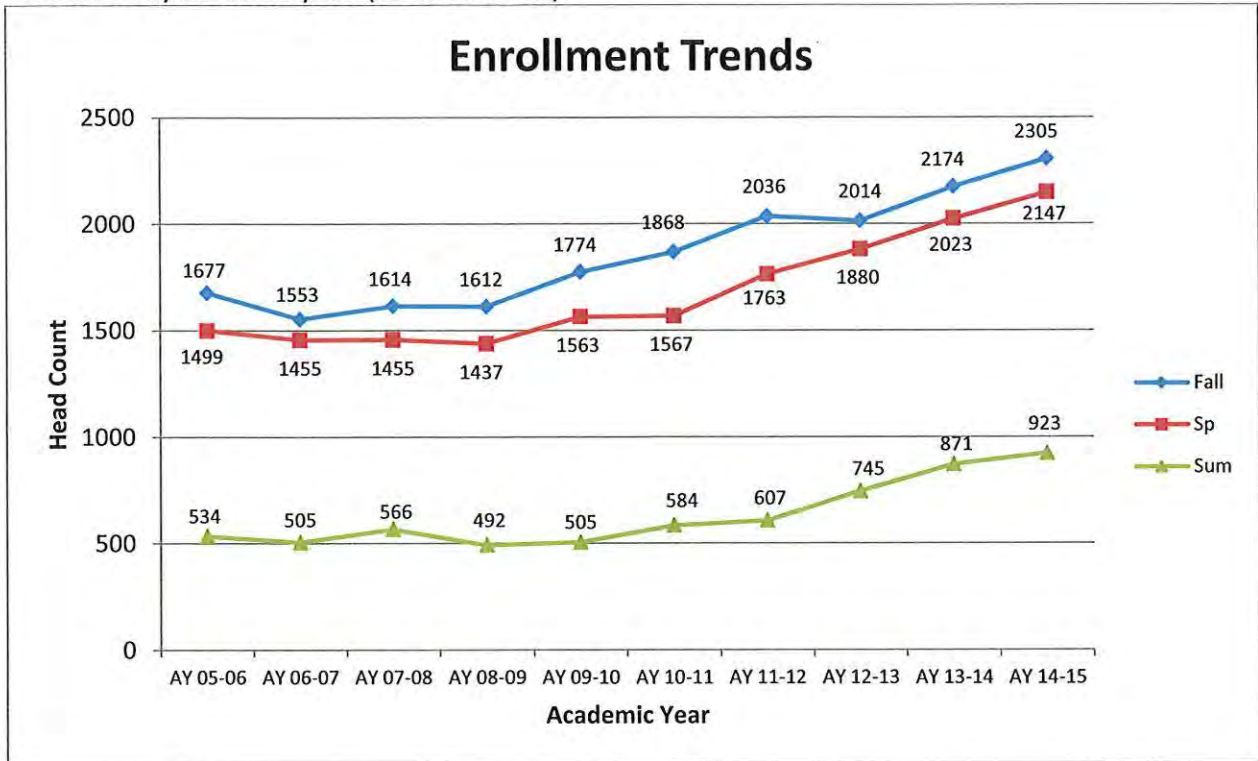
TABLE OF CONTENTS

HISTORICAL TRENDS	1
Enrollment Trends	1
Credit Hour History by Semester	1
Credit Hour History by Academic year	2
Fall Enrollment Trends.	2
Spring Enrollment Trends	3
Summer Enrollment Trends	3
Fall Enrollment Trends by Gender	4
Spring Enrollment Trends by Gender	4
STUDENT PROFILE: FALL 2014.	5
Fall 2014: Enrollment by Major, Race/Ethnicity and Gender.	5
Fall 2014: Enrollment by Age	6
Fall 2014: Enrollment by Gender	6
Fall 2014: Enrollment by Ethnicity	7
Fall 2014: Enrollment by Residency	7
Fall 2014: Enrollment by Admission Status	8
Fall 2014: First Generation	8
Fall 2014: Enrollment by Major and Classification	9
Fall 2014: Texas A&M Maritime Academy	9
Fall 2014: Enrollment by Classification	10
Fall 2014: Full and Part-time Enrollment	10
Fall 2014: Financial Aid.	11
Fall 2014: Grade Distribution	11
Fall 2014: Success Rate.	12
Fall 2014: Completion Rate	12
STUDENT PROFILE: SPRING 2015	13
Spring 2014: Enrollment by Major, Race/Ethnicity and Gender	13
Spring 2015: Enrollment by Age	14
Spring 2015: Enrollment by Gender	14
Spring 2015: Enrollment by Ethnicity	15
Spring 2015: Enrollment by Residency	15
Spring 2015: Enrollment by Admission Status	16
Spring 2015: First Generation.	16
Spring 2015: Enrollment by Major and Classification	17

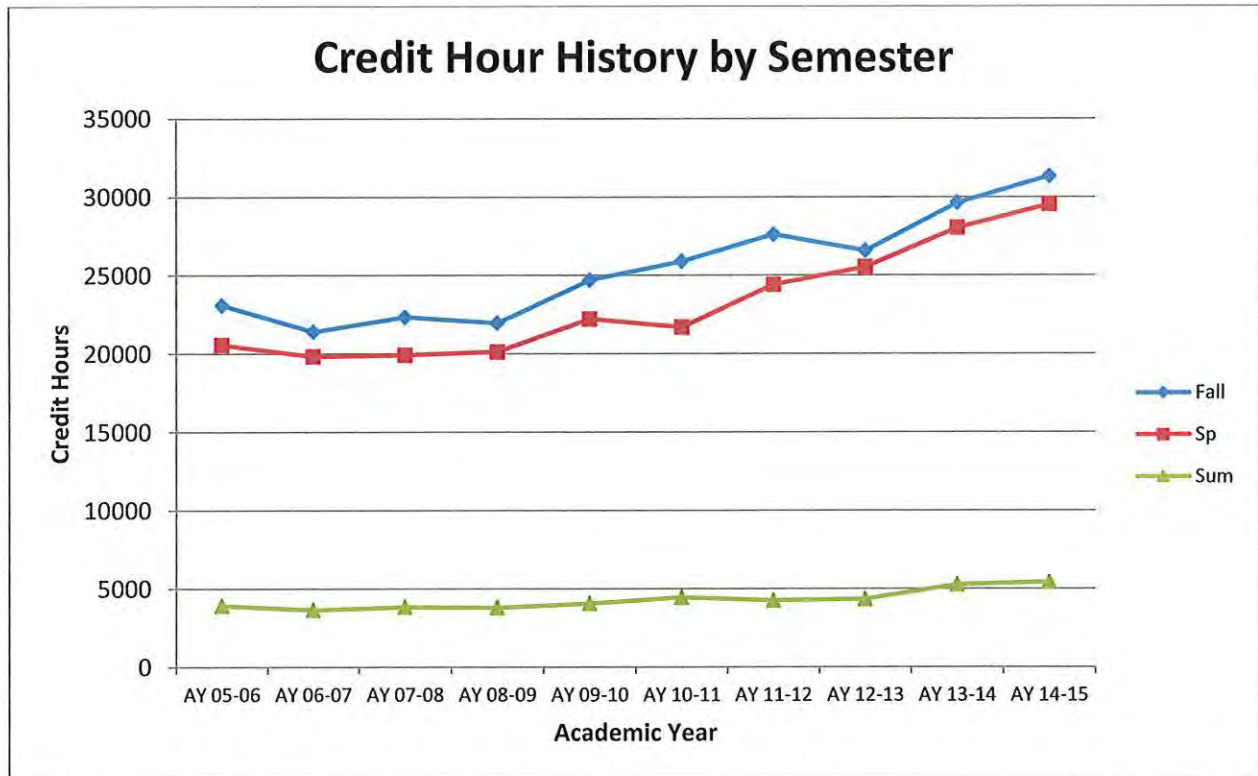
Spring 2015: Texas A&M Maritime Academy	17
Spring 2015: Enrollment by Classification	18
Spring 2015: Full and Part-time Enrollment	18
Spring 2015: Financial Aid	19
Spring 2015: Grade Distribution	19
Spring 2015: Success Rate	20
Spring 2015: Completion Rate	20
STUDENT PROFILE: SUMMER 2015	21
Summer 2014: Enrollment by Major, Race/Ethnicity and Gender	21
Summer 2015: Enrollment by Age	22
Summer 2015: Enrollment by Gender	22
Summer 2015: Enrollment by Ethnicity	23
Summer 2015: Enrollment by Residency	23
Summer 2015: Enrollment by Admission Status	24
Summer 2015: First Generation	24
Summer 2015: Enrollment by Major and Classification	25
Summer 2015: Texas A&M Maritime Academy	25
Summer 2015: Enrollment by Classification	26
Summer 2015: Full and Part-time Enrollment	26
Summer 2015: Financial Aid	27
Summer 2015: Grade Distribution	27
Summer 2015: Success Rate	28
Summer 2015: Completion Rate	28
Degrees Conferred by Level, Major, Gender, and Race/Ethnicity	29
TEXAS A&M MARITIME ACADEMY PROFILE	30
Fall 2014 Academy Enrollment by Major, Gender, and Race/Ethnicity	30
Fall 2014 Academy Enrollment by Major, Gender, and Classification	31
Spring 2015 Academy Enrollment by Major, Gender, and Race/Ethnicity	32
Spring 2015 Academy Enrollment by Major, Gender, and Classification	33
Summer 2015 Academy Enrollment by Major, Gender, and Race/Ethnicity.	34
Summer 2015 Academy Enrollment by Major, Gender, Classification	35
Fall 2014 Academy Enrollment by Activity, Gender, and Race/Ethnicity	36
Spring 2015 Academy Enrollment by Activity, Gender, and Race/Ethnicity	36
Summer 2015 Academy Enrollment by Activity, Gender, and Race/Ethnicity	37
Maritime Academy License Graduates: AY 2014-2015	37

HISTORIAL TRENDS

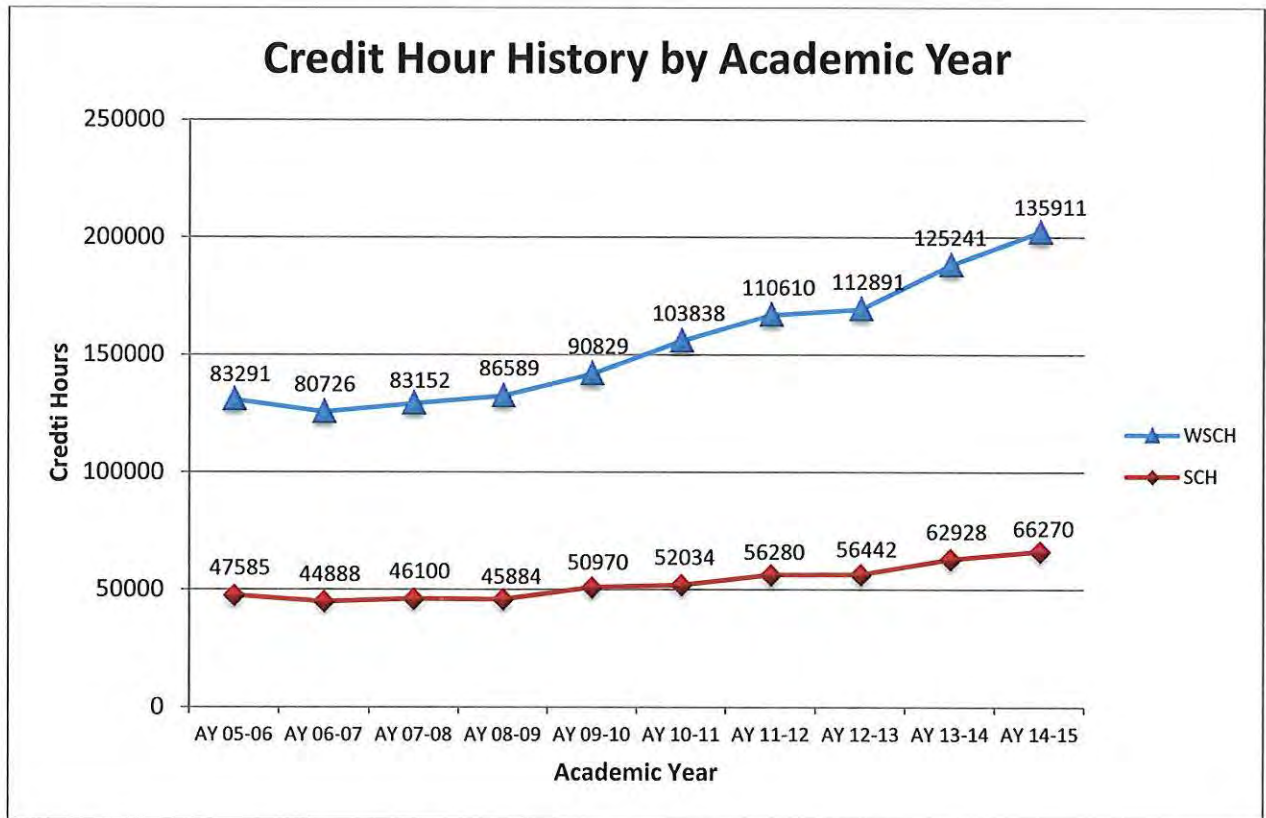
Enrollment by academic year: (05-06 to 14-15).



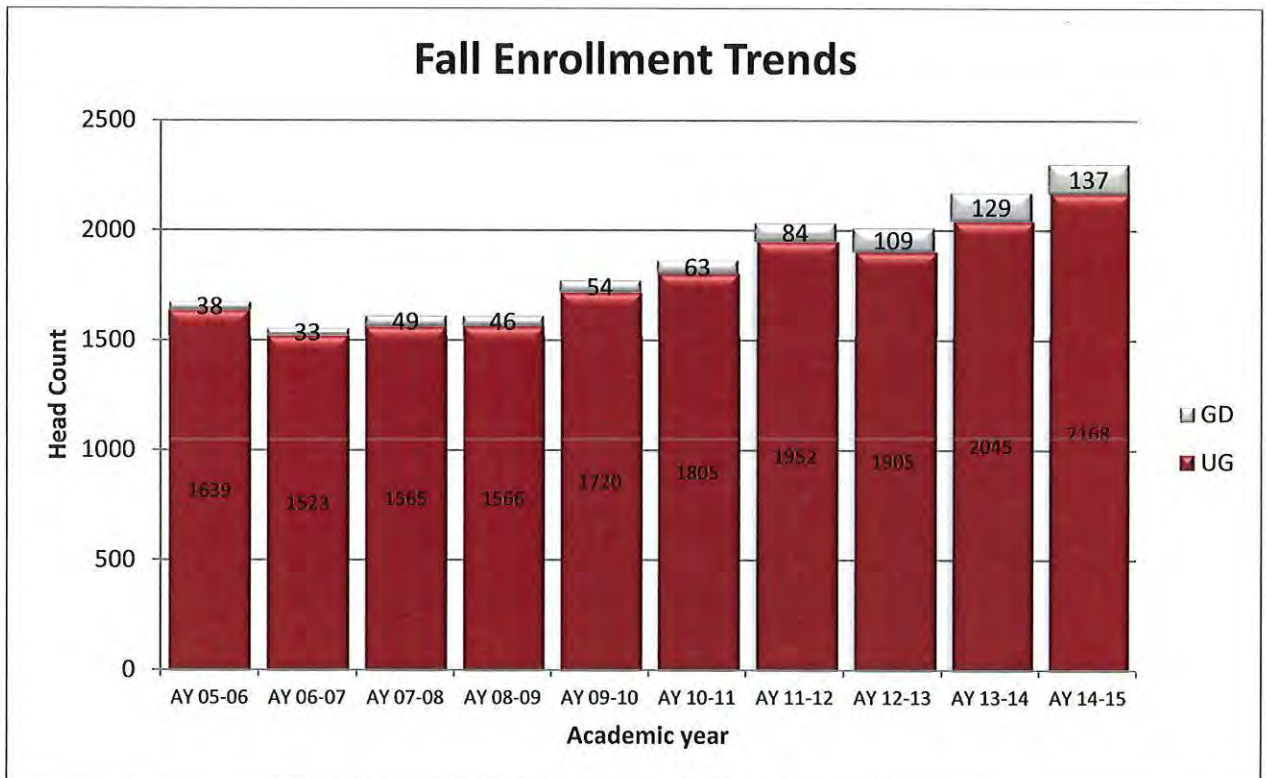
Credit hours by semester: (05-06 to 14-15).



