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MGT
CONSULTING

M+CG
MARTIN+CRUMPTON GROUP LLC

Comprehensive Review
Final Report

TEXAS A&M UNIVERSITY

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Executive Summary

Background

MGT Consulting and Martin+Crumpton Group (M+CG) were hired by the Texas A&M University System in June 2021 to conduct a high-level, comprehensive review of major functional areas at TAMU. This review focused on the organizational structure of central offices at the executive level and administrative units at the college level. The consultant team was charged with conducting interviews with a wide range of individuals in leadership positions, including faculty senate leadership, as well as providing the opportunity for input through surveys of faculty, staff, students, and former students. The consultant team was asked to identify changes that would restructure TAMU in a significant way to increase effectiveness and transparency and to contribute to overall student success.

Over the course of three months, the consultant team conducted more than 60 in-depth interviews with key university leaders, strategic surveys of university deans and vice presidents, faculty and staff, current students, and former students, and in-depth research to identify best practices and trends in higher education through a peer review of more than 20 leading universities.

- Approximately 500,000 members of the TAMU community were invited to participate in three separate surveys between August 11 and August 20, 2021. Among the individuals invited to participate in the surveys, 58 deans and vice presidents, 1,775 current students, 3,654 faculty and staff members, and 16,500 former students responded.

- The interview, survey, and research processes enabled the consultant team to identify and understand critical issues the university is facing, as well as the changes needed to position the university for the future.

- The recommendations for change and improvement in this report are based on analyses of the in-depth interview and survey findings, open-source research, and the knowledge of higher-education experts.

Findings and Recommendations

This report includes a full assessment of the feedback and data gathered and the philosophy behind processes and organizational effectiveness. The report also outlines findings, recommendations, rationale for recommendations, and anticipated outcomes.

Below are high-level findings and recommendations.

The consultant team consistently found the university's operational structure is decentralized, resulting in ineffective use of talent and resources. This is consistent across most units, colleges, and campuses, including Finance, Information Technology, Human Resources and Organizational Effectiveness, Facilities, and Texas A&M Health. Some of these groups are quite large, such as Human Resources and Organizational Effectiveness, which employs approximately 500 part-time liaisons, and

Information Technology, which employs more than 300 part-time liaisons. The decentralized model makes it difficult for functional operations to remain consistent in processes, technology use, and objectives. As a result, talent and financial resources are not used in a practical or transparent method, and students, faculty, and staff do not have complete clarity when seeking help from operational units. A misalignment of oversight responsibilities has resulted in a duplication of efforts, ineffective initiatives, and unnecessary administrative burdens on faculty and staff. High-level recommendations:

- Strengthen the effectiveness and consistency of the overall operational structure by expanding the role of the President's office.

- Centralize the Information Technology, Human Resources and Organizational Effectiveness, Facilities, Marketing and Communications, and Finance units across the university to increase effectiveness and clarify responsibilities.

Inconsistent transparency and a lack of strong operational analytics and performance metrics across units, colleges, and campuses creates operational inefficiencies as well as unclear responsibility and accountability necessary for operational success. The lack of existing operational data and analytics is a factor preventing the improvement of current processes, procedures, and resources use, particularly for units such as Facilities and Information Technology, which require accurate data to effectively manage the university's space, security, and technology needs. High-level recommendation:

- Gather data on day-to-day operations of operational units and implement a system of continuous improvement build on performance analytics to understand where misalignment or ineffective use of resources exists.

Marketing and communication efforts across the university are often uncoordinated, resulting in unclear communication and inconsistent efforts that do not further the university's mission or allow for two-way communication with its key audiences. Branding and communication responsibilities among the university's operational and academic units are unclear, leading to inefficient processes and creating duplication of efforts and the way resources are utilized. High-level recommendation:

- Centralize the Division of Marketing and Communications to ensure effective and consistent branding and communication efforts take place across all operational and academic units.

Faculty and staff talent management is a critical issue. There is a lack of professional development opportunities along with clear succession planning in the operational units, which is a significant threat considering more than 20 percent of the university's employees are currently over 65 and possess enormous amounts of institutional and process-specific knowledge that is not formally shared. A high internal staff turnover rate, a relatively small pool of qualified potential employees in Bryan/College Station, and the recent increase in remote job offerings nationally spurred by Covid-19 are also threats to retention. Creating consistent and effective processes, employee training programs, and clear opportunities for advancement should alleviate many of these threats over time. Consistent processes will allow individuals to step into new roles more easily when required, prevent crises, and allow units to focus their resources on proactive initiatives versus reactive efforts.

Given the ever-changing landscape of expectations for teaching, research, and service, it is of particular importance to provide the faculty a platform through which they can voice concerns and engage in discourse with senior administration. The creation of a system that supports faculty development and recognition and the ability for them to provide more direct feedback to the institution is vital to faculty retention. Shifting dynamics, coupled with concerns over ambiguity and micro-politics central to the tenure process, are just some of the challenges facing faculty as they strive to progress in their careers. In addition, there is a perception that excessive bureaucracy and delays in decision making in the Office of the Provost has hindered the faculty's ability to perform the essential functions of education and research. High-level recommendations:

- Invest in staff development and succession planning to allow leadership to continue improving campus operations.

- Increase the university's direct support of the faculty by creating a Faculty Affairs unit that reports directly to the President and will focus exclusively on faculty issues.

A coherent, strategic academic organization centralization and targeted realignment of academic units would greatly enhance operations and unit focus. This will ultimately increase the effectiveness and strength of the academic units and colleges, elevate student success, and further major university initiatives. The academic foundation of the campus could be developed around four large units: AgriLife, Engineering, Arts and Sciences, and Texas A&M Health, with strong connections to other applied academic units. Changes are necessary to increase organizational effectiveness and positively impact students, faculty, staff, and broader community constituents, and must be propelled by collaboration. High-level recommendations:

- Refocus the provost unit on academic services and student success to further the university's academic mission.

- Rebalance the university's investment to ensure that the four large academic units mentioned above correspond in terms of support and there is appropriate investment in targeted academic units of strategic interest.

- Realign several academic units to allow for focus on mission, increase student success, and better meet student needs.

Large portions of the interview and survey audiences were conflicted about the university's culture and diversity, equity, and inclusion (DEI) efforts. Some survey respondents believe the DEI efforts are ineffective, resulting in an inability to recruit underrepresented student, faculty, and staff populations. Others have questions about the effectiveness of resources invested in DEI that could be used to invest broadly in education-focused endeavors for the entire student population. High-level recommendations:

- Invest in recruitment efforts by creating an Office of Undergraduate Recruitment. The office should be overseen by the new Academic and Strategic Collaborations unit, which will work to increase engagement with both the local community and Texas at large. Clear success metrics must be defined and reported regularly.

- Ensure Student Affairs focuses on its critical role in the development of the whole student. Students who participate in Student Affairs programs and services should expect to become well-trained leaders, understand the value of being accountable to the larger campus community, and uphold the Aggie Core Values.

Additional Observations

While this report does not make specific or detailed recommendations related to certain parts of TAMU, including the Galveston campus, Qatar campus, Government Affairs, and Division of Research, these areas were reviewed at a high level and key observations were made. Many of the findings throughout the report, especially related to operations and high-level organizational structure, will impact these units. That impact was considered in the development of the final recommendations. Other observations related to faculty governance and additional opportunities in operations are below.

The student experience at Galveston is separate and unique from College Station and has various levels of connectedness with the College Station campus. Improved connection with the TAMU College Station campus is expected with the centralization of TAMU's Division of Marketing and Communications and the development of a strategic communications plan. Increased collaboration with TAMU Student Affairs and the TAMU Office for Diversity is necessary to ensure Galveston students, faculty, and staff receive the true Aggie experience and available training and support.

The Qatar campus is viewed as a strong component of the TAMU campus. Educating many women engineers in Qatar provides an important educational opportunity to the Doha community. The exchange program should be reviewed to determine whether the program should expand into semester-long visits to provide a full cultural immersion opportunity. As the Qatar campus continues to grow, leadership should work to maintain efficiencies and avoid unintentional duplication of services. The unique cultural differences that exist at the international Qatar campus should be considered in the decision-making process.

Government Affairs is a small but effective team and coordinates well with the Texas A&M System Office of Government Affairs and functioned well during the most recent legislative session. Government Affairs is a critical function for elevating community engagement, becoming a globally recognized institution and reaching broad and diverse audiences. It is important for TAMU to continue to emphasize the need for Government Affairs to coordinate outreach to elected officials and to be kept in the loop of activities at both the state and local levels. Recently, there has been a greater emphasis on cultivating deeper relationships with elected officials rather than relying primarily on their staff. Even greater impact can be achieved by Government Affairs and the new Academic and Strategic Collaborations unit collaborating closely.

In the Division of Research, the Vice President of Research was recently elevated from reporting to the Provost to reporting directly to the President. This move indicates the value that research efforts bring to TAMU and the goals for continued growth in this area moving forward. The new reporting structure better positions the Division of Research to review and assess SAPs and other documents and

procedures to identify duplication of services and inefficiencies and sunset those that no longer provide significant research value.

Texas A&M University's Faculty Senate successfully ensures that the TAMU shared governance model is effective. However, there is no requirement for the demographics of the elected participants, i.e., ratio of tenured/tenure-track faculty to academic professional track faculty, to mirror the university demographics. A number of institutions have separate elected organizations to represent each group. Lack of a representative balance between these two groups both in the senators and the senate leadership could introduce unintended bias into TAMU shared governance processes. Ensuring that the elected senators continue to represent the faculty appropriately by requiring that their appointments mirror the university demographics with regard to tenure should be prioritized in the future.

Recently, TAMU utilized successful outsourcing models for dining, custodial, and maintenance services and, to a limited extent, student residences. These types of public private partnerships are gaining in popularity at public universities nationally. There could be opportunities for similar arrangements such as with transportation services or other areas.

The appendix of the report includes data and details from the four conducted surveys, peer review research, and the Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis, which was based on the in-depth interviews and survey results from the deans and vice presidents. Because this comprehensive review of TAMU was a high-level evaluation, questions and issues were identified in some areas, as well as in some units, for which further due diligence is required to fully determine how best to proceed in a strategic direction that will meet the university's goals. Implementing the recommendations in this report may also spur the identification of additional areas where further due diligence is needed.

Conclusion

The recommendations in this report provide both direct and indirect pathways to achieve TAMU's goal of becoming a globally recognized, top-tier institution. Keys to achieving that goal include greater collaboration, transparency, strong operational accountability, and effective use of TAMU's wide range of talent, research, and resources. The recommendations throughout this report are designed to ultimately benefit students, faculty, and staff, along with state-wide constituents and stakeholders, furthering TAMU's land-grant mission.

Project Overview

In this review, MGT Consulting and Martin+Crumpton Group (M+CG) conducted 44 in-depth interviews with key university leaders, a strategic survey of 58 of the university's deans and vice presidents, and surveys of current students, former students, and faculty and staff. These efforts allowed the consultant team to identify and understand the critical strengths, weaknesses, opportunities, and threats that TAMU is facing. The consultant team also identified structural best practices and current trends through a peer review of more than 20 leading universities, most of which also have land-grant missions. This report includes the detailed findings from the interviews, surveys, and peer review.

Survey Summary

Online surveys were distributed to current and former TAMU students, as well as employees of the university. The data below represents the opinions of those individuals who responded to the survey. In order to provide all current and former TAMU students, as well as employees of the university with the opportunity to participate, this opinion poll was not conducted as a random sample. However, with strong responses in many areas, it is likely that this is representative of a larger group of opinions at TAMU.

Among the 1,775 current students who responded, more than half (51 percent) were extremely or somewhat satisfied with their educational experience last year. Freshmen, sophomores, and graduate students expressed the most satisfaction with their experience (between 53 and 63 percent were at least somewhat satisfied). Just under half (49 percent) indicated that they believe TAMU is headed in the right direction, although this varied by class level. The overwhelming majority of freshmen (84 percent) indicated that the university is definitely or probably on the right track, along with 57 percent of sophomores, and 53 percent of graduate students.

Nearly 16,500 former students provided usable responses to their survey. Survey responses were grouped by graduation decade. Based on the decade graduated, between 38 and 52 percent responded that they were satisfied with the transparency and communication received from previous TAMU administrations. Recent graduates (2020 to present), those who graduated 2010 to 2019, and those who graduated before 1969 were most satisfied with the transparency of communications (52 percent, 45 percent, and 46 percent, respectively). More than half (53 percent) of former student respondents indicated that they believe TAMU is headed in the right direction. Positive responses ranged from 50 to 61 percent when broken out by years of attendance.

More than 3,654 faculty and staff took the survey and were asked to rank TAMU's strengths. Those that received the most top three responses were: 1) Discovery and innovation - 32 percent ranked in the top three; 2) Impact on the state, the nation, and the world - 30 percent ranked in the top three; 3) Support for student success - 29 percent ranked in the top three.

Employees were also asked to rank the priorities of the institution, and the following priorities garnered the most top three responses: 1) Retention of current faculty and staff - 60 percent ranked in the top three; 2) Improve student academic success - 47 percent ranked in the top three; 3) Greater efficiency of

operations - 40 percent ranked in the top three. When faculty and staff respondents were asked to rate the importance of various skills to student success, three factors were rated as important or very important by almost all respondents (96 percent each): 1) Development of core skills like communication, critical thinking, and quantitative reasoning; 2) Ability to collaborate and connect with others; 3) Ability to adapt and be resilient in the face of uncertainty and change.

Finally, faculty and staff rated the importance of various elements of the comprehensive review. More than half of all respondents deemed every element either important or very important, and several elements were rated highly by 75 percent or more of faculty and staff respondents, including: 1) Financial stability (91 percent); 2) Flexibility and adaptability (89 percent); 3) Efficiency and continuous improvement (87 percent); 3) Supporting faculty research and scholarly activities (81 percent); 4) Facility management (78 percent).

Processes and Organizational Effectiveness

Analyses of current programmatic functions and organization, coupled with interview and survey findings, point to an opportunity to formulate new and reinforce existing goals, objectives, and action steps for the myriad of departments and functions that operate both individually as well as in concert to elevate student success at TAMU. Steps to reorganize the different functions across the institution—including Student Affairs, Facilities, Marketing, and Academic Affairs, and other colleges and departments—and align their organization and programming according to shared purposes necessitates at minimum a guiding strategy for the future trajectory of the different functions at TAMU.

The consultant team's organizational review of existing functions across the university revealed that in several cases, current organizational charts were unavailable, outdated, and/or unable to be confirmed due to inaccurate information. One of the first orders of business for newly reorganized units will thus be to work together to create clear internal structures and lines of responsibility as well as develop and solidify guiding principles to ensure departmental effectiveness and efficiency. In this way, the reorganization of departments and units has greater implications for the overall function of each respective unit than simply bringing about structural reconfiguration. As units are reorganized and evaluated for operational effectiveness and efficiency, it is important to ensure a common vision to emphasize and strengthen commitment to the Aggie Core Values. Questions like "Who are we?" and "How do we work together toward common goals?" will be at the heart of the work needed to create an inclusive and collaborative environment within and across units in the newly restructured departments and functions.[1]

To this end, restructuring presents an opportunity to define—or reinforce—the organizational identities of the new departments. Along with facilitating the development of priorities and identities within each unit, the reorganization process presents an opportunity to develop sound scaffolding (i.e., work groups, strategic plans, departmental retreats, and mission and vision statements) and allow university constituencies to work together toward accomplishing the restructuring. This process can foster a sense of ownership for participants as it opens a dialogue between the university leadership and staff concerning shared priorities and goals.[2] Reorganization affords the institution an opportunity to involve stakeholders in the planning process and can build broad support among a range of constituents—support that is critical for the cross-department coordination required to carry out any future goals and objectives. In this way, a reorganization process at TAMU would provide more than just a new roadmap that lays out organizational goals and pathways for achieving them, it should provide a more systematic method and a means by which personnel and stakeholders across various functions could be engaged in the decision-making process. Research has shown that developing an open process and encouraging

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[1] Saichaie K. (2018) Organizational Identity in Higher Education. In: Teixeira P., Shin J. (eds) Encyclopedia of International Higher Education Systems and Institutions. Springer, Dordrecht.

[2] Glassman, A.M., Rossy, G.R., Winfield, J. (1997). Toward an understanding of university-based strategic planning. *Proceedings of the Academy of Strategic and Organizational Leadership*, 2(2), 56-66.

stakeholder participation can foster a culture of trust and encourage authentic collaboration.[3] In instances where new or existing dotted-line reporting structures exist, the university must establish a process to ensure that the dotted-line supervisor has the opportunity for input and/or participation in the annual evaluation process of individuals to ensure cross-department collaboration and a culture of timely feedback.

