



DECEMBER 2, 2022

# Organizational Review Final Report

TEXAS A&M UNIVERSITY AT  
GALVESTON



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# Project Overview

## Background

MGT was hired by The Texas A&M University System (TAMUS) in June 2021 to conduct a high-level, comprehensive review of major functional areas at Texas A&M University (TAMU). This review focused on the organizational structure of the University and, as part of that process, the report included recommendations regarding the Texas A&M University at Galveston campus (Galveston). MGT's report noted that the student experience at Galveston is separate and unique from College Station and has various levels of connectedness with the College Station campus<sup>1</sup>. Recommendations were made in that report to improve Galveston's connection with the TAMU College Station campus. These included the centralization of TAMU's Division of Marketing and Communications, the development of a strategic communications plan in addition to other organizational realignments throughout the College Station campus, and increased collaboration with main campus Student Affairs and the Office for Diversity.

As a follow up to that study, President Banks wrote *The Path Forward*, addressing the recommendations and stating she believes the branch campuses, including Galveston, need to be elevated as these are crucial to reaching students statewide, delivering quality education, and ensuring community outreach—all part of the Land-Grant mission.

Dr. Banks also noted that a review of Galveston's organizational structure would commence soon to improve connectivity with the College Station academic Units.

This report captures findings and recommendations to enhance and elevate the Galveston campus. **MGT's methodology for this study included:**

- A review of current TAMU Galveston information and organizational structure, seeking input from selected constituents.
- Research on future trends of Galveston in supporting a connected student experience.
- Findings and Recommendations to enhance and elevate the Galveston campus.

### Key Questions to Consider in the Study

- *What is the most effective organizational structure?*
- *What are the best pathways for a positive Aggie student experience?*
- *What is the communication plan for Galveston?*
- *How should Student Affairs align with College Station?*
- *How should the TAMU Office of Diversity support Galveston?*
- *What is the best alignment for academic programs?*
- *How does the Galveston campus elevate the sea grant Mission?*

<sup>1</sup> MGT Comprehensive Review Final Report (page 4). October 2022. Retrieved from: [https://cache.cloud.tamu.edu/feedback/TAMU\\_Comprehensive\\_Review\\_10192021.pdf?\\_ga=2.243129351.403292229.1660230514-695148926.1622641835&\\_gl=1\\*15bv5a8\\*\\_ga\\*Njk1MTQ4OTI2LjE2MjI2NDE4MzU.\\*\\_ga\\_SJ5GMN0ZQL\\*MTY2MDIzMDUxNC40MS4wLjE2NjAyMzA1MTkuNTU](https://cache.cloud.tamu.edu/feedback/TAMU_Comprehensive_Review_10192021.pdf?_ga=2.243129351.403292229.1660230514-695148926.1622641835&_gl=1*15bv5a8*_ga*Njk1MTQ4OTI2LjE2MjI2NDE4MzU.*_ga_SJ5GMN0ZQL*MTY2MDIzMDUxNC40MS4wLjE2NjAyMzA1MTkuNTU).

## Context

The Galveston campus is home to approximately 2,300 undergraduate and graduate students and has provided 60 years of world-class marine and maritime education<sup>2</sup>. The Texas A&M Maritime Academy (TAMMA) was established in 1962 and is the only maritime academy on the Gulf Coast. Since its beginning, this campus has grown to become the marine and maritime campus of Texas A&M University, an important part of TAMU to both celebrate its leading impact in the Blue Economy and evaluate its mission as a sea grant institution. This study included an assessment of TAMMA to ensure it is operating in an efficient, effective, and meaningful manner. This review will help position and prepare the Galveston campus for growth and evolution over the next 50 years.

## Branch Campus Understanding

The Texas A&M University System is comprised of 11 universities, eight state agencies, a health science center, and the RELLIS Campus<sup>3</sup>. Each University and agency within TAMUS receives an individual allocation from the Texas Legislature during each budget session. Each University may have one or more campuses and is responsible for research, degree program approval, student admissions, enrollment, and day-to-day campus management. Students who wish to move between system Universities must apply, be admitted, and officially transfer, whereas those who transfer to branch campuses do not.

Texas A&M University at Galveston is a branch campus of Texas A&M University, similar to Texas A&M University at Qatar<sup>4</sup>. The organizational relationship between Galveston and College Station is often-described as complicated for various reasons, such as differences in the scale, student experience, funding, and application of policies and procedures. As a branch campus, students, faculty, and staff identify as Aggies while also identifying with the experiences that are unique to the Galveston location. Having unique programs and opportunities is often considered an asset but can be met with challenges.

*Figure 1: The Texas A&M University System Universities*

System Universities	TAMU Branch Campuses
Texas A&M University	Texas A&M University at Galveston
Prairie View A&M University	Texas A&M University at Qatar
Texas A&M University-Commerce	
Tarleton State University	
West Texas A&M University	
Texas A&M University-Kingsville	
Texas A&M University-Corpus Christi	
Texas A&M International University	
Texas A&M University-Texarkana	
Texas A&M University-Central Texas	
Texas A&M University-San Antonio	

Source: <https://www.tamus.edu/>, <https://www.tamu.edu/about/campuses-and-partners.html>

<sup>2</sup> Texas A&M University Galveston About. Retrieved from: <https://www.tamug.edu/about/>

<sup>3</sup> Texas A&M University System. Retrieved from: <https://www.tamus.edu/>

<sup>4</sup> Texas A&M University Campuses & Partners. Retrieved from: <https://www.tamu.edu/about/campuses-and-partners.html>

The Galveston campus has a separate agency code and receives an independent per-student funding stream from the Texas Legislature for campus operation based on the academic programs offered in Galveston. Financial support received from the Texas Legislature for students at Galveston has a Small Institution Supplement (SIS) of 1.5 times the payment received per student at College Station. In addition, a set of College Station academic programs that align with the special purpose mission of the Galveston campus, including several Engineering programs and Computer Science, are offered on the Galveston campus. Galveston can offer in-person course delivery as part of an approved off-campus delivery model. Beginning in Fall 2022, these programs were also funded directly to the Galveston campus and not to College Station. Most staff and faculty are hired to work in Galveston as Texas A&M at Galveston employees, while a smaller group of faculty and staff are hired as College Station employees to work at Galveston. An even smaller subset of employees supports Galveston on a full- or part-time basis from College Station. This is a very similar organizational structure to the Qatar branch campus.

The organizational structure at Galveston deviates from the structures at McAllen and Fort Worth. In the case of these other remote locations, TAMU receives funding from the Legislature for the students and programs and, in turn, the locations receive their funding allocation from TAMU. The administration at McAllen and Fort Worth report to the TAMU Provost.

## Texas A&M Maritime Academy

A unique and valuable component of the Texas A&M Galveston campus is the Maritime Academy. The U.S. Department of Transportation only supports six State Maritime Academies across the United States.<sup>5</sup> Each academy offers four-year degrees and pathways to become a commissioned officer and Merchant Marine, earning a U.S. Coast Guard (USCG) license through degree completion. Maritime Academies also receive some level of Federal funding and access to training vessels.

Located on the campus of Texas A&M University at Galveston, TAMMA allows cadets to pursue one of three goals: USCG Merchant Mariner's license through the License Option, Navy Commission through NROTC, or those who would like to participate as a cadet in a Drill & Ceremonies (D&C) status.<sup>6,7</sup> Graduate students can select from four graduate degree programs as well as join the TAMMA and work toward licensing in the USCG Merchant Marine. Cadets participating in the License Option must major in specified Marine related undergraduate or graduate degree programs and must complete three terms at sea, whereas those who are NROTC and D&C Cadets can study any major. License Option students must be members of the Corps of Cadets. As of Fall 2021, the Maritime Academy is home to approximately 352 students and has an 80% graduation rate.<sup>8,9</sup> Student life includes serving in the corps, required on-campus living for cadets, and integrated Texas A&M University programs and traditions.

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<sup>5</sup> <https://www.maritime.dot.gov/education/maritime-academies/maritime-academies>

<sup>6</sup> TAMUG Corps Operations Manual. October 2021. Retrieved August 2022 from: <https://www.tamug.edu/corps/Corps%20Operations%20Manual.pdf>

<sup>7</sup> TAMUG Prospective Cadets. Retrieved August 2022 from: <https://www.tamug.edu/corps/pages/Prospective-Cadets/prospective-cadets.html#programs>

<sup>8</sup> Texas A&M Data and Research Services. Filter TAMMA Galveston, Overall. Retrieved from: <https://dars.tamu.edu/Student/Enrollment-Profile>

<sup>9</sup> Texas A&M Galveston Maritime Academy. Retrieved from: <https://www.tamug.edu/corps/>

## Faculty and Academic Departments

Faculty are critical to the campus mission and life of Texas A&M University at Galveston and their experiences and feedback were essential to organizational review findings. According to Texas A&M Data and Research Services, the faculty headcount for Fall 2021 was 133, with 36 tenured faculty members.<sup>10</sup> The faculty to student ratio at Galveston is 16:1<sup>11</sup>, (compared to College Station's 19:1) although this may be adjusted with the Fall 2022 change to include TAMU Engineering students as part of the overall headcount.<sup>12</sup>

Academic Departments/Divisions on the Galveston Campus, the degree programs they administer, and faculty count provide context for understanding Galveston's primary functions. The Liberal Studies Academic Department/Division has the largest number of faculty (24) followed by Marine Biology and Marine and Coastal Environmental Science, both with 19 faculty as shown below in Figure 2.