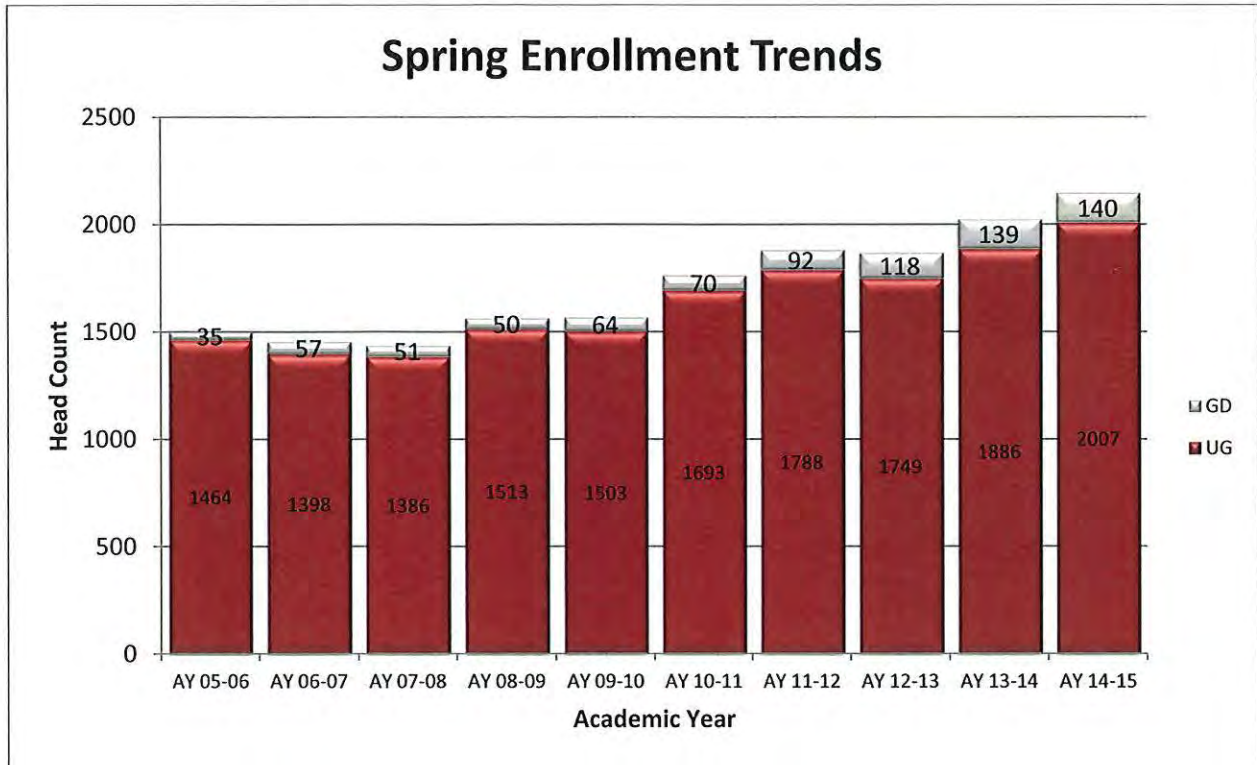
SCH and WSCH by academic year: (05-06 to 14-15).



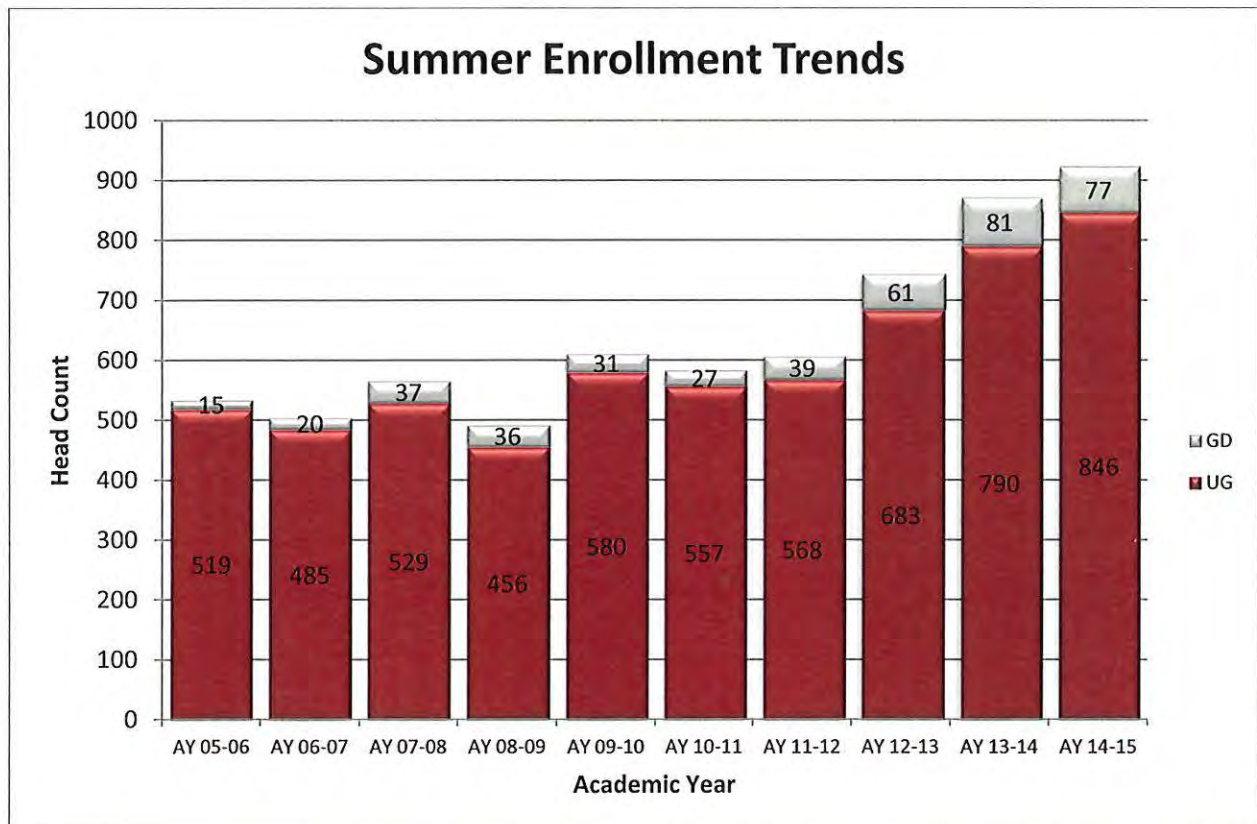
Historical enrollment trends by fall semester: (05-06 to 14-15).



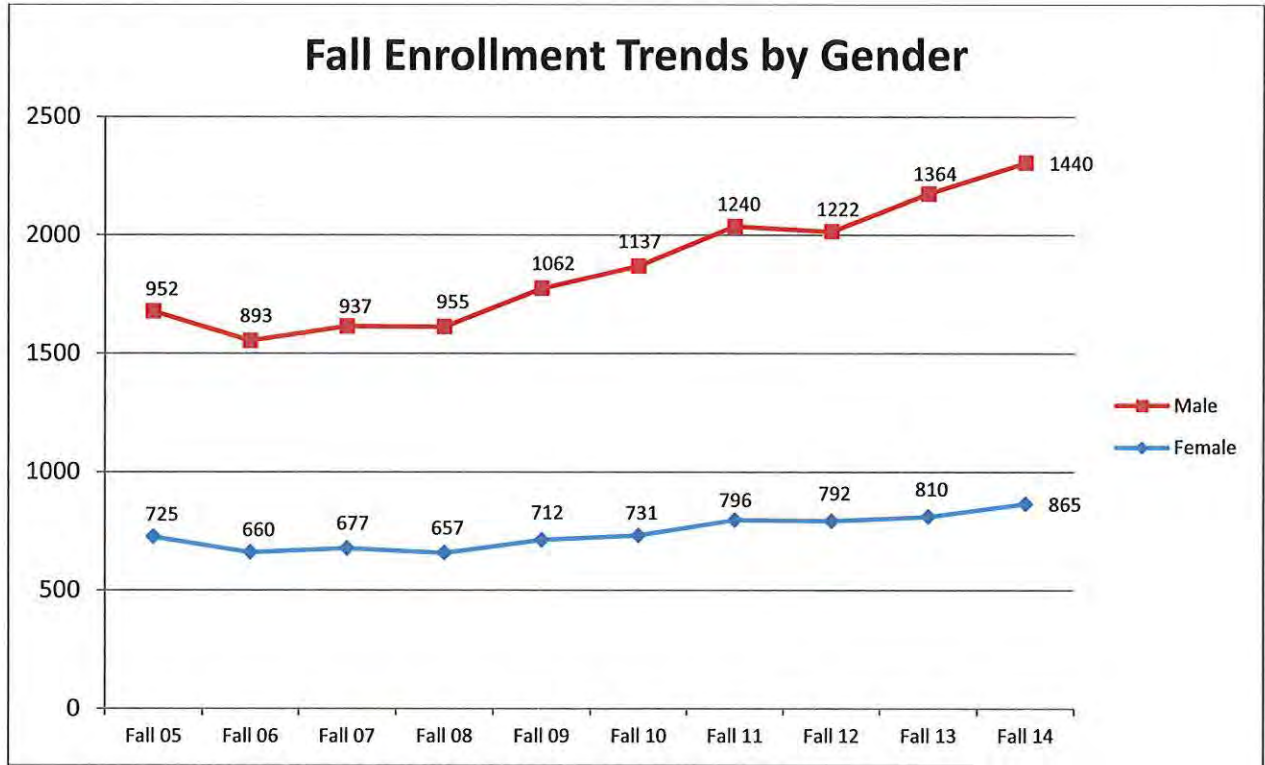
Historical enrollment trends by spring semester: (05-06 to 14-15).



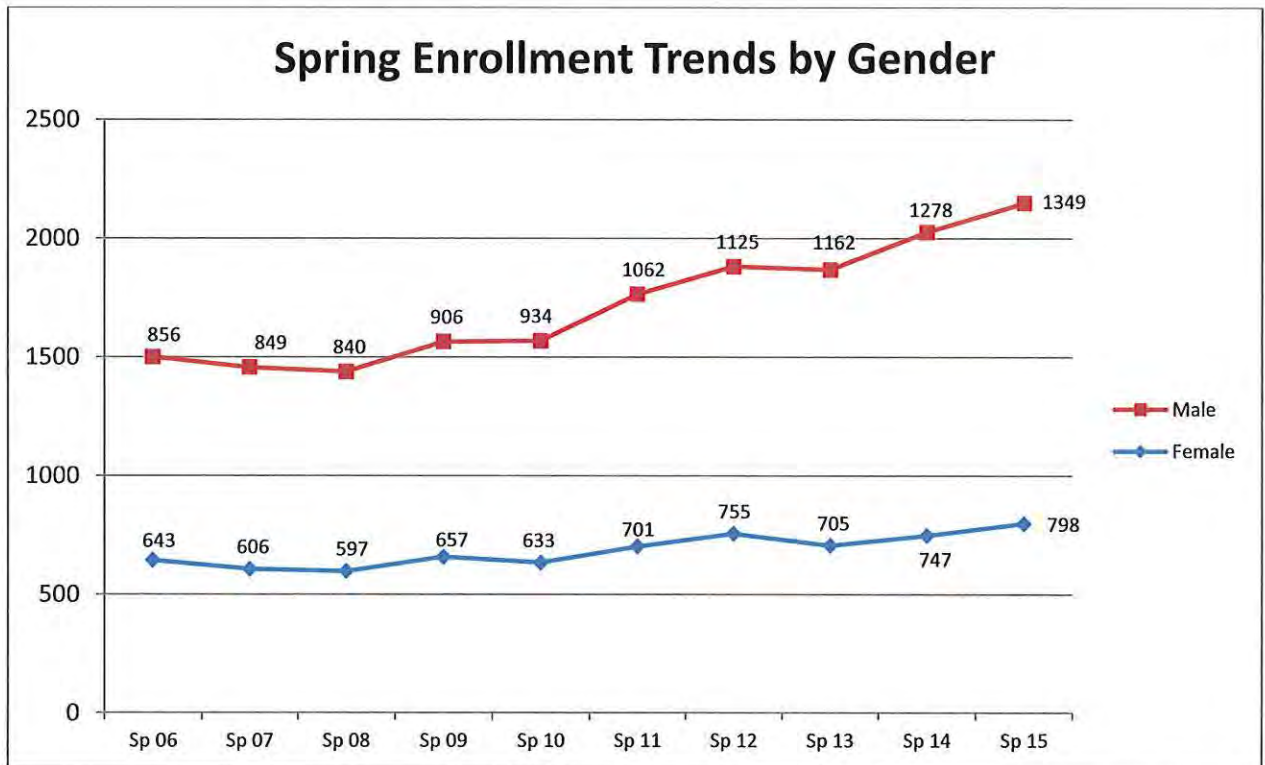
Historical enrollment trends by summer semester: (05-06 to 14-15).



Historical enrollment trends by fall semester: (05-06 to 14-15).



Historical enrollment trends by spring semester: (05-06 to 14-15).

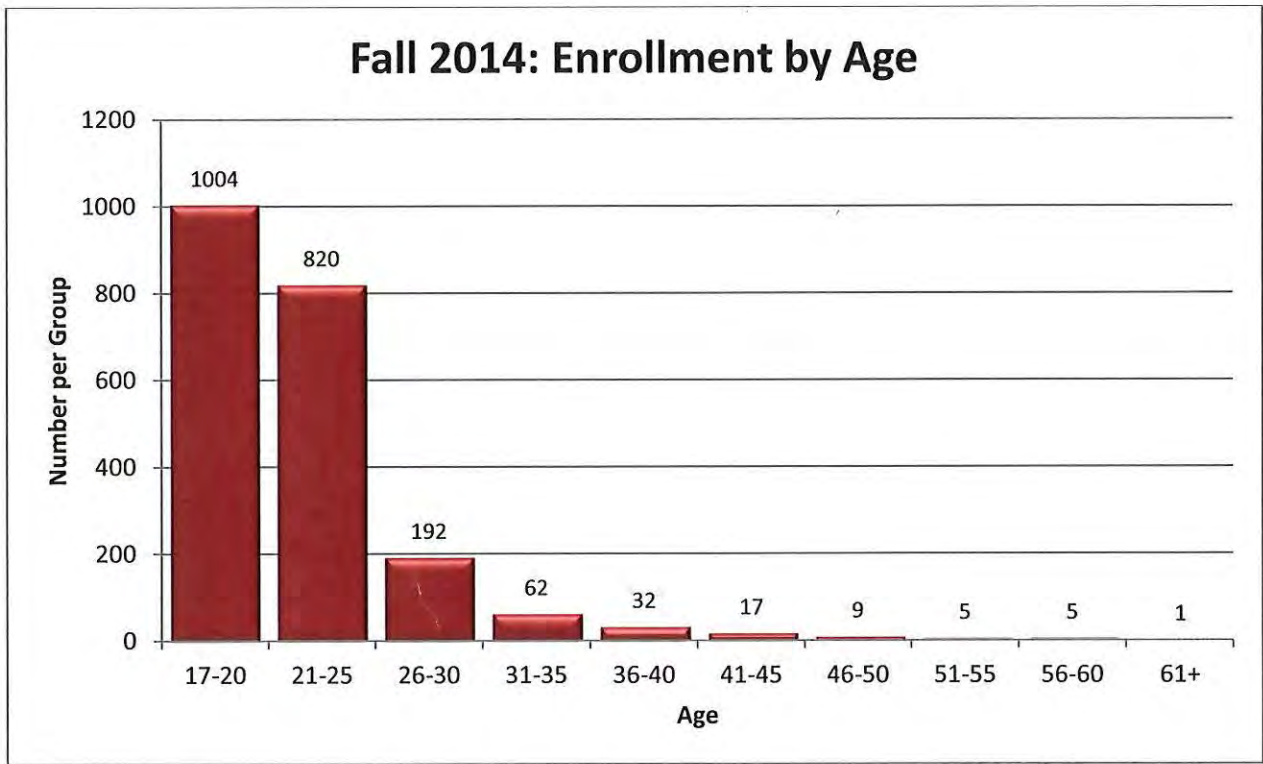


STUDENT PROFILE: FALL 2014

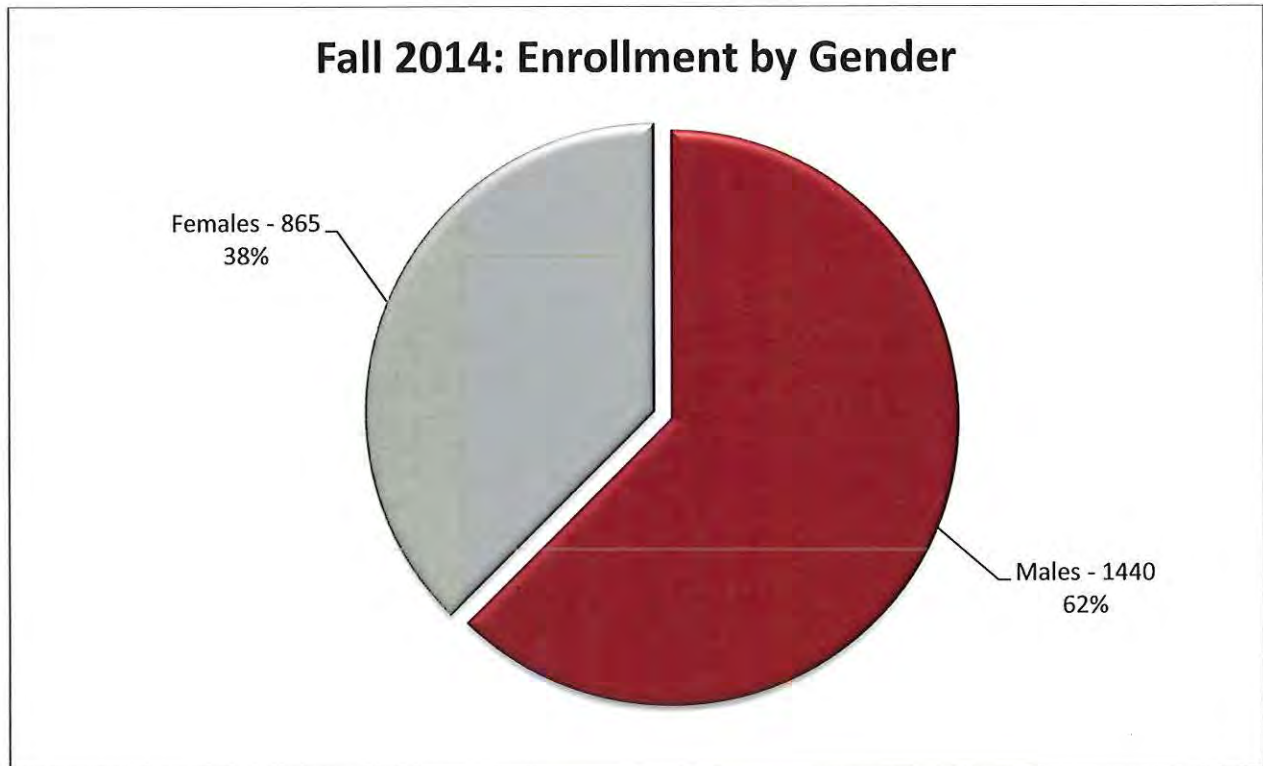
Fall 2014: Enrollment by Major, Gender and Race/Ethnicity												
Major by Gender			Race/Ethnicity								Total	
			AO	BO	HA	IN	IO	MA	PO	UK		WO
GACD	Gender	F	1	1	11		0	1			40	54
		M	1	1	8		1	2			41	54
	Total		2	2	19		1	3			81	108
MARA	Gender	F	5	2	29	0		3	0		81	120
		M	4	6	30	1		7	1		207	256
	Total		9	8	59	1		10	1		288	376
MARB	Gender	F	11	7	85	6	1	20	1	2	317	450
		M	8	5	36	3	1	11	0	1	143	208
	Total		19	12	121	9	2	31	1	3	460	658
MARF	Gender	F			2		0				2	4
		M			3		2				22	27
	Total				5		2				24	31
MARM	Gender	F				1		0			16	17
		M				1		1			10	12
	Total					2		1			26	29
MARR	Gender	F	0	0	5	0		0			14	19
		M	6	6	17	3		10			147	189
	Total		6	6	22	3		10			161	208
MARS	Gender	F		1	6			1		1	12	21
		M		0	5			1		0	18	24
	Total			1	11			2		1	30	45
MART	Gender	F	0	1	2	1	0	0	0	2	28	34
		M	3	6	40	0	2	9	1	2	287	350
	Total		3	7	42	1	2	9	1	4	315	384
MASE	Gender	F	2	0	10	1		0	1	0	30	44
		M	1	1	32	1		8	1	1	145	190
	Total		3	1	42	2		8	2	1	175	234
MAST	Gender	F	0	3	6	1		2		1	22	35
		M	2	0	3	0		0		0	22	27
	Total		2	3	9	1		2		1	44	62
MMAL	Gender	F	0	0	0	0		0		1	6	7
		M	1	2	1	2		1		1	32	40
	Total		1	2	1	2		1		2	38	47
OCRE	Gender	F			7	0	0	0	1		40	48
		M			8	1	1	1	0		31	42
	Total				15	1	1	1	1		71	90
USGA	Gender	F			0			0			7	7
		M			1			1			7	9
	Total				1			1			14	16
Non TAMUG Majors	Gender	F			2						3	5
		M			1	4		1			6	12
	Total				3	4		1			9	17
Total	Gender	F	19	15	165	10	1	27	3	7	618	865
		M	26	27	185	16	7	53	3	5	1118	1440
	Total		45	42	350	26	8	80	6	12	1736	2305