In addition to engaging a broad range of constituents in the process, reorganization allows, and in many ways necessitates, an external scan of regional/national demographics, peer institution comparisons, and an application of industry best practices. Such a scan provides the important context of the external environment and sound backing for any organizational changes or restructuring.[4] This sound backing is created via data-based decision-making that will guide a path forward for 1) aligning everyday activities to institutional goals and 2) allocating resources for those activities.[5] In short, the reorganization process, including internal reflection and dialogue and a rigorous external scan, can help the newly reorganized units at TAMU develop identities that align with the changing landscape of higher education while still honoring TAMU's traditions and established precedents.

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[3] Dooris, J.J., Kelley, J.M., & Trainer, J.F. (2004). Strategic planning in higher education. *New Directions for Higher Education*, 123(5), 5-11; Lundy, K., Ladd, H. (December 2020). Why collaboration is key to the future of higher education. Retrieved from https://www.ey.com/en_us/strategy/strategies-for-collaborating-in-a-new-era-for-higher-education

[4] Yeager, J.L., El-Gholi, H.A., Kumanr, S. (2012). A guide to the development of an institutional strategic plan. In Schloss, P.J. & Cragg, K.M. (Eds.). *Organization and Administration in Higher Education*. Routledge, Taylor & Francis Group.

[5] Goldman, C.A. & Salm, H. (2015). Getting the most out of university strategic planning: Essential guidance for success and obstacles to avoid. RAND Corporation. https://www.rand.org/content/dam/rand/pubs/perspectives/PE100/PE157/RAND_PE157.pdf.

Provost Office

Finding #1

Through previous TAMU administrations, the Office of the Provost has increased in scope and function, making it a large and complex unit with competing priorities. A reoccurring theme from the surveys and interviews is that the current Office of the Provost is too large and that several individual areas need attention to better serve faculty, staff, and students. As an example, the Aggie Honor System Office is still reviewing cases from Spring 2021, which has a negative impact on students' ability to enroll in Fall 2021 courses. There is a need to condense and focus the Provost's office to elevate the profile of teaching and learning within the auspices of Academic Affairs. Other student support offices should be redistributed to different organizational units to ensure the Provost's office can focus on elevating student academic success, including growing graduate education and supporting new expectations and models for student learning.

Programs and services that are intended to serve the entire campus or the surrounding Bryan-College Station community are currently found within the Provost Office Organizational Chart. Examples of these programs include Diversity and Inclusion and non-degree programs and services such as Continuing Education and the Public Partnership and Outreach office.

The demographics of student enrollment at TAMU do not currently mirror the demographics of the State of Texas. As a land-grant institution, TAMU should prioritize meeting the needs of all Texans and therefore must concentrate on increasing recruitment, retention, and success of all students, but especially diverse students.

Recommendation #1: Reorganize the Office of the Provost to allow greater focus on student academic success.

Remove the following units from the current Office of the Provost:

- **Faculty Senate Office to new proposed office of VP for Faculty Affairs**
- **Aggie Honor System Office to Student Affairs**
- **Provost Communications Office to Marketing and Communications**
- **Career Center to Student Affairs**
- **Data and Research Services to Finance**
- **Enrollment Marketing to Marketing and Communications**
- **Enrollment Management to Finance**
- **Student Recruitment to VP for Academic and Strategic Collaborations**
- **Enterprise Information Systems to Information Technology**
- **Instructional Media Services to Information Technology**
- **Open Access Labs to Information Technology**
- **Student Employment Office to Human Resources and Organizational Effectiveness**
- **Veterans Services Office to Student Affairs**

- o **Academic Affairs Business Services to Finance**
- o **Academic Affairs IT to Information Technology**
- o **Diversity and Inclusion to VP for Academic and Strategic Collaborations**
- o **Education Abroad Programs Office to VP for Academic and Strategic Collaborations**
- o **International Student Services to VP for Academic and Strategic Collaborations**
- o **Academic Services**
  - **Budgeting and Financial Operations to Finance**
  - **Human Resources/Personnel to Human Resources**
  - **Academic Services Facilities to Facilities**
- o **Faculty Affairs and Interdisciplinary Initiatives to VP for Faculty Affairs**
- o **Dean of Faculties to remain vacant and position eliminated**
  - **Dual Career Program to VP for Faculty Affairs**
  - **Immigration Services for Faculty and Scholars to VP for Academic and Strategic Collaborations**
  - **ADVANCE to VP for Faculty Affairs**
  - **Academy for the Visual and Performing Arts to VP for Academic and Strategic Collaborations**
- o **Administration and Academic Affairs**
  - **Legal, Procedural, Contractual, and Regulatory Issues to Chief Operating Officer**
- o **Academic Affairs**
  - **Institute for Quantum Science and Engineering to VP of Research**
  - **Institute for Neuroscience to VP of Research**
  - **Private Enterprise Research Center to VP of Research**
- o **Vice President for Research to President**
  - **All research-specific units remain with VP of Research**
  - **Research Communications to Marketing and Communications**
  - **Research Finance Operations to Finance**
  - **Research Human Resources Operations to Human Resources and Organizational Effectiveness**
  - **Research Information Technology to Information Technology**
  - **Research Facilities Operations to Facilities**
- o **External Affairs**
  - **Engagement Efforts in Public Relations to VP for Academic and Strategic Collaborations**
  - **Public Partnership and Outreach to VP for Academic and Strategic Collaborations**
  - **Texas Target Communities to VP for Academic and Strategic Collaborations**
  - **Educational Outreach to VP for Academic and Strategic Collaborations**
  - **Continuing Education to VP for Academic and Strategic Collaborations**
  - **Global and Academic Partnership Services to VP for Academic and Strategic Collaborations**

Current Provost Organizational Chart

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                    ┌──────────┐        ┌──────────┐
                    │  VP and  │────────│ Academic │
                    │  Provost │        │  Deans   │
                    └──────────┘        └──────────┘
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| Assoc. Provost & Dean of the Graduate and Professional School | Assoc. Provost for Undergraduate Studies | Vice Provost for Faculty Affairs and Interdisciplinary Initatives | Dean of Faculties and Assoc. Provost | Interim VP and Assoc. Provost for Diversity | VP for Enrollment and Academic Services | Assoc. Provost for Academic Affairs and Student Success |

| Assoc. VP for Enrollment Services | Assoc. VP for Academic Services | Assoc. VP for Administration and Academic Affairs | Assoc VP for External Affairs |

Organizational Chart Note: [maroon box] *designates a current unit leaving the organizational chart*

Proposed Provost Organizational Chart
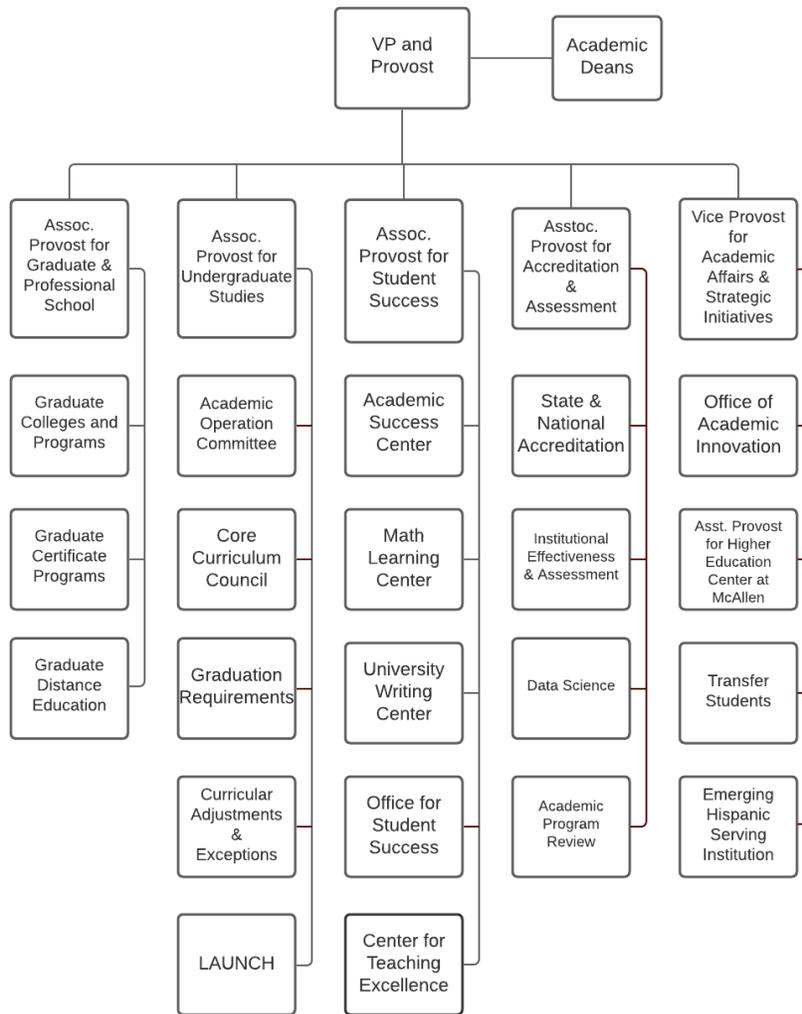
Rationale #1

This reorganization will provide a much more balanced portfolio and will allow the Provost office to focus exclusively on the academic mission of achieving excellence. Best practice focusing on improved learning and development of students, staff, and faculty reinforces the emergent theme that the Office of the Provost at TAMU is too large, hindering its ability to provide more individualized assistance and serve the needs of faculty and staff. Condensing units within the Provost's office will better align with what research has shown to best support the needs of the different constituents on campus.[6] It is also a

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[6] Doman, M.S. (2011). A new lean paradigm in higher education: A case study. *Quality Assurance in Education, 19(3), 248-262.*

needed response to ever-shifting enrollment demographics regionally in Texas and across the U.S. The postsecondary environment has become more diverse in the past decade and yet significant disparities remain.[7] Reorganizing and relocating units concerning educational outreach and student support will better position TAMU to address persistent (and resistant) diversity gaps. This restructuring will also provide a foundation for addressing racial and ethnic diversity among college faculty, staff, and administrators, which still does not reflect that of today's college students.

Finding #2:

According to the Office of Undergraduate Studies at TAMU, students often change majors.[8]

> *It is not uncommon for undergraduates to change their major; some students switch their major two or three times before finding the one that is right for them. Often, students choose the "wrong major" because they consider extrinsic motivators, like money, people-pleasing, or lack of self-awareness. It is important to understand that college is a time to learn about yourself in addition to deciding what to study.*

The Office of Undergraduate Studies goes on to list five steps undergraduate students must follow to change a major: 1) talk to your current advisor, 2) review change of major requirements, 3) talk to an advisor in your prospective major, 4) decide if you need to switch to General Studies, and 5) submit the change of curriculum in Howdy before the deadline. This process can be time consuming and daunting for students who are unfamiliar with navigating the processes and deadlines that are established within each college.

The current undergraduate advising structure at TAMU is decentralized with advisors siloed in individual colleges and/or departments. This structure can prevent clear lines of communication between units and can particularly be a detriment to students who have an academic plan or degree change that cross over multiple colleges. According to a 2018 Student Success Initiative report,[9]

> *Consistent and coordinated care can be a challenge for many reasons, including our decentralized structure. Position descriptions for advisors vary widely across campus, both in terms of formal description, but also informal duties. In some cases, academic advising may not be a primary role which can limit access that the student has to academic advising services.*

Recommendation #2 Centralize undergraduate academic advising

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[7] **:** U.S. Department of Education, National Center for Education Statistics. (2020). *The Condition of Education 2020* (NCES 2020-144), Characteristics of Postsecondary Faculty.

[8] TAMU Office of Undergraduate Studies. 9/21/2021. How to change your major at Texas A&M. Retrieved from: https://us.tamu.edu/News/How-to-Change-Your-Major-at-Texas-A-M

[9] Student Success Initiative. December 2018. Student Success Task Force Recommendations. Retrieved from: https://studentsuccess.tamu.edu/StudentSuccess/media/mainmedia/SSI/SSI_Report-2018.pdf

Continue emphasis on student success, including centralized undergraduate academic advising within the Provost's Office while maintaining a dotted line report to each respective academic dean.

Rationale #2:

Establishing centralized undergraduate academic advising will provide a consistent, streamlined advising experience for students and ultimately improve the student experience at TAMU. Centralized undergraduate advising services will make it easier for students to change majors across colleges and will reduce the number of offices that a student must visit to meet the requirements for a major change.

In an effort to continue centralizing services across campus, this centralization effort will allow for enhanced on-boarding, professional development, and accountability of undergraduate academic advisors. It will also create an environment that allows the advisors to work collaboratively with other like-minded professionals to increase additional job growth opportunities and to ensure that position titles and salary are balanced across campus.

Finding #3

The Higher Education Center at McAllen provides the opportunity to individuals who may not live in close physical proximity to TAMU's main campus to access University degree programs. It also offers opportunities to highly qualified students to complete college degrees in programs that provide robust pathways into agricultural, biomedical science, construction, engineering, and/or public health careers. Enhancing the programmatic offerings of the Center can thus boost college access and persistence and lead to increased graduate rates in these areas, further strengthening TAMU's prominence.

Recommendation #3: Elevate the Higher Education Center at McAllen

Elevate the Higher Education Center at McAllen to report directly to the Provost and organizationally elevate the existing Assistant Provost at the Higher Education Center at McAllen to provide additional support and strategic direction, thus enhancing programmatic offerings and student success.

Rationale #3

TAMU teaching centers allow the university to lend its educational programming such that Texas residents may benefit. Broader than its initial purpose to educate rural populations about practical technologies for agriculture and veterinary sciences, the teaching center model has now grown to provide responsive solutions to more expansive regional issues concerning healthcare, social work, K-12 education, and rural development.[10] Given the changing nature of the providing educational

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[10] McDowell, G.R. (2001)*. Land-grant universities and extension into the 21st century: Renegotiating or abandoning a social contract.* Ames, IA: Iowa State University Press

opportunities in local communities and best practices concerning regional responsiveness, TAMU should further strengthen its offerings outside of College Station. This is particularly important and timely in light of Covid-19 and shifting economic and public health dynamics.

A renewed focus on student success within the Provost reorganization will provide a timely and important opportunity to establish leadership and strengthen the Higher Education Center at McAllen, which provides essential educational resources to the community of McAllen in the Rio Grande Valley. In light of Covid-19 and the changing dynamics concerning regional economies and public health initiatives, TAMU should bolster its commitment to extension programs offered through the Higher Education Center at McAllen. These extension programs not only offer TAMU's expertise via innovative, novel advancements to improve life for local residents, they also offer opportunities for local residents to receive the excellent education of a TAMU degree through one of its seven programs in public health, engineering, science, and agricultural economics, without having to be physically present on the College Station campus.

Faculty Affairs

Finding #1

The Dean of Faculty position that is housed under the Office of the Provost currently serves as a support service for faculty across TAMU. The Dean of Faculty also serves as a conduit between the academic and administrative needs of faculty on campus. The current Dean of Faculty position is directly responsible for the recruitment, retention, and development of university faculty and oversees tenure and promotion, faculty review, faculty development leave, and dual career programs. The reputation of this office is not necessarily positive throughout campus, with concerns about timeliness, fairness of decisions, unnecessary bureaucratic requirements, and lack of clear proactive faculty development programs.

Contemporary approaches to faculty development include infrastructure that supports collaboration and the ability to provide more direct feedback—and trust that such feedback is being heard and is valued. Current best practice points to a more centralized support for such faculty development as opposed to services offered only through a small unit within the Provost Office or at the department level.[11]

Given the ever-changing landscape of expectations for teaching, research, and service, it is of particular importance to give faculty a platform through which they can engage in discourse with senior administrators. These platforms will create additional opportunities for new shared governance relationships and transparency in distribution of faculty resources.

Recommendation #1: Create a new Vice President of Faculty Affairs position

The Vice President of Faculty Affairs will focus on administrative duties related to the recruitment, hiring, professional development, and recognition/reward of faculty, and will work with the Provost and Deans to assign resources for faculty positions and retention.

The following responsibilities will be assigned to the Office of Faculty Affairs from the Office of the Provost: faculty hiring, tenure and promotion, faculty reviews, faculty recruitment and retention, dual career programs, immigration services for faculty, ADVANCE, GURI/CRI programs, faculty honors and awards, faculty development leave, faculty records, faculty credentialing for accreditation, and training/workshops.