Figure 2: Faculty Counts in Academic Department and Degree Programs at TAMU Galveston\*

Academic Departments/Divisions	Degrees	Faculty count (excl. Emeritus)
Foundational Sciences	University Studies: Oceans & One Health Track	18
Liberal Studies	Maritime Studies, University Studies: Marine Environmental Law and Policy Track, University Studies: Tourism and Coastal Community Development Track	24
Marine Biology	Marine Biology (License Option), Marine Fisheries, Marine Biology (M.S. & Ph.D.)	19
Marine Engineering Technology	Marine Engineering Technology (License Option)	12
Marine and Coastal Environmental Science	Marine Sciences (License Option), Coastal Environmental Science & Society, Marine Resource Management (MMRM), Marine and Coastal Management and Science (Ph.D.)	19
Maritime Business Administration	Maritime Business Administration, Maritime Business Administration and Logistics (MMAL & License Option)	16
Maritime Transportation	Marine Transportation (License Option)	12

Source: Texas A&M University at Galveston – Academics

\*Faculty from the College of Engineering at TAMUG are in addition to the faculty counted in the table above.

## Methodology

MGT conducted exploratory virtual and telephone interviews with five members of leadership at Galveston to identify the scope and inform the key questions to consider for the study. In May 2022, approximately 57 faculty and staff members were invited and participated in 15 interviews over the course of three days. On-campus interviews were scheduled for 30 minutes with most interviews lasting nearly 60 minutes to answer the key questions or speak about other related topics. Follow up virtual

<sup>10</sup> <https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Faculty-Headcount>

<sup>11</sup> <https://www.niche.com/colleges/texas-a-and-m-university---galveston/academics/>

<sup>12</sup> <https://assets.system.tamus.edu/files/budgets-acct/pdf/Executive%20Budget%20Summary/FY2023/2023ExecutiveSummary.pdf>

## PROJECT OVERVIEW

interviews were conducted with several members of the faculty and administration in College Station as well as Galveston to further explore information gathered throughout the on-campus interview process.

This project also included a Galveston campus tour and a review of State, system, and campus documents and websites to identify historical data, organizational structures, marketing, and communications efforts, and to review any related information relevant to topics discussed throughout the stakeholder engagement process. The team conducted additional research to validate and support findings.

# Current State of the Galveston Campus

To understand the current state of the Texas A&M Galveston Campus, the following section provides a review of the organizational structure; factors impacting staffing and organizational effectiveness; the funding model; the Aggie Experience and Student Affairs; Internal Communications; Software Training and Support; Marketing and Communications; Diversity, Equity, and Inclusion; academic programs; and the sea grant mission.

## Organizational Structure

The leader of Texas A&M University at Galveston is a Vice President of Texas A&M University, Chief Operating Officer of the Galveston Campus and the Superintendent of the Texas A&M Maritime Academy. This leader has ten direct reports. Texas A&M Galveston has the most integrated Maritime Academy as part of its organizational structure of any of the other Maritime Academies. All other Maritime Academies in the United States are separate entities from associated universities.

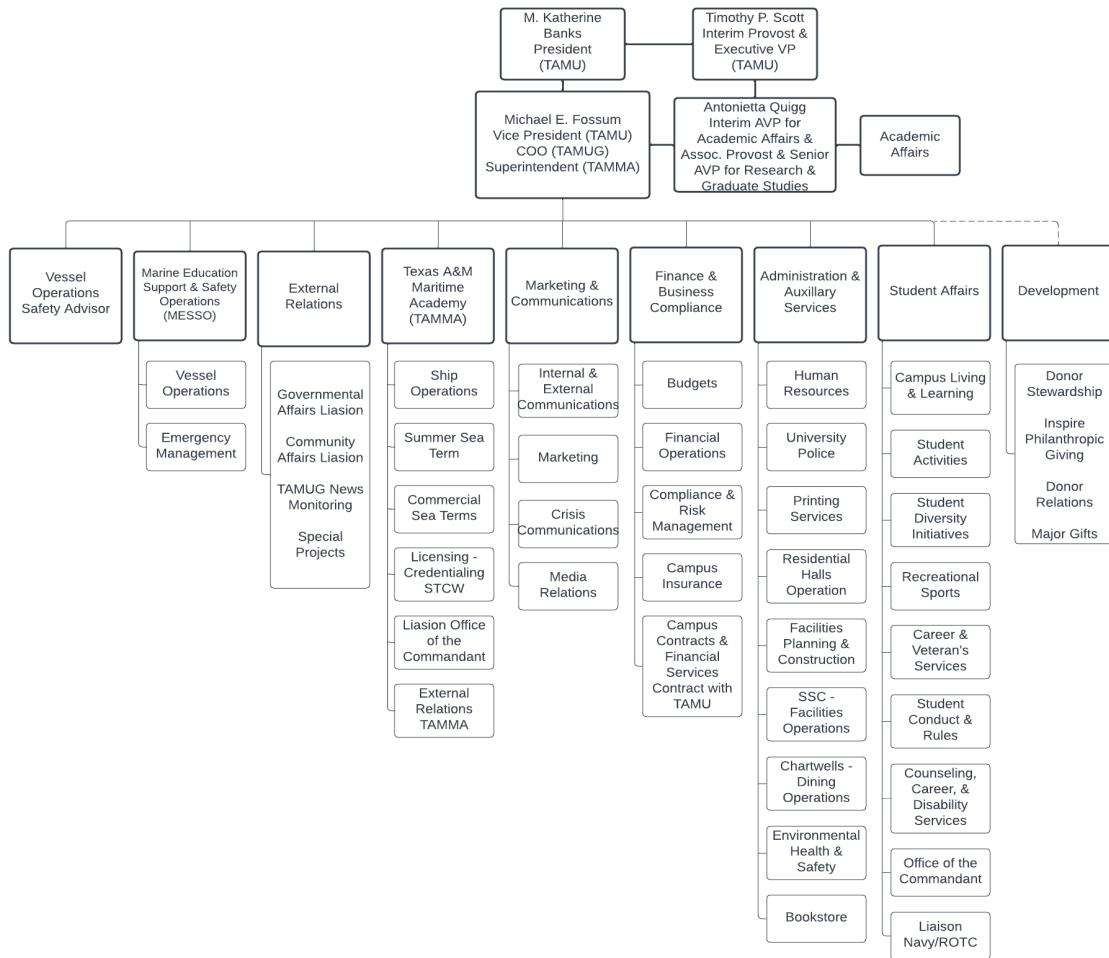
The organization is bifurcated into two primary areas - operating and academics, and leaders often directly report to related areas at College Station. Within each of the two primary areas, functional areas do not align with College Station nor other organizational structures of campuses across the nation. For example, the Director of Information Technology reporting through the academic structure is unexpected.

The organizational structure has continuously changed over the years, and stakeholders report the campus has struggled to find a clear relationship with College Station. Many individuals hold multiple positions and indicate that it can be challenging to keep up with the larger infrastructure of the College Station campus. The current state of the organizational structure at the Galveston campus was described by one stakeholder as historically complicated and convoluted with conflicted structures.



CURRENT STATE OF THE GALVESTON CAMPUS

Figure 3: Current Galveston Operational Organization Chart



Source: Texas A&M University at Galveston. July 2022. <https://www.tamug.edu/administration/images/TAMUGOrgChart.pdf>

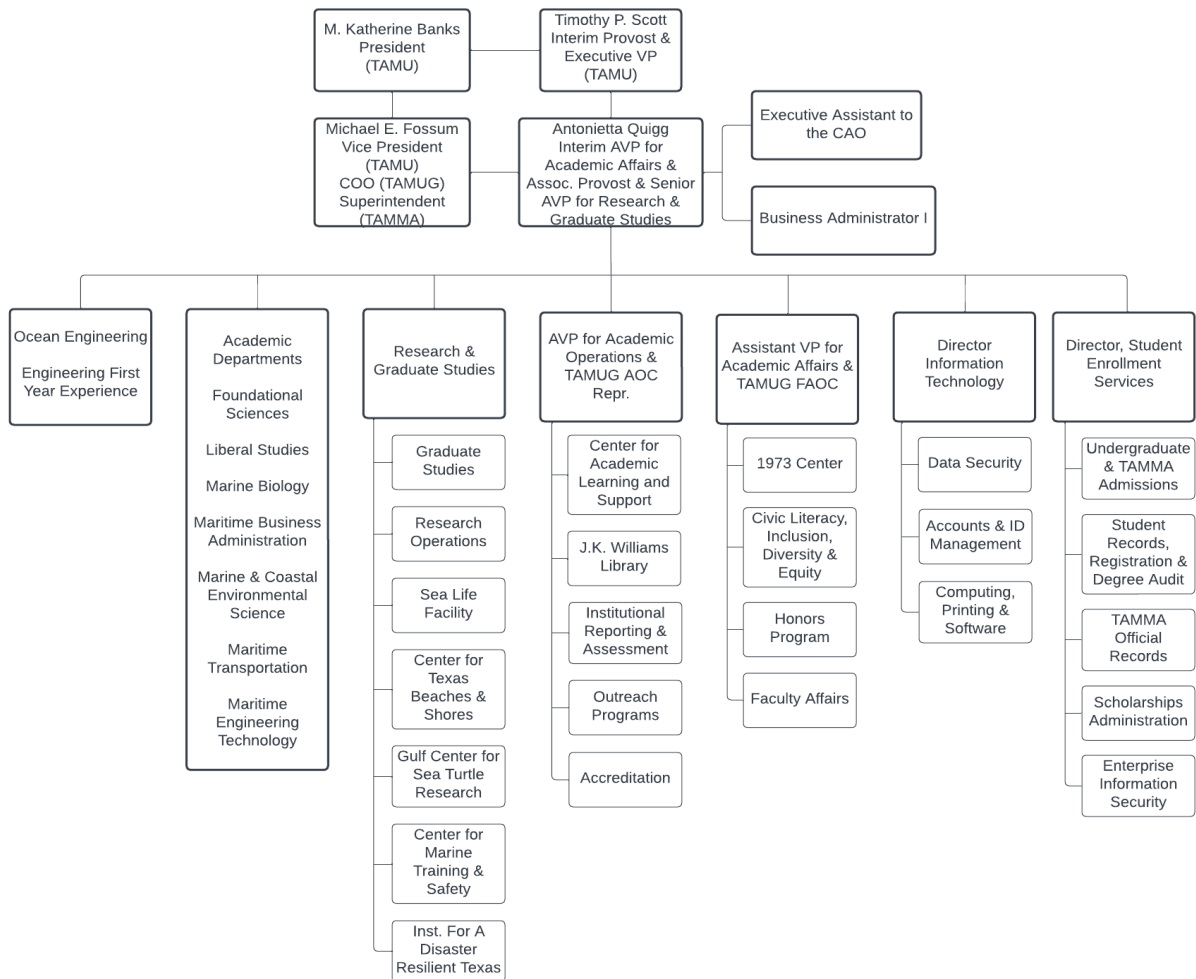
Note: Some individuals hold multiple positions.