Race/Ethnicity classifications are based on federal categories which coincide with IPEDS.
 AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White

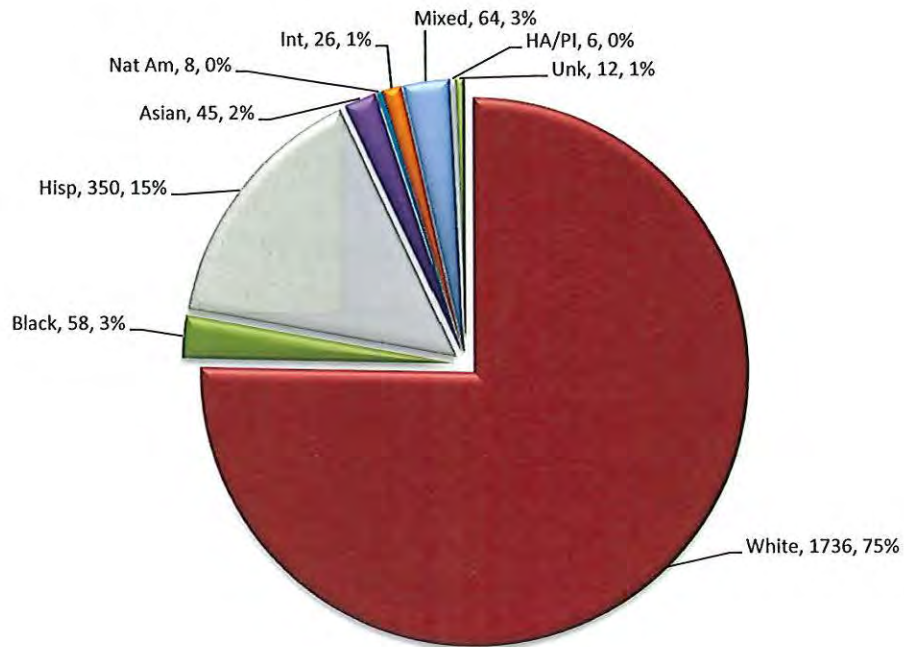
Non-TAMUG majors include BIMS, NRCS, OCNG, and RASM.



Enrollment by Age: Undergraduate only, Post-baccalaureate, Masters and PhD excluded

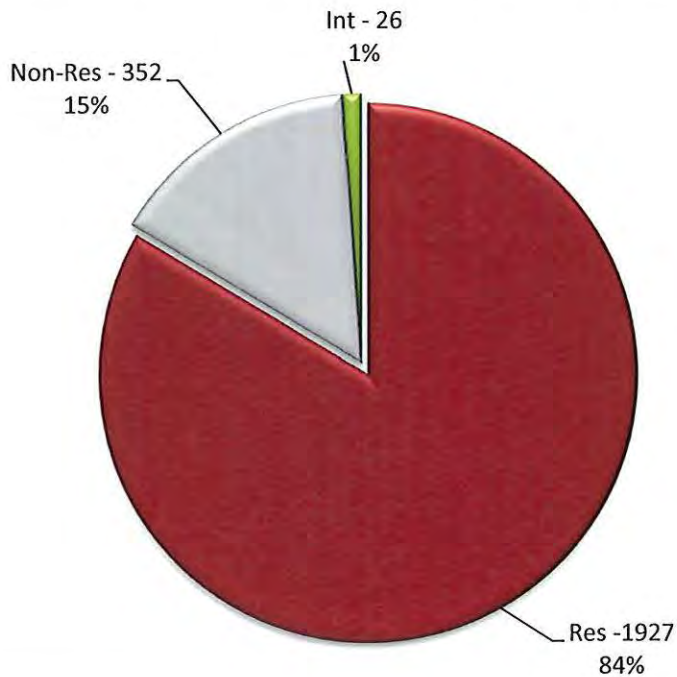


Fall 2014: Enrollment by Ethnicity



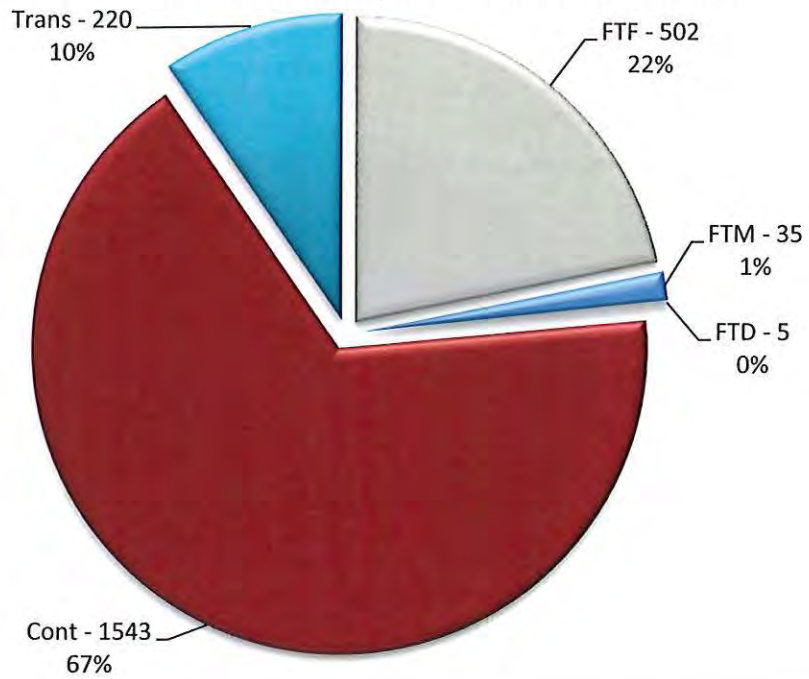
Ethnicity is based on federal classifications

Fall 2014: Enrollment by Residency



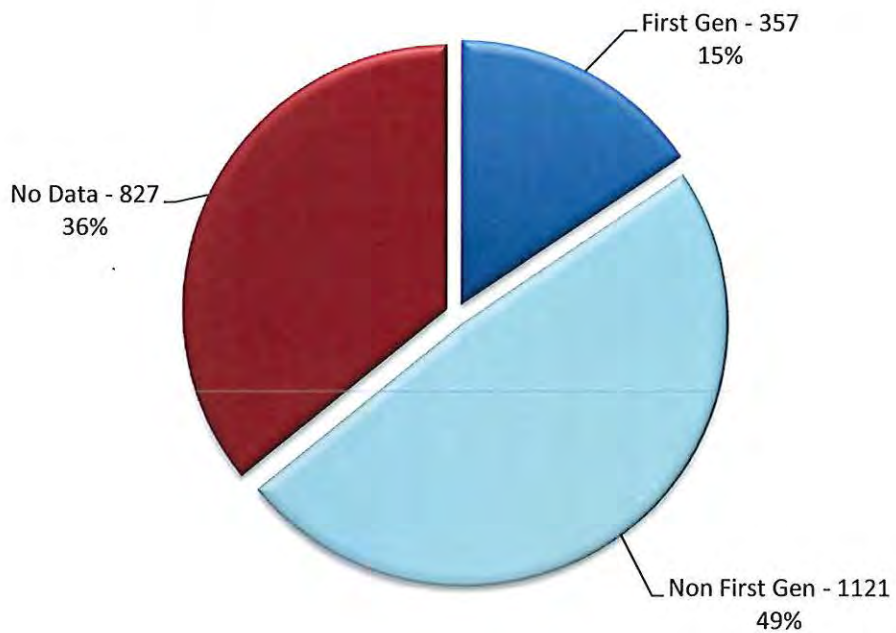
Non-resident includes 40 states plus Puerto Rico. International represents 23 countries.

Fall 2014: Enrollment by Admission Status



FTF = first time freshmen; FTM = first time masters; FTD = first time doctorates; Trans = transfers; Cont. = continuing student

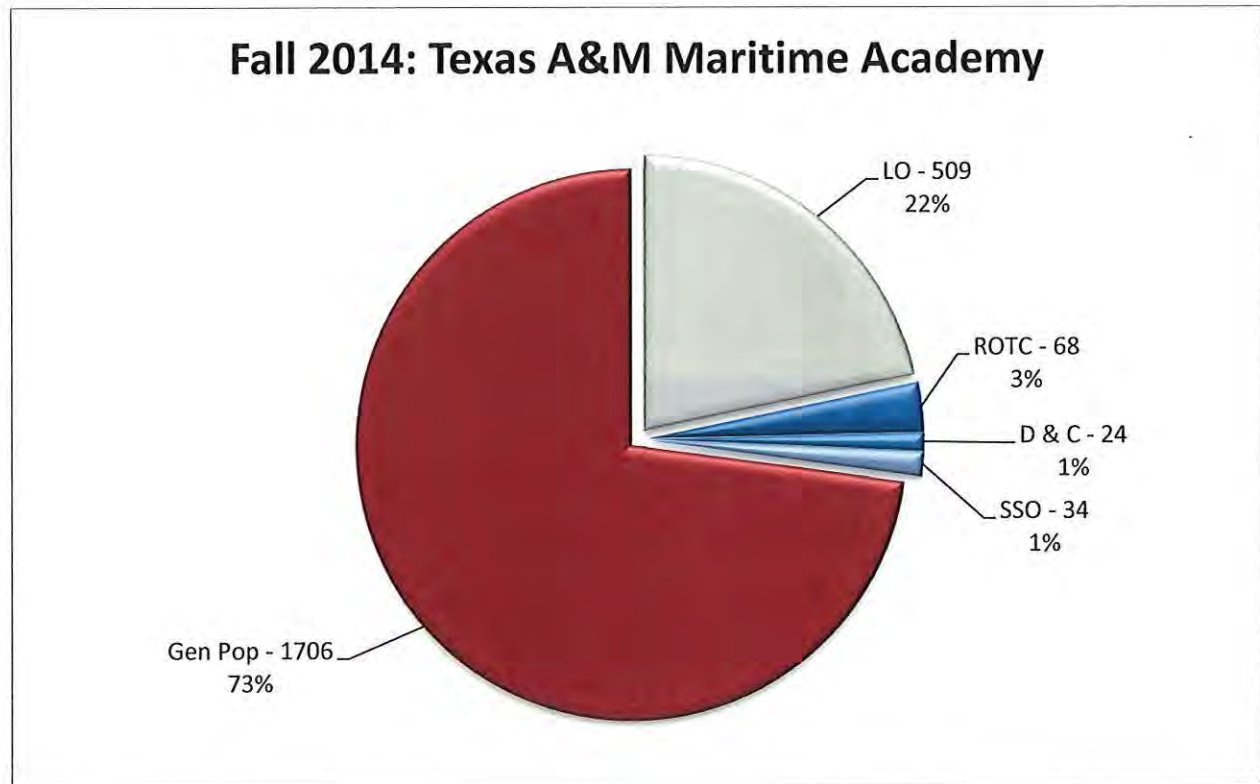
Fall 2014: First Generation



Extrapolation of the data would bring the total for first generation to 557 at 24.15%.

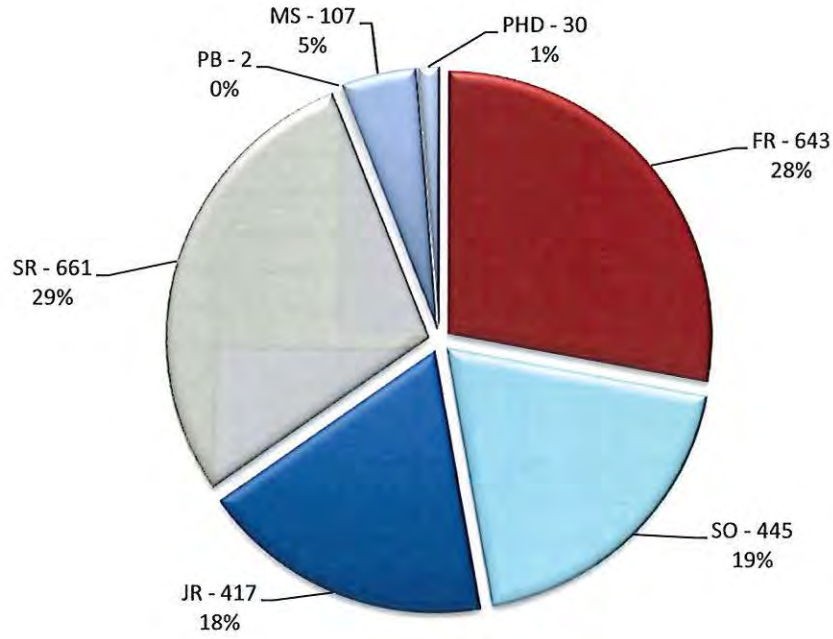
Fall 2014: Enrollment by Major and Classification								
Major	Classification							Total
	Freshman	Sophomore	Junior	Senior	Postbac	Masters	PhD	
GACD	74	25	6	3	0	0	0	108
MARA	71	79	103	121	2	0	0	376
MARB	179	131	115	187	0	23	23	658
MARF	9	7	4	11	0	0	0	31
MARM	0	0	0	0	0	29	0	29
MARR	68	37	30	73	0	0	0	208
MARS	15	13	8	9	0	0	0	45
MART	92	71	78	143	0	0	0	384
MASE	99	41	38	56	0	0	0	234
MAST	14	15	9	24	0	0	0	62
MMAL	0	0	0	0	0	47	0	47
OCRE	19	22	22	27	0	0	0	90
USGA	3	4	3	6	0	0	0	16
Non-TAMUG Majors			1	1		8	7	17
Total	643	445	417	661	2	107	30	2305

Non-TAMUG majors include BIMS, NRCS, OCNB, and RASM.

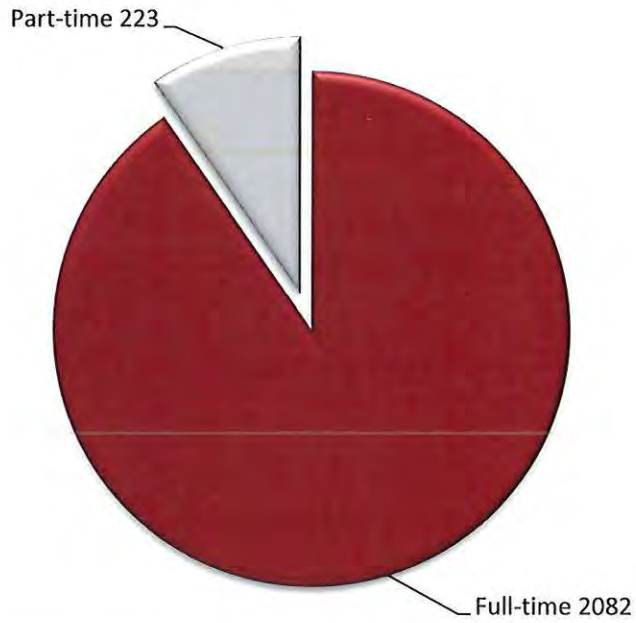


Corps enrollment is duplicated due to student participation in more than one academy activity; unduplicated numbers for the Corps is 599; total enrollment is 2305.