Rationale #1

A Faculty Affairs unit under a new VP of Faculty Affairs can provide much needed infrastructure to better support faculty by facilitating faculty appointments and tenure and overseeing workflows and

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[11] Camblin, L.D. & Steger, J.A. (2000). Rethinking faculty development. *Higher Education*, 39(1), 1-18.

committees. This newly reorganized unit can further focus on faculty recruitment and retention as well, including special attention to assist growth, recruitment and retention for faculty of color. The VP for Faculty Affairs should work strategically with the Provost, VP of Finance, VP of Research, and VP for Diversity and Inclusion.

The Dean of Faculty position was recently vacated, leaving an opportunity to establish a new position in the President's cabinet. The new VP for Faculty Affairs position will elevate faculty to have a direct voice in the President's cabinet. This change will foster a transparent and direct line of communication and collaboration between faculty and the institution. This position will work closely with the Provost's office and Human Resources to develop and implement faculty development, leadership, and retention programs. The new VP of Faculty Affairs will be better equipped to focus on faculty pipeline strategies, outreach programs, financial incentives, and marketing approaches. These strategies will not only have a direct impact on attracting high quality faculty hires, but they will also translate to an elevated student learning experience.

Proposed Faculty Affairs Organizational Chart
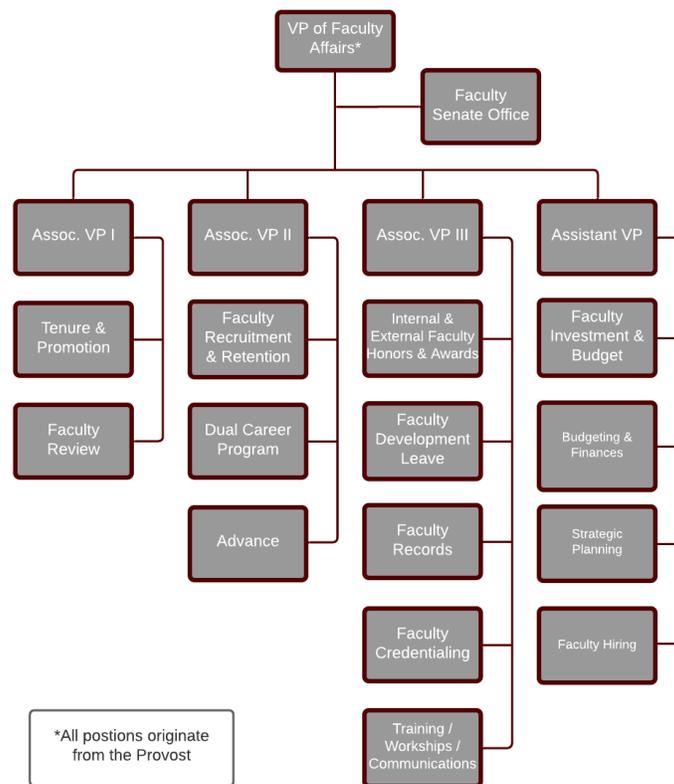
Organizational Chart Note: designates a new unit entering the organizational chart

Academic and Strategic Collaborations

The new office of the Vice President for Academic and Strategic Collaborations is designed to further TAMU's land-grant mission through a solutions-oriented approach and reimagining the mission to meet current and future needs of all Texans.

Finding #1

The Office of Vice President for Academic and Strategic Collaborations was established on September 1, 2021. This office aims to prioritize relationships between TAMU and Texas, particularly the communities where TAMU campuses and programs reside. TAMU is home to excellent cultural and social opportunities along with continuing education and community outreach functions that can support the education and growth of the larger community, as well as the broader educational offerings and stature of the university.

This new unit provides a unique opportunity to address a goal of collaborating and connecting with the larger Bryan-College Station community and the citizens and communication across Texas. The following units were created or moved within the office of Academic and Strategic Collaborations from the Office of the Provost upon its creation: Public Partnerships/Outreach, Undergraduate Recruitment. The Office of Sustainability was also transferred from Facilities, Security and Emergency Management.

Recommendation #1: Continue to incorporate other campus units that fit the mission of Academic and Strategic Collaborations.

Other units that align with the mission of and should be relocated to Academic and Strategic Collaborations include: Academy of Visual and Performing Arts; OPAS; Music Activities (except for the Aggie Band); Becky Gates Children's Center; Office of Diversity and Inclusion, Continuing Education; External Affairs and Public Relations; Visitor Center; International Programs (new office); Education Abroad Programs; Global and Academic Partnership Services; and International Student Services.

Rationale #1

There are four distinguishing characteristics of campus and community engagement.[12] It is scholarly, cuts across the missions of teaching/research/service; reciprocal/mutually beneficial and embraces the processes and values of a civil democracy. The new Vice President for Academic and Strategic Collaborations will bring together each of these important components under one umbrella unit.

While small businesses have the option of relocating when a community no longer supports it, a university is place-based by design.[13],[14] The human, financial, and campus resources of a major

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[12] Fitzgerald, H. E., Bruns, K., Sonka, S. T., Furco, A., & Swanson, L. (2012). The centrality of engagement in higher education. Journal of Higher Education Outreach and Engagement, 16,7-27.
[13] University & Community Partnerships, community-wealth.org.
[14] Connecting Communities with Colleges & Universities

university such as TAMU will strengthen the community and enhance economic development if rich partnerships are cultivated.

The values of service and experiential learning for college students are well established.[15] But developing those opportunities takes coordinated effort. When networks and partnerships are well-rooted, identifying those internship opportunities becomes easier. Nesting the community outreach, impact, and student recruitment operations of the university under one collaborative umbrella makes sense, both philosophically and functionally.

International students have an increasing presence in large universities like TAMU in the United States, and with them they bring an important component of diversity and global connectiveness. To ensure that departments and staff have proficient intercultural communication competence (an ability to conduct meaningful, appropriate, and effective communication with others of different cultural backgrounds[16]), training and resources to best support international student populations on their campuses are of great importance. Incorporating an international programs component into this new unit will help support the academic and personal journeys of international students.

Finding #2

As the TAMU campus continues to grow, a more intentional focus on undergraduate recruitment in towns and counties underserved by the university is needed. Proactive efforts should be implemented to leverage the university's state presence and presence in the Southeastern Conference to attract more students from all of Texas' 254 counties and neighboring states.

The pool of applicants for undergraduate students is currently not representative of the state's diverse demographics. Texas is the second-most diverse state across a variety of metrics and fourth-most culturally diverse.[17] Texas is 12.9 percent Black or African American, but TAMU's Black or African American student population is only 3.7 percent. Likewise, 39.7 percent of Texans are Hispanic or Latino, but only 24.9 percent of TAMU students are Hispanic or Latino. The university's land-grant mission is to serve all Texans and providing opportunity and access to working-class families and first-generation students is essential to fulfilling that mission.

Recommendation #2: Create an Office Focused on Improving Recruitment and Retention of Undergraduate Students

TAMU should create a focused outreach and recruitment office that offers targeted outreach to prospective students, increases minority recruitment, and increases total applications of new

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[15] How Experiential Learning in College Could Launch Your Career, The Princeton Review.

[16] Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. International Journal of Intercultural Relations, 27(4), 421–443

[17] McCann, A. September 2021. WalletHub. 2021's Most & least diverse states in America. Retrieved from: https://wallethub.com/edu/most-least-diverse-states-in-america/38262

undergraduate students. There should be a significant investment in strategic recruitment efforts that recruits the best and brightest students from underrepresented areas of Texas and surrounding states by increasing outreach programming, leveraging connections with the Aggie network, and increasing scholarships. Centralization will allow enhanced coordination, messaging, and effectiveness while eliminating duplication.

Rationale #2

It is important to be strategic about undergraduate recruitment to ensure that TAMU's incoming classes reflect the institutional mission. A more strategic approach to undergraduate recruitment would serve the mission by ensuring that prospective students and their families throughout the state are aware of the opportunities that enrollment at TAMU would afford them. Prospective students from underserved and minority communities will likely require more outreach for enrollment to become more reflective of Texas demographics.

Finding #3

In order to make a difference in the lives of 29 million Texans, the university must find effective ways to engage with more than enrolled students, faculty and staff. This requires effectively leveraging programs that touch parts of the community beyond the boundaries of the university's campuses.

Recommendation #3: Sunset community-focused programs that do not adequately serve the needs of the community and establish new programs to best support the shared mission of TAMU and the state of Texas

Using feedback from local officials, regional representatives, community members, and current and former Aggies, develop outreach services to best meet the needs of former and future Aggies, as well as their communities.

Rationale #3

TAMU has a vested interest in building a strong relationship with its surrounding communities and in helping those communities thrive.[18] A strong connection between an institution and its surrounding community can be a powerful driver for the success of both.[19] The human, financial, and campus resources of a major university such as TAMU can strengthen the communities around their campuses if rich partnerships are cultivated. Increased engagement with the community will expose prospective

students and their families to institutional opportunities and be a catalyst for increased enrollment interest.

TAMU boasts a former student population of more than half a million, many of whom still reside in or near Texas. The institution can capitalize on these loyalties and connections to engage other citizens of Texas in ways that increase the institution's brand recognition and be a catalyst for increased enrollment.

Finding #4

Through interviews and survey feedback, TAMU stakeholders desire to continue to attract a variety of faculty and their families to Bryan/College Station. Additionally, feedback from interviews indicated that individuals who do not have extended family or children struggle to find social activities that motivate them to remain this area.

The areas surrounding Bryan/College Station currently offer a variety of cultural activities and events to enhance the community and support the artists that reside in the region. As the educational leader in this region, TAMU should be the leader in growing this effort. Research shows that cultivating art and culture in a community provides many benefits. Adding arts and culture throughout the community can improve health, safety, and well-being. A study by the University of Pennsylvania Social Policy and Practice found that:

> *Cultural resources are significantly linked to better health, schooling, and security.[20] The research, which was controlled for economic well-being, race, and ethnicity, found the presence of cultural resources is associated with: a 14 percent decrease in cases of child abuse and neglect; a 5 percent decrease in obesity; an 18 percent increase in kids scoring in the top stratum on English and math exams; and an 18 percent decrease in the serious crime rate.*

This important aspect of community-building continues to grow in popularity and is often recognized as a best practice in community development. The success of arts in many communities is in no small part to the contributions that are made by the colleges and universities that share their unique collections and provide opportunities to bring artists from around the world to educate and entertain.

Recommendation #4: Invest in cultural centers, including a performing arts center, a museum and hospitality center, and campus gardens

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[20] University of Pennsylvania Social Policy & Practice. New research shows how arts and culture improve health, safety, and well-being. Retrieved from: https://www.sp2.upenn.edu/new-research-shows-arts-culture-improve-health-safety-well/

Rationale #4

Despite having an Academy for Visual and Performing Arts, TAMU does not have a modern performing arts center to host indoor large-scale events for students and the community. Existing TAMU land is available and should be used to create parks and other outdoor gathering spaces to welcome the community onto campus for events throughout the year.

As the campus culture continues to expand, campus-associated museums would provide opportunities to educate and share educational assets with the community. A museum of natural history is an example of such an opportunity, taking advantage of the university's diverse natural and historical artifacts. Faculty and staff would have the opportunity to enjoy a wide array of art and culture events on campus, with the goal of providing a diverse experience that appreciates the talents and artistry of all Texans.

The addition of these cultural assets will allow TAMU to contribute to community-building in the region and become a more well-rounded university. In addition, the presence of these resources will help create a balanced campus that offers both applied professional opportunities as well as the fine arts components.

Proposed Academic and Strategic Collaborations Organizational Chart

- VP Academic & Strategic Collaborations
- VP Diversity
- Assoc. VP Outreach
- Program Director
- Enriching Campus and Community Units
  - Office of Sustainability
  - OPAS
  - Music Activities
  - Becky Gates Children's Center
  - Academy of Visual & Performing Arts
  - Art Galleries
  - Cushing Libraries

- Sr. Assoc. VP Student Outreach & Recruitment
  - Univ. & College Recruiters
  - Strategic Partnerships
  - Visitor Center & Recruitment Events
  - Community Outreach & Inclusion

- Assoc. VP Community Impact Prgms.
  - K-12
  - Continuing Ed & Workforce Development
  - Community College Partnerships

- Assoc. VP Economic & Comm'y Engmt.
  - Economic Development
  - Regional Partnerships
  - Community Impact Events

- Assoc. VP International Programs
  - Education Abroad
  - Global & Academic Services
  - International Student Services

Academic Realignment

MGT Consulting and M+CG conducted a high-level organizational review of the academic units at TAMU. The existing body of research and best practices informed our understanding of the most current landscape of higher education in America.[21] Findings from our review underscore our recommended course of action concerning faculty authority and agency for curriculum and classroom practices. Faculty authority over grade assignments, program curriculum, teaching assignments, and institutional curriculum should remain as is. Changes outlined below will extend only to administrative reorganization and oversight over programmatic decisions.

Finding #1

More than half of peer institutions house their schools of liberal arts and sciences in a combined college. TAMU houses its liberal arts and sciences in separate colleges. In instances where a university has a combined college of arts and sciences, it is typically the largest college within the university. For example, the University of Michigan's College of Literature, Sciences and Arts is the largest of the institution's 19 colleges and offers more than 100 degrees among 75 academic departments within the college. The College of Liberal Arts and Sciences at the University of Florida is the largest college in the university with 43 degrees in 21 academic departments. Rutgers University's School of Arts and Sciences offers more than 100 majors and/or minors among 47 academic departments and/or programs.

TAMU has three smaller colleges that house the departments that typically comprise a College of Arts and Sciences. The College of Liberal Arts at TAMU has 12 departments with 52 degree options and 8,538 students. The College of Science has five departments, 64 degrees, and 4,174 students. The College of Geosciences has six departments, eight degrees, and 1,271 students. If these three colleges were combined into a new TAMU College of Arts and Sciences, the new College would be comparable in scale to those at our peer institutions and the second largest College at TAMU. By contrast, the College of Engineering has 15 departments, 20 degrees, and 20,475 students.

Recommendation #1: Combine the College of Liberal Arts, the College of Science, and the College of Geosciences to create a new College of Arts and Sciences.

Rationale #1

The new College of Arts and Sciences will heighten its stature as the home for one of the largest undergraduate curricula at TAMU. The merger will increase the institutional size of the College of Arts and Sciences and redefine TAMU's largest units into a four-legged stool structure: Arts and Sciences, Engineering, AgriLife, and Texas A&M Health. TAMU's College of Arts and Sciences would align with

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[21] Shared Governance, Then and Now. Published July 29, 2021. Retrieved August 27, 2021 from https://www.insidehighered.com/news/2021/07/29/shared-governance-over-time-snapshot#.YQKsPZkV9pg.link

similar colleges at most of its peer institutions: 12 of 19 peer institutions use this model. This larger college structure creates a stronger advocacy for the liberal arts education at a STEM-focused university. This advocacy is a value in recruiting faculty in the arts, humanities, and social sciences which are often underrepresented at STEM-focused universities. In addition, there should be significant cost savings by reducing three administrative college structures into one and using those funds to support the new College academic and research mission.

Finding #2

TAMU partners with the region's arts and theater collectives to advocate for the arts, provide grants for regional artists and artists to come to the region, and to showcase the arts on campus. TAMU programs like OPAS and the Academy of Visual and Performing Arts are integral to this partnership.

The department of Performance Studies provides for the arts curriculum at TAMU. This department currently offers courses in Music, Theater, Film, Design Technology, and Dance. Its strengths lie in emphasizing performance as research and research methods to examine the performing arts. Health and Kinesiology also currently houses Dance faculty and curriculum. There is an opportunity for greater partnership between these academic programs and better alignment of curriculum.

Some areas of study in visual and performing arts are underserved. For example, Music includes classes in Music Theory and Composition, Music History and Ethnomusicology, and Ensembles. However, the curriculum lacks applied study in instrumental or vocal performance. The "conservatory model" of music education emphasizes artists honing their crafts through mentoring from applied instruction, dedicated rehearsal, and routine performance and recital. This model also allows students to receive academic credit for their applied study, performance preparation, and ensemble performances. TAMU offers a Bachelor of Arts and a Master of Fine Arts in Visualization, but it does not have a standalone Fine Arts program.