Administratively, the Chief Academic Officer is the AVP for Academic Affairs and Associate Provost. This position is responsible for leading all academic departments, Research & Graduate Studies, Academic Operations, Academic Affairs and TAMUG Faculty Advisory Committee, Information Technology, and Student Enrollment Services. This portfolio is large and is reflective of an earlier time on campus, when services such as Information Technology were primarily focused on serving classroom spaces. Ocean Engineering and Engineering First Year Experience report to the Assistant Dean of Engineering at College Station but work closely with the AVP for Academic Affairs in Galveston.<sup>13</sup> The Associate Dean of Engineering is physically located in Galveston but reports to the Dean of Engineering at College Station. All related program materials and the website originate from the College of Engineering in College Station.

<sup>13</sup> Texas A&M Department of Ocean Engineering. Retrieved August 24, 2022 from: <https://engineering.tamu.edu/ocean/index.html>

CURRENT STATE OF THE GALVESTON CAMPUS

Figure 4: Current Galveston Academic Affairs Organization Chart



Source: Texas A&M University at Galveston. July 2022. <https://www.tamug.edu/administration/images/TAMUGOrgChart.pdf>

Texas A&M Galveston clearly identifies as being part of the main College Station campus. The Galveston campus is also closely connected with College Station through accreditation, admissions, and many other direct support efforts. However, staff and faculty at Galveston often reported feeling forgotten about by College Station decision-makers at all levels and find the large size of College Station’s systems and infrastructure unrelatable to the small size of services, staff, and day-to-day operations in Galveston. Galveston employees often indicated that they do not know who to call to ask operational questions and that turnaround time for simple administrative approvals is cumbersome and slow in College Station. As part of the larger Texas A&M College Station Comprehensive Review that was conducted in 2021, as well as this review, individuals in College Station frequently reported forgetting about or unintentionally not including staff or partners in Galveston in the decision-making process or announcements of key decisions, which appears to be a contributing factor to the confusion and delays that occur in Galveston. Some areas, such as Human Resources and Marketing and Communications, have already begun partnering to align with College Station more closely, and the ongoing Comprehensive Review and

subsequent *Path Forward* Report have aided in emphasizing the importance and priority of continuing these efforts. Business Services at Galveston has already started a centralization process to streamline alignment across campus and with College Station.

## Factors Impacting Staffing

Staff retention and recruitment were noted as a challenge for a variety of reasons, including the cost of living near the campus, lower wages for similar positions compared to College Station or at other local institutions, and limited opportunities for advancement for high-quality staff.

Filling positions, both Galveston-hired or College Station-hired and placed in Galveston, were noted as challenges impacting day-to-day operations and the quality of service provided to students. At the time of our review, more than 25 vacant positions (approximately 15 % of administrative or staff positions) were noted, including those in Financial Aid, Admissions, Library, Information Technology, and Students Affairs. Licensed ship crew in the Maritime Academy as well as faculty members with a license in the Maritime Transportation and Marine Engineering Technology departments were also vacant. While this emerged as a campus wide concern, Maritime Academy positions were noted as particularly challenging to fill because of the high wages associated with careers in the Maritime industry.

## Wage Concerns

Interviewees expressed concerns about wages and according to Human Resources exit polls, approximately 24% of employees cited compensation as the reason for departure from TAMU Galveston.<sup>14</sup> Reviewing salary by position data was not made available to MGT and was out of the scope of this review. However, College Station plans to conduct a compensation study in the future to further understand the data.

## Staff and Faculty Turnover

As result of retirements or voluntary separations, 71 faculty and 129 staff left TAMU Galveston between fiscal years 2016 and 2020.<sup>15</sup> As Galveston struggles to recruit and retain staff, a handful of professionals have been on the campus for many years and have retired or are openly looking to retire in the next few years. While leadership development programs exist on campus to train future leaders, no clear succession planning appears to be in place to share knowledge and skills and ensure a smooth transition after the retirement or voluntary separation.

According to the Texas State Auditor's Office<sup>16</sup>, turnover rates have at TAMU Galveston fluctuated for administrators, faculty, and staff during the 2016-2020 fiscal years. While total turnover was the lowest in FY 2020 at 12.1%, staff continue to have the highest turnover rate every year except FY 2019. The turnover rate for faculty was the lowest in 2020 at 9.0% but faculty have a turnover rate of over 10% for

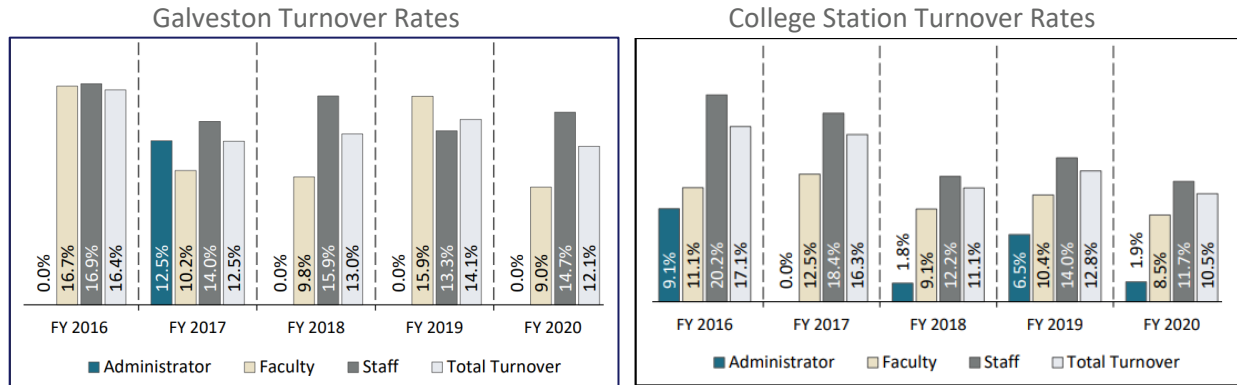
<sup>14</sup> TAMU HR personal communication from Ron Sorensen. July 20, 2022.

<sup>15</sup> Texas A&M University at Galveston – Workforce Summary, Fiscal Year 2020. Retrieved from: <https://hr.sao.texas.gov/Publications/WFSummaries/WorkforceAnalysis/2020/718-2020.pdf>

<sup>16</sup> Texas State Auditor's Office - Texas A&M University at Galveston Workforce Summary FY 2020. Retrieved from: <https://hr.sao.texas.gov/Publications/WFSummaries/WorkforceAnalysis/2020/718-2020.pdf>

three years of the five-year span. The overall turnover rates are only slightly higher than College Station however the turnover rates in College Station have decreased over the past five years.

Figure 5: Turnover Rate at TAMU Galveston and College Station



Source: Texas State Auditor’s Office - Texas A&M University at Galveston Workforce Summary FY 2020, Texas A&M University Workforce Summary FY2020

## Funding Model

Texas A&M Galveston operates under a different funding model than College Station. State appropriations are granted through the Texas Legislature as a separate line item for the Galveston campus<sup>17</sup>. In the 2022-2023 biennium request, Texas A&M Galveston’s legislative agenda included a \$45 million request in additional funding for the infrastructure to keep and maintain a new training vessel, and a request was made to expand the Small Institution Supplement (SIS) to support necessary campus operating expenses. Galveston also receives funding through tuition and fees paid by students. This impacts wages because when there are fewer students the campus is limited by overall availability of tuition dollars to support the institutional operating expenses.

The Galveston campus also receives Federal supplements annually to support the Maritime Academy. The ship used for training exercises and the Summer at Sea term is owned by the Federal Government and operated by the Maritime Academy. Federal funding provides support to offset costs and expenses needed to operate the ship. Increasing the number of students would help the program to be more cost effective as general operating costs are fixed and could be spread across a larger number of students. This will be a significant focus especially as a new ship is scheduled to arrive in 2025.

During the campus review, it was noted that the funding model for maritime and marine experiential learning does not work well at Galveston, especially with the high costs of vessel operation. The current funding model for Summer Sea Term needs revision due to the high cost of operations of a large ship. Unmet costs may result in higher costs to students who wish to or are required to participate in these types of experiential learning programs.

<sup>17</sup> Legislative Appropriations Request for the 87<sup>th</sup> Legislative Session. October 2020. Retrieved from: <https://assets.system.tamus.edu/files/budgets-act/pdf/lars/FY22-FY23/TAMUG.pdf>

Scholarships at Texas A&M Galveston are managed on the Galveston campus while federal and state financial aid programs are managed by the Scholarships & Financial Aid office in College Station.<sup>18</sup> Through a variety of donations and funding streams, including separate state financial aid allocations, Galveston has a different set of available scholarships and financial aid resources available for students. While the original cost of attendance between Galveston and College Station are comparable, the net cost of attendance after scholarships and financial aid is different for students attending Galveston because of differing and less resources available for students with similar financial need as well as other College Station-specific aid programs. This results in Galveston students often paying more than their similarly situated College Station peers. Galveston and College Station are currently working together to identify opportunities to equalize the net cost of attendance and scholarship and financial aid opportunities between the two campuses. With regard to graduate students, graduate assistant stipends do align with the programs in College Station, and all the graduate students in Galveston are fully funded.