Fall 2014: Enrollment by Classification

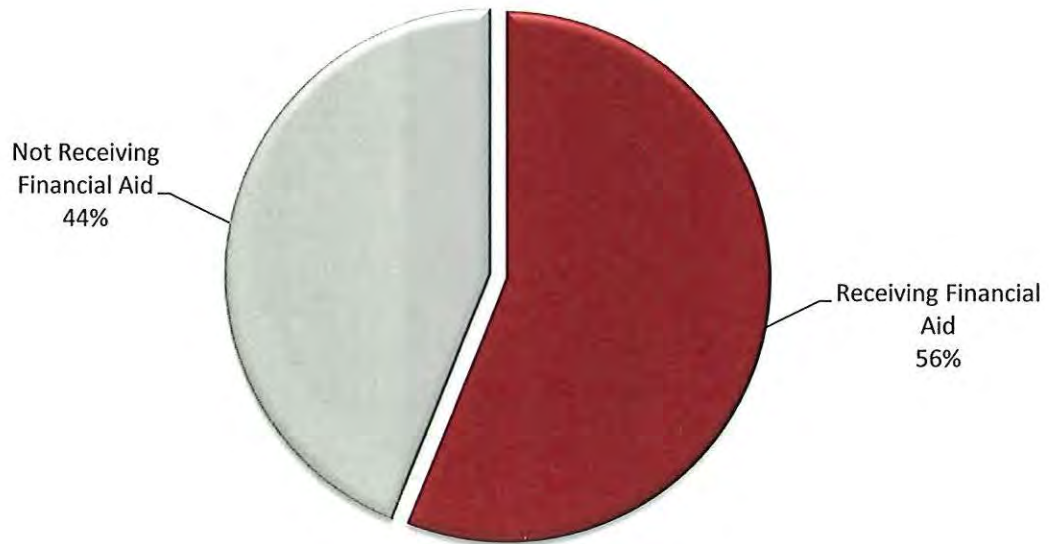


Fall 2014: Full and Part-time Enrollment



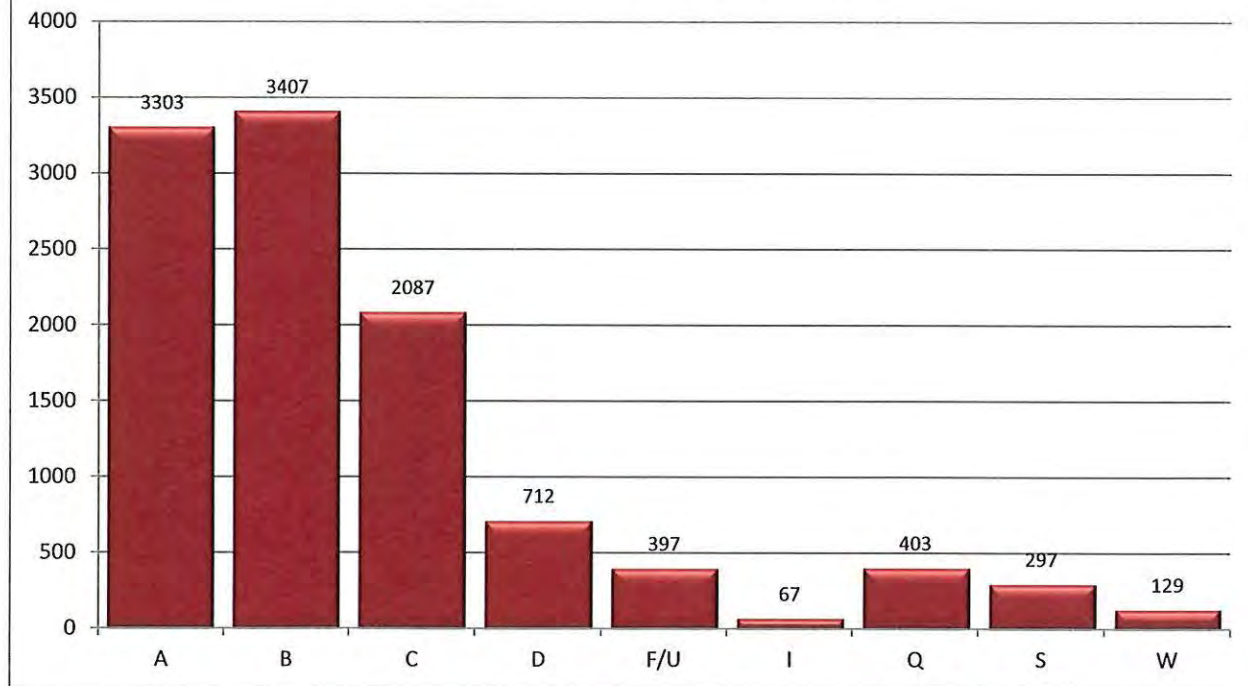
Full-time enrollment is based on 12 sch for Undergraduates, 9 sch for Masters, and 6 sch for PhD students.

Fall 2014: Financial Aid



Financial aid is inclusive of all classifications

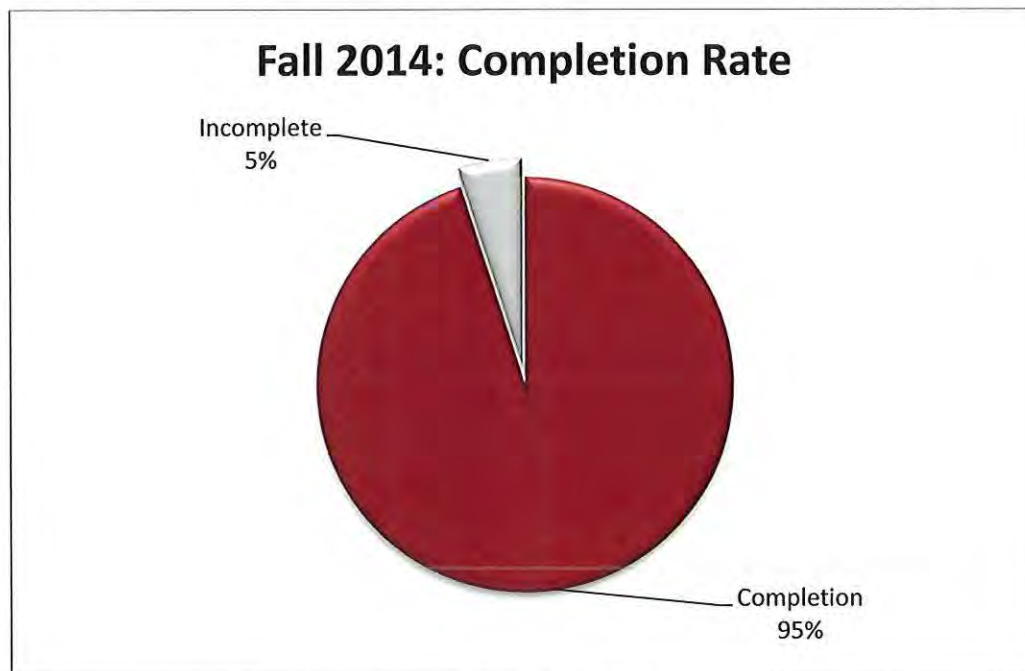
Fall 2014: Grade Distribution



Aggregate grade distribution includes only undergraduates



- Success Rate = total of grades A, B, C, D and S (Undergraduates only)
- Failure Rate = total of grades F/U
- Grades of I are not included in the calculation as these do not reflect either a completion or failure, rather work that may or may not be completed
- Grades of Q (permitted drop by student) and W are included in order to provide a global perspective



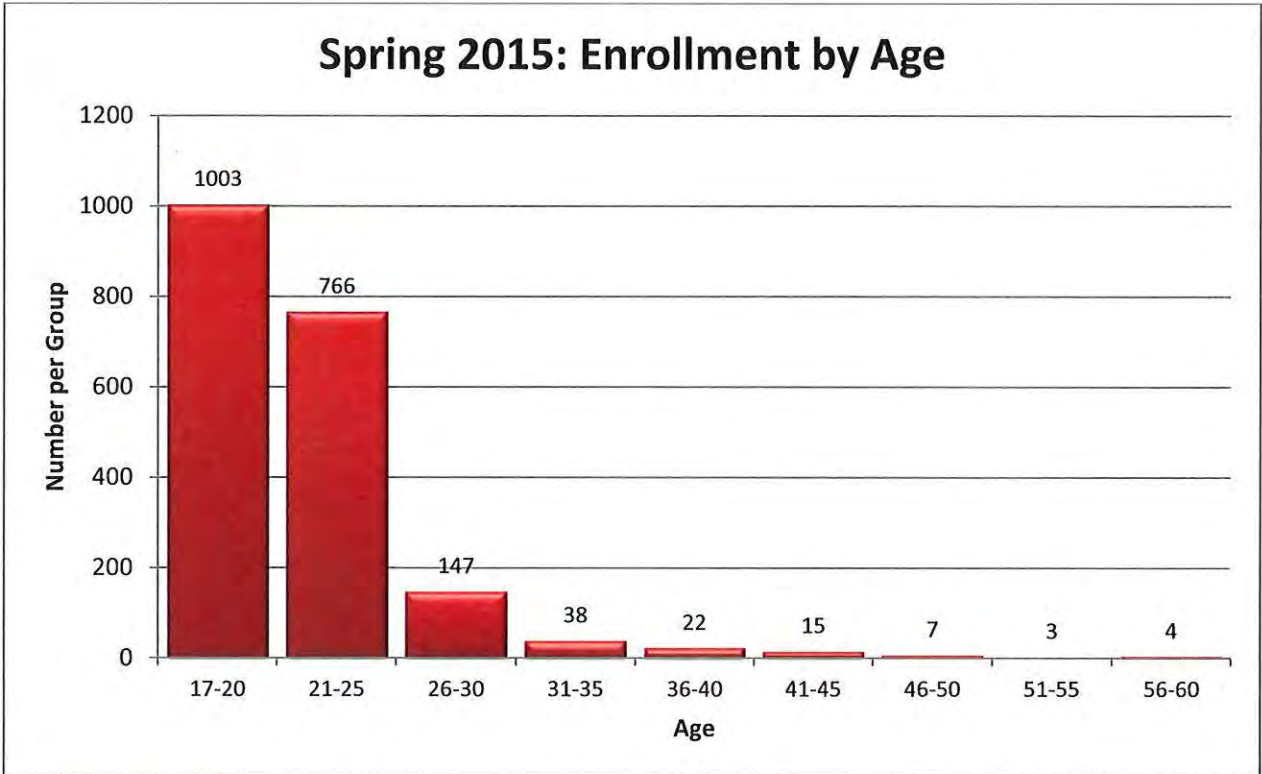
- Completion Rate = total of grades A, B, C, D, F/U and S (Undergraduates only)
- Completion Rate is defined as conclusion of a class based on assigned grade
- Incompletion Rate = total of grades Q and W
- Grades of I are not included in the calculation as these do not reflect either a completion or failure, rather work that may or may not be completed

STUDENT PROFILE: SPRING 2015

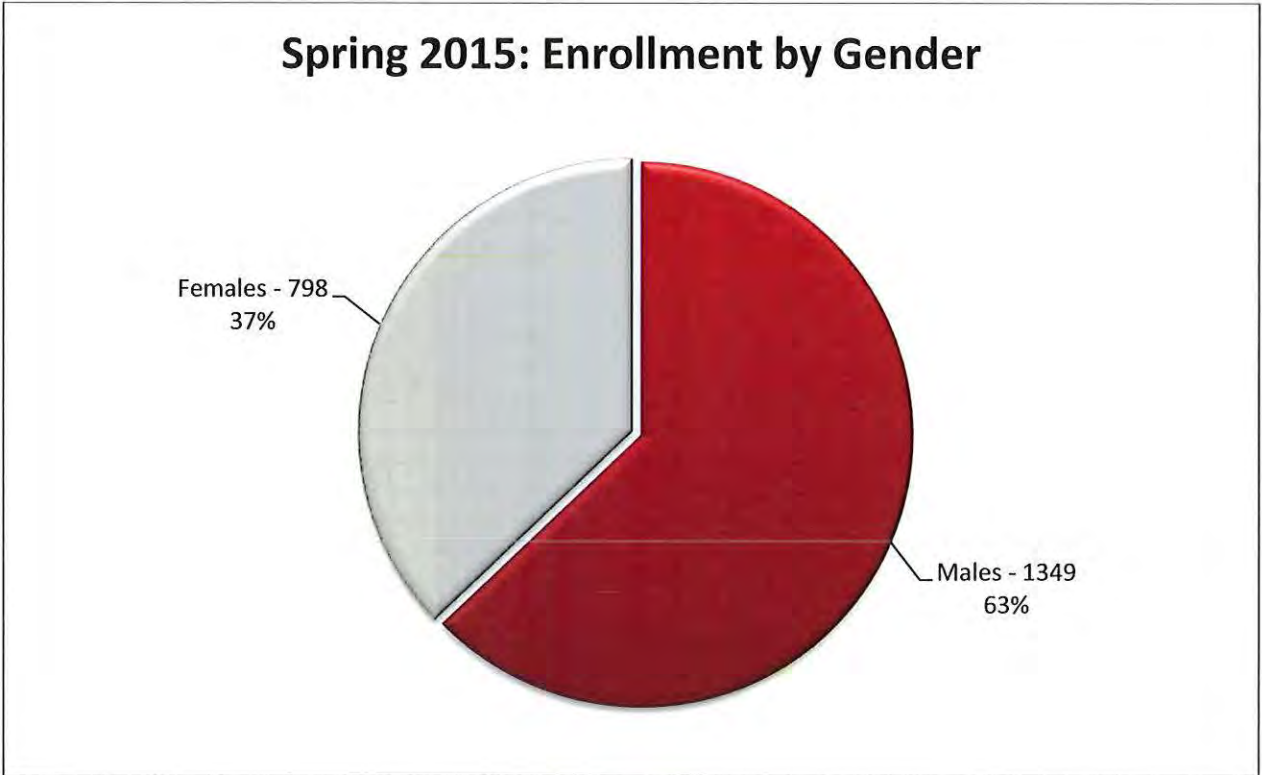
Spring 2015: Enrollment by Major, Gender, and Race/Ethnicity												
Major by Gender			Race/Ethnicity								Total	
			AO	BO	HA	IN	IO	MA	PO	UK		WO
GACD	Gender	F	1	1	7			0			26	35
		M	0	2	5			3			36	46
	Total		1	3	12			3			62	81
MARA	Gender	F	2	2	25	1		3	0		88	121
		M	3	0	27	1		8	1		210	250
	Total		5	2	52	2		11	1		298	371
MARB	Gender	F	10	6	76	6	1	14	1	2	280	396
		M	8	4	34	3	1	9	0	0	124	183
	Total		18	10	110	9	2	23	1	2	404	579
MARF	Gender	F			2	0	0				1	3
		M			3	1	1				18	23
	Total				5	1	1				19	26
MARM	Gender	F			0	1		0			15	16
		M			1	1		2			8	12
	Total				1	2		2			23	28
MARR	Gender	F	0	0	7	0		0			15	22
		M	6	6	13	4		8			134	171
	Total		6	6	20	4		8			149	193
MARS	Gender	F		1	6			1		1	12	21
		M		0	5			1		0	14	20
	Total			1	11			2		1	26	41
MART	Gender	F	0	1	2	1	0	0	0	1	25	30
		M	3	5	40	0	2	8	1	2	274	335
	Total		3	6	42	1	2	8	1	3	299	365
MASE	Gender	F	1		12	2		2		0	24	41
		M	1		28	2		8		1	138	178
	Total		2		40	4		10		1	162	219
MAST	Gender	F	0	3	6			1		1	22	33
		M	2	0	5			0		0	20	27
	Total		2	3	11			1		1	42	60
MMAL	gender	F	0	0	1	1		0		0	7	9
		M	1	2	1	2		1		1	34	42
	Total		1	2	2	3		1		1	41	51
OCRE	Gender	F			7	0	0	2	1		41	51
		M			8	2	1	1	0		34	46
	Total				15	2	1	3	1		75	97
USGA	Gender	F			1			0			12	13
		M			1			1			6	8
	Total				2			1			18	21
Non TAMUG Majors	Gender	F		1	1						5	7
		M			1	2		1			4	8
	Total			1	2	2		1			9	15
Total	Gender	F	14	15	153	12	1	23	2	5	573	798
		M	24	19	172	18	5	51	2	4	1054	1349
	Total		38	34	325	30	6	74	4	9	1627	2147

Race/Ethnicity classifications are based on federal categories which coincide with IPEDS.
 AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White

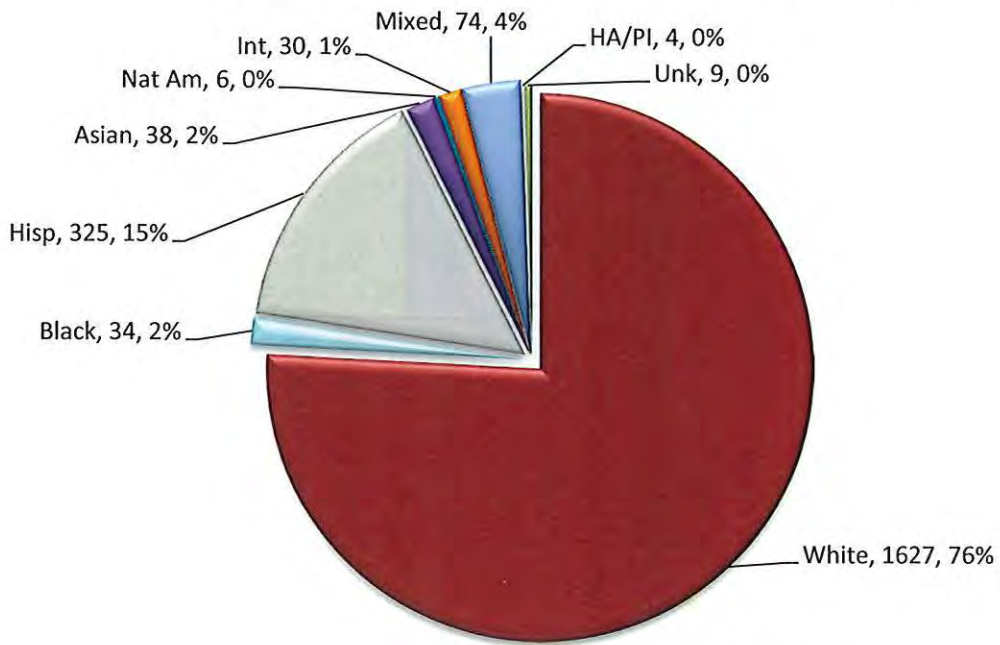
Non-TAMUG majors include ANTH, GEOG, KINE, NRCS, OCNM, SOCI and WISC.