TAMU's bolstering of the visual and performing arts aligns the institution better within the state and provides an inclusive avenue of study so all potential applicants can seek degrees of their choosing and join the unique and supportive culture at TAMU. Most notably, the College of Fine Arts at the University of Texas at Austin includes the Butler School of Music, the Department of Art and Art History, the School of Design and Creative Technologies, and the Department of Theatre and Dance. The University of North Texas has the School of Music, a College of Visual Arts and Design, and a Department of Dance and Theater within its College of Liberal Arts & Social Sciences. TAMU has the potential to leverage its science and technology expertise to focus on arts and technology. The Department of Visualization is a good example of this model. Other areas for investment would be music technology, sound engineering, digital video production, and drama for digital video.

Recommendation #2: Establish a School of Visual and Performing Arts with new departments in music, performing arts, and fine

arts, and relocate the Department of Visualization to anchor this new school.

This new school could create: 1) a Department of Theater, Drama, and Dance that merges faculty and academic programs from Performance Studies and the dance faculty and curriculum from Health & Kinesiology; 2) a Department of Music from faculty and curriculum in Performance Studies; 3) a Department of Art and Design, along with relocating the fourth department, the Department of Visualization from Architecture.

Rationale #2

The arts are an integral part of a comprehensive university and of the student collegiate experience. An arts curriculum at a university is crucial because it teaches the importance of the arts to students who would become leaders in society and expanded those students' horizons to experience creative expressions outside of their chosen fields of study. The arts are critical to the experiential learning models in higher education and fostered creative thinking that is necessary for problem solving in all professional and civic endeavors.[22]

The creation of these academic departments and expansion of academic programs will increase the participation of TAMU students in the local arts community by creating more student performances and exhibits. The accomplishment of this increased participation will further bolster TAMU's role as a leader in the arts within the region and in the state. It is imperative that this new School of Visual and Performing Arts receives appropriate significant investment, including the construction of a new Performing Arts Center. Creating spaces where students and artists can showcase their craft is essential to making the fine arts accessible to the community.

The location of the School of Visual and Performing Arts within the College of Arts and Sciences is ideal for emphasizing the arts as part of the liberal arts education of that college. It is also essential that the arts be housed collectively within one college. Indiana University, for example, has its arts dispersed among the College of Arts and Sciences (Theater); its School of Music; and its College of Art, Architecture, and Design. By contrast, Purdue University houses Theater, Dance, and Fine Arts within its College of Liberal Arts. TAMU should follow Purdue's example, given that Purdue is a STEM-focused university that has maintained the arts as part of the liberal arts education core.

Given that TAMU is historically a STEM-focused university, there is an opportunity for TAMU to create a niche in the state that emphasizes STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. An example of this approach is at Purdue University, where Theater students take classes in design and stagecraft to learn construction trades, and students in Fine Arts learn to use design technologies and studio tools.

The Department of Visualization is one of the most recognized and highly valued degree programs at TAMU. Graduates from that program often work in the entertainment and computer gaming industry, most notably Pixar. This program is currently located in the College of Architecture and is small with

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[22] https://www.aacu.org/publications-research/periodicals/place-arts-liberal-education

limited opportunity to grow and become the national leader in this highly specialized field. Since it is recommended that the College of Architecture administratively focus on Architecture programs in the future and remove other departments (discussed later this document), there is an opportunity to bring the Department of Visualization to the forefront of the field. TAMU can leverage its existing academic resources to support the elevation of the Department of Visualization, to provide STEM-based learning that can augment the arts and provide students with greater professional flexibility. Music students could learn the science behind acoustics and live and recorded production technologies in order to pursue various professional opportunities beyond performance. Students in theater and drama could develop skills in digital video direction, performance, and production. This change would require a significant investment in the Visualization program to support increasing the faculty size along with undergraduate and graduate students, and new facilities. Joint degree programs and faculty appointments with the College of Engineering should also be encouraged.

Finding #3

Trust in national and local news organizations across the country has continued to decline in recent years.[23] In 2021, only 58 percent of adults in the United States said they have a lot of trust or some trust in the information that comes from national news organizations. More adults (75 percent) have a lot of trust or some trust in information coming from local news organizations, emphasizing the importance of local journalism and the growing need for responsible journalism.

In the 2019-20 school year, the Department of Communication awarded only 14 Bachelor of Arts in Journalism Studies degrees and in the 2020-21 school year, the department is predicted to award only nine of those degrees.[24] Those award numbers are extremely low when compared to other Texas universities, such as the University of Texas at Austin, which awarded 184 journalism degrees in the 2019-20 school year, and the University of North Texas, which awarded 308 journalism degrees in the 2019-20 school year. Almost half of peer universities are accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), but TAMU is not.

Recommendation #3: Establish a Department of Journalism

Invest in the elevation of existing journalism programs by establishing a Department of Journalism in the College of Arts and Sciences to create specialization programs in print journalism, broadcast journalism, digital journalism, and photojournalism, for example.

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[23] Pew Research Center. Partisan divides in media trust widen, driven by a decline among Republicans. (August 2021). Retrieved from https://www.pewresearch.org/fact-tank/2021/08/30/partisan-divides-in-media-trust-widen-driven-by-a-decline-among-republicans/.
[24] Texas A&M University Accountability. Degrees Awarded. (July 2021). Retrieved from https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Degrees-Awarded.

Collaborate with the Mays Business School Department of Marketing to determine if offering or requiring journalism courses in the Advertising Strategy Track program would benefit students' overall breadth of knowledge for a career in advertising.

Create expanded opportunities, like internship programs, for students to interact with local as well as national professional journalists, media outlets, and related companies.

Rationale #3

Recent reports have shown people are more engaged with national news than local news, likely a result of local newsrooms closing and downsizing at expedited rates. Research has shown a strong correlation between lower newspaper circulation and higher rates of corruption, declining civic participation, reduced political knowledge, increased vulnerability to misinformation, and an increase in taxes.

Elevating and expanding the journalism program to a department allows TAMU to increase the media literacy and capabilities of students, further local community engagement, fulfill a possible student employee program in the Division of Marketing & Communications, and expand the capabilities and reach of *The Battalion* and *KAMU.* Creating a standalone department with diversified degree programs allows students more career paths within the journalism field.

In the current environment of media saturation, where studies have shown the average person sees 10,000 marketing messages every day,[25] media literacy and communication skills are key for students to develop and implement in any career. According to the research published by the American Press Institute in 2018, only 18 percent of Americans said they were very or completely familiar with the term native advertising or sponsored content.[26] This research also showed many Americans also did not have a full understanding of journalism terms, like op-ed or attribution, or of the difference between a news story and a press release. To aid in the restoration of trust in media and increase engagement rates, it is key that students and the public gain a comprehensive understanding of journalistic terms, processes, and transparency practices to become more responsible consumers and producers of journalism.

Finding #4

The Bush School of Government and Public Service offers degree programs for approximately 380 students. It is well-respected for its excellent culture and strong educational mission. To that end, more than 70 percent of Bush School graduates go on to work in public service. As an added benefit, the Bush School has the program and physical capacity to educate more students. The new extension office, located in Washington D.C., can provide students with access to policymakers in the nation's capital and

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[25] Fresno Pacific University. Why today's students need media literacy more than ever. (December 2018). Retrieved from https://ce.fresno.edu/news/why-todays-students-need-media-literacy-more-than-ever.
[26] The Media Insight Project. American Press Institute. (June 2018). What Americans know, and don't, about how journalism works. Retrieved from https://www.americanpressinstitute.org/publications/reports/survey-research/what-americans-know-about-journalism/.

offers a home for additional internships and career opportunities. The program continues to be well poised to offer graduate students career opportunities in national security, diplomacy, and foreign policy.

However, the number of students associated with the Bush School is small and limited to graduate programs. The large undergraduate student body at TAMU has only limited opportunity to interact with one of the most potentially impactful units in the university. In fact, many TAMU students are not even aware that the Bush School exists, which indicates that the enormous investment that TAMU has made into the Bush School and Library is not returning fully the potential returns of that investment.

To truly empower the Bush School to reach its full potential and become the highest ranked and most visible School of Public Policy in the nation, a significant investment in expansion must be made. Given TAMU's commitment to the six core values, the Bush School could broadly represent the embodiment of selfless service and be a visible and constant reminder of why President George H. W. Bush selected TAMU to house his library. This would require expansion into undergraduate degrees, a broader range of graduate degrees including PhDs, significant hiring of faculty, and investment in facilities.

The existing Department of Political Science currently in the College of Liberal Arts is relatively strong but is in need of investment in faculty and programs. It would not be advisable to continue to invest in faculty lines in both units given the significant overlap in area of study. Concern was expressed during the interviews about the current duplication of focus that exists between the two programs. Therefore, a merger would allow both programs to thrive under the new Bush School vision. In addition, the merger would catalyze the inclusion of undergraduate and PhD students through movement of the current students to the School.

Recommendation #4: Elevate and expand the Bush School of Government and Public Service to be a highly visible and accessible part of the university portfolio through significant investment and a merger with the Department of Political Science.

Rationale #4

A major investment in the Bush School is needed to elevate it to fulfill its potential to create many future leaders in public service and become a top-ranked national leader in the public policy arena. The expanded student enrollment through a merger with the Department of Political Science would the first step towards meeting this goal and would benefit both the Bush School and the Department of Political Science. There are currently strong initiatives within several programs in both units, including the diplomat training program. Through interdisciplinary collaborations, these initiatives can continue to add to the competitive advantage of TAMU. There could be other units interested in merging with the Bush School due to the overlap of focus and interest in expansion, such as Economics or International Studies.

Finding #5

Large undergraduate biology programs in the university are offered through the College of Science, College of Agriculture and Life Sciences, and the College of Veterinary Medicine and Biomedical Sciences. The College of Agriculture and Life Sciences currently houses Ecology and Conservation Biology, as well as Plant Pathology and Microbiology. The current College of Sciences houses numerous biology degrees paths. The College of Veterinary Medicine and Biomedical Sciences houses the Biomedical Sciences degree. Splitting the program between three colleges creates confusion for students about appropriate majors and creates barriers to changing majors which results in increased time to graduation. There is also internal competition for resources such as faculty hires, facilities, grants, duplication of current faculty members areas of interest, which hinders the ability of faculty members to collaborate and contribute to advancing research and student success. Having heterogenous faculty split between colleges makes it difficult to create equal metrics for comparison. The university's biology program ranking is also inhibited because it is difficult to benchmark against other university programming. Based on comments during the interviews, there is a perception that the current Department of Biology is underperforming and there would need to be a significant investment to bring the productivity to an acceptable level. Most peer institutions do not have a stand-alone biology department, but universities do offer microbiology and other specialized biology programs. Cornell University shares the management of some biology programs between the College of Arts and Sciences and the College of Agriculture and Life Sciences.

Recommendation #5: Create the new Institute of Biological Life Sciences which will contain the Department of Biology and the Biomedical Sciences Program.

This new Institute of Biological Life Sciences will be primarily housed in AgriLife but strongly connected with the College of Arts and Sciences, College of Veterinary Science, and TAMU-Health through courses, faculty, scholarship offerings, research grants, and laboratory facility use.

Rationale #5

Moving the Department of Biology and the Biomedical Sciences Program into the new Institute of Biological Life Sciences will allow for easier collaboration for the biologically oriented faculty in the College of Agriculture and Life Sciences to collaborate with faculty throughout the university working toward similar interests. Eliminating duplication and combining resources will likely enhance the Institute's ability to move up in state and national rankings. Uniting resources in this way can boost academic and research efforts for all related academic units. Of note, there will need to be significant resources committed to facility renovation to ensure that the Institute faculty and students have the adequate infrastructure to succeed.

Most importantly, a unified biology program allows undergraduate students to start in a general biology major and enter a specialized track after exploring the first-year courses. This allows for better glide paths to assist students who change majors from one degree program to another, and clearer paths to graduation. As in the Cornell model, undergraduate students will enter a first-year biology curriculum, and either stay in the Institute for a degree, or connect with biology related departments throughout the university offering their own advising and degree matchmaking. This format allows students the flexibility and time to explore various academic avenues and choose the path that best suits their career goals and maximizes their potential while decreasing time to graduation.

Finding #6

Skills in acquiring, evaluating, and using information are necessary within the undergraduate education framework and position students for academic and professional success as well as participating in society as informed citizens. TAMU's faculty-librarians are well-suited to teach students these skills, as the librarians already teach students these skills through library consultations. Faculty-librarians are well positioned to teach these skills in the classroom in dedicated courses (either with LIS course code or integrated across disciplines) with these learning outcomes in mind. Librarians at TAMU currently fulfill their teaching-equivalent function by leveraging their expertise in research methodologies and platforms, as well as critical thinking about evaluating information, through a series of resources available for faculty, student, and community use. There are no courses offered at TAMU that specifically cater in this way to information literacy as a unique academic subject or across the curriculum. Librarians at TAMU have faculty status if hired into a faculty line and afforded the opportunity for promotion and/or promotion with tenure. The Faculty Senate at TAMU currently has three seats for librarians and a college caucus for University Libraries.

Identifying and dedicating undergraduate core curriculum courses for the development of skills in information sciences elevates the faculty-librarians as teachers and emphasizes their role as integral to the teaching mission at TAMU. The addition of degree programs in Library Science would further elevate their position as experts. The University of Oklahoma offers both a Bachelor of Arts in Information Studies and a Bachelor of Science in Information Science and Technology.[27] Most commonly, librarians earn a Master's in Library Sciences (MLS) or a Master's in Library and Information Sciences (MLIS) from an academic program accredited by the American Library Association (ALA). Often, candidates for an MLS or MLIS have undergraduate degrees in the liberal arts or sciences, though candidates could earn a bachelor's degree in any field. There could be the opportunity to develop a field defining BA and PhD in Library Science at TAMU.

The peer review shows that heads of university libraries at peer institutions vary in position title. There is currently a trend to name these leaders University Librarian, a title with appropriate organizational esteem.

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[27] https://www.ou.edu/cas/slis/programs/ba-info-studies

Recommendation #6: Merge the University Libraries into the newly created College of Arts and Sciences and create a new Department of Library Sciences.

Faculty-librarians will have faculty status in this new department. The Dean of the Library will become the Associate Dean of Arts and Sciences and University Librarian. This new Associate Dean and University Librarian would continue to supervise all library operations and lead the faculty-librarians in excellence in teaching and scholarship. The Department of Library Sciences will create a new and innovative academic program that seeks to teach and do research to support students who are learning and researching in new and different ways.

Rationale #6

The creation of a Department of Library Sciences offers an academic department home to TAMU's faculty-librarians. The department would enable the undergraduate core curriculum and the baccalaureate framework to include information sciences. The Associate Dean and University Librarian would offer strategic academic leadership to the faculty-librarians in the development and delivery of information sciences skills across disciplines within the College of Arts and Sciences.

Additionally, as the operational head of University Libraries, the Associate Dean and University Librarian will have an opportunity to design and deliver a learning commons model. The Associate Dean should work with the Office of the Provost to create multiple learning commons in university library spaces. University Learning Commons models are widely adopted and provide examples of partnerships between academic departments and university libraries to foster teaching and learning in library spaces. Learning Commons that integrate information sciences with academic support services, such as the Writing Center, tutoring services, etc., provide a full spectrum of student learning opportunities that buttress the curriculum.

Finding #7

In early 2021, Texas A&M Health completed a new strategic plan, Vision 360.[28] The goals for Vision 360 are centered around positioning Texas A&M Health to reach its potential as a nationally recognized health science center. The specific goals include: "diversification of revenues, more intensive collaboration among the colleges and school around interprofessional education, more extensive interdisciplinary research and teaching collaborations with TAMU, and more expansive partnerships around clinical education, community engagement and care delivery."[29] Following development of the Vision 360 strategic plan, the consulting firm Manatt Health conducted a high-level assessment of the administrative organization and budget models at Texas A&M Health.

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[28] Texas A&M Health. Vision 360. Retrieved October 2021 from: https://health.tamu.edu/vision360/index.html
[29] Manatt. May 2021. Texas A&M Health Administrative Organization Structure and Budget Assessment

The findings of the Manatt report indicate that the Texas A&M Health budget model is inefficient and does not provide incentives for collaboration. Also, the relationship between Texas A&M Health and TAMU is highly bureaucratic, and the operational responsibility and reporting relationships lack the necessary clarity. The consultant team reviewed the report provided by Manatt Heath and agree with the review and assessment.

Recommendation #7: Implement recommendations from the Texas A&M Health Administrative Organization Structure and Budget Assessment

Implement recommendations from the Manatt Texas A&M Health Administrative Organization Structure and Budget Assessment.