## Aggie Student Experience and Student Affairs

Students apply to the Galveston campus through the College Station application process. Depending on the program, students may apply to attend a program in Galveston, or they may be applying to a program in College Station and be placed on the Galveston campus to begin their studies. This is true of the College of Engineering program where students start in General Engineering and later go through the "Entry to a Major" process to pursue their engineering major in College Station or Galveston. While some students specifically choose to be in Galveston, multiple faculty and administrative sources indicate that others are upset with their placement in Galveston and look to transfer to College Station as soon as possible. Additionally, the review identified that Maritime Academy students are somewhat disconnected from other groups of students, essentially creating three groups of very separate student experiences; those who chose Galveston, those placed at Galveston, and Maritime Academy students. The varied perspectives of students entering the Galveston campus can make for a challenging student engagement experience and impact the campus community identity.

According to many of the faculty and staff who participated in the study, several students reported a positive student experience at Galveston because of the opportunities to have face to face instruction and smaller class sizes with highly engaging faculty. Students can participate in activities that other Texas A&M students cannot, including vessel trips, ship trips, undergraduate research, and numerous hands-on experiential opportunities related to being on the coast. Other activities that make Texas A&M Galveston a destination of choice for students include: living learning communities that center coastal/marine activities, coursework that routinely uses the fleet of research vessels, and specialized student organizations related to coastal and marine culture and experience. In addition, students get a small school experience through personal, family-like connections with members of the staff and administration.

In addition to increased undergraduate academic experiences, on-campus housing has capacity for 1,400 students which provides the opportunity for the majority of those that attend Galveston to live on campus and easily participate in clubs and campus activities. Not only do students have the opportunity to engage in activities specific to the Galveston campus, but students also participate in all of the traditions offered at College Station, including the purchase of student sports passes for popular activities

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<sup>18</sup> Personal Communication with Joe Pettibon. July 2022.

like Texas A&M football games. While the Galveston campus offers unique activities, some of the activities are required as part of an academic program or certification and can be very costly to students, beyond the regular cost of attendance. For example, in the summer of 2022, TAMMA license option students paid a significant cost for required training during the Summer at Sea trip, in addition to the cost of full-time enrollment. Students participating in the ship trip for their U.S. Coast Guard Merchant Mariner's officer license must complete three summers of ship experiences, totaling a substantial financial commitment on top of tuition and fees.

Leadership of the Corps of Cadets program is under the Associate Vice President for Student Affairs, who also serves as the TAMMA Assistant Superintendent for Cadets. This structure is similar to the model in College Station where the Commandant of the Corps of Cadets and Deputy Commandants are in the Division of Student Affairs. One major difference from the Corps of Cadets in College Station is this is an official university organization, not a student organization, and all students who are in the USCG licensing program are required to be members of the corps in good standing. Approximately 85% of the cadets on the Galveston campus are in the USCG licensing program.

The commitment to support the Galveston student experience are led by departments like Student Affairs who coordinate camps and activities, such as SALT Camp, a weekend-long orientation meant to welcome incoming students into the Aggie family. Student Affairs staff in Galveston have a close working relationship with Student Affairs in College Station and subsequently have the infrastructure in place to best support the risk management and logistic partnerships for these activities, including activities that bring unenrolled guests and future Aggies to campus or take Galveston students off campus (i.e.: New Student Conference, Family Weekend, TIKI Camp, and Howdy Week). Additional efforts to further enhance the student experience and connect to the Aggie identity for currently enrolled students at Galveston include a plan to construct an Aggie Ring statue on campus in the near future.

## Internal Communications

During multiple interviews, employees expressed concern that mid-level leaders do not share critical information, leading to a culture that is perceived as mistrusting and fearful. Interviewees noted that a lack of communication from leadership often results in employees not knowing the latest policies and procedures. Employees stated they often lack information and are ill-prepared for meetings, not ready to address or respond to requests, and unaware of updated policies and procedures. Further, some employees indicated that they are not aware of policies and procedures because Galveston staff were not included in the decision-making process or information was not appropriately shared, resulting in activities and initiatives that are inefficient and inconsistent as well as negatively impacting time, effort, and budget. Bottlenecks in communication appear to occur as the campus struggles to retain staff, resulting in constantly changing points of contact. Delays can also occur because of multiple people serving in two or, in some cases, three roles. This slows down response time and limits time to adequately communicate across the campus.

Galveston used to produce a daily email newsletter that provided campuswide information. Although readership was low with a 7% open rate and it was reported that it took several hours a day to create, some employees said they considered this communication channel a helpful way to find information. Once the email newsletter was terminated, it was replaced by digital signage located in most buildings in an effort to provide consistent, relevant, and timely information regarding messages and events.

However, digital signage was not mentioned to be a significant replacement for more direct and individualized communication. Additional challenges with internal communications include knowing who to reach out to for assistance in specific areas. Campus leadership gets information at regular Executive Team and Academic Department Head meetings, but how this information is passed on for each area is unclear.

## Software Training and Support

Inconsistent use of software applications, including EAB Navigate, is creating gaps in student support opportunities. Some issues that occur in Galveston are largely unknown or unreported to College Station. For example, during interviews concerns were raised about Galveston academic advisors not having access to any financial aid information. Advisors in College Station *do* have access to financial aid information. Galveston advisors desire to have access to this information through adjustments in access to student information, training, or by resolving any other barriers that currently exist. Ultimately, access to student information for Galveston advisors should be the same as College Station advisors. Administrative staff members in Galveston do not seem to have strong connections to software users in College Station, and some shared that they feel like they don't know who to call in College Station for software support on the many different systems.

## Marketing & Communications

Marketing and Communications is suffering from a lack of resources to create, fix, sustain, build, and maintain communication systems. For example, the website was created without UX design or architecture design and is maintained by faculty and staff across campus, rendering it challenging to create, maintain and expand appropriate content. Currently, the website needs to be completely revamped to address these issues.

Departments have been made aware of marketing and communication procedures but, at times, have disregarded them and elected to create their own public-facing materials for communications and marketing. This results in inconsistent materials and messaging. The Marketing and Communications team has tried to review communications and outreach in other key areas such as enrollment. The lack of accountability and transparency for communications in other areas leads to greater inconsistency.

According to faculty and staff who participated in interviews, residents of the local Galveston area and the state are not aware the Galveston campus is part of Texas A&M University. They do not understand the structure and assume that Texas A&M Galveston is a System university like Texas A&M University - Corpus Christi, rather than a branch campus of Texas A&M. The Galveston campus identity has not been a prominent piece of the A&M brand and is not prevalent in communications and marketing materials on the main campus. Some faculty and staff at Galveston have expressed concern that a loss of identity could occur through an effort to integrate with College Station. However, the inclusion of Marketing and Communications at Galveston could remedy this issue and provide stakeholders from both campuses a richer understanding of the path forward. Promoting TAMUG as an integral part of the University, while still highlighting the uniqueness of the branch campus as the marine and maritime campus and leader in the Blue Economy, was viewed as essential to growing brand awareness and identity. While coordinating

routes with main campus have been established to support this effort, process inconsistencies, varying degrees of engagement, and lack of accountability have hindered progress.

## Diversity, Equity, and Inclusion

The advancement of diversity, equity and inclusion at the Galveston campus is separately and collaboratively organized by faculty, staff, and students based on the presentation of the Diversity at TAMUG website.<sup>19</sup> Student diversity initiatives were mentioned to be the most robust within Student Affairs and the Office of Student Intercultural Learning & Engagement (SILE). However, with the increased enrollment of international students at Galveston, additional on-campus support is desired as primary processes for registration are not currently facilitated by the Galveston campus but outsourced to International Student Services in College Station. Additionally, the current list of diversity resources found on the SILE website are linked to the main campus, such as the Department of Multicultural Services and Women's Resource Center. While the opportunity to take advantage of the diversity resources and programming is not restricted from the Galveston campus community, they are not easily accessible. Communication and promotion of on-campus alternatives for diversity resources found on Galveston's campus like parenting support through lactation spaces, which are located in the Seibel Student Services Center and the Aggie Special Events Center, are not included on the SILE website.<sup>20</sup>

The most apparent barrier to diversity, equity, and inclusion initiatives is the limited funding structure at the Galveston campus. Both Galveston and College Station share acknowledgment that experiences are distinct between each other, thus diversity structures at each campus should look unique. Many Galveston staff and faculty expressed a desire to have an increase in intentional diversity efforts on campus. They believe a deeper relationship with the Office for Diversity at College Station is needed to support the facilitation of shared alignment and resources. The current Galveston budget does not have a specific funding model to support these initiatives given the limited resources and staffing available to produce them.

Professional development and training were said to be limited or in need of further clarification. Additional cultural competency, mandatory reporting, and bias education were presented as opportunities to elevate a more inclusive campus environment. Further participation of the Accountability, Climate, Equity, and Scholarship (ACES) Faculty Fellows Program was indicated as an opportunity to improve inclusive hiring; however, there was hesitancy surrounding funding and buy-in by academic departments at Galveston. Additionally, a continued understanding of perceived salary inequities and making necessary corrections between Galveston and College Stations campuses were desired to maintain job satisfaction and retention, particularly for underrepresented staff and faculty.<sup>21</sup>

The Civic Literacy, Inclusion, Diversity & Equity Committee (CLIDE) annually publishes a diversity plan accountability report to assess progression and evolution of inclusion, diversity, equity, and accountability efforts. In addition to this report submitted to the Office of Diversity at the College Station

<sup>19</sup><https://www.tamug.edu/diversity/index.html>

<sup>20</sup> <https://www.tamug.edu/diversity/students/resources/index.html>

<sup>21</sup> 2020-2021 Diversity Plan Accountability Report.

<https://www.tamug.edu/diversity/pdf/Diversity-Plan-Accountability-Report-GALV-2020.pdf>



campus, a dedicated diversity plan for the Maritime Academy would provide further opportunity to enhance the Academy’s enrollment, retention, and completion of underrepresented students.