Enrollment by Age: Undergraduate only, Post-baccalaureate, Masters and PhD excluded

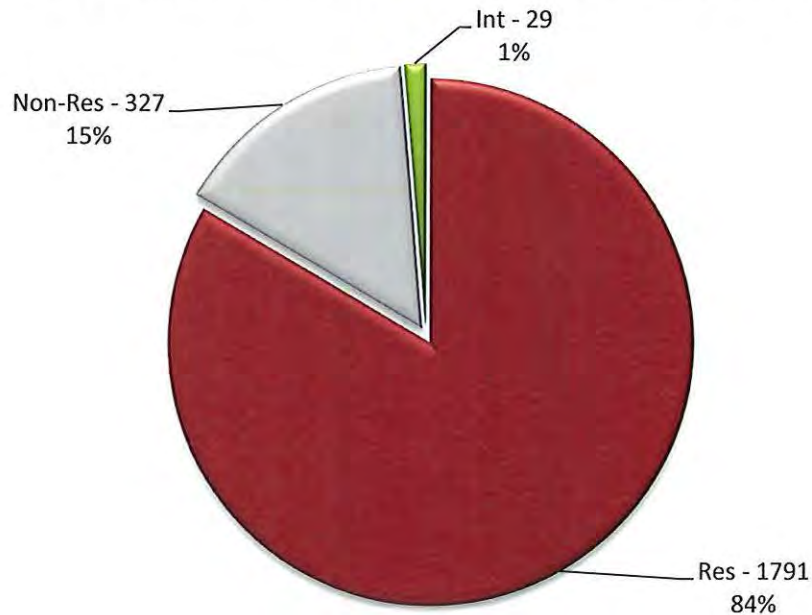


Spring 2015: Enrollment by Ethnicity



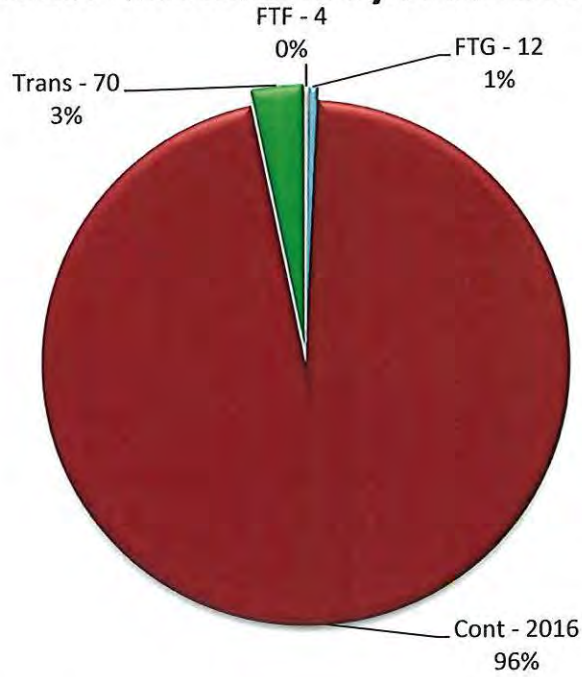
Ethnicity is based on federal classifications

Spring 2015: Enrollment by Residency



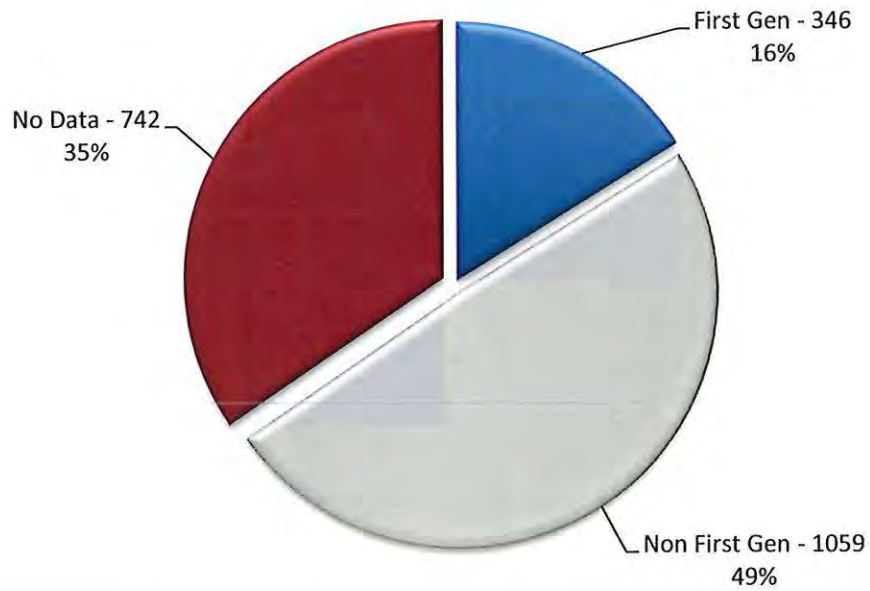
Non-resident includes 41 states plus the Virgin Islands and Puerto Rico. International represents 22 countries.

Spring 2015: Enrollment by Admission Status



FTF = first time freshmen; FTG = first time graduates; Trans = transfers; Cont. = continuing student

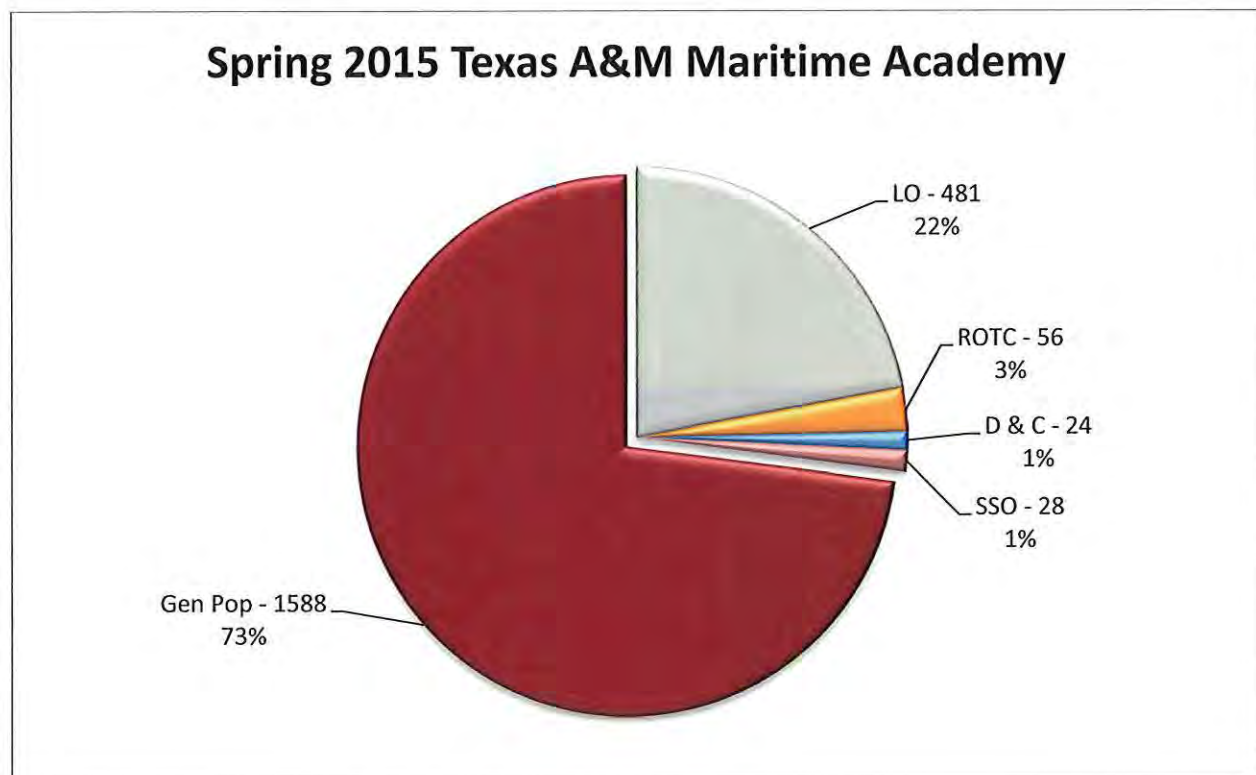
Spring 2015: First Generation



Extrapolation of the data would bring the total for first generation to 529 at 24.62%.

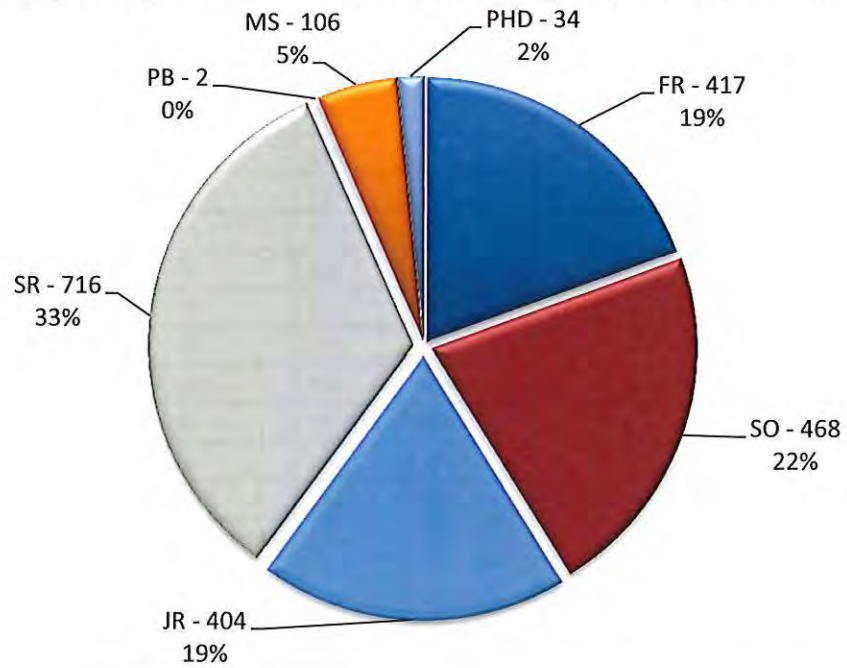
Spring 2015: Enrollment by Major and Classification								
Major	Classification							Total
	Freshman	Sophomore	Junior	Senior	Postbac	Masters	PhD	
GACD	49	26	2	4	0	0	0	81
MARA	61	81	101	127	1	0	0	371
MARB	109	117	108	198	1	20	26	579
MARF	4	5	5	12	0	0	0	26
MARM	0	0	0	0	0	28	0	28
MARR	46	36	29	82	0	0	0	193
MARS	10	14	8	9	0	0	0	41
MART	50	96	69	150	0	0	0	365
MASE	56	47	45	68	0	1	2	219
MAST	9	18	12	21	0	0	0	60
MMAL	0	0	0	0	0	51	0	51
OCRE	18	22	21	36	0	0	0	97
USGA	5	5	3	8	0	0	0	21
Non-TAMUG Majors		1	1	1		6	6	15
Total	417	468	404	716	2	106	34	2147

Non-TAMUG majors include ANTH, GEOG, KINE, NRCS, OCNB, SOCI and WISC.

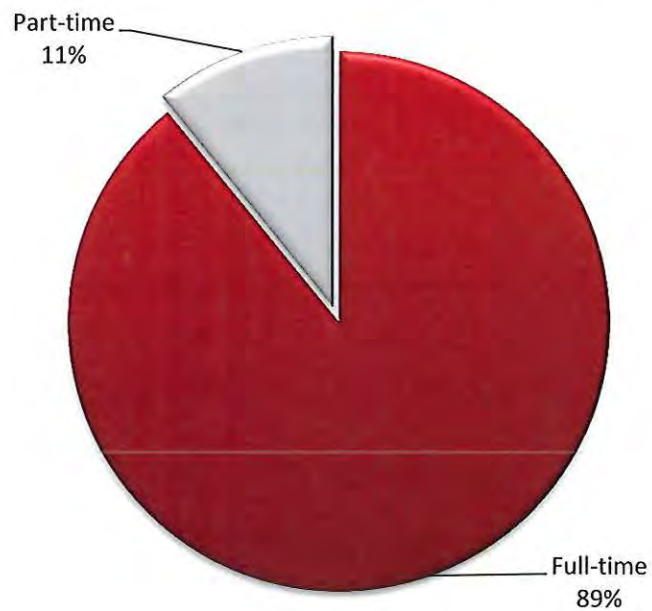


Corps enrollment is duplicated due to student participation in more than one academy activity; unduplicated numbers for the Corps is 559; total enrollment is 2147

Spring 2015: Enrollment by Classification

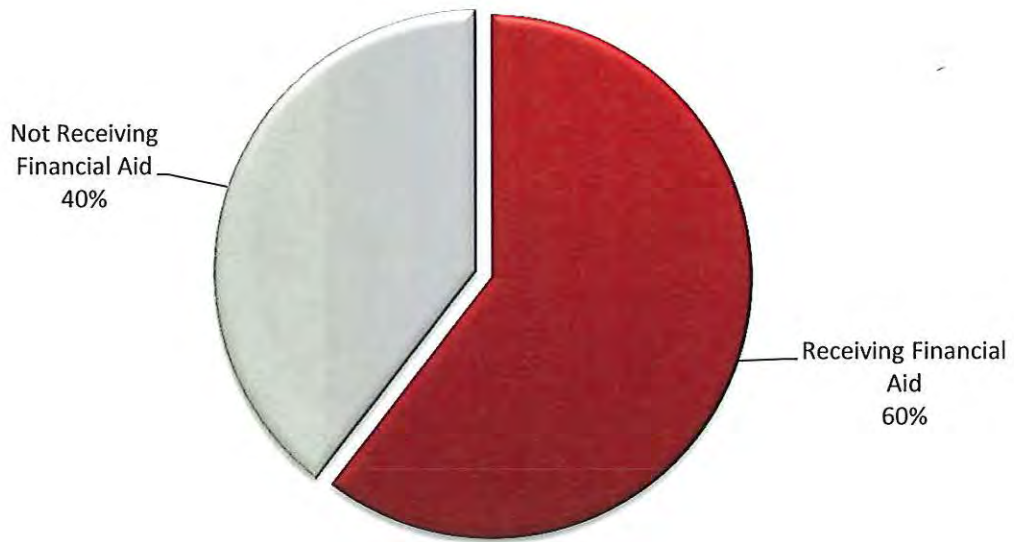


Spring 2015: Full and Part-time Enrollment



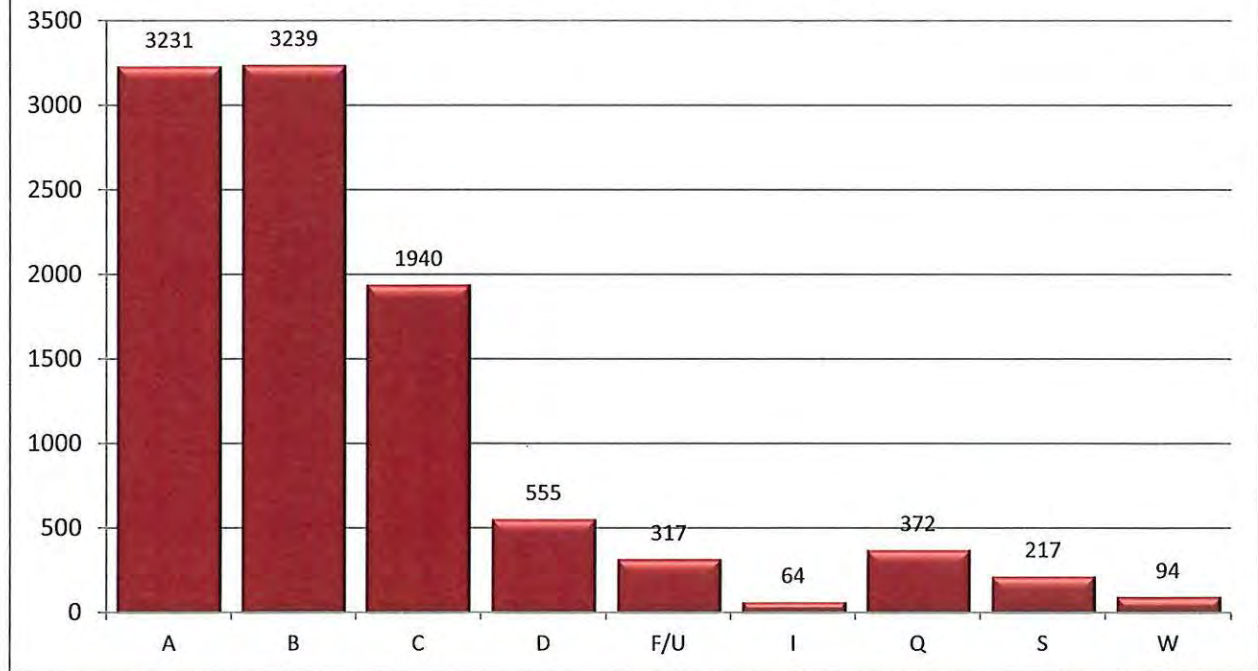
Full-time enrollment is based on 12 sch for Undergraduates, 9 sch for Masters, and 6 sch for PhD students.