- *Expand the role of the SVP/COO to include overall budget responsibility for Texas A&M Health's budget, operations, and strategy*
- *Adopt an integrated budget model for Texas A&M Health*
- *Organize a benchmark assessment of the size and focus of select administrative functions and implement efficiencies across Texas A&M Health*
- *Investigate potential duplication in research administration*
- *Define service levels for contracted functions sourced from and required by TAMU*

Rationale #7

The Manatt report found that the current administrative organization complicates partnerships and is not efficient. It is apparent that Texas A&M Health should leverage new collaborations to become a more strategic organization. As highlighted several times by stakeholders, an integrated budget model should be implemented to allow for focus on strategic investment. In addition, as changes are made, there should be continuous assessment to compare the effectiveness and efficiency of their operations to external benchmarks.

The connection to TAMU is critically important and should be carefully assessed to identify additional Texas A&M Health linkages to main campus and ways for Texas A&M Health faculty to contribute to the teaching mission for TAMU's undergraduate program. An appropriate service level should be determined for the TAMU faculty who reside in College Station to ensure that TAMU is receiving appropriate value for its support of Texas A&M Health. As an example, faculty in the College of Medicine with a lower-than-average teaching load could contribute to the teaching needs in Biology or Biomedical Sciences on main campus.

Finding #8

TAMU has made significant investments in recent years to modernize the physical presence across the state, notably in Houston's Texas Medical Center, in Round Rock, and in the Dallas area in conjunction

with its affiliation with Baylor Scott & White Health. This commitment must be met by not only modernizing R&D efforts focused on human health, but also by creating the future knowledge, devices, therapies, and technology to improve quality of life.

As part of the core mission to improving care delivery, Texas A&M Health desires to establish digitally enabled, multidisciplinary teams that improve access and responsiveness. Leadership at the Health Science Center is planning a new approach which is unencumbered by a hospital and an entrenched system of care. This effort will lay the foundation for patient-focused, digitally enabled, economically viable clinical practices that improve access to care.

Additionally, Texas A&M Health desires to focus the full range of cutting-edge science on diverse health care challenges. This will be achieved by advancing their mission to improve health—particularly for underserved and marginalized populations. This effort will require the Texas A&M Health research enterprise to develop meaningful convergence between the research strengths and interests of TAMU-Health and other colleges at the university. TAMU-Health will achieve success as they realize their research potential through the full translational continuum.

Recommendation #8: Improve research organization at TAMU-Health.

Enhance the research enterprise at Texas A&M Health by undertaking a reorganization to establish clearly defined pathways for advanced development of early-stage health knowledge or products for accelerated translation to clinical practice.

Specific recommendations include:

- **Reconfigure the Institute of Biosciences and Technology to achieve better focus on advanced research and development leading into clinical trials (with strong consideration for renaming the institute to message this change). The Institute for Biosciences and Technology's Centers for Epigenetics & Disease Prevention (EDP) and Infectious & Inflammatory Diseases (IID) should be moved to existing departments within the College of Medicine or developed as stand-alone departments as appropriate.**
- **Combine the remaining Centers (Genomic and Precision Medicine and Translational Cancer Research) from the perspective of clinical product development. In addition, the Advanced Technology Cores should be aligned with this new overarching center as supportive capabilities and services.**
- **Align the Center for Innovation in Advanced Development and Manufacturing (CIADM) with, and have it report to, this advanced development team.**
- **Assign leadership of the newly imagined translational effort to the Executive Director of the Institute of Biosciences and Technology, with specific focus on the general areas of small molecules and biologics. Coordination with Engineering Health (EnMed) will allow for a natural focus on devices and nanomedicine, along with traditional paths of translational development for health and medical technologies, therapies, and practical knowledge.**

- **Account for the anticipated opening of TAMU space in the TMC3 complex when reconfiguring to maximize productivity, professional growth, and competitiveness both in Bryan and in the TMC, since limitations on physical space availability may prevent the full relocation of faculty and labs from EDP and IID to Texas A&M Health in Bryan.**
- **Continue to elevate the geographically dispersed research faculty across Texas A&M Health centers by providing extensive opportunities for teaching in classroom settings.**

Rationale #8

This renewed effort aligns with the research goals in Texas A&M Health's recently released strategic plan[30]:

*Grow interdisciplinary basic and translational research within Texas A&M Health and in collaboration with health-oriented researchers across Texas A&M with an emphasized **imperative** of building capabilities for clinical research and commercialization.*

Texas A&M Health has functional and highly accomplished components that directly work on or support advanced biomedical and health technology development and clinical trial testing. These components, however, are not aligned organizationally to provide a streamlined pathway to move such work through well-known stages of health product development.

To this end, it is imperative that Texas A&M Health build capabilities for clinical research and commercialization, advance thematically focused research partnerships with TAMU and the Texas A&M University System (TAMUS), implement a "proof of concept" business plan for research themes, prioritize research investments that align with the strategic priorities of Texas A&M Health, and continue to enhance the culture of research mentorship. These recommendations will allow Texas A&M Health to continue to strengthen as an organization while providing opportunities for greater financial health, academic program growth, and establishing a clear student health portfolio.

Finding #9

In 2012, the Provost developed a new incentive program to support undergraduate growth throughout TAMU. In discussion with upper-level administrators, the incentive program was very effective, with a high percentage of the tuition generated from undergraduate growth provided to the Colleges where growth occurred. In a decade of lower state funding and competition between academic units, the path to higher revenues in the Colleges was to increase undergraduate student numbers. This may have been a distraction to those units with a directed mission on professional degree production. The undergraduate University Studies degree program is currently distributed throughout Colleges, even those with a primary mission of graduate education. Other undergraduate programs increased in size at that time even with duplicate programs existing in other colleges. There are three Colleges (Veterinary Medicine, Architecture, and Education) where a renewed focus on mission is needed to meet the needs

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[30] Texas A&M Health. Vision 360. Retrieved October 2021 from: https://health.tamu.edu/vision360/index.html

of the state and position themselves to increase in national rankings and reputation. Four actions are recommended to address these issues and refocus education and research activities appropriately.

Recommendation #9a. Reassign the University Studies degree program exclusively to the College of Arts and Sciences.

Students in the University Studies program will be enrolled in the College of Art and Sciences where they will develop an appropriate multidisciplinary curriculum for their interest.

Rationale #9a

To ensure that each College focuses on its mission and are not distracted with students who do not have the qualifications or interest to enroll in a College degree program, the University Studies program should be unified in the College of Arts and Sciences. The program staff can work collectively with all University Studies students to develop plans of study that meets expectations for both student and institution. The concept of a "Build your own major" is not unusual and can be a positive experience for students who do not want to follow a traditional path to a degree. The students may select a curriculum that involves courses outside of the College of Arts and Sciences, with a similar schedule as before. As the College that is primarily responsible for the university core curriculum, Arts and Sciences would be the logical choice as the home for this program.

Recommendation #9b Refocus the College of Veterinary Medicine on the core mission of graduate education and invest in the construction of a new Small Animal Hospital.

The Biomedical Sciences Program will move to the Institute for Biological Life Sciences and a focus on small animal care and research will be expanded through the construction of a new Small Animal Hospital.

Rationale #9b

By moving the Biomedical Sciences Program to the new Institute of Biological Life Sciences, there is an opportunity for a focus shift, university investment, and position the College to become the best in the nation. Currently, the veterinary medicine field shows strong demand for small animal veterinarians. A recent USDA report found 31 counties in Texas, predominantly rural counties, have a shortage of veterinarians in 2021.[31] This USDA report emphasized the need for large animal veterinarians, however, this shortage applies for mixed and small animal practices as well. TAMU and AgriLife is home to a wide assortment of resources that support small animal research, ranging from research grants to donor

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[31] USDA. National Institute of Food and Agriculture. Veterinary Services Shortage Situations Map. (2021). Retrieved from https://nifa.usda.gov/vmlrp-map?state=222.

investments, some that could be more effectively utilized. Most notably, the current small animal hospital at TAMU is outdated and limits research and instructional potential.

To remain a leader in small animal veterinary medicine and further the College of Veterinary Medicine and Biomedical Sciences' primary mission, TAMU should invest in transforming the existing small animal hospital. This will ensure the university has top-notch resources to support the most advanced medicine and practices for small animals and can provide those resources to stakeholders and constituents, particularly in high-need rural areas.

Recommendation #9c: Refocus the College of Architecture on the core mission of Architecture and Landscape Architecture/Urban Planning

To assist with more focus in Architecture and Landscape Architecture & Urban Planning degrees, relocate the Department of Construction Science to the College of Engineering and the Department of Visualization to the new School of Visual and Performing Arts in the College of Arts and Sciences

Rationale #9c

The College of Architecture currently has 3,226 students in four academic departments: Architecture, Landscape Architecture & Urban Planning, Construction Science, and Visualization. Architecture currently ranks as one of the top 25 schools in the country. This standing has remained unchanged despite the university's efforts toward increasing its ranking. The Architecture department offers a Bachelor of Environmental Design, three separate master's degrees in Architecture, and a Ph.D. in Architecture. The department offers minors in Art and Architectural History, Sustainable Architecture and Planning, Architectural Fabrication and Product Design, and Architectural Heritable Conservation in addition to a variety of interdisciplinary certificates. Architecture currently has 636 students. Landscape Architecture and Urban Planning offers bachelor's degrees in Landscape Architecture and Urban and Regional Planning and a minor in Urban Planning. The department offers master's degrees in Landscape Architecture, Urban Planning, Land and Property Development and a Ph.D. in Urban and Regional Science. Landscape Architecture currently has 404 students.

As is the case in other units mentioned previously, by refocusing on core mission, there is an opportunity for university investment and positioning the College of Architecture to become the best in the nation with unmatched impact. To do so will require investments in new faculty and an innovative education and research facility by the university administration. This change should enable the College of Architecture to achieve higher stature and recognition.

As discussed in the prior section describing the new School of Fine Arts, moving the Department of Visualization allows for that department to grow, expand faculty, and position itself as a uniquely qualified to meet the needs of a very specialized industry. In addition, unique facilities to meet the education and research needs of Visualization should be included in the proposed new Performing Arts Center.

The Department of Construction Science is nationally recognized as a top program by the construction industry. There are significant connections between this department and the Department of Civil Engineering, Department of Mechanical Engineering, and Department of Engineering Technology. Also, research connections with the RELLIS campus and the Center for Infrastructure Renewal provides avenues of collaboration with the Texas A&M Engineering Experiment Station. Moving the Department of Construction Science to the College of Engineering will enhance the educational experience and research potential for faculty and students in both organizations.

Finding #9d

After reviewing the College structure and conducting interviews with administrators, the College of Education and Human Development was mentioned as one where the lack of focus on the core mission of producing educators for the state and nation has negatively affected students and other units in the university. The College of Education and Human Development invested in growing the undergraduate degree programs that not only duplicated existing programs but also directly competed for students and research. Two units with the most direct overlap are the Department of Health and Kinesiology and the Technology Management Degree Program.

Recommendation #9d: Consolidate the Department of Health and Kinesiology in the School of Public Health, including clinical research associated with the Department of Health and Kinesiology. Move the Technology Management Degree Program to the Department of Engineering Technology.

Refocus the College of Education and Human Development on the core mission of producing educators and move the Department of Health and Kinesiology and the Technology Management Degree program to appropriate units.

Rationale #9d

The Department of Health and Kinesiology (HLKN), located in the College of Education and Human Development, and the Department of Health Promotion and Community Health Sciences (HPCHS), located in the School of Public Health (SPH), have similar program offerings. HPCHS and HLKN have attempted to differentiate their degree programs for several years with little success. The overlapping degrees are the Bachelor of Science in Public Health, Master of Public Health, and Doctor of Public Health within HPCHS, and the Bachelor of Science, Master of Science, and Doctor of Philosophy in Community Health at HLKN. The courses, missions, and functions of the two programs remain similar even after the two programs worked to create a differentiation plan in 2020.

Program growth in each academic unit, specifically in the Community Health and Public Health degree programs, often appears to continue to create new conflict, course offerings, and program expansions in the other. Past and current administrations, at various levels of the institution, have indicated a desire

to resolve this conflict. Neither SPH nor the College of Education and Human Development wishes to give up existing programs; however, this duplication of program offerings is an inefficient use of resources, confusing for accreditation and program evaluation, does not align with most peer institutions, and detracts from the potential housed within both programs.

These points of conflict are likely to continue without consolidation. One of the primary reasons to move HLKN to SPH is that SPH's Council on Education for Public Health accreditation will not allow SPH to eliminate degree programs or to offer joint programs. Additionally, based on the state funding formula, health-related institutions are funded at a rate that is approximately 71 percent greater for each full-time equivalent student than the College of Education and Human Development. This move will allow the current HLKN programs to receive greater funding. Once HLKN joins SPH, the potential for increased collaboration between units, joint program recruitment and enrollment, and clarity for program evaluation are possible and expected.

The current Technology Management Degree in the Department of Educational Administration and Human Resource Development shares similarities with other programs on campus, particularly in the Department of Engineering Technology. It is recommended that the Technology Management Degree could be offered through Engineering Technology where there is significant expertise in the subject area. There could continue to be a strong educational connection to the College of Education and Human Development to allow for an understanding of application in that field.

Student Affairs

Finding #1

Throughout interviews, survey feedback, and peer review, it became apparent that the current Student Affairs function should be further reorganized to provide additional opportunities to enhance the student experience. The Interim Vice President of Student Affairs reorganized the Division of Student Affairs in July 2021, anticipating further reorganization in the coming months. This reorganization was made to balance the portfolio of a newly hired Assistant Vice President. This position was posted and hired before June 2021. This reorganization was intended to be the first step in providing high-quality student service efficiently and effectively.

Strategically adding additional units to the Student Affairs portfolio will provide additional opportunities to provide students with a great campus experience as well as the necessary skills and resources to prepare them for the future. Other units are recommended for separation from Student Affairs and are discussed in more detail in the Academic and Strategic Collaborations, Information Technology, Marketing and Communications, Human Resources and Organizational Effectiveness, Facilities, and Finance sections of the report.

Changing demographics, economics, technologies, and many other external variables, including the circumstances surrounding the most recent public health pandemic, have placed unprecedented demands on both higher education at large and the student affairs function. These changing dynamics, as well as increased demands on universities due to the enrollment of larger, more diverse student bodies, require the student affairs function to adjust the nature, amount, and types of services.[32]

TAMU Student Affairs provides a critical link to student success and the quality of the overall educational experience. Among higher education institutions nationally, there have been ongoing calls for assessments of the organizational design and structure of the student affairs function to achieve improved performance.[33] National student affairs organizations such as Student Affairs Administrators in Higher Education (NASPA) and American College Personnel Association (ACPA) have emphasized new approaches to bring together the different student affairs competency areas (i.e., student learning and development, advising, and leadership) as the student affairs function works to become both more effective and efficient, particularly at large R1 institutions.[34]

To increase the efficiency and effectiveness of student affairs, our recommendations, as grounded in best practice and the student affairs research literature, suggest redefining operational and service functions.

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[32] Task Force on the Future of Student Affairs. (2010). Washington, DC: ACPA & NASPA

[33] Kuk, L & Banning, J.H. (2009). Designing Student Affairs Organizational Structures: Perceptions of Senior Student Affairs Officers, NASPA Journal, 46:1, 94-117

[34] https://www.naspa.org/files/dmfile/ACPA_NASPA_Professional_Competencies_.pdf

Recommendation #1: Reorganize Student Affairs and expand student "High Impact Practice" (HIP) services.

Reorganize department and align organizational functions and programming according to shared purposes. Expand student "High Impact Practice" (HIP) services so that they continue to align with TAMU core values and standards while also preparing students with the necessary "college knowledge" about how to navigate their experiences while on campus.