Regarding equitable access to support student success, a recurring theme during interviews identified a lack of visibility to valuable information regarding a student’s socio-economic status, work study eligibility, family income and other life situations that create barriers for underrepresented students. This concern is in part caused by a lack of appropriate technology access or training for Galveston staff. This issue is heightened because a limited availability of staffing has created difficulties for students at Galveston to receive immediate support in navigating financial aid resources. While these areas have recently become fully staffed, the process took a year and the need for student profile transparency continued to be expressed in order to make these services individualized.

## Academic Programs

The Galveston campus offers undergraduate degree programs in Marine Biology, Marine Sciences, Marine Technology, Marine Transportation, Maritime Business Administration, Coastal Environmental Science and Society, Maritime Studies, University Studies, Marine Fisheries, and Marine Engineering Technology and the following graduate degree programs: Master of Science and Ph.D. in Marine Biology, Masters in Marine Resource Management, Masters in Maritime Business Administration and Logistics, Ph.D. program in Marine and Costal Management and Science, and a Graduate Maritime Business Administration Certificate<sup>22</sup>. Galveston also offers undergraduate Ocean Engineering, Multidisciplinary Engineering Technology, Computer Science, and Interdisciplinary Engineering, as well as the following graduate degree programs: Master of Engineering in Ocean Engineering and Master of Science in Ocean Engineering, as distance education delivery programs from College Station.

During a five-year period, completions in the degree programs increased from 174 to 212 with a high of 232 in 2017-18 while individual degree programs varied over the five years. The degree programs and number of degrees issued each year are shown in Figure 6. The University Studies degree has three tracks that are administered by two different departments/divisions.

Figure 6: Galveston Five Year Degree Graduates

Degree Program (Level)	Total degree count (2015-16)	Total degree count (2016-17)	Total degree count (2017-18)	Total degree count (2018-19)	Total degree count (2019-20)
Maritime Business Administration & Logistics (MMAL)	14	30	35	27	27
Maritime Business Administration (BS)	117	103	100	106	76
Marine Biology (BS, MS, PhD)	127 (115 BS) (8 MS) (4 PhD)	114 (104 BS) (8 MS) (2 PhD)	139 (124 BS) (12 MS) (3 PhD)	98 (92 BS) (6 MS)	122 (102 BS) (13 MS) (7 PhD)
Marine Fisheries (BS)	18	18	22	21	21
Marine Resources Management (MMRM)	13	12	14	12	7
Marine Engineering Technology (BS)	22	43	48	41	40
Marine Sciences (BS)	5	9	11	10	11
Marine Transportation (BS)	80	65	102	70	89
Maritime Studies (BA)	15	14	12	21	25

<sup>22</sup> Texas A&M University at Galveston Academics. Retrieved July 15, 2022 from: [https://www.tamug.edu/academics/#degree\\_programs](https://www.tamug.edu/academics/#degree_programs)

CURRENT STATE OF THE GALVESTON CAMPUS

Coastal Environmental Science and Society (BS)*	17	26	14	21	12
University Studies – Galveston (BS)	4	8	9	9	7
Offshore and Coastal Systems Engineering (BS)†	20	24	20	22	4
Marine and Coastal Management and Science (PhD)**	N/A	N/A	N/A	N/A	N/A
Totals	452	466	526	458	441

Source: Texas A&M University Data and Research Sciences

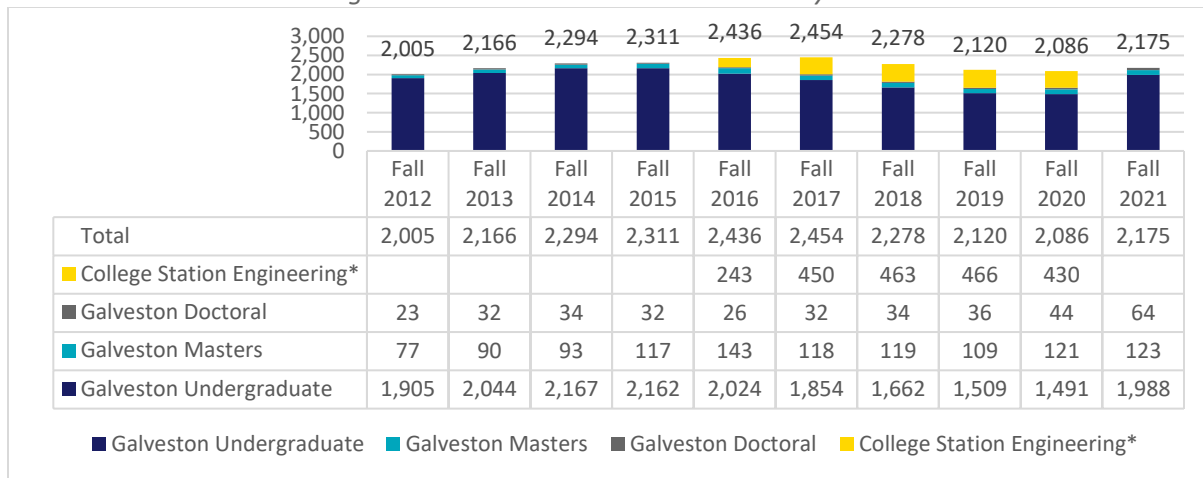
\*Name of degree was Ocean and Coastal Resources until changed to current name effective September 1, 2022.

\*\*Program too new to produce graduates: Marine & Coastal Management & Science approved in 2019.

† Offshore and Coastal Systems Engineering was phased out in 2019.

Opportunities to start or earn undergraduate degree programs in Engineering at Galveston started approximately seven years ago. Beginning in Fall 2021, Engineering students attending in Galveston will be officially counted in the Galveston enrollment, increasing enrollment by 613 students. Through off-campus delivery from College Station, some students begin their first year of courses at Galveston and relocate to College Station for continuing degree completion, whereas students in Ocean Engineering, Multidisciplinary Engineering Technology, Computer Science, and Interdisciplinary Engineering have the opportunity to complete a bachelor’s degree in Galveston.<sup>23</sup> The first year to year and a half utilizes the same curriculum in Galveston and College Station for easy transition between campuses. This engineering degree enrollment supplements a declining student enrollment of many of the existing Galveston-offered programs, including degrees offered through the Departments of Liberal Studies, Marine Biology, Marine & Coastal Environmental Science, Marine Engineering Technology, Maritime Business Administration, and Maritime Transportation at Galveston. Faculty and administration have struggled to retain and increase the enrollment of these existing programs at Galveston. For example, for the past five years the B.S. in Marine Biology has lost an average of 42% of students after the first year.<sup>24</sup>

Figure 7: Galveston Student Headcount by Term



Source: Texas A&M University Data and Research Services. July 2022. <https://dars.tamu.edu/Student/Enrollment-Profile>

Note: Beginning in Fall 2021, all engineering students are included in the Galveston headcount.

\* College Station Engineering includes Undergraduate and Graduate degree students enrolled at College Station with the site identified as Galveston.

<sup>23</sup> Texas A&M University Engineering. *Applying to Galveston*. Retrieved from: <https://engineering.tamu.edu/admissions-and-aid/engineering-at-galveston/applying-to-galveston.html>

<sup>24</sup> Texas A&M University Data and Research Services Enrollment Profile. Filters: Semester – Fall, Campus – Galveston, College – Galveston, Student Department – Marine Biology, Student Major – MARB, Student Level – Undergraduate, Student Classification – U1 / U2. Retrieved August 2022 from: <https://dars.tamu.edu/Student/Enrollment-Profile>

The organization of departments, including programs originated and located in Galveston as well as programs originated and located in College Station, continue to cause confusion and misalignment. For example, the Marine Biology and Marine and Coastal Environmental Sciences departments have considered merging three separate times over the past 10 years. The Oceanography and Ocean Engineering programs in College Station conduct research that extends beyond the Galveston campus and Gulf Coast; however, they still use the port and ships in Galveston, use footage from Galveston in their marketing materials and on their website, and offer many educational opportunities including NSF grant-funded experiences for students based in Galveston. The Oceanography program in College Station is currently in the process of seeking approval to formalize distance delivery graduate programs in Galveston. Considering the interest of some students to transfer between Galveston and College Station, discrepancies in core math and science courses between Galveston and College Station are a concern, despite having the same core requirements.

Marine Transportation and Marine Engineering Technology are two unique programs that have faculty appointments for academic year classroom teaching and summer appointments on the training ship. Students in these programs get a license at the end which prepares them to enter the workforce in a unique manner relative to other students. These two programs run much like traditional academic departments and the department heads report directly to the Chief Academic Officer. Distinctively, they coordinate and collaborate with other parts of the Maritime Academy in support of required training aboard vessels at sea, as well as leadership and hands-on skill development on campus. The Maritime Academy and associated programs are often referred to as a “diamond in the rough,” indicating that they, along with every academic program at Galveston, offer tremendous value to the Blue Economy as well as to the sea grant mission of Texas A&M University.

## New and Recently Approved Academic Programs

The College Station College of Engineering has a growing presence on the Galveston Campus. In addition to existing degrees in Ocean Engineering, Interdisciplinary Engineering, and Multidisciplinary Engineering Technology, Galveston will also have new students on campus receiving off-campus delivery in Computer Science in Fall of 2022. This program has strong demand and although the other programs mentioned currently have small numbers of students, there is significant capacity to grow. An Environmental Engineering program has been approved for College Station through off-campus delivery and is expected to be offered beginning Fall of 2023.