Spring 2015: Financial Aid



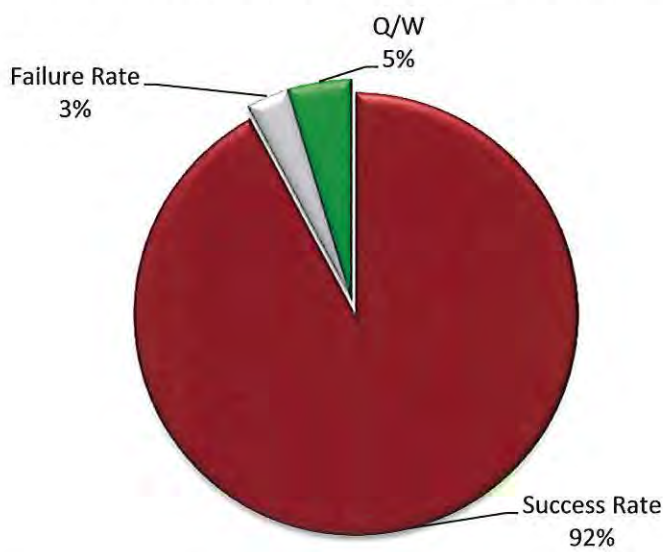
Financial aid is inclusive of all classifications

Spring 2015: Grade Distribution



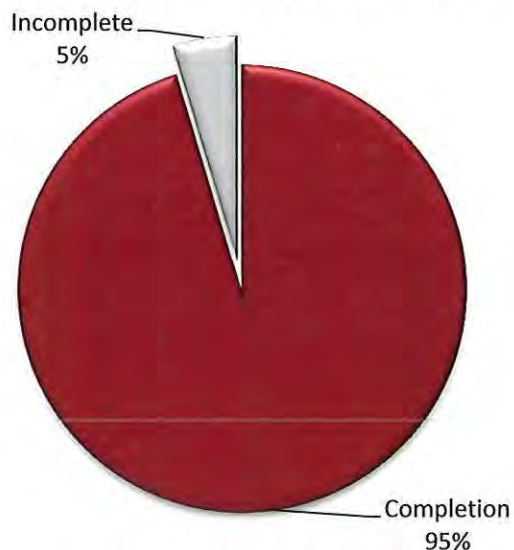
Aggregate grade distribution includes only undergraduates

Spring 2015: Success Rate



- Success Rate = total of grades A, B, C, D and S (Undergraduates only)
- Failure Rate = total of grades F/U
- Grades of I are not included in the calculation as these do not reflect either a completion or failure, rather work that may or may not be completed
- Grades of Q (permitted drop by student – only three are allowed) and W are included in order to provide a global perspective

Spring 2015: Completion Rate



- Completion Rate = total of grades A, B, C, D, F/U and S (Undergraduates only)
- Completion Rate is defined as conclusion of a class based on assigned grade
- Incompletion Rate = total of grades Q and W
- Grades of I are not included in the calculation as these do not reflect either a completion or failure, rather work that may or may not be completed

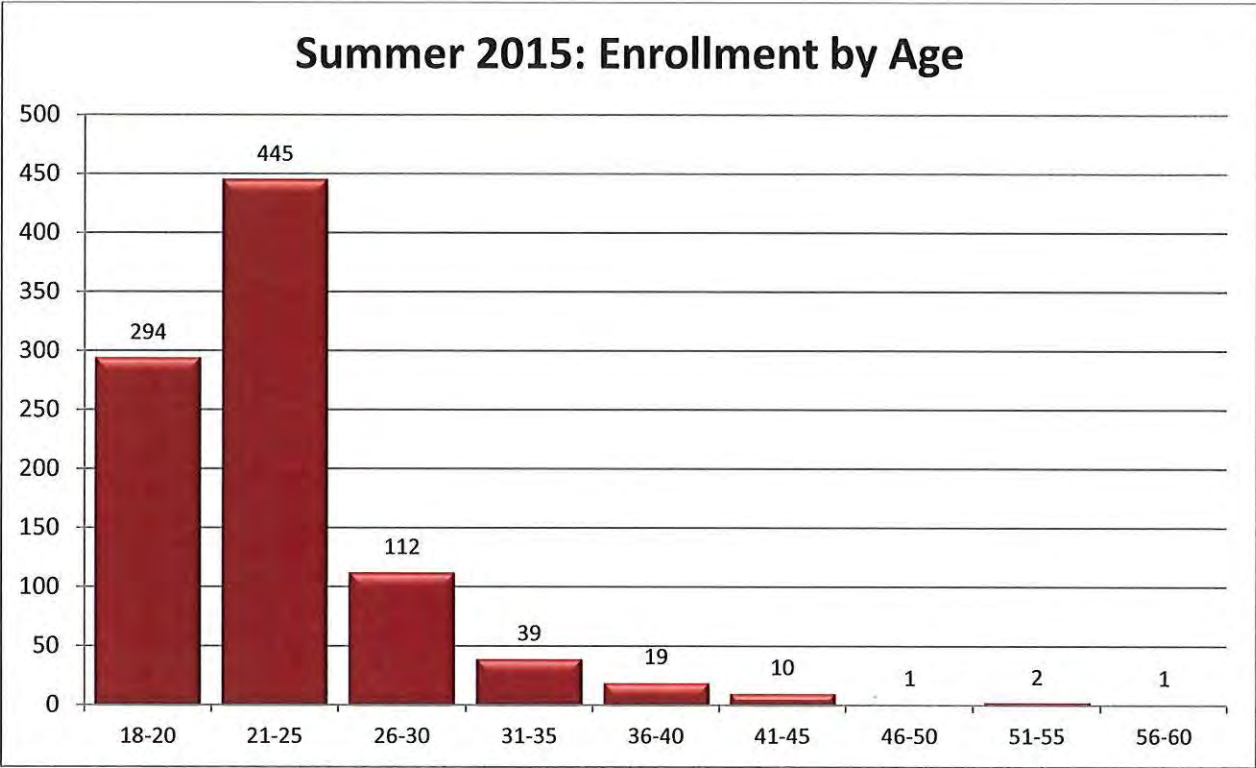
STUDENT PROFILE: SUMMER 2015

Summer 2015: Enrollment by Major, Gender and Race/Ethnicity												
Major by Gender			Race/Ethnicity								Total	
			AO	BO	HA	IN	IO	MA	PO	UK		WO
LIST	Gender	F	0		4			0			13	17
		M	1		1			2			17	21
	Total		1		5			2			30	38
MARA	Gender	F	1	1	11			1		0	44	58
		M	1	0	12			1		1	87	102
	Total		2	1	23			2		1	131	160
MARB	Gender	F	2	2	16	3	1	4		2	70	100
		M	2	0	15	2	1	2		0	28	50
	Total		4	2	31	5	2	6		2	98	150
MARF	Gender	F			1						0	1
		M			1						6	7
	Total				2						6	8
MARM	Gender	F				0		0			5	5
		M				1		1			3	5
	Total					1		1			8	10
MARR	Gender	F	0	0	1			0			9	10
		M	3	5	8			4			67	87
	Total		3	5	9			4			76	97
MARS	Gender	F			1					1	2	4
		M			1					0	8	9
	Total				2					1	10	13
MART	Gender	F	0	0	3		0	0	0	1	18	22
		M	3	6	33		2	6	1	2	231	284
	Total		3	6	36		2	6	1	3	249	306
MASE	Gender	F			1	1		1			6	9
		M			3	0		0			27	30
	Total				4	1		1			33	39
MAST	Gender	F		1	2						3	6
		M		0	4						7	11
	Total			1	6						10	17
MMAL	Gender	F	0	0		0		0		0	2	2
		M	1	1		2		1		1	24	30
	Total		1	1		2		1		1	26	32
Non-TAMUG Majors	Gender	F	1		2			0			10	13
		M	0		3			2			7	12
	Total		1		5			2			17	25
OCRE	Gender	F			2	0		1			7	10
		M			3	1		0			7	11
	Total				5	1		1			14	21
USGA	Gender	F						0			2	2
		M						1			4	5
	Total							1			6	7
Total	Gender	F	4	4	44	4	1	7	0	4	191	259
		M	11	12	84	6	3	20	1	4	523	664
	Total		15	16	128	10	4	27	1	8	714	923

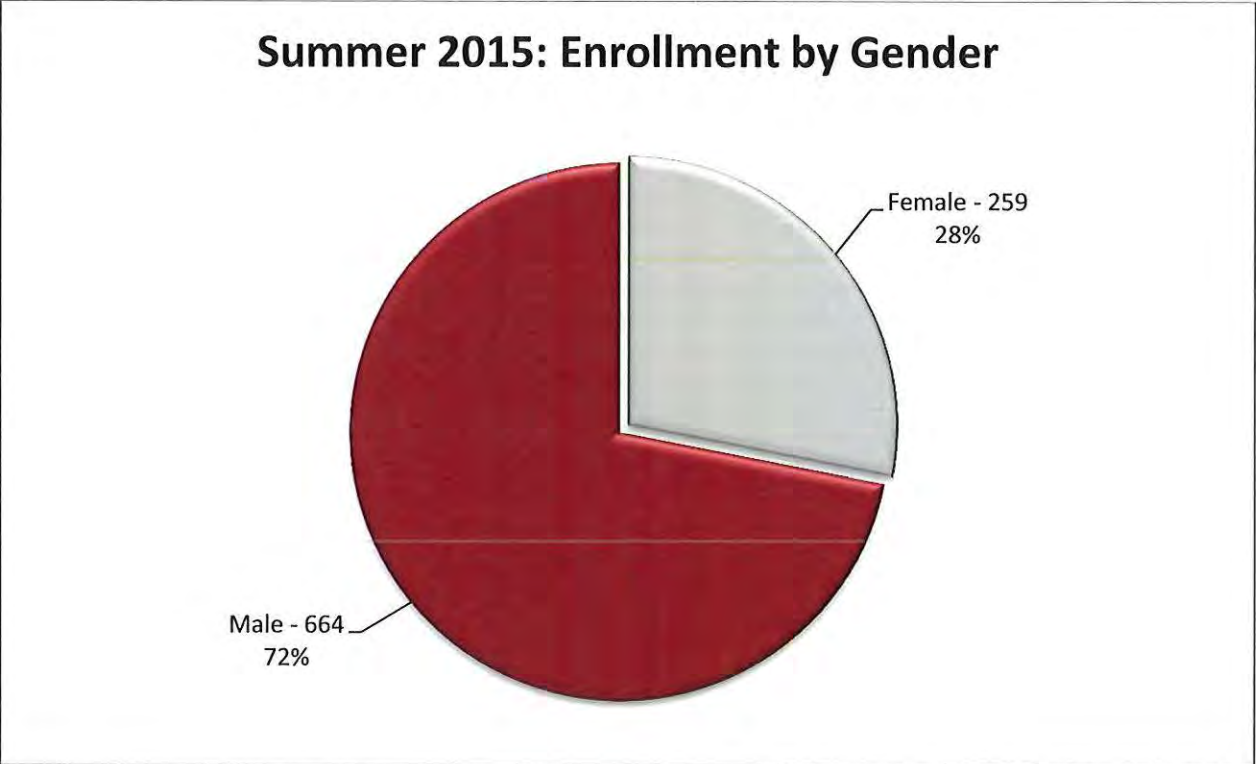
Race/Ethnicity classifications are based on federal categories which coincide with IPEDS.

AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White

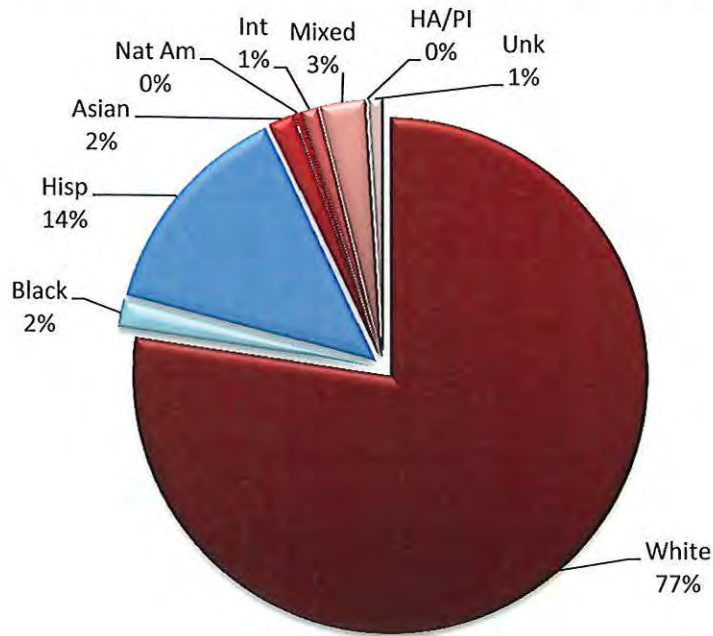
Non-TAMUG majors include AERO, BIMS, CEEN, ECON, ENGR, GEOG, GEST, HPED, MODL, NRCS, OCNB, SDPHYS, PSYC, SOCI and WFSC.



Enrollment by Age: Undergraduate only, Post-baccalaureate, Masters and PhD excluded

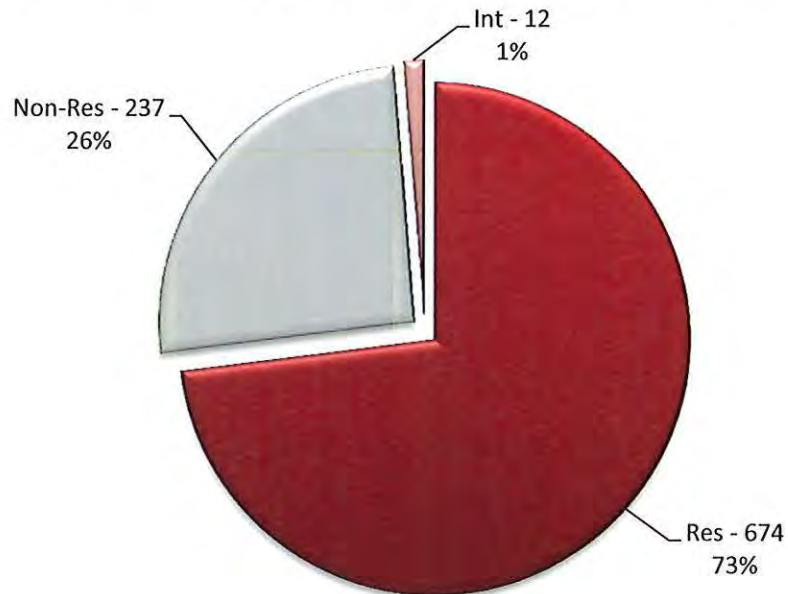


Summer 2015: Enrollment by Ethnicity



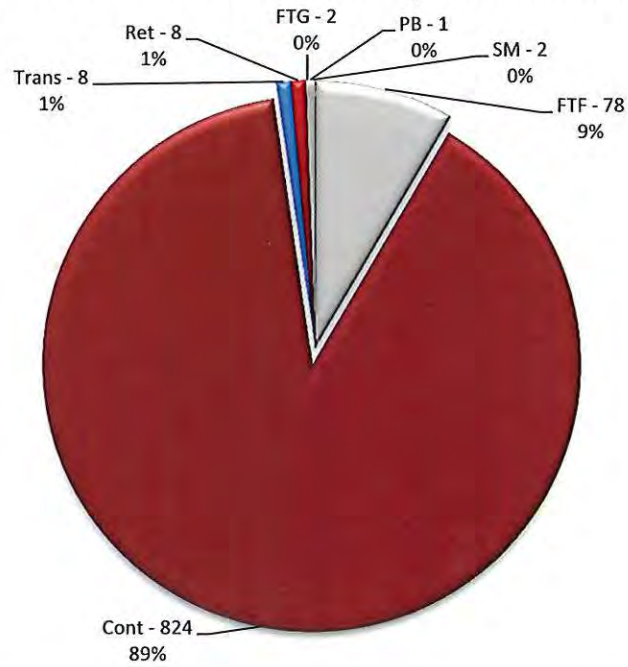
Ethnicity is based on federal classifications

Summer 2015: Enrollment by Residency



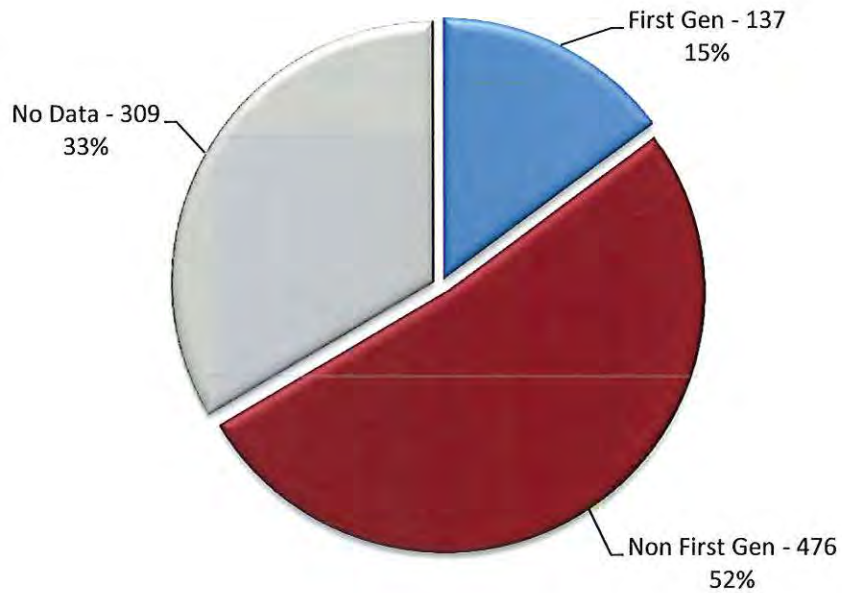
Non-resident includes 37 states plus the Virgin Islands. International represents 11 countries.