Integrate the following units into Student Affairs from the Office of the Provost:
- o **Career Services**
- o **Public Policy Internship Program**
- o **Money Education Center**
- o **Aggie Honor System Office**
- o **Veterans Services Office**

Remove the following units from Student Affairs:
- o **University Art Galleries to Academic and Strategic Collaborations**
- o **Music Activities (except for the Aggie Band) to Academic and Strategic Collaborations**
- o **Becky Gates Children's Center to Academic and Strategic Collaborations**
- o **Information Technology to the Department of Information Technology**
- o **Student Affairs Communications to Marketing and Communications**
- o **Student Affairs Financial Services to Finance**
- o **Student Affairs Human Resources to Human Resources and Organizational Effectiveness**
- o **Student Housing, Memorial Student Center, and University Center *facilities operations only* to Facilities (student programming stays in Student Affairs)**
- o **Move the Memorial Student Center OPAS Program to the Office of the Vice President for Academic and Strategic Collaborations**
- o **Counseling and Psychology Services to Texas A&M Health**
- o **Student Health Services to Texas A&M Health**

Current Student Affairs Organizational Chart

VP for Student Affairs

Corps of Cadets

Assoc. VP

Dean of Students & AVP

Chief of Staff / Exec. Assoc. VP

Assoc. VP

Assoc. VP

Memorial Student Center

Student Life

Residence Life

Multicultural Services

Information Technology

University Center & Special Events

Counseling & Psychological Services

Business Services

University Art Galleries

Music Activities

Student Activities

Student Health Center

Disability Resources

Becky Gates Children's Center

Recreational Sports

Veteran Resource & Support Center

Student Life Studies
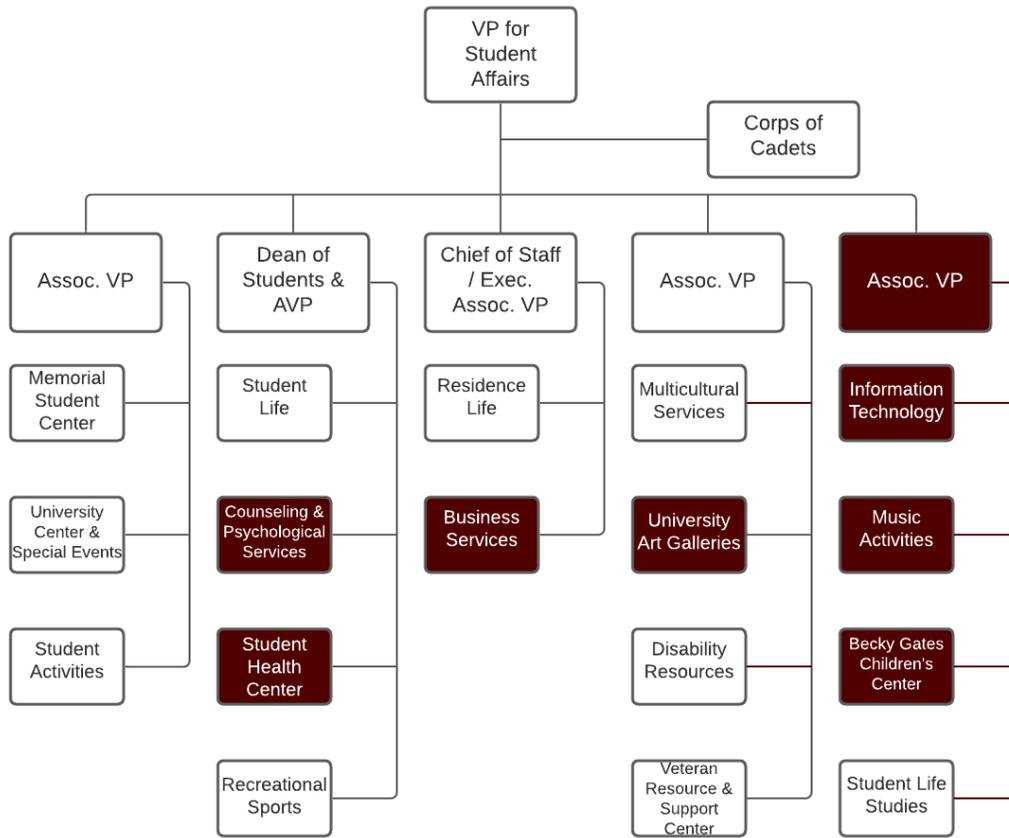
Organizational Chart Note: ▮ *designates a current unit leaving the organizational chart*

Proposed Student Affairs Organizational Chart
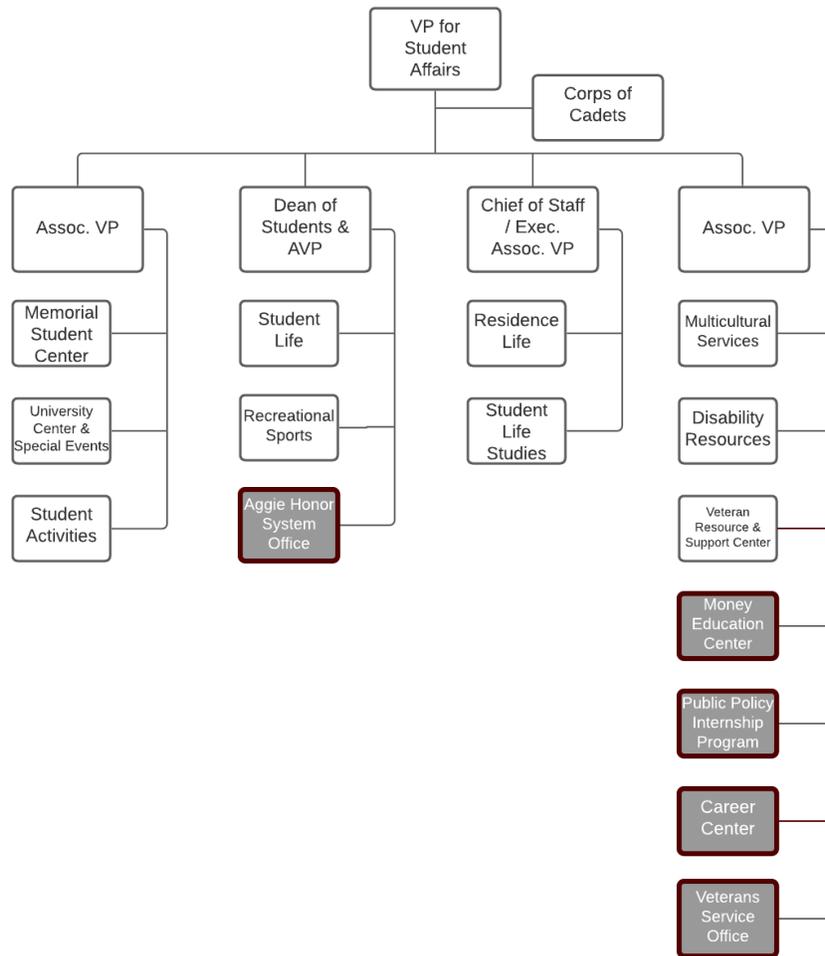
Organizational Chart Note: [gray box] *designates a new unit entering the organizational chart*

Rationale #1

Reorganizing practice and aligning the organizational functions and programming of Student Affairs according to shared purposes will allow TAMU to respond to and support its students more effectively. Research shows that organizing according to shared purposes and service offerings will improve

efficiency and increase effectiveness to support student success.[35] This means integrating and importing services that facilitate students' academic and career success, such as **Career Services and Veterans Service Office**, while simultaneously removing services that align more closely with other functions, such as relocating **Counseling** to TAMU-Health.

Recently, concern has mounted about whether undergraduate students are gaining the foundational skills and knowledge (i.e., "college knowledge") necessary for them to persist to degree completion. College knowledge is information that helps students understand the complex college admission and selection processes, the options available to help pay for their post-secondary education, and the academic requirements needed to navigate college to persist to graduation.[36] A strong and growing body of research supports the value of HIPs in making sure students have such foundational knowledge and are prepared to navigate myriad challenges throughout their college experiences.[37]

This type of foundational knowledge includes financial literacy content and programming, found in the **Money Education Center**, as students increasingly rely on loans to finance their education. Institutions have begun to evaluate and refine operational models that support campus financial literacy programs, as a lack of financial management skills and knowledge is cited as one of the top reasons students drop out of college. The top programs offer various workshops and resources, access to one-on-one financial consultation, and programs that incentivize student participation.[38] Expanding financial literacy programming at TAMU to better align with these best practices can help ensure students are prepared to face debt and make sound financial decisions in college and beyond.

Several departments recommended for removal from Student Affairs are addressed in more detail in the sections of this report corresponding to their respective receiving units.

- The **Becky Gates Children's Center**, **Music Activities**, and the **University Art Galleries** are recommended to move to the new Office of Academic and Strategic Collaborations. These departments align with the mission and purpose of Academic and Strategic Collaborations to prioritize the relationship between TAMU and the State of Texas. This new office is designed to leverage TAMU's value as a home to excellent cultural and social opportunities, continuing education, and community outreach functions that can support the education and growth of the larger community. The Fightin' Texas Aggie Band will remain part of the Corps of Cadets within Student Affairs.

- **Student Affairs Information Technology** is recommended to move to the campus-wide Information Technology, maintaining a dotted line to Student Affairs for accountability. This is part of a larger recommendation to centralize IT services across campus to create consistency in

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[35] Porterfield, K.T., Roper, L.D., & Whitt, E.J. (2011). Redefining our mission: What does higher education need from student affairs? *NASPA Journal of College and Character*, 12(4), 1-7.

[36] Hooker, S. & Brand, B. (2010). College knowledge: A critical component of college and career readiness. *New Directions for Youth Development*, 127, 75-85.

[37] Kilgo, C.A., Ezell Sheets, J.K., Pascarella, E.T. (2015). The link between high-impact practices and student learning: some longitudinal evidence. Higher Education: *The International Journal of Higher Education and Educational Planning*, 69 (4), 509-525.

[38] https://lendedu.com/blog/top-college-financial-literacy-programs/

technology devices, customer service experience, and safety and security that ensures TAMU can continue high-quality services daily.

- **Student Affairs Communications** is recommended to move to the campus-wide Marketing and Communications, maintaining a dotted line to Student Affairs for accountability. This is part of a larger recommendation to centralize Marketing and Communications operations across campus to ensure a consistent brand voice, coordinated communication efforts, and elevate the stories throughout TAMU that best represent the entire campus community.

- **Student Affairs Financial Services** is recommended to move to the campus-wide Division of Finance under the CFO. This is part of a larger recommendation to centralize the finance functions as aligned with current job duties. The centralization of the Division of Finance is to ensure transparency and the opportunity for fiscal reallocation to best leverage the resources available at TAMU.

- **Student Affairs HR Services** to Human Resources and Organizational Effectiveness. This is part of a larger recommendation to centralize the HR functions as aligned with current job duties. The centralization of HR functions is to provide high-quality, timely, consistent, and confidential employment services to all employees at TAMU.

- **Student Housing, Memorial Student Center, and the University Center Facilities Operations** are recommended to move to the campus-wide Facilities. This is only for the facility management itself, not programming and services. This is part of a larger recommendation to centralize facilities operations to ensure consistent building health and safety across TAMU.

- **Counseling and Psychology Services and Student Health Services** are recommended to move to the Health Services Center to provide additional access to a larger network of physical and mental health resources available.

Finding #2

The review found an opportunity for increased accountability in campus programming related to new student conference and campus activities, an increased connection to the Aggie Core Values, and for students to use their experiences to be best prepared for "real world" professional experiences after college. Student Affairs already strives to make the Aggie experience memorable and accessible for all students through clubs, organizations, recreational sports, and an extensive list of other opportunities. Student Affairs was consistently ranked as the top unit across various metrics in the surveys conducted this past summer.

During the review phase of this work, student organizations and student conference functions regularly were a point of concern. Student organizations and student conferences hold a reputation of little student accountability, little university control, and of being a risk to the university. This risk is associated with financial management, lack of training, and the selection of student conference curricula and activities.

The value of student involvement in the undergraduate collegiate experience has been well established. Student clubs and organizations are known to promote critical student development and learning by

fostering leadership skills, positive academic and social self-concepts, agency and autonomy, and higher-order critical thinking.[39] However, striking a balance such that student participation in organizations can lead to these positive outcomes in congruence with institutional values and standards can be a tall order. Examining the relationship between business organizations and the host communities in which they reside has provided a helpful model for how higher education institutions can embed and interact with student organizations and student-led programming within the campus environment.[40]

Specifically, institutions that help student organizations conceptualize themselves more as contributive as opposed to contingent organizations find that they have been able to strike a balance between creating parameters for student-led programming while still supporting student autonomy and governance. Contributive organizations retain some sovereignty but view themselves as members of a network of campus organizations that share a common ideology about the campus and community. Institutions can work to develop a niche for these types of organizations so that they prosper with minimal guidance and give back to the larger organizational community. This is a helpful framework that TAMU can redefine to support student-led programming that ultimately stays true to TAMU traditions and values.[41]

Recommendation #2: Align student organization management practices to ensure transparency and accountability.

This effort may include a staff-led best practice review of student organization management to implement an updated model for facilitating and orchestrating the relationship between student organizations and the university. This updated model should ensure that student organizations are held to a high standard that is in line with professional TAMU expectations of conduct, financial management, and upholding the Aggie Core Values.

Rationale #2

Student organization management is often viewed in two philosophical ways. The first philosophy is that student organizations should have the freedom to explore the campus, make mistakes at almost any cost, and create, manage, and implement programs and activities as they desire while upholding some fundamental institutional guidelines. The second philosophy is that student organizations should be strategically designed to provide leadership development and accountability opportunities. The skills gained through holding student leaders to more stringent guidelines foster decision-making skills and understanding of how to lead an organization within the context of a larger organization, how to deal with conflict, and how to manage finances. As institutions of higher learning are responsible for

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[39] Smart, J., Ethington, C., Riggs, R., & Thompson, M. (2002). Influences of Institutional expenditure patterns on the development of students' leadership competencies. *Research in Higher Education*, 43, 115-132; Baxter Magolda, M. (1992). Cocurricular influences on college students' intellectual development. *Journal of College Student Development*, 33, 203-213

[40] Thomas, D. F., & Cross, J. E. (2007). Organizations as place builders. Journal of Behavioral and Applied Management.

[41] Kuk, L., Thomas, D., & Banning, J. (2008).. Student organizations and their relationship to the institution: A dynamic framework. *Journal of Student Affairs*, XVII, 9 -20

developing career-ready citizens, the second model offers the most significant benefit to students. Establishing student organizations as semi-professional entities with structured guidelines and expectations allows students to understand the reality of most post-college professional settings while enjoying shared interests with other students.

The value of infusing HIPs into Student Affairs via first-year orientation programming and learning communities for incoming students is well-documented. Evaluating student orientation programming, including Fish Camp, to ensure an adequate balance of student involvement and institutional staff oversight is critical to future program success. Student orientation programming is just one HIP that can lead to positive outcomes for student engagement and persistence in higher education. TAMU Fish Camp holds much value for incoming freshmen in helping them develop an affiliation with the university, gain concrete knowledge about institutional practices and policies, and engage with other students. Such student engagement practices for incoming students prepares them to navigate co-curricular experiences and challenges throughout their college career.[42] It is important to balance student autonomy with institutional oversight, such that TAMU's values and traditions remain central, when helping to shape programmatic elements. This balance will allow the students opportunities to learn and develop while also staying in bounds in terms of what aligns with the institution's aspirations and mission.

Student Affairs will play a critical role in the development of the whole student. Students who participate in Student Affairs programs and services can expect to be well-trained leaders and understand the value of being accountable to the larger campus community. Students will also uphold the Aggie Core Values and understand the responsibilities of being a TAMU graduate.

Finding #3

Although Student Health Services currently resides in Student Affairs, changes across TAMU have positioned other organizations to provide new opportunities. Texas A&M Health is a growing organization that seeks both to be a hub for high-quality research and to provide care for the citizens of Texas. The existing Counseling and Psychological Services and Student Health Services, currently organized within Student Affairs, were credited in interviews with being strong, collaborative organizations that are focused on meeting the needs of students with the goal of helping them be successful in the classroom and in life. The top priority is to provide easy access to high-quality student health services while ensuring that the appropriate resources are in place for each student to have support for individualized care and success.

Recommendation #3: Integrate Student Health Services and Counseling and Psychological Services into Texas A&M Health

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[42] Kilgo, C.A., Ezell, S., J.K., & Pascarella, E.T. (2015). The link between high-impact practices and student learning: some longitudinal evidence. *Higher Education*, 69, 509-525.

and establish a dedicated unit to focus on providing wholistic student health.

Rationale #3

Student health services are in extremely high demand on college campuses across the county, and TAMU is no exception. This is especially true when it comes to mental health services. Between a general increase over time in the need for student health services and the increase for mental health and other support services related to Covid-19, campuses are spending an increased amount of time and personnel resources on health-related activities. Moving these services into Texas A&M Health will allow for greater access to medical personnel in times of high student demand for services. This reorganization provides an opportunity for TAMU to integrate the philosophy of student-focused health services with the power of a large health science organization.