## The Sea Grant Mission

Galveston currently supports the Texas A&M University sea grant mission given its location, resources, and programmatic offerings. Texas sea grant is headquartered at College Station, however many of the sea-related programs in College Station utilize the Galveston campus for at least some programs and research. Many Galveston faculty shared the opportunity to align all the marine and maritime programs between Galveston and College Station to strengthen academic programs and elevate the sea grant Mission, thus emphasizing the two-way flow of research and engagement that provides industries, local governments, and community members with a direct link to top researchers and scientists that live and work in the coastal communities. This would also allow for further alignment with the sea grant strategic plan that includes building resilient communities and economies, sustaining fisheries and aquaculture, restoring healthy coastal ecosystems, and advancing STEM education and workforce development.<sup>25</sup>

### MISSION

*Texas sea grant's mission is to improve the understanding, wise use and stewardship of Texas coastal and marine resources.*

*The Texas Gulf Coast is rich in natural resources crucial to the prosperity and security of the state and nation.*

Texas A&M Galveston is oriented with the sea grant Mission through additional endeavors including investing in special vessels to train the next generation of merchant mariners. TAMU Galveston continues to position itself as a maritime leader, to be the premier provider of merchant mariners, and provide other research and support for the Blue Economy. The goals of supporting research and the Blue Economy are key strategies and tactics in the 2020-2025 Texas A&M University at Galveston strategic plan and include goals such as integrating the new ship, elevating prominence as academic leaders in the Blue Economy by advancing scholarship and investing in graduate students, growing and strengthening engineering at Galveston, developing structures to sustain IDEA (Inclusion, Diversity, Equity, Access) work, extending and enhancing external partnerships, and implementing a strategic enrollment management process to increase the number of transfer and minority students.<sup>26</sup>

<sup>25</sup> <https://texasseagrant.org/about/about-texas-sea-grant/index.html>

<sup>26</sup> Texas A&M University at Galveston. 2020-2025 Strategic Plan. Retrieved August 2022 from: <https://www.tamug.edu/academicaffairs/StrategicPlans/2020-2025-StrategicPlan-Abridged.pdf>

# Findings and Recommendations

Texas A&M Galveston is proud to be connected to Texas A&M College Station. Despite the desire for some level of autonomy and independence, TAMU Galveston identifies as a campus directly connected to College Station. The relationship between TAMU Galveston and TAMU College Station must increase in order to establish the opportunity for growth and development that exists as a branch campus of TAMU College Station. TAMU College Station is continuing to grow and invest resources to advance student success and faculty research, and TAMU Galveston should be a critically important component of that future growth. TAMU Galveston is part of TAMU College Station, in a different location and offering a myriad of different educational and research experiences. Stronger connection between TAMU Galveston and TAMU College Station is a path to increased resources and opportunities. This strong connection is not limited to the two-way relationship between College Station and Galveston, but should be extended to include partners in Qatar, Texas A&M Health, McAllen, and Fort Worth, to ensure consistency, high quality, and commitment throughout the branch campuses.

In the same mindset of the ***Path Forward***, TAMU Galveston should consider this review as an opportunity to reset, reimagine, and reemerge as a strategic, experiential lab campus that can be intertwined with nearly all academic programs in College Station. TAMU Galveston can become a learning campus, where students can experience hands-on, real-world training and education that is critical to career development and future employment. TAMU Galveston is an essential and desirable resource and has the opportunity to increase its presence as part of a Texas A&M educational experience.

Nationally, campuses are investing in creating real-world lab experiences for students. These efforts create educational opportunities that provide students with work experiences that are viewed by employers as a huge advantage when they are ready to pursue employment<sup>27</sup>. These lab experiences are often met with new resources that draw students and provide new research opportunities for faculty. At Rutgers, the use of Living Laboratories in the School of Environmental and Biological Sciences are widely defined but all agree on the principle that “all living labs have experiential education at heart.”<sup>28</sup> Similarly, Penn State Behrend employs an Open Lab strategy that “positions students and faculty members to engage with external partners – in business and industry, non-profit and community organizations, and others.”<sup>29</sup> From academic programs in business or the sciences, campuses are utilizing lab experiences as a way to prepare students with relevant, current, and innovative educational opportunities that prepare them to make an immediate contribution to the workforce after graduation. Galveston is in the unique position to be the perfect lab campus as it is closely located near many critical industries and a manageable drive to Houston.

At the more granular level, the findings emerged throughout this review have highlighted the need for improving communication and accountability. Developing these areas will be valuable in increasing the effectiveness of the recommendations listed throughout this report. It will be essential for Texas A&M

<sup>27</sup> Penn College of Liberal and Professional Studies Experience Lab. From College to Career. Retrieved from: <https://explab.sas.upenn.edu/>

<sup>28</sup> Rutgers School of Environmental and Biological Sciences. What are living laboratories? Retrieved from: [http://livinglabs.rutgers.edu/about\\_whatarelivinglabs.html](http://livinglabs.rutgers.edu/about_whatarelivinglabs.html)

<sup>29</sup> Penn State Behrend. The Open Lab: Behrend’s University-Industry Strategy. Retrieved from: <https://behrend.psu.edu/business-and-community-partners/open-lab-university-industry-strategy>

Galveston to establish transparent and actionable benchmarks to show progress toward achieving the recommendations in this report. Appropriate benchmarks may include the establishment of working groups, identifying key performance indicators, and establishing and reviewing peer institutions to serve as a helpful comparison. The organizational and functional alignment that occurs in Galveston should be made to clearly align with the related relationships in College Station.

## Organizational Structure



**Continue to refer to the campus leader as Vice President, Chief Operating Officer, and Maritime Academy Superintendent to continue to align with the organizational structure of Texas A&M Health.**

For consistency and clarity, the leadership of the branch campuses of TAMU College Station should hold the title Vice President and Chief Operating Officer. The campus head should continue to report to the College Station President and this position should be responsible for reporting on academics and day-to-day operations of the campus. Interviewees expressed concern and frustration that the leader of the campus was spending a significant amount of time coordinating day-to-day operational functions on the campus when more high-level, College Station, and external focus is needed to improve funding and future opportunities. The campus leader should dedicate time and effort in building relationships with industry and the community as the campus embraces the opportunities that support Galveston as a lab and destination campus. The current number of direct reports for the campus leader are well beyond the recommended 3-5 reports for such an executive role.<sup>30</sup>

The consistency in referring to all branch campus leaders as Vice President and Chief Operating Officer will provide clarity within TAMUS and acknowledge the status of the leadership at Galveston, Qatar, Texas A&M Health, McAllen, and Fort Worth. Each of the leaders on the branch campuses have unique responsibilities. In Galveston, this leadership and consistent title will signify primary leadership for the campus and the Maritime Academy while the focus of day-to-day operations will move to the new AVP of Operations. Keeping the title of Maritime Academy Superintendent indicates the strong connection to the United States Merchant Marine Academy. Further, the governmental liaison roles should shift to this role with support from the Chief of Staff and others as needed. In further alignment with College Station, all government relations activities should align with and function through College Station.



**Create a Chief of Staff position to assist with and lead the day-to-day operations of the Galveston Campus.**

With the elevation of the campus leader and the focus on College Station and external relationship development, the support for internal leadership is key. Establishing a Chief of Staff position will address the internal focus to serve as the second-in-command who handles internal day-to-day operations. The chief of staff role serves five primary functions:

1. Air traffic controller for the leader and executive team
2. Connector for bringing often siloed areas together
3. Communicator within, among, across, and beyond the leadership team and the rest of the organization
4. Provider of objective, organizational wide perspectives regardless of turf considerations
5. Confidant without an organizational agenda

<sup>30</sup> McKinsey & Company. (2017). How to identify the right 'spans of control' for your organization. Retrieved from <https://www.mckinsey.com/business-functions/organization/our-insights/how-to-identify-the-right-spans-of-control-for-your-organization>

Overall, the chief of staff serves as a representative of the campus leader and upholds the goals and direction of the entire campus as well as TAMU.<sup>31</sup>



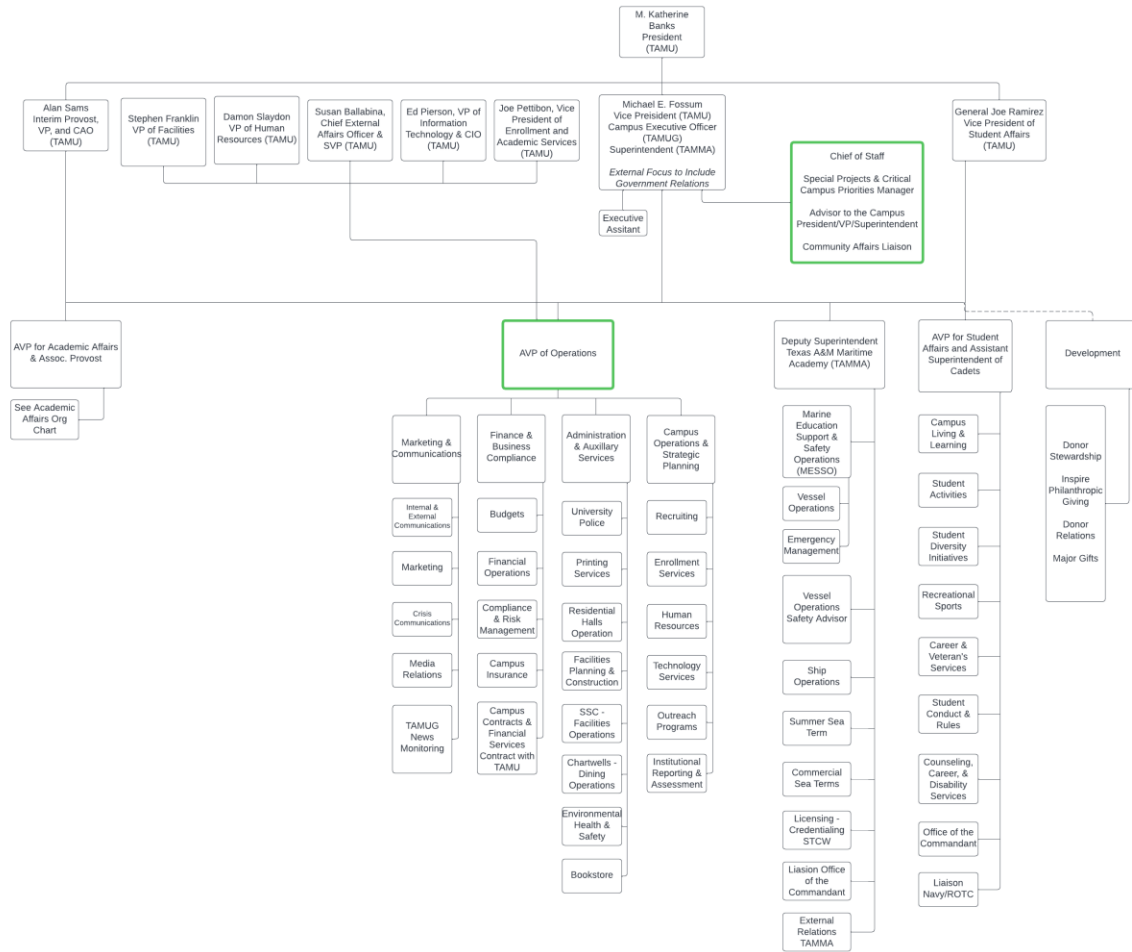
**Reorganize the Galveston leadership to align with College Station centralization and clarify roles.** The Galveston leadership positions also have a direct report to College Station in addition to the reporting structure on the Galveston Campus. Realignment of operational areas will streamline functions, processes, and procedures. This results in a three-dimensional organization with opportunities for clarity given the direction in the *Path Forward*. The proposed organizational chart in Figure 8 contains the same number of positions as the current chart. Those highlighted in green indicate positions that were eliminated from other areas and repurposed to enhance the flow of internal decision making, allow the Vice President the opportunity to focus on external relationships and growth and combine logistical efforts under the AVP for Operations. Following are the suggested changes:

- The current External Relations position will be eliminated.
- Data Security, Accounts & ID Management, and Computing, Printing, and Software will remain in Technology Services and Enterprise Information Security will relocate to Technology Services, which will report through the AVP of Operations.
- Undergraduate & TAMMA Admissions, Student Records, Registration, & Degree Audit, TAMMA Official Records, and Scholarship Administration will remain in Enrollment Services and report through the AVP of Operations.
- The roles and responsibilities for the AVP for Academic Operations position will be moved to the new campuswide AVP for Operations position to centralize and better align these functions. The AVP of Operations will be responsible and accountable in Galveston and College Station for the alignment efforts between both campuses. Day to day operations will report directly in Galveston while function-area alignment will report through College Station.
- The AVP for Student Affairs should have a solid line reporting structure to the Vice President of Student Affairs in College Station to ensure alignment with programs (including New Student Conference), risk management, and the student experience.

<sup>31</sup> Ciampa, D. (2020). The case for a chief of staff. CEOs need more support than an executive assistant can provide. Harvard Business Review.

# FINDINGS AND RECOMMENDATIONS

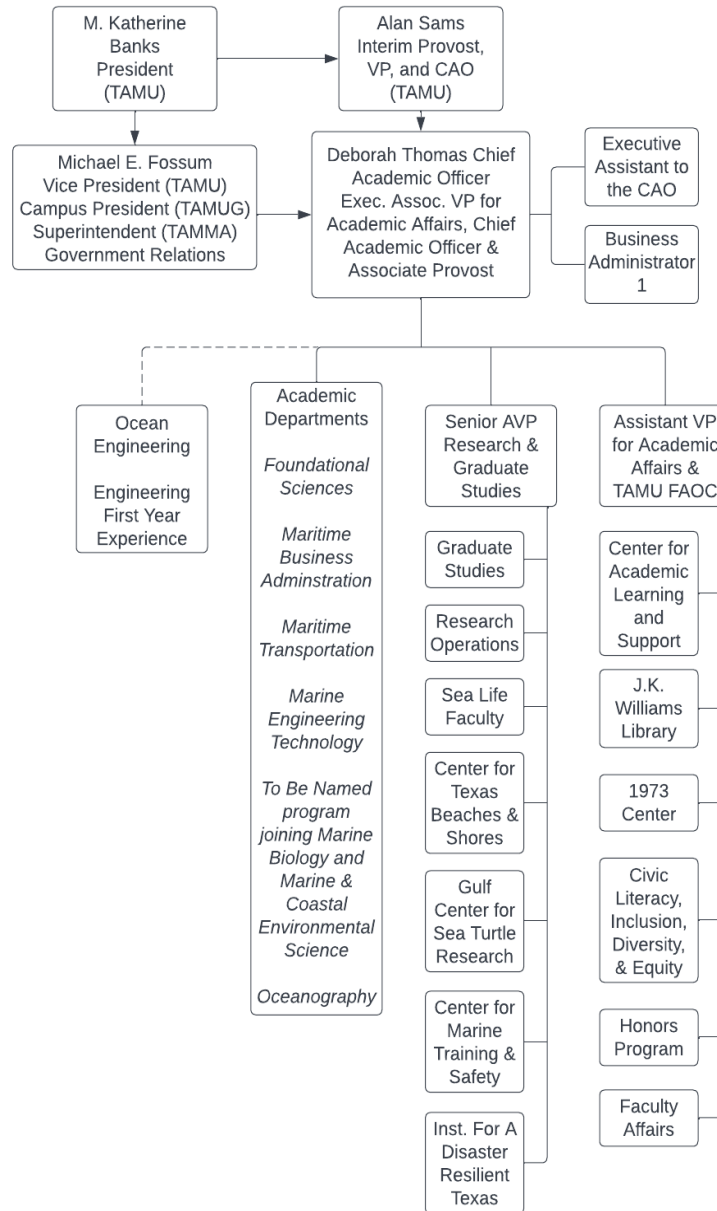
Figure 8: Proposed Galveston Administrative Organizational Chart





FINDINGS AND RECOMMENDATIONS

Figure 9: Proposed Galveston Academic Affairs Organizational Chart



**Reorganize Human Resources as part of the larger reorganization at College Station and conduct a compensation and classification study to ensure salary and position alignment with College Station, to address competitive salaries of other higher education institutions in the Galveston area, and to be well positioned to address necessary succession planning given that numerous leaders have served the campus for more than 30 years.** This will also serve to provide opportunities for developing staff to identify pathways for career development and assist in employee retention concerns. This classification and compensation study should include cost of living assessments and a review to ensure that positions are evaluated, and job descriptions align with work responsibilities.



**Technology Services should report to the AVP for Operations and align with the new model in College Station.** This role should serve as a strong advocate for software selection, training and support, and financial concerns for the Galveston campus. The current information technology model is outdated and was designed when the department served a smaller number of students, programs, and services, and primarily focused on classroom support. In addition, Technology Services needs to provide more staff support and training to better align with the various software and systems in partnership with College Station. Employees identified that they would like more investment and support from College Station to more effectively align with the software and systems that are available to better support students and organizational efforts. The reporting relationships should align with the larger College Station Information Technology reorganization.



**Develop onboarding to support engagement of new employees.** Employees identified a lack of communication, training on procedures, and support for acquiring information and navigating campus process and expectations. This process should be connected to the new efforts in College Station to best support all employees.

## Aggie Student Experience



**Financial aid should be managed by College Station with an Associate Director placed in Galveston to provide day-to-day local support and authority.** This will ensure that College Station is responsible for distributing all available scholarship funds and providing appropriate support to students. Galveston staff should have equal access to view financial aid information at the same level as their counterparts in College Station. Lack of a local financial aid staff impacts student access to determining who qualifies for certain scholarships and resources. Every effort should be made to continue to provide additional scholarships and resources to students to equalize financial aid packages between College Station and Galveston.



**Recruitment should be centralized through College Station where there is a coordinated and dedicated effort to recruit for Galveston.** College Station currently includes recruitment related materials for Galveston, but many pictures and program offerings are not branded and highlighted as opportunities available in Galveston. College Station and Galveston should only have one recruiting table at events where both campuses are present. Multiple tables and recruiting efforts only create confusion and incorrectly reinforce that Galveston is a competitor to College Station. The Galveston campus is clearly a strong asset of College Station and as such, recruitment efforts to support Galveston must occur by both College Station and Galveston admissions. A primary staff person at Galveston should have a direct line to College Station to better align and coordinate recruitment strategies. This also provides recruitment opportunities by both College Station and Galveston in and out of their respective regions. Both College Station and Galveston should be responsible for the recruitment success for the Galveston campus.



**College Station and Galveston need to work to recruit students to Galveston who best fit the mission and purpose of the Engineering programs offered in Galveston, which can make for a better student experience and higher retention.** These efforts can be supported by increasing marketing and recruitment efforts to show the value of pursuing an engineering degree in Galveston. Better clarification of where students are applying for specific programs, especially around engineering,

will decrease confusion and disappointment. Employees noted that students and families were surprised and disappointed when they applied to College Station and were admitted to the Galveston campus.



**Elevate and develop the competitive opportunity to attend Galveston as a distinctly different Aggie Student Experience. Identify and recruit those students with a specific interest in attending the Galveston campus to reduce enrollment swirling back to College Station.**

Members of the Galveston campus are currently telling students that they will have the same experience in Galveston as in College Station. Although it is important to identify that the values of being an Aggie are the same in any location, the experience in Galveston is unique. For example, Galveston has great opportunities for students to engage and experience sea life with research vessels and the Gulf Center for Sea Turtle Research, which are not experiences that are readily available in College Station.

## Communications



**Centralize Marketing and Communications efforts in Galveston to align the mission, brand, and communications efforts at College Station.** Faculty and staff discussed that policies and procedures lacked clarity and accountability, making it easy for individuals to disregard protocol and establish individual marketing plans. This lack of accountability caused confusion, repetitive marketing efforts, and lacks efficiency and effectiveness to best support the programs and offerings in Galveston. Alignment in Galveston should occur in conjunction with the larger alignment of College Station Marketing and Communications, identifying the Director of Marketing and Communications at Galveston as the primary staff person responsible for ensuring accountability across campus. As noted in the TAMU Comprehensive Review (p. 80), “the most successful and common models position the unit as a strategic partner and establish a central unit with communicators distributed across campus.” In addition to these new centralized efforts, regularly timed (weekly, bi-weekly, or monthly) communications should come from the Vice President and campus leadership to the entire campus to ensure transparency and clear direction.