Summer 2015: Enrollment by Admission Status



FTF = first time freshmen; Trans = transfers; Cont. = continuing student; Ret = Returning; PB = Post-bac; SM= Sum transient; FTG = first time grad

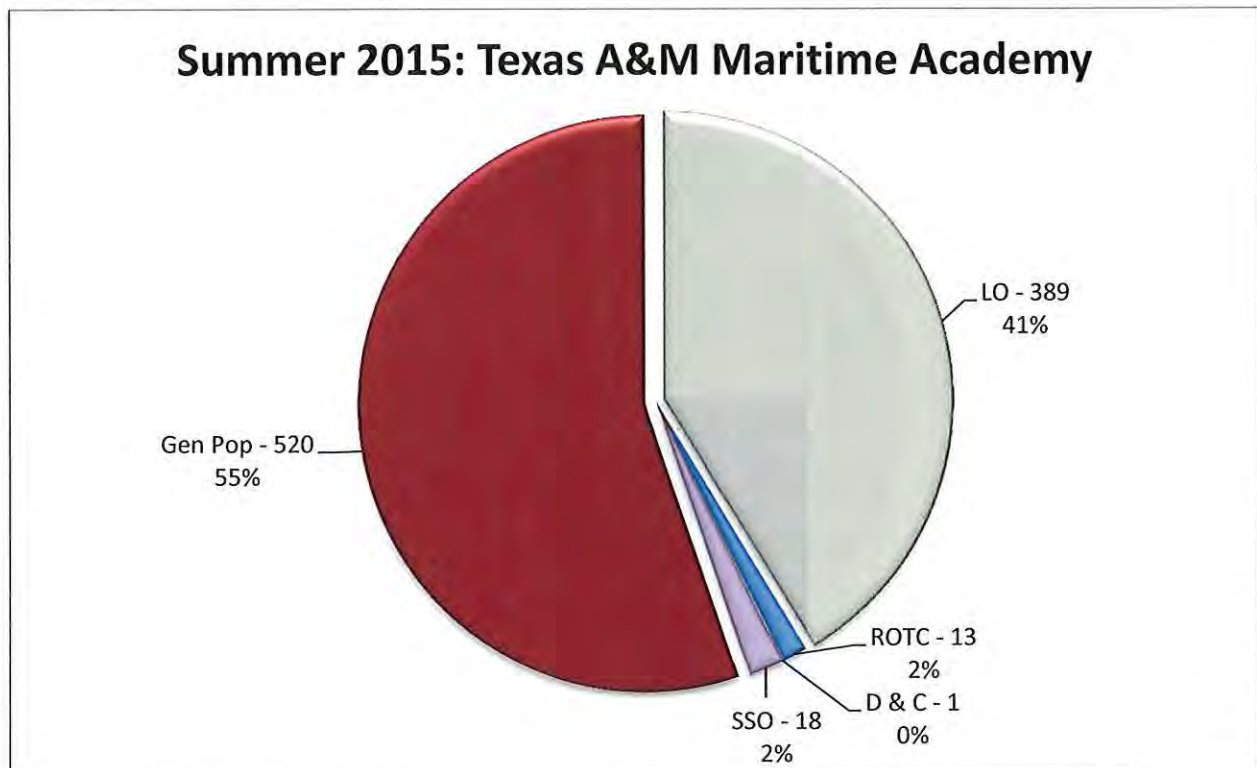
Summer 2015: First Generation



Extrapolation of the data would bring the total for first generation to 206 at 22.35%.

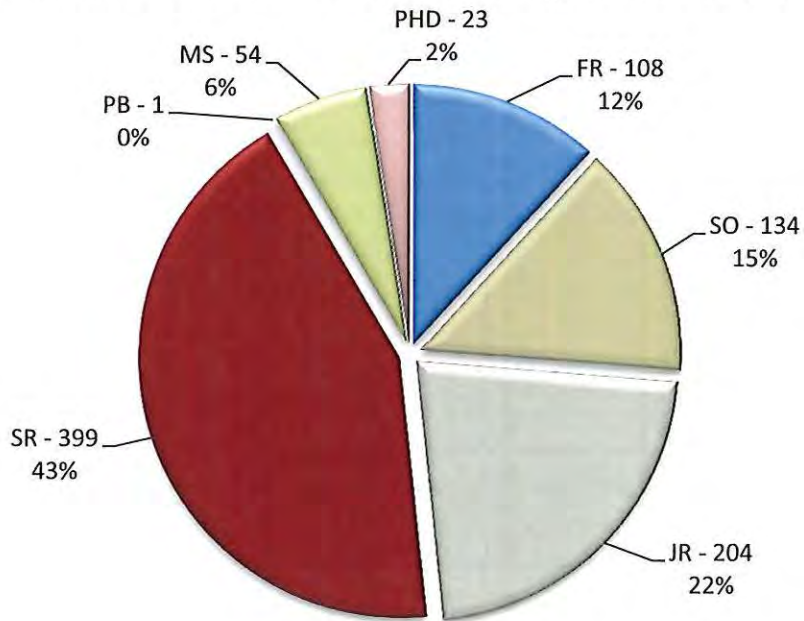
Summer 2015: Enrollment by Major and Classification								
Major	Classification							Total
	Freshman	Sophomore	Junior	Senior	Postbac	Masters	PhD	
LIST	26	7	1	4	0	0	0	38
MARA	12	23	49	76	0	0	0	160
MARB	23	9	30	61	0	9	18	150
MARF	0	0	2	6	0	0	0	8
MARM	0	0	0	0	0	10	0	10
MARR	7	12	27	51	0	0	0	97
MARS	4	3	2	4	0	0	0	13
MART	25	61	61	159	0	0	0	306
MASE	2	7	16	14	0	0	0	39
MAST	4	1	4	7	1	0	0	17
MMAL	0	0	0	0	0	32	0	32
OCRE	3	3	5	10	0	0	0	21
USGA	1	0	3	3	0	0	0	7
Non-TAMUG Majors	1	8	4	4	0	3	5	25
Total	108	134	204	399	1	54	23	923

Non-TAMUG majors include AERO, BIMS, CEEN, ECON, ENGR, GEOG, GEST, HPED, MODL, NRCS, OCNG, SDPHYS, PSYC, SOCI and WFSC.

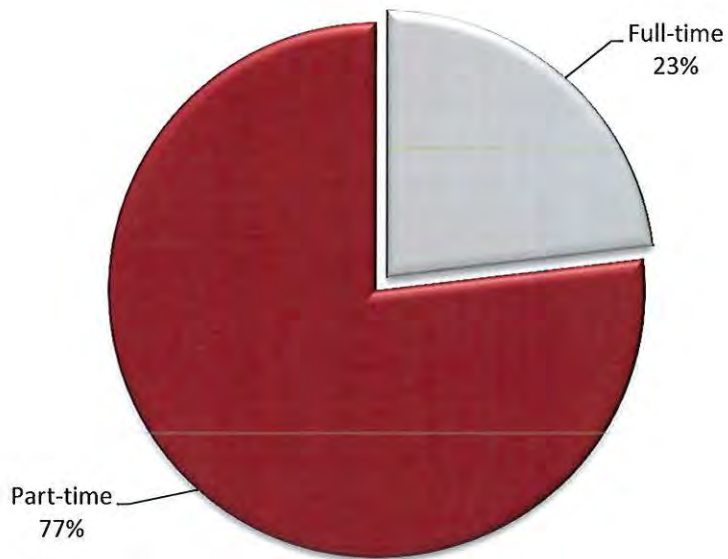


Corps enrollment is duplicated due to student participation in more than one academy activity; unduplicated numbers for the Corps is 403; total enrollment is 923.

Summer 2015: Enrollment by Classification

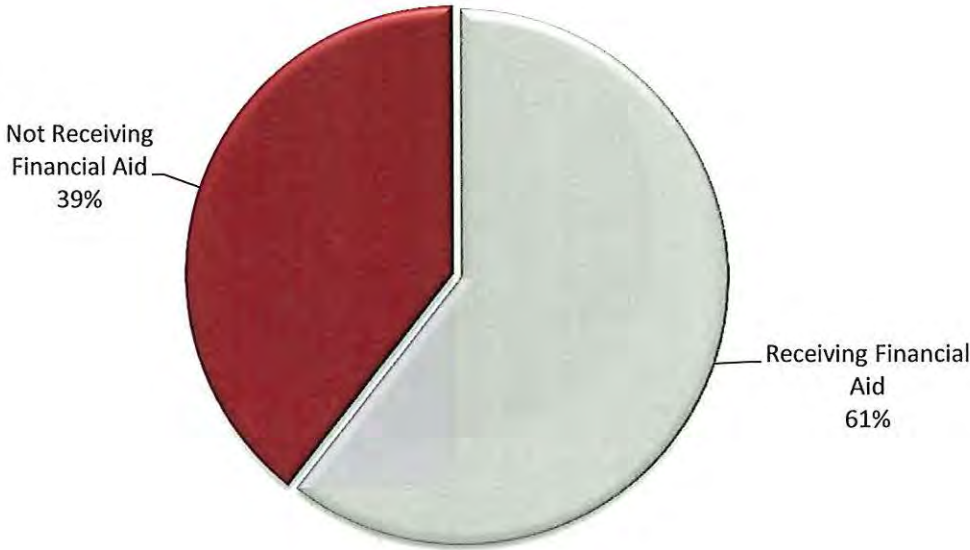


Summer 2015: Full and Part-time Enrollment



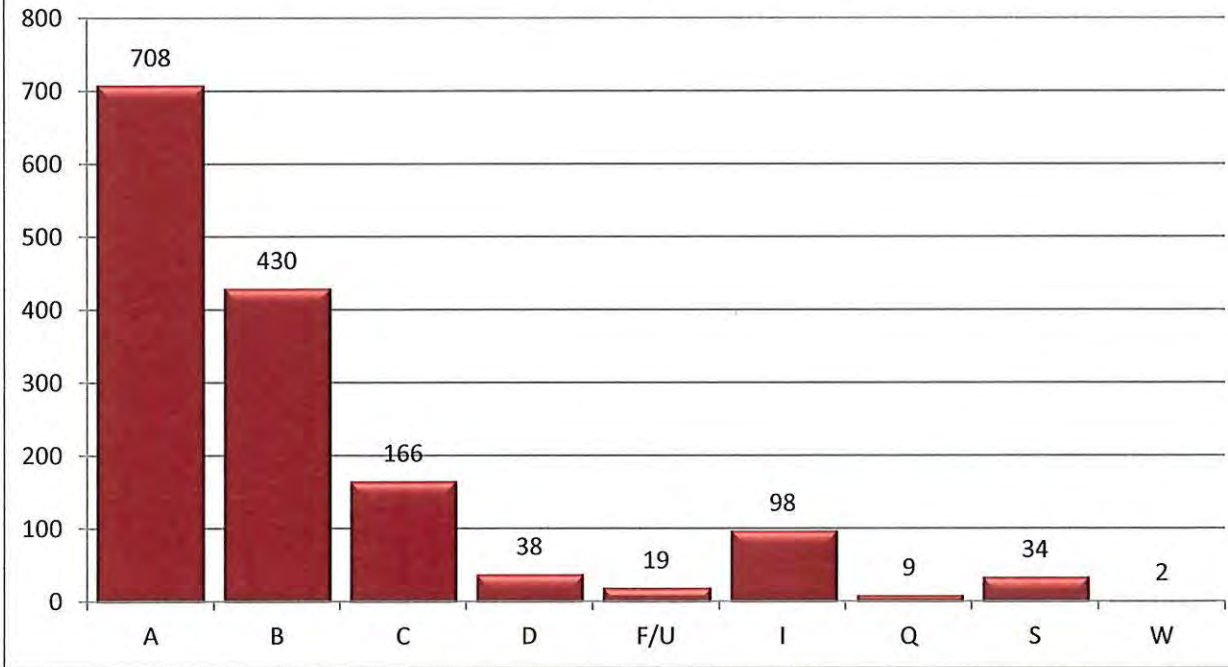
Full-time enrollment is based on 8 sch for Undergraduates and 6 sch for Graduates

Summer 2015: Financial Aid



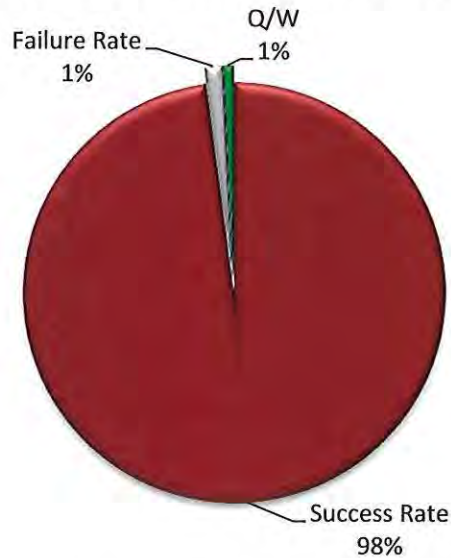
Financial aid is inclusive of all classifications

Summer 2015: Grade Distribution



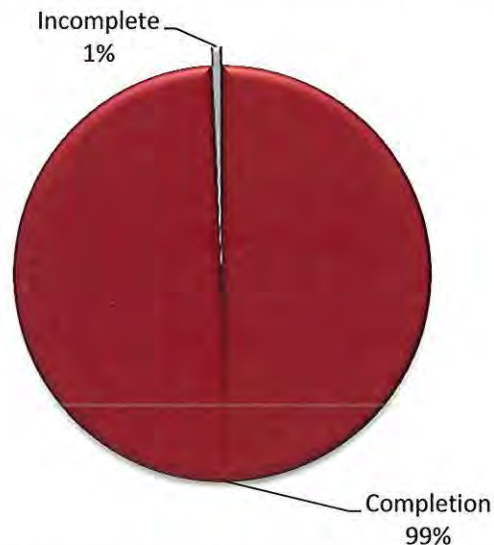
Aggregate grade distribution includes only undergraduates

Summer 2015: Success Rate



- Success Rate = total of grades A, B, C, D and S (Undergraduates only)
- Failure Rate = total of grades F
- Grades of I are not included in the calculation as these do not reflect either a completion or failure, rather work that may or may not be completed
- Grades of Q (permitted drop by student) and W are included in order to provide a global perspective

Summer 2015: Completion Rate



- Completion Rate = total of grades A, B, C, D, F/U and S (Undergraduates only)
- Completion Rate is defined as conclusion of a class based on assigned grade
- Incompletion Rate = total of grades Q and W
- Grades of I are not included in the calculation as these do not reflect either a completion or failure, rather work that may or may not be complete

Texas A&M Galveston has three commencement ceremonies during the academic school year, in December, May, and August. The following table provides information on the degrees awarded by A&M University at Galveston for the 2014-2015 academic year. The data is based on the CB009 report.

Degrees Conferred by Level, Major, Gender and Race/Ethnicity												
Level, Major and Gender			Race/Ethnicity									Total
			AO	BO	HA	IN	IO	MA	PO	UK	WO	
Bachelor's Ocean and Coastal Resources	Gender	F			3			0			4	7
		M			1			1			10	12
	Total			4			1			14	19	
Bachelor's Marine Fisheries	Gender	F			1		0				3	4
		M			1		1				4	6
	Total			2		1				7	10	
Bachelor's Marine Engineering Technology	Gender	F			1	0		0			2	3
		M			5	2		1			28	36
	Total			6	2		1			30	39	
Bachelor's Maritime Systems Engineering	Gender	F			0			0			1	1
		M			2			4			15	21
	Total			2			4			16	22	
Bachelor's Marine Biology	Gender	F	0	2	11		1	8		0	47	69
		M	2	0	6		0	2		1	25	36
	Total	2	2	17		1	10		1	72	105	
Bachelor's Maritime Studies	Gender	F		2	2						7	11
		M		0	1						4	5
	Total		2	3						11	16	
Bachelor's Marine Science	Gender	F									2	2
		M									5	5
	Total									7	7	
Bachelor's University Studies	Gender	F									1	1
		M									1	1
	Total									1	1	
Bachelor's Marine Transportation	Gender	F			0		0	1			5	6
		M			5		1	0			49	55
	Total			5		1	1			54	61	
Bachelor's Maritime Administration	Gender	F		0	5			2	0		28	35
		M		2	6			1	1		49	59
	Total		2	11			3	1		77	94	
Bachelor's Subtotal	Gender	F	0	4	23	0	1	11	0	0	100	139
		M	2	2	27	2	2	9	1	1	189	235
	Total	2	6	50	2	3	20	1	1	289	374	
Master's Marine Resources Management	Gender	F									8	8
		M									6	6
	Total									14	14	
Master's Marine Biology	Gender	F			1						1	2
		M			0						2	2
	Total			1						3	4	
Master's Maritime Administration and Logistics	Gender	F		0	0	0					3	3
		M		1	1	1					10	13
	Total		1	1	1					13	16	
Master's Subtotal	Gender	F		0	1	0					12	13
		M		1	1	1					18	21
	Total		1	2	1					30	34	
Doctor's Marine Biology	Gender	F			1						1	2
		M			0						1	1
	Total			1						2	3	
Doctor's Subtotal	Gender	F			1						1	2
		M			0						1	1
	Total			1						2	3	
*Grand Total	Gender	F	0	4	25	0	1	11	0	0	113	154
		M	2	3	28	3	2	9	1	1	208	257
	Total	2	7	53	3	3	20	1	1	321	*411	

Ethnicity is based on federal classifications: AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White.

*Unduplicated graduates is 403, eight students obtained double majors.

TEXAS A&M MARITIME ACADEMY STUDENT PROFILE

Fall 2014: Academy Enrollment by Major, Gender, and Race/Ethnicity												
Major by Gender			Race/Ethnicity								Total	
			BO	HA	IO	MA	PO	AO	IN	UK		WO
GACD	Gender	F		0		0					1	1
		M		1		1					1	3
	Total			1		1					2	4
MAAL	Gender	F	0	0				0	0		1	1
		M	1	1				1	1		26	30
	Total		1	1				1	1		27	31
MARA	Gender	F		0				0			2	2
		M		8				1			20	29
	Total			8				1			22	31
MARB	Gender	F				0					2	2
		M				1					6	7
	Total					1					8	9
MARM	Gender	M									2	2
	Total										2	2
MARR	Gender	F	0	2		0		0			11	13
		M	7	8		5		5			83	108
	Total		7	10		5		5			94	121
MARS	Gender	F		0							2	2
		M		3							4	7
	Total			3							6	9
MART	Gender	F	1	3	0	0	0	0	1	2	32	39
		M	8	42	2	6	1	3	0	2	301	365
	Total		9	45	2	6	1	3	1	4	333	404
MAST	Gender	F									1	1
		M									4	4
	Total										5	5
OCRE	Gender	M									3	3
	Total										3	3
OCSE	Gender	M									1	1
	Total										1	1
OCSL	Gender	F		0							1	1
		M		4							7	11
	Total			4							8	12
USGA	Gender	F									1	1
		M									2	2
	Total										3	3
*Total	Gender	F	1	5	0	0	0	0	1	2	54	63
		M	16	67	2	13	1	10	1	2	460	572
	Total		17	72	2	13	1	10	2	4	514	*635

Ethnicity is based on federal classifications: AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White. Academy activities: ALIO = License Option; ASPT = Drill & Ceremony; CMMR = SSO (Strategic Sealift Officers); CNRG = Navy ROTC.