Counseling for students can serve as an example of the potential for direct benefit to students. In many cases, students use campus counseling services to address short-term counseling needs. The counseling services currently offered to students are designed to be short-term, averaging three to four sessions.[43] If a student needs longer-term care, they typically must transfer from their current care provider to a new provider that they identify through a referral or on their own. This transition can be disruptive to a student's progress, as delays in scheduling and reestablishing a relationship with a new counselor often take time and may discourage the student from seeking the needed counseling services.[44]

By transitioning Counseling & Psychological Services to Texas A&M Health, it is possible to streamline opportunities for continued care, both maximizing the direct health benefits for the student and minimizing the number of transitions the student may need to experience to obtain care.[45] Additional benefits of similar significance can be identified throughout the counseling, psychological, and student health services portfolio.[46] The philosophy that providing student health is about providing wholistic care to support student success has the potential to become a model throughout the TAMU System and at other large institutions that have strong healthcare systems.

[43] Texas A&M Counseling & Psychological Services Website. Retrieved September 17, 2021 from: https://caps.tamu.edu/services/
[44] Schwitzer, A.M., Moss, C.B., Pribesh, S.L., St. John, D.J., Burnett, D.D., Thompson, L.H., Foss, J.J. (2018). Students with mental health needs: College counseling experiences and academic success. *Journal of College Student Development*, 59(1), 3-20.
[45] Anderson, K., Balderrama, S.R., Davidson, J., De Maria, P., Gregory, T. et al., (2010). Considerations for integration of counseling and health services on college and university campuses. (2010). *Journal of American college health, 58*(6), 583–596.
[46] Prince, J.P (2015). University student counseling and mental health in the United States: Trends and challenges. *Mental Health & Prevention*. 3(1-2), 5-10.

Facilities

Between June and August 2021, a high-level review was conducted of facilities management practices and processes. In addition, peer institutions were reviewed for best practices or additional recommendations for efficiency.

Finding #1

Throughout interviews and the interpretation of survey feedback, it became apparent that the current decentralized structure of facilities management has created a lack of cohesion, inconsistencies in space inventory, maintenance, replacement processes (deferred maintenance) and the planning and construction of new facilities. Two key elements contribute to breakdowns within TAMU's decentralized operational model: unpredictable communication between operational departments and service entities, and departmental policies established for single unit operational guidance. The current safety and security systems are inconsistent across campus.

Specific concerns related to current maintenance operations include:
- The daily upkeep of facilities to maintain normal operations for occupants is difficult due to communication system inefficiencies where numerous work order systems create problematic end-user tracking and submission errors. These systems include AggieWorks, UES invoice, telecom keyless, and deferred maintenance requests. The current structure does not have a central representative to assist with issues.
- Repairs and replacements go unattended due to difficulties identifying appropriate funding sources, scheduling necessary work, and ensuring oversight for appropriate infrastructure replacements/upgrades.
- TAMU and contracted vendors lack communication. These communication failures often create silos that limit the ability to identify and solve problems.

Specific concerns related to the physical security of facilities, including physical keys, card access systems, door schedules, and camera installations, include:
- Once a key log system leaves the Building Access department, it becomes decentralized, and verification of control is not easily identified and reported. This is exacerbated by not having a central point of contact for troubleshooting or reporting.
- The current structure allows for the existence of multiple card access systems with multiple directories. This structure, paired with limited policy guidance for operations, limits the ability of a centralized management structure and reporting of buildings. For the limited guidance that currently exists, no central point of contact is available for support.
- TAMU currently has limited security policies that do not clearly articulate how and when buildings should be secured/scheduled, do not identify who is responsible for being a verified door manager, and lack a central point of contact.
- The campus currently has many non-compliant camera installations. The current model does not offer a central point of contact to assist units with becoming compliant.

Recommendation #1: Restructure of Facilities and Operations/Safety and Security to include all facilities services under a new centralized management structure in Facilities Management.

Facilities and Operations/Safety and Security should be restructured to include all facilities services under a new management structure. Facilities management services that are currently housed across different units at TAMU should be centralized and consolidated. Centralization of these units under a Facilities Management unit would ensure greater efficiencies across the campus.

> **Integrate the following units into Facilities Management:**
> - **Facilities management operations that are currently housed at TAMU, including Auxiliaries, Academic & Strategic Collaborations, Diversity & Inclusion, Facilities, Faculty Affairs, Government Relations, Human Resources & Organizational Effectiveness, Information Technology, Marketing & Communications, Provost, Qatar, Research, Service Departments, and Student Affairs (including Student Housing, Memorial Student Center, and University Center facilities), Architecture, Bush School, College of Education & Human Development, College of Liberal Arts & Sciences, Mays School of Business, School of Law, Veterinary Medicine with the exception of Athletics. These units should be consolidated under a university Facilities Management unit that would capitalize on efficiencies across the division. TAMU Facilities Management would work closely with the two units associated with System Agencies, Engineering and AgriLife, on buildings located on TAMU campus through a common computerized maintenance management system.**

> **Realign the following units currently in Facilities Management:**
> - **Facilities & Dining Administration (FDA) requires restructuring to provide a more robust service portfolio and would include the establishment of a new department of Facilities Management. This new department would provide direct oversight, management, and communication that is most often associated with the daily operations of the campus. An Executive Director of Facilities, managers, and coordinators would provide strategic leadership and management.**
> - **This department would serve as daily first responders and communicate between service providers and TAMU administrators. Communication would flow both bi-directionally and across the Facilities, EHS, and Security units to ensure operational efficiency. Current SSC & Chartwell contract management could be appropriately integrated into the new structure.**
> - **Realign facilities proctors to become professional-level Facilities Coordinators, including in athletics, reporting to the division of facility management. This position will serve as a key role on TAMU's campus as a conduit of communication among faculty, staff, students, and the administration regarding facilities issues.**

- All other units should remain as currently structured with minor realignment with a direct reporting position to the VP of Facility, Health, Safety, and Security. Procedural adjustments are expected and will be necessary to work with the new divisions created and their shared responsibilities. These adjustments should begin with facilities space inventory, access control system databases, and facility communication procedures. An audit of existing SAPs, SOPs, and system databases will be performed to optimize support of these units.

Remove the following units or positions from Facilities Management:
- **Associate Vice President of Facilities and Operations to Finance**
- **The Office of Sustainability to Academic and Strategic Collaborations**

Current Facilities Organizational Chart


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                    ┌──────────────────┐
                    │ VP Facilities,   │
                    │ Health, Safety   │
                    │ & Security       │
                    └──────────────────┘
          ┌──────────────────┴───────────────────────┐
  ┌───────────────┐                          ┌──────────────────┐
  │ Asst. VP of   │                          │ Assoc. VP for    │
  │ Safety &      │                          │ Facilities &     │
  │ Security      │                          │ Operations       │
  └───────────────┘                          └──────────────────┘
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- VP Facilities, Health, Safety & Security
  - Asst. VP of Safety & Security
    - Emergency Management
    - Environmental Health & Safety
    - University Police Department
  - Assoc. VP for Facilities & Operations
    - Facilities & Dining Administration
      - Contract Services (FDA)
      - SSC
      - Chartwells
      - Facilities Services
      - Space Inv. Management
      - Facilities Coordinators
      - Buiding Access (Key Shop)
    - University Architect
      - Project Architect
      - Planner
      - GANT
      - GANT
    - Director of Sustainability
    - Exec. Dir. of Utilities & Energy Service
      - Utility Production Services
      - Water, Enviro. & Distribution Services
      - UES Operations

Organizational Chart Note: ▮ *designates a current unit leaving the organizational chart*

Proposed Facilities Organizational Chart
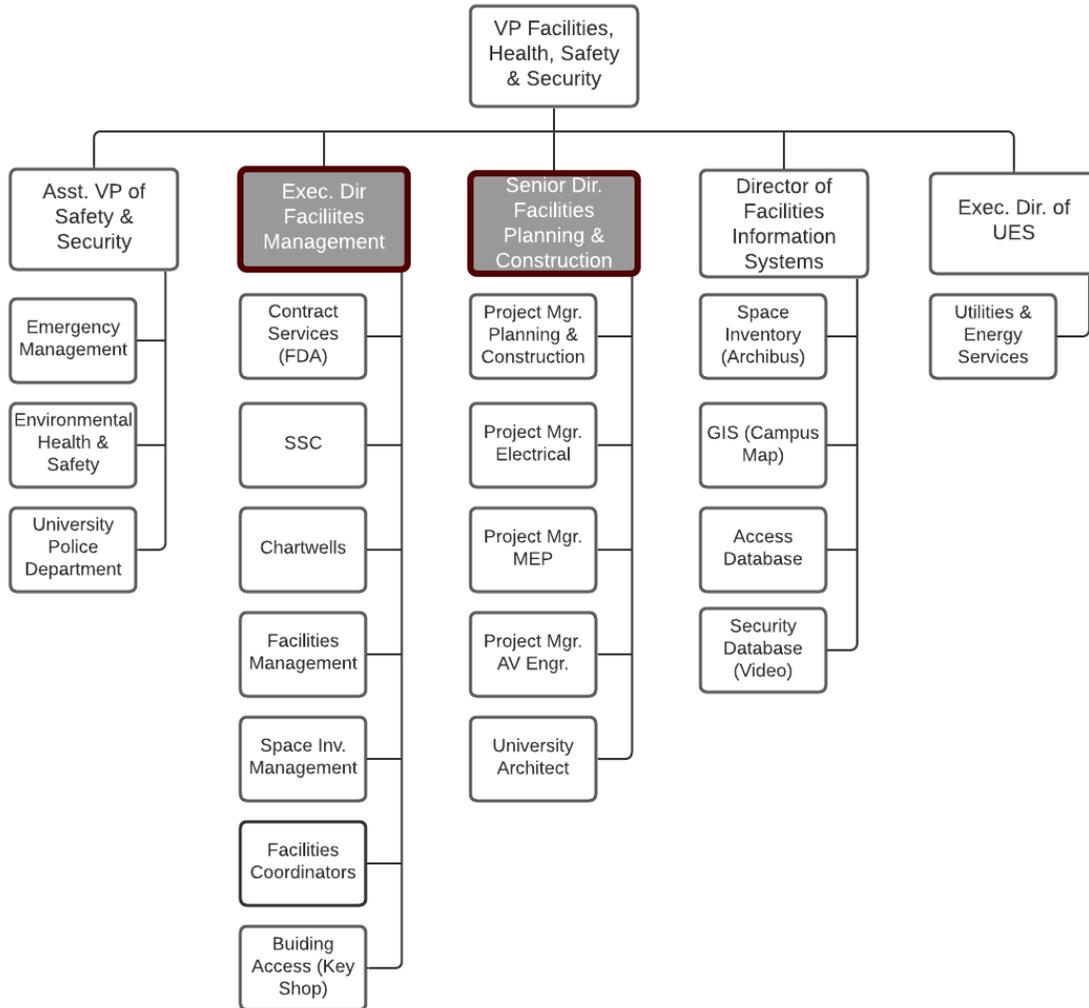
Rationale #1

This model will eliminate siloed operational functions and create open channels of communications between operational divisions working under common leadership to achieve a singular goal. Facilities

Coordinators will be leveraged to resolve the unpredictable communications between operational departments and service entities. They will also serve as first responders for Facilities operations to communicate with TAMU administration in areas such as emergencies, events, and daily operations.

The current division of Facilities & Dining Administration (FDA) requires restructuring to provide a more robust service portfolio. A new division of Facilities Management can provide direct oversight, management, and communication associated with the daily operations of the campus. Specifically, this reorganization will provide more direct oversight from the Vice President of Facilities Management to the directors of each functional unit within Facilities Management.

At its core, facilities management is based on the premise that the efficiency of an organization is inextricably tied to the physical environment in which it operates.[47] The aim of this function is broader than just managing buildings and their systems. This function creates a foundation for an organization to achieve its mission and goals by combining and balancing efficiency, effectiveness, and cost. To this end, current best practice in facilities management underscores the need for centralized processes and systems, data-driven approaches, and for facilities managers to balance being responsive and efficient.[48]

As TAMU works to improve in these areas, particularly in the face of rising operating costs and increasing user expectations, a more centralized, consolidated service unit will ensure greater efficiencies across the campus. Specifically, the processes and systems of centralized and updated facilities will reduce maintenance needs.

Finding #2

New construction and renovation projects often lack clear owner advocacy and oversight that align with TAMU/TAMUS Standards. This lack of centralized control leads to high levels of process deviation that is associated with standard project development, including scope of work, schematic design, design development, and construction. This lack of clarity and a central point of contact can cause confusion in project funding and create an inconsistent delivery of final project documents to external Architectural and MEP partners, among others.

The current campus-built environment oversight creates an uncertain and inconsistent approval process that may be incongruent with capital projects that are part of the larger Education, Research, and Master Plan at TAMU. These projects are currently approved by sub-committees that lack adequate staffing and oversight for projects of this size and scope.

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[47] Grimshaw, R. and Keeffe, G. (1993). "Facilities management: the potential for research", in Barrett, P. (Ed.), *Facilities Management: Research Directions*, RICS Books.
[48] Amaratunga, D. & Baldry, D. (2000). Assessment of facilities management performance in higher education properties, *Facilities*,.18 (7/8), 293 – 301.

Recommendation #2: Create a new division of Facilities Planning and Construction (FPC) that allows for an expanded, strategic planning and construction unit.

Rationale #2

Historically, colleges and universities had a limited role in managing their campus projects and many universities turned to outside construction management firms and contractors to augment their campus facilities' staff and departments. In the past two decades, however, it has become increasingly clear that a variety of avenues exist to provide the services needed to plan, design, construct, operate, and maintain an institution's facilities.[49] Given the finding that new construction and renovation projects at TAMU have often lacked clear owner advocacy and oversight and have not aligned with institutional standards, it is incumbent upon the university to bring greater oversight into an in-house facilities unit. The new structure, which would provide oversight through a senior director of facilities and project managers, will assist with scope of work, schematic design development, and management of all construction phases. Further, the University Architect will continue to provide key support. This model is backed by industry best practice and will produce strong outcomes.

The new recommended facilities division would provide professional review and support on capital project planning and assist in formulating recommendations to TAMU leadership on decisions impacting TAMU's core mission of teaching, scholarship, and research. Beginning in the late 20th century, institutions of higher education began to address the disconnect between a greater push for student-centered learning and engagement and facilities that prefer the more traditional teacher-centered didactic instruction of the past.[50] Renovating old facilities or creating new teaching and learning facilities that foster active learning, which is in line with trends and research on maximizing student collaboration with one another and with faculty, will be best supported by a newly restructured facilities division that can ensure that facility renovation and construction will elevate student learning aims and outcomes.

Finding #3

Decentralization of the facilities functions has caused data management issues throughout facility information systems. An example of decentralization in facility information systems is highlighted by the current disarray of recordkeeping for space inventory documents and state reporting requirements. The current organizational structure prevents a full space analysis and existing data is located between two unreconciled sources. The most up-to-date space inventory documents exist in a tabular system of record and are based on floor plans. Thus, performing a comprehensive building and campus assessment is difficult and realigning space among departments is incredibly challenging and inefficient.

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[49] Bertolino, S. (2021). In-house design and construction. APPA. www.appa.org/bok/in-house-design-and-construction
[50] Jamieson, P. (2003). Designing more effective on-campus teaching and learning spaces: a role for academic developers, *International Journal for Academic Development*,8(1-2),119-133.

Additionally, the campus has inconsistent room numbers, room/space boundaries, and room-use descriptions/codes, creating an inconsistent architectural document.

Recommendation #3: Create a Division of Facility Information Systems to maintain information in support of TAMU operations.

Rationale #3

Best practice in university facility oversight suggests the need for a consolidated facilities unit that adopts a centralized system for managing all activities and maintenance operations, such as a single computerized maintenance management system (CMMS). One unified system can track records and collect data to inform and enhance facility efficiency, utilization, and maintenance.[51] The new facilities division will consolidate the existing siloed databases that contain mapping data, access control, security video, key log, space inventory, and floor plans. Combining this information will provide greater access to and understanding of the current state of campus, including buildings, security status, vacant space, and repair or renovation needs. This recommendation also aligns with peer institutions currently using more robust systems.

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[51] Reynolds, G. (2010). Facilities Maintenance and operations. APPA. www.appa.org/bok/facilities=maintenance-and-operations/

Finance and Business Administration

Finding #1

The current financial services model at TAMU is decentralized. This model is difficult for administration to strategically allocate funds to departments and academic units that may need assistance or have opportunities for strategic advancement. In the current model, there is little oversight for administrative expenditures which can allow administrative bloat and duplication of services. For some of the smaller units on campus, many finance staff may also have other roles and duties that pull them in different directions and make fiscally related task completion difficult. As noted in the survey responses there is high demand and interest for greater transparency and accountability in the finances of the university.

Recommendation #1: Centralize financial/business services under the Chief Financial Officer.

Centralizing financial/business services under the Chief Financial Officer will allow for greater transparency and efficiency. With this recommendation, employees will continue to be physically located in their current unit but operate under a different reporting structure, with solid line accountability to the Chief Financial Officer and a dotted line responsibility to their assigned unit.

Integrate finance functions from the following Business Services units into Finance:
- o **Financial operations from Administrative Business Services Units, including Auxiliaries, Academic & Strategic Collaborations, Diversity & Inclusion, Facilities, Faculty Affairs, Government Relations, Human Resources & Organizational Effectiveness, Information Technology, Marketing & Communications, Provost, Qatar, Research, Service Departments, and Student Affairs**
- o **Financial operations from Academic Business Services Units, including Architecture, Bush School, College of Education & Human Development, College of Liberal Arts & Sciences, Mays School of Business, School of Law, Veterinary Medicine**
- o **Create a dotted-line reporting structure to the CFO with the Academic Business Services Units, of Agriculture & Life Sciences, Engineering, Texas A&M Health, and Galveston**
- o **Academic Affairs Business Services from the Provost**

Remove the following functions from Finance:
- o **University Payroll from Finance (Controller) to Human Resources**

Current Finance Organizational Chart
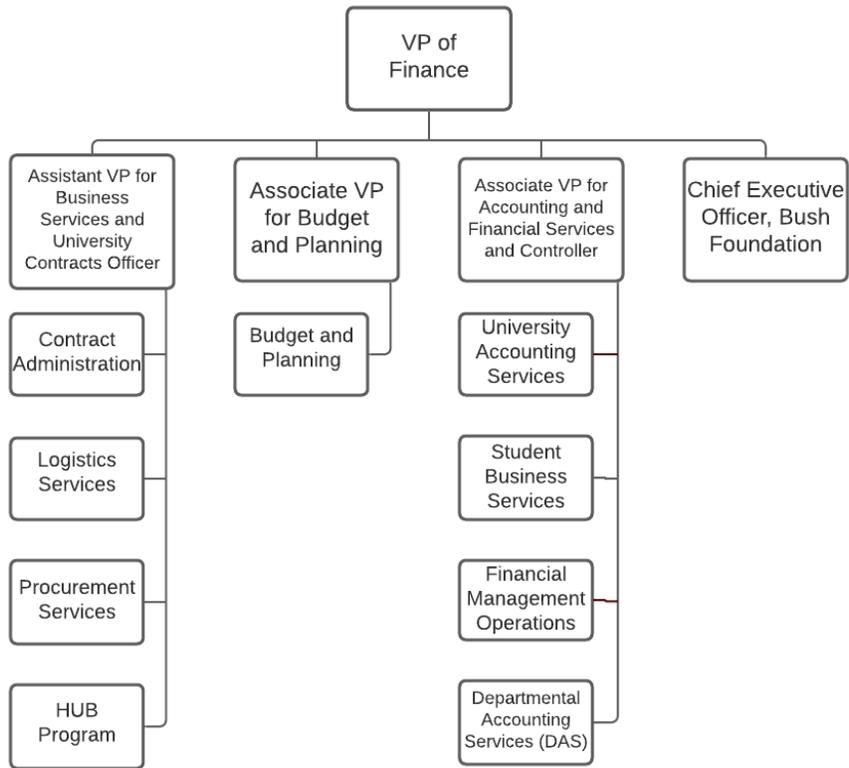
Proposed Finance Organizational Chart

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                              VP & Chief
                              Financial Officer
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- Assistant VP for Business Services and University Contracts Officer
  - Contract Administration
  - Logistics Services
  - Procurement Services
  - HUB Program

- Associate VP for Budget and Planning
  - Budget and Planning

- Associate VP for Accounting and Financial Services and Controller
  - University Accounting Services
  - Student Business Services
  - Financial Management Operations

- Chief Executive Officer, Bush Foundation

- VP of Business & Performance Analytics
  - Academic Affairs Business Serivces (AABS)*
  - Data and Research Services (DAS)*

- Business Services Units*
  - Auxilaries | Architecture | AgriLife
  - Academic & Strategic Collaborations | Bush School | Engineering
  - Diversity & Inclusion | College of Education & Human Development | Health Science Center
  - Facilities | College of Liberal Arts & Sciences | Galveston
  - Faculty Affairs | Mays School of Business
  - Government Relations | School of Law
  - HROE | Veterinary Medicine
  - IT | Athletics
  - Marketing & Communications
  - Provost
  - Qatar
  - Research
  - Service Departments
  - Student Affairs

*Finance and HR functions within current Business Services units will be divided

Organizational Chart Note: ▢ *designates a new unit entering the organizational chart*

Rationale #1

As higher education continues to receive less funding from traditional sources, ensuring the efficient use of existing resources is a critical goal. Creating more transparency around campus finances will allow for appropriate reallocation of resources, build trust and credibility among campus constituencies and help keep tuition costs down for students. Centralizing a large amount of financial and budgetary activities under the CFO will allow for a consolidation of currently duplicated shared services. Leveraging the benefits of centralized oversight and operations with performance-based budgeting can ensure that all essential services and costs, such as IT updates, are done in a consistent manner while allowing academic units additional flexibility to be incentivized for high performance.[52]

For many years, the Texas A&M System has desired to identify ways to become more productive and efficient.[53] In line with that desire, centralizing service units throughout the university is one of the ways the campus can increase accountability, consistency, and implementation of key performance indicators which heighten best practices and campus partnerships. This recommendation will best be achieved with clear communication between the CFO and the unit and department heads across campus.

Finding #2

The business services functions, including contracting, procurement, and other financial processes serve an essential role to the university. Interview and survey data revealed opportunities for improvement with contracting, procurement, and other financial processes. These processes, many felt, were inconsistent, complex, and lacked clarity to stay up to date on current transaction progress. This inconsistency creates a desire for greater transparency for financial processing and transaction completion.

Recommendation #2: Identify inefficiencies within internal workflow processes.

A complete review of specific workflow processes should be conducted within the department of finance. The review should:
- o **Identify where work-stoppages currently occur and how to resolve existing issues.**
- o **Create transparent workflow systems that can allow customers to know the status of their transaction/contract at any time.**
- o **Understand the volume and staffing around the financial or contracting process.**

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[52] Hanover Research, Insights Blog (April 2013). 6 Alternative budget models for colleges and universities. Retrieved from https://www.hanoverresearch.com/insights-blog/6-alternative-budget-models-for-colleges-and-universities/
[53] Hanover Research, Academy Administrative Practices (August, 2013). Consolidation and shared services in higher education. Washington, D.C. Retrieved from www.hanoverresearch.com.

Rationale #2

During various interviews, the consultant team heard concerns about the amount of time that is needed to move through a variety of transactions/contracts at the university. Now more than ever, public institutions are expected to demonstrate performance levels typically associated with businesses. As a result, boards, councils, and management teams have had to rethink how they operate and provide greater emphasis on continuous improvement, performance metrics, and return on investment. As many of TAMU's transactions/contracts involve external entities, strengthening the performance of the business services is vital to enhancing economy, efficiency, effectiveness, and transparency.

Finding #3

The current model of decentralization does not allow for transparent business services that have strong systems of accountability. Without clear financial visibility, leaders are challenged to make strategic, data-driven decisions regarding academic and administrative unit funding. The current structure does not allow for the reallocation of resources to best manage and develop the performance of the university with strategic initiatives and investments.

Enrollment management is often a balance between the student and academic organizations. The need for balance allows for a great opportunity for campuses to engage in Strategic Enrollment Management.[54] This approach often recognizes that most often, enrollment management is reflective of an "academic orientation where the primary outcomes and measures of the planning process focused on the student profile, student preparedness, progress, and outcomes." This can be paired with a focus on student goals, administrative needs, or market-related realities during each enrollment cycle. This approach leverages transparency, collaboration, and leadership from across the institution to be highly effective. A key outcome of this approach includes opportunities for faculty and staff to collaborate and allow enrollment management to become part of the budget process.

Recommendation #3: Implement a matrix management structure to leverage Financial Services by integrating Academic Affairs' Business Services, Data and Research Services, and Enrollment Management.

- **Establish an Enrollment Management Advisory Council comprised of executive-level representatives from Finance, Academic and Strategic Collaborations, Provost, Marketing and Communications and Student Affairs to implement a matrix model decision-making approach. To ensure collaboration is valued, the Vice President for Academic and Strategic Collaboration**

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[54] Wallace-Hulecki, L. February 2009. Reframing strategic enrollment management from the academic lens: Theory in practice. Retrieved from: http://www.semworks.net/papers/wp_Reframing-Strategic-Enrollment-Management-from-the-Academic-Lens_part2.pdf

should lead this group. The Vice President for Academic and Strategic Collaboration would work in a consultative project management role to assist all areas of Enrollment Management to collaborate on high impact initiatives that will be implemented through a matrix structure as noted below.

- **Creating an integration of Academic Affairs Business Services, Data and Research Services, and Enrollment Management within the Division of Finance. Establish an executive-level management position to whom these departments report.**

Rationale #3

There is a need to integrate Academic Affairs Business Services, Data and Research Services, and Enrollment Management into the Department of Finance to ensure a centralized budgetary decision-making team is determining priorities and coordinating the efforts between data and financial services. This integration will better inform how financial decisions will be made. The leadership of this new integration will serve as the liaison to stakeholders for greater transparency and accountability to the public trust. This new office should also develop a performance analytics function which helps create new metrics, data collection and analysis to create a culture of continuous improvement across TAMU.

As identified in our research, "enrollment management is an open-systems and synergistic organizational approach that fosters an organizational atmosphere that makes reporting relationships among student-service units more transparent. It also fosters an environment where offices and divisions work collaboratively to enhance the quality of the student experience, thus facilitating the strategic management of enrollments."[55] Applying a matrix management approach for enrollment management allows for a variety of enrollment-related departments units to continue organizationally report in a functional area that aligns with their goals so they can be best supported while creating a larger, centralized team for strategic enrollment management solutions.

Finding #4

The Texas A&M Foundation is a $2.5 billion entity that exists to support continued excellence at TAMU. This independent entity is responsible for raising and distributing funds to support student scholarships, fellowships, professorships, and many other activities to ensure that TAMU can recruit and retain the best and brightest individuals. To date, over 8,300 endowed accounts exist within the Texas A&M Foundation.

The Foundation is recognized for being best-in-class, and while there are no current concerns about the appropriate management of funds, ensuring proper accountability is currently a decentralized and labor-

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[55] Enrollment Management in Higher Education: Defining enrollment management, key offices and tasks in enrollment management, organizational models. Retrieved from: https://education.stateuniversity.com/pages/1959/Enrollment-Management-in-Higher-Education.html

intensive process. The current distribution structure does not have an accountability system for feedback and creates inconsistencies in donor recognition.

Recommendation #4: Establish a new centralized system and processes for shared oversight of endowment funded expenditures and stewardship-related activities with the Texas A&M Foundation.

Rationale #4

Donor stewardship is an essential part of financial health at TAMU. Donors support the campus in many ways, including ensuring a student who has experienced a family hardship is able to return to campus to finish a degree or establishing a named professorship that allows TAMU to recruit or reward a world-class scholar. Donors should receive consistent and appropriate recognition and follow-up is crucial. Also critical is that TAMU processes insure without a doubt that funds generated by endowments are appropriately used based on donor wishes.

As an independent 501c3, the Texas A&M Foundation does not report to the Vice President for Finance, but both organizations must work closely together to ensure appropriate distribution of funds to appropriate recipients and the use of such funds are aligned with the donors wishes. However, during the centralization of other financial activities, this is an appropriate time to ensure appropriate accountability and reporting to the Foundation. Donor stewardship activities and management and oversight of endowment expenditures should have a centralized accountability structure that includes consistent reporting, management of accounts, and feedback requirements. This is an essential function to excellent stewardship and creating a culture of philanthropy at TAMU.

Finding #5

The College of Veterinary Medicine and Biomedical Sciences research business operations currently exist in two units; AgriLife and TAMU. Currently, researchers can choose which entity, AgriLife or TAMU, will oversee their research grants. Given that there is significant overlap between the research focus of the College of Agriculture and Life Sciences and the College of Veterinary Medicine and Biomedical Sciences, this process results in unnecessary competition, ineffective use of resources, duplication of efforts in compliance and operations, and inefficient management of research facilities.

Recommendation #5: Shift the research administrative management of Veterinary Medicine and Biomedical Sciences research grants and facilities to AgriLife exclusively rather than the current duplicative system including both AgriLife and TAMU.

Rationale #5

Creating a single administrative home for managing grants and facilities under AgriLife would result in efficiencies and significant savings, positions the College become more competitive for state and federal funding, and will enable AgriLife to address comprehensive issues that support both AgriLife and the College of Veterinary Medicine and Biomedical Sciences. This adjustment is a much-needed reinvestment in both small and large animal science research efforts in both Colleges.

Human Resources and Organizational Effectiveness

Finding #1

Throughout interviews, survey feedback, and peer review, it became apparent that most current business services functions are largely decentralized, lack consistency, and have varying levels of oversight. Many individuals within these decentralized units are in their operational role part-time and serve another part-time role within their home unit. This type of employment structure is causing a resource strain during peak seasons as employees attempt to wear "multiple hats" and juggle the necessary training and time to be able to serve a variety of campus needs.

A 2013 report from Hanover Research identified human resources as one of three areas where consolidation and centralization are most common within university systems.[56] In 2012, the University of California moved to create a centralized HR division for the entire system and to house that division at UC Riverside. The university anticipated that this maneuver would save $100 million.[57] The University of California at Irvine created a centralized services center in 2015 in order to provide consistency to employees and managers on the Irvine campus.[58] The 2009-2013 TAMU systemwide strategic plan also encourages campuses to centralize services to create efficiencies.[59]

The review of operations at TAMU shows that these shared services are dispersed among various divisions across campus. The Office of the Provost has payroll and personnel functions better suited for the Office of Human Resources and Organizational Effectiveness. Human Resources and Organizational Effectiveness contains communications, finance, facilities, and IT functions that are better suited to their respective divisions on campus.

Recommendation #1: Reorganize Human Resources and Organizational Effectiveness and implement a one-stop human resources service center.

Reorganize Human Resources and Organizational Effectiveness and align organizational functions according to shared purposes, including consolidating the HR and payroll functions and creating a one-stop HR center.

Integrate the following units into Human Resources and Organizational Effectiveness:

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[56] Hanover Research, "Consolidated and Shared Services in Higher Education" (2013). https://docplayer.net/6424913-Consolidation-and-shared-services-in-higher-education.html

[57] https://www.bizjournals.com/sanfrancisco/news/2012/05/04/university-california-riverside-center.html

[58] https://www.cupahr.org/issue/feature/reinventing-hr/

[59] Cited in Hanover Research, p. 6.

- o **Payroll from Finance (Comptroller)**
- o **HR and Payroll from Academic Affairs Business Services (AABS)**
- o **Student Employment from Provost**
- o **Faculty Personnel from Provost**
- o **Human resources operations from Administrative Business Services Units, including Auxiliaries, Academic & Strategic Collaborations, Diversity & Inclusion, Facilities, Faculty Affairs, Government Relations, Human Resources & Organizational Effectiveness, Information Technology, Marketing & Communications, Provost, Qatar, Research, Service Departments, and Student Affairs**
- o **Human resources operations from Academic Business Services Units, including Architecture, Bush School, College of Education & Human Development, College of Liberal Arts & Sciences, Galveston, Mays School of Business, School of Law, Texas A&M Health, Veterinary Medicine**
- o **Create a dotted-line reporting structure to the HRO with the Academic Business Services Units of Agriculture & Life Sciences and Engineering**

Remove the following units from Human Resources and Organizational Effectiveness:
- o **Human Resources and Organizational Effectiveness Communications to Marketing and Communications**
- o **Human Resources and Organizational Effectiveness Business Services to Division of Finance**
- o **Flourish will be consolidated into a new Wellness Engagement Unit.**

Current Human Resources Organizational Chart