**Address lack of internal communication at various levels of leadership.** Department heads are meeting with campus leadership regularly, but it is unclear how information is shared beyond leadership meetings. Internal communication from leadership should be clear and intentional. As appropriate, information should be shared campus-wide, and leadership should not rely on mid-level managers and leaders to disseminate critical information. This level of communication is a shared responsibility; leadership should consistently communicate critical information and mid-level leaders should emphasize critical information and provide additional information that specifically relates to their units.



**As centralization progresses, communicate processes and expectations to ensure accountability for compliance and alignment to College Station.** New procedures for Marketing and Communications, Information Technology, Human Resources, Finance, and other areas will need to be communicated to appropriate employees to ensure that expectations are met across campus. All employees should be responsible for making every effort to follow the new procedures and the newly reorganized areas should make every effort to deliver high quality and timely materials and services.



**There is a lack of communication and joint decision-making from College Station to the internal Galveston campus.** Galveston staff indicated that having access to student success and

other support software systems is very helpful in supporting students. Including Galveston staff in software selection and communication regarding software changes and updates is critically important to effectively utilizing the software platforms. For example, software changes that have campus-related financial implications may have a larger impact and require additional budget allocations in Galveston than in College Station. College Station may not be aware of the impact of decisions without including consideration from representatives at the Galveston campus.



**Promote that Aggies are Aggies regardless of where they are, sharing similar values, hearts, souls, and amazing experiences. Aggies benefit from a variety of unique experiences at different campuses, centers and other locations in College Station, Galveston, Qatar, McAllen, Dallas, or anywhere in the world and beyond, which should also be shared.** More images are highlighting campuses and centers, but often without indicating the location. Intentional highlighting all of locations ensures these stories can be shared with alumni and employers to create greater awareness and tell the entire Texas A&M story.

## Student Affairs



**Ensure management of all summer camps and other camps as well as minor programs are under the oversight of Student Affairs.** Student Affairs is best positioned to handle the risk management and support of programs with campus guests and minors. Other departments can lead campus and minor programs but should receive administrative support from Student Affairs.



**Programs should balance being part of the Texas A&M College Station traditions but should also have a focus on building community, mattering, and belonging opportunities for students that is specific to life in Galveston, given this is a campus based on place.** Ensuring support and alignment for Galveston community events, service/experiential learning, heritage months, affinity clubs, mental health support, international students, veterans, and students with disabilities is essential to establishing a sense of belonging and support that is unique to the Galveston campus. These programs and services should be a focus for additional campus resources and support from College Station. Programs such as Safe Zone/Space training and bias reporting can also be embedded within Student Affairs but should focus on serving all faculty, staff, and students.

## Diversity, Equity, and Inclusion



**Tell the story of successful women and minority students to showcase the diverse participation in maritime programs.** This can serve as an opportunity to highlight successful students and as an opportunity to increase enrollment and access to underrepresented populations. This includes establishing a dedicated diversity plan for the Maritime Academy and would provide further support for the Academy's enrollment, retention, and completion of underrepresented students.



**Revamp SILE website to direct students, faculty, staff towards services and resources located at Galveston campus instead of linking to College Station services/resources that are not accessible in proximity.** The current website links to spaces including lactation rooms,

meditation/prayer spaces, and other resources that are in College Station. These links should include locations to spaces that exist in Galveston. If spaces and resources do not exist on the Galveston campus, efforts should be made to establish spaces with clear designation and resources to support diverse populations.

## Academic Programs



### **Clearly link related sea grant academic programs between Galveston and College Station.**

Identifying opportunities to highlight research and experiential learning on the Galveston Campus could serve to educate a larger and more diverse student population, expand faculty joint appointments, and further align with the Texas sea grant mission. Faculty joint appointments could allow more faculty in Galveston to serve on committees for students based in College Station and potentially increase research opportunities based in Galveston. An expanded strategic recruitment effort, specifically to graduate students seeking to conduct research on the Gulf Coast, should be further developed between Galveston and College Station to capitalize on the existing joint faculty appointments between the College Station Department of Oceanography and Galveston faculty, and provide opportunities for additional research and funding to come to Galveston. Future reviews should be conducted to determine the feasibility of additional sea grant related programs opening in Galveston, including the relocation of current College Station-based programs. The model that exists with Ocean Engineering faculty having joint appointments in College Station is beneficial for both faculty and students as it elevates the appointment of tenured faculty and serves the needs of particularly graduate students who may have research needs with faculty specializing in research based in College Station and in Galveston.

Increasing joint faculty appointments between College Station and Galveston also provides unique opportunities for placing new degree programs and educational experiences in Galveston. The otherwise declining enrollment in Galveston is successfully supplemented by the increasing enrollment of Engineering students. This model can and should be creatively expanded in other programs, including business and science degree programs, to increase enrollment in Galveston. Identifying opportunities for new programs and experiences also serves to enhance the recommendation that Galveston be established as a vital component of creating lab experiences for TAMU students. For example, Galveston is in a unique location to provide opportunities for business students to learn first-hand about supply chain management and the essential pieces of our country's economic pipelines. This provides an avenue for Marine Business Administration to join the larger Mays Business School in College Station to expand opportunities for students to go to Galveston for lab experiences.

In further alignment with College Station, the University Studies program should be eliminated as a degree program. With fewer than 10 students each year, the program is unsustainable and does not meet the needs of students or faculty. Faculty in the Liberal Studies department should capitalize on joint appointment opportunities or transfer tenure within the new College of Arts and Sciences in College Station to provide courses and research opportunities that further enhance the lab experience that the Galveston campus should seek to provide to students. Courses and experiential opportunities should still be delivered in Galveston and will require faculty to remain on the Galveston campus.



**Combine the Marine Biology and Marine and Coastal Environmental Sciences departments.** A strategic opportunity exists to elevate the student experience and faculty collaborations by combining Marine Biology and Marine and Coastal Environmental Sciences into a single

department. Such a merger also will help address current recruiting and retention challenges specific to each department. The two departments should determine a new departmental name that best reflects the newly established academic mission. This new department should continue to align with College Station through joint appointments or tenure transfers to the new College of Arts in Sciences in College Station to expand academic program reach and provide opportunities to grow enrollment through the new lab school culture.

- Marine Biology and Marine and Coastal Environmental Sciences are comprised of vibrant faculty whose research programs are internationally recognized. Some faculty in the two departments work together in collaborative and multidisciplinary research, producing strong results. Both departments offer license option degree programs. The departments share staff and are located in the same building.
- The departments face challenges regarding their undergraduate degree programs. Marine Biology is a department of over 500 undergraduate students that suffers from low 1st year retention. Marine and Coastal Environmental Sciences is a department with less than 90 undergraduate students that suffers from declining enrollment. The opportunity exists to elevate the student's experience and education by combining Marine Biology and Marine and Coastal Environmental Sciences into a single department. Such a merger also will help address current recruiting and retention challenges specific to each department.
- The current undergraduate degrees offered by Marine and Coastal Environmental Sciences could be re-envisioned in the merged department in order to respond to student demand. The names of the degrees should be informative to potential students and their families and accurately describe the curriculum. For example, if consistent with the curriculum, degree names could include terms such as sustainability, environmental, management, policy, etc. Content of the degree programs should be developed by the combined, interdisciplinary faculty in the merged department in consultation with departmental stakeholders, i.e., potential employers of graduates.
- Developing professional and scientific degree tracks, or even developing a Bachelor of Arts degree program, could be pursued. The departments have implemented already a common first-year curriculum for their undergraduate degrees. The two classes in this common first year offered by these departments should continue to introduce first-year students to the research areas of the faculty; and to educate students on the diversity of marine life, the environments that sustain it, and how society interacts with it. This common first-year curriculum should be the launching pad into all the undergraduate degrees offered in the merged department and can align with other programs in the College of Arts and Sciences in College Station to allow for easier program transfers to retain students.
- Strategic academic advising across all majors in the merged department can provide opportunities for students to consider majors that may be more closely aligned with their academic skills and interests, providing additional opportunities to retain students who may otherwise transfer elsewhere. This also allows for the newly joined department to identify interdisciplinary programs for new investment and to evaluate the sunseting of existing programs that no longer are in demand.
- As faculty in the merged department engage in new partnerships and capitalize on shared or similar curricula, additional opportunities for collaborative and joint research may be discovered.

## The Sea Grant Mission



**Emphasize the priority of the sea grant mission activities existing in Galveston by moving the sea grant headquarters and the Oceanography department to the Galveston Campus.** Every effort should be made to elevate Galveston in expanding the position of the sea grant designation. The sea grant mission is achieved through a variety of sea-related programs, institutes, and centers across a variety of academic disciplines that are hosted both in College Station and Galveston. Through cooperative efforts, many departments in College Station and Galveston support the sea grant mission, including the Department of Anthropology, the College of Agriculture and Life Sciences, Oceanography, the Institute for Nautical Archaeology, the Maritime Academy, and many others. Relocating all sea grant activities to Galveston would present significant challenges and risks associated with existing research and funding to College Station as well as risk to relocate some operations and archival materials closer to potentially high-impact coastal storms. With that in mind, many advantages exist in moving the sea grant headquarters and Oceanography to Galveston, including the ability for faculty to receive joint appointments in chemistry or physics, and additional research opportunities, resources, and financial incentives for faculty to relocate from College Station to Galveston. This realignment further expands the recommendation of investing in Galveston as lab campus, where students will receive critical career-ready experiences.

In alignment with earlier recommendations about charging the campus leader with focusing on establishing relationships with industry and the community, the campus leader should serve as an ambassador and champion of the sea grant and continue outreach to valuable partners. Galveston is absolutely essential to Texas A&M delivering on the sea grant mission of the institution and should be expanded and elevated as the priority area of growth for the sea grant designation.