*Academy students may enroll in more than one activity thus bringing the total to 635. Unduplicated academy student enrollment is 599.

Fall 2014: Academy Enrollment by Major, Gender, and Classification									
Major by Gender			Classification						Total
			MS / MA	FR	SO	JR	SR	PB	
GACD	Gender	F		1					1
		M		3					3
	Total			4					4
MAAL	Gender	F	1						1
		M	30						30
	Total		31						31
MARA	Gender	F		0	1	0	1	0	2
		M		7	8	10	3	1	29
	Total			7	9	10	4	1	31
MARB	Gender	F		1	0	0	0	1	2
		M		3	2	1	1	0	7
	Total			4	2	1	1	1	9
MARM	Gender	M	2						2
	Total		2						2
MARR	Gender	F		1	4	4	4	0	13
		M		27	22	18	39	2	108
	Total			28	26	22	43	2	121
MARS	Gender	F		0	0	2			2
		M		3	3	1			7
	Total			3	3	3			9
MART	Gender	F		8	5	8	18	0	39
		M		84	71	75	118	17	365
	Total			92	76	83	136	17	404
MAST	Gender	F		0	1	0	0		1
		M		2	0	1	1		4
	Total			2	1	1	1		5
OCRE	Gender	M		2			1		3
	Total			2			1		3
OCSE	Gender	M				1			1
	Total					1			1
OCSL	Gender	F		1	0	0			1
		M		8	2	1			11
	Total			9	2	1			12
USGA	Gender	F		1		0			1
		M		1		1			2
	Total			2		1			3
Total	Gender	F	1	13	11	14	23	1	63
		M	32	140	108	109	163	20	572
	*Total		33	153	119	123	186	21	*635

*Academy students may enroll in more than one activity thus bringing the total to 635. Unduplicated academy student enrollment is 599.

Spring 2015: Academy Enrollment by Major, Gender, and Race/Ethnicity												
Major by Gender			Race/Ethnicity								Total	
			BO	HA	IO	MA	PO	AO	IN	UK		WO
GACD	Gender	F		0		0					1	1
		M		3		1					2	6
	Total			3		1					3	7
MAAL	Gender	F	0	0				0	0		2	2
		M	1	1				1	1		26	30
	Total		1	1				1	1		28	32
MARA	Gender	F		0		0		0			1	1
		M		4		1		1			21	27
	Total			4		1		1			22	28
MARB	Gender	F				0					1	1
		M				1					3	4
	Total					1					4	5
MARR	Gender	F	0	4		0		0			11	15
		M	6	8		3		5			74	96
	Total		6	12		3		5			85	111
MARS	Gender	F		0							2	2
		M		2							5	7
	Total			2							7	9
MART	Gender	F	1	3	0	0	0	0	1	1	29	35
		M	6	40	2	6	1	3	0	2	283	343
	Total		7	43	2	6	1	3	1	3	312	378
MAST	Gender	F									1	1
		M									5	5
	Total										6	6
OCRE	Gender	M									1	1
	Total										1	1
OCSE	Gender	M									2	2
	Total										2	2
OCSL	Gender	M		3							5	8
	Total			3							5	8
USGA	Gender	F									1	1
		M									1	1
	Total										2	2
Total	Gender	F	1	7	0	0	0	0	1	1	49	59
		M	13	61	2	12	1	10	1	2	428	530
	*Total		14	68	2	12	1	10	2	3	477	*589

Ethnicity is based on federal classifications: AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White.

*Academy students may enroll in more than one activity thus bringing the total to 589. Unduplicated academy student enrollment is 559.

Spring 2015: Academy Enrollment by Major, Gender, and Classification									
Major by Gender			Classification					Total	
			MS / MA	FR	SO	JR	SR		PB
GACD	Gender	F		1	0				1
		M		2	4				6
	Total		3	4					7
MAAL	Gender	F	2						2
		M	30						30
	Total		32						32
MARA	Gender	F		0	1	0	0		1
		M		6	6	6	9		27
	Total		6	7	6	9			28
MARB	Gender	F		1	0	0	0		1
		M		0	1	2	1		4
	Total		1	1	2	1			5
MARR	Gender	F		1	2	4	8	0	15
		M		18	12	18	46	2	96
	Total		19	14	22	54	2		111
MARS	Gender	F		0	0	0	2		2
		M		2	2	1	2		7
	Total		2	2	1	4			9
MART	Gender	F		4	8	5	18	0	35
		M		46	87	69	122	19	343
	Total		50	95	74	140	19		378
MAST	Gender	F		0	1	0	0		1
		M		2	1	1	1		5
	Total		2	2	1	1			6
OCRE	Gender	M					1		1
	Total						1		1
OCSE	Gender	M				1	1		2
	Total					1	1		2
OCSL	Gender	M		5		2	1		8
	Total			5		2	1		8
USGA	Gender	F		1					1
		M		1					1
	Total		2						2
Total	Gender	F	2	8	12	9	28	0	59
		M	30	82	113	100	184	21	530
	*Total		32	90	125	109	212	21	*589

*Academy students may enroll in more than one activity thus bringing the total to 589. Unduplicated academy student enrollment is 559.

Summer 2015: Academy Enrollment by Major, Gender, and Race/Ethnicity												
Major by Gender			Race/Ethnicity								Total	
			BO	HA	IO	MX	PO	AO	IN	UK		WO
GACD	Gender	M				1						1
	Total					1						1
MAAL	Gender	F	0					0	0		2	2
		M	1					1	1		23	26
	Total		1					1	1		25	28
MARA	Gender	F									1	1
		M									7	7
	Total										8	8
MARB	Gender	M									3	3
	Total										3	3
MARR	Gender	F	0	1		0		0			9	10
		M	5	3		3		2			49	62
	Total		5	4		3		2			58	72
MARS	Gender	F									2	2
		M									3	3
	Total										5	5
MART	Gender	F	0	3	0	0	0	0		1	20	24
		M	6	34	2	4	1	3		2	228	280
	Total		6	37	2	4	1	3		3	248	304
*Total	Gender	F	0	4	0	0	0	0	0	1	34	39
		M	12	37	2	8	1	6	1	2	313	382
	Total		12	41	2	8	1	6	1	3	347	*421

Ethnicity is based on federal classifications: AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White. *Academy students may enroll in more than one activity thus bringing the total to 421. Unduplicated academy student enrollment is 403.

Summer 2015: Academy Enrollment by Major, Gender, and Classification									
Major by Gender			Classification						Total
			MS / MA	FR	SO	JR	SR	PB	
GACD	Gender	M			1				1
	Total				1				1
MAAL	Gender	F	2						2
		M	26						26
	Total		28						28
MARA	Gender	F			0	1	0		1
		M			2	1	4		7
	Total				2	2	4		8
MARB	Gender	M				1	2		3
	Total					1	2		3
MARR	Gender	F		0	0	2	8	0	10
		M		2	10	18	31	1	62
	Total			2	10	20	39	1	72
MARS	Gender	F			0	0	2		2
		M			1	1	1		3
	Total				1	1	3		5
MART	Gender	F		1	2	4	17	0	24
		M		8	57	62	134	19	280
	Total			9	59	66	151	19	304
*Total	Gender	F	2	1	2	7	27	0	39
		M	26	10	71	83	172	20	382
	Total		28	11	73	90	199	20	*421

*Academy students may enroll in more than one activity thus bringing the total to 421. Unduplicated academy student enrollment is 403.

Fall 2014: Academy Enrollment by Activity, Gender, and Race/Ethnicity												
Academy Activity by Gender			Race/Ethnicity									Total
			BO	HA	IO	MA	PO	AO	IN	UK	WO	
ALIO	Gender	F	1	3	0	0	0	0	1	2	40	47
		M	15	47	2	10	1	7	1	2	377	462
	Total	16	50	2	10	1	7	2	4	417	509	
ASPT	Gender	F		0				0			3	3
		M		9				1			11	21
	Total		9				1			14	24	
CMMR	Gender	F	0	1		0					6	7
		M	1	3		1					22	27
	Total	1	4		1					28	34	
CNRG	Gender	F		1		0		0			5	6
		M		8		2		2			50	62
	Total		9		2		2			55	68	
*Total	Gender	F	1	5	0	0	0	0	1	2	54	63
		M	16	67	2	13	1	10	1	2	460	572
	Total	17	72	2	13	1	10	2	4	514	*635	

*Academy students may enroll in more than one activity thus bringing the total to 635. Unduplicated academy student enrollment is 599. Academy activities: ALIO = License Option; ASPT = Drill & Ceremony; CMMR = SSO (Strategic Sealift Officers); CNRG = Navy ROTC.

Ethnicity is based on federal classifications: AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White.

Spring 2015: Academy Enrollment by Activity, Gender and Race/Ethnicity												
Academy Activity by Gender			Race/Ethnicity									Total
			BO	HA	IO	MX	PO	AO	IN	UK	WO	
ALIO	Gender	F	1	4	0	0	0	0	1	1	37	44
		M	12	46	2	8	1	7	1	2	358	437
	Total	13	50	2	8	1	7	2	3	395	481	
ASPT	Gender	F		0		0		0			2	2
		M		9		1		1			11	22
	Total		9		1		1			13	24	
CMMR	Gender	F	0	1		0					6	7
		M	1	2		1					17	21
	Total	1	3		1					23	28	
CNRG	Gender	F		2		0		0			4	6
		M		4		2		2			42	50
	Total		6		2		2			46	56	
*Total	Gender	F	1	7	0	0	0	0	1	1	49	59
		M	13	61	2	12	1	10	1	2	428	530
	Total	14	68	2	12	1	10	2	3	477	*589	

*Academy students may enroll in more than one activity thus bringing the total to 589. Unduplicated academy student enrollment is 559. Academy activities: ALIO = License Option; ASPT = Drill & Ceremony; CMMR = SSO (Strategic Sealift Officers); CNRG = Navy ROTC

Summer 2015: Academy Enrollment by Activity, Gender and Race/Ethnicity												
Academy Activity by Gender			Race/Ethnicity									Total
			BO	HA	IO	MX	PO	AO	IN	UK	WO	
ALIO	Gender	F	0	3	0	0	0	0	0	1	29	33
		M	12	35	2	6	1	6	1	2	291	356
	Total	12	38	2	6	1	6	1	3	320	389	
ASPT	Gender	M									1	1
	Total										1	1
CMMR	Gender	F		1		0					4	5
		M		2		1					10	13
	Total		3		1						14	18
CNRG	Gender	F				0					1	1
		M				1					11	12
	Total				1						12	13
*Total	Gender	F	0	4	0	0	0	0	0	1	34	39
		M	12	37	2	8	1	6	1	2	313	382
	Total	12	41	2	8	1	6	1	3	347	*421	

*Academy students may enroll in more than one activity thus bringing the total to 421. Unduplicated academy student enrollment is 403. Academy activities: ALIO = License Option; ASPT = Drill & Ceremony; CMMR = SSO (Strategic Sealift Officers); CNRG = Navy ROTC

Of the unduplicated count of 403 TAMUG graduating students for the 2014-2015 academic year (see page 29), 87 were licensed through the Texas A&M Maritime Academy; 77 obtained a bachelor's and 10 obtained a master's degree; graduates included 16 licensed engineers and 71 licensed deck hands. The table below provides the breakdown by degree, major, gender, and race/ethnicity.

Texas A&M Maritime Academy License Graduates: AY 2014-2015							
Degree, Major, and Gender			Race/Ethnicity				Total
			HA	IO	AO	WO	
BS MARR-License Option	Gender	M	2			14	16
	BS MARR Total		2			14	16
BS MART	Gender	F	0	0	1	5	6
		M	6	1	0	48	55
	BS MART Total		6	1	1	53	61
MML Non-thesis license	Gender	F	0			1	1
		M	1			7	8
	MML Total		1			8	9
MMR Non-thesis license	Gender	M				1	1
	MMR Total					1	1
Total	Gender	F	0	0	1	6	7
		M	9	1	0	70	80
	Total		9	1	1	76	87

Ethnicity is based on federal classifications: AO = Asian; BO = Black; HA = Hispanic; IN = International; IO = Native American; MA = Mixed; PO = Native Hawaiian; UK = Unknown; WO = White.

Texas A&M University
At
Galveston

Board of Visitors

Policy, Organization, Procedures

As approved by the Texas A&M University System
Board of Regents
December 2006
Revised January 2014

BOARD OF VISITORS
TEXAS A&M UNIVERSITY AT GALVESTON
POLICY, ORGANIZATION, PROCEDURES

I. POLICY

The Board of Visitors (Board) of Texas A&M University at Galveston provides advice to the Chief Executive Officer (CEO) of Texas A&M University at Galveston on all matters pertaining to the organization, welfare, and advancement of Texas A&M University at Galveston.

II. ORGANIZATION

A. Authority

The Texas A&M University at Galveston Board of Visitors was created by the Texas A&M University System Board of Regents Minute Order 283-75.

B. Composition

The total membership is limited to no more than 55 members. Members will be recommended by the Vice President and CEO of Texas A&M University at Galveston, in consultation with the Board of Visitors, and approved by the President of Texas A&M University, with notice going to the Chancellor of The Texas A&M University System. The Board of Regents of The Texas A&M University System then appoints each member.

C. Tenure

Each Visitor serves a term of three years, unless he/she is filling an unexpired term. Appointments to fill unexpired terms will be for the remainder of that term only. The Board of Regents, at its pleasure, may reappoint a Visitor at the expiration of his/her term. However, Visitors will not serve more than two consecutive three-year terms.

D. Meetings

The Board of Visitors of Texas A&M University at Galveston will meet at least biannually on the campus of Texas A&M University at Galveston, although the Vice President and CEO may change the meeting schedule and locations.

E. Officers

There will be three officers of the Board: Chairman, Vice-Chairman, and Secretary.

1. Chairman

The Chairman will be an elected member of the Board.

2. Vice-Chairman

The Vice-Chairman will be an elected member of the Board.

3. Secretary

The Secretary will be a member of the Texas A&M University at Galveston staff appointed by the Vice President and CEO.

III. PROCEDURES

A. Meetings

1. Scheduled Meetings

The Texas A&M University at Galveston Board of Visitors will meet at least biannually. The Vice President and CEO of Texas A&M University at Galveston will recommend specific meeting dates to the Board and organize the meetings when a date has been selected.

2. Unscheduled Meetings

There will be unscheduled meetings of the Board of Visitors as called by the Chairman and the Vice President and CEO.

3. Location

Scheduled and unscheduled meetings will normally be held on the Mitchell Campus of Texas A&M University at Galveston. The Vice President and CEO of Texas A&M University at Galveston may designate another site for a specific meeting.

4. Guests

The members of the Board of Visitors and the Vice President and CEO of Texas A&M University at Galveston may invite guests to any meeting as they deem appropriate.

5. Presiding Officer

The Presiding Officer at any meeting will be the Chairman or, in his/her incapacity or absence, the Vice-Chairman. If neither is present, the Presiding Officer will be a Visitor who is selected by majority vote of the Visitors present.

6. Recording Officer

The official record of a meeting will be kept by the Secretary. During his/her absence from any meeting, the Vice President and CEO of Texas A&M University at Galveston will appoint, another member of the University staff to act as Recording Officer.

7. Quorum

A scheduled or unscheduled meeting will be constituted when at least 50% of the Visitors are present.

8. Rules

Insofar as they do not conflict with these Procedures, Roberts' Rules of Order will serve as the procedural rules for the Board.

B. Officers

1. Positions

There will be two elected officers and one appointed officer of the Board: Chairman (elected), Vice-Chairman (elected), and Secretary (appointed).

a. Chairman

The Chairman will preside at all scheduled and unscheduled meetings at which he/she is present. He/She will represent the Board on all appropriate occasions, and he/she will speak for the Board on suitable topics after first ascertaining the will of the membership.

b. Vice-Chairman

The Vice-Chairman will act for the Chairman when the Chairman is incapacitated or absent.

c. Secretary

The Secretary will maintain the official records of the scheduled and unscheduled meetings.

2. Selection

The elected officers of the Board will be selected by majority vote of the voting representatives at a regularly scheduled meeting, providing a quorum is present. If a quorum is not present, the officers will be elected at the next scheduled or unscheduled meeting at which a quorum is present. The Board may decide to allow balloting to occur by electronic or telephonic means between scheduled meetings.

3. Term

The elected officers will take office immediately and will hold office until relieved at a regularly scheduled meeting, or when new officers are elected.

4. Resignation

An elected officer may resign his/her position by submitting a written statement to the Vice President and CEO. The effective date for such a resignation will be the scheduled meeting immediately following submission of the resignation. The unexpired term of that officer may be filled by a majority vote of the Visitors present at that scheduled meeting, providing a quorum is present. If a quorum is not present, the position will be filled at the next scheduled or unscheduled meeting at which a quorum is present. The Board may decide to fill an unexpired term of an officer through balloting by electronic or telephonic means between scheduled meetings.

C. Committees

Upon recommendation of the Vice President and CEO the Board may create or eliminate committees to address specific topics in order to effectively carry out its function. Appointment of committee members will be made by the Board Chair, in consultation with the Vice President and CEO. Meetings of Board committees may be held as determined by the Committee Chair or the Vice President and CEO.

D. Amendments

These Procedures may be amended by two-thirds vote of the total Board provided the following provisions are met:

1. Notice of such amendment, complete with the text proposed, is given at or before (by electronic means) the scheduled meeting prior to the vote.
2. That the text of the amendment and the text of that section of the Procedures to be amended are included in the Minutes delivered to each Visitor prior to the vote being held.
3. The text of the amendment and the text of that section of the Procedures to be amended are approved by the Texas A&M University System Board of Regents.
4. A current copy of the bylaws of the Board of Visitors shall be filed with the Texas A&M University System Board of Regent's executive director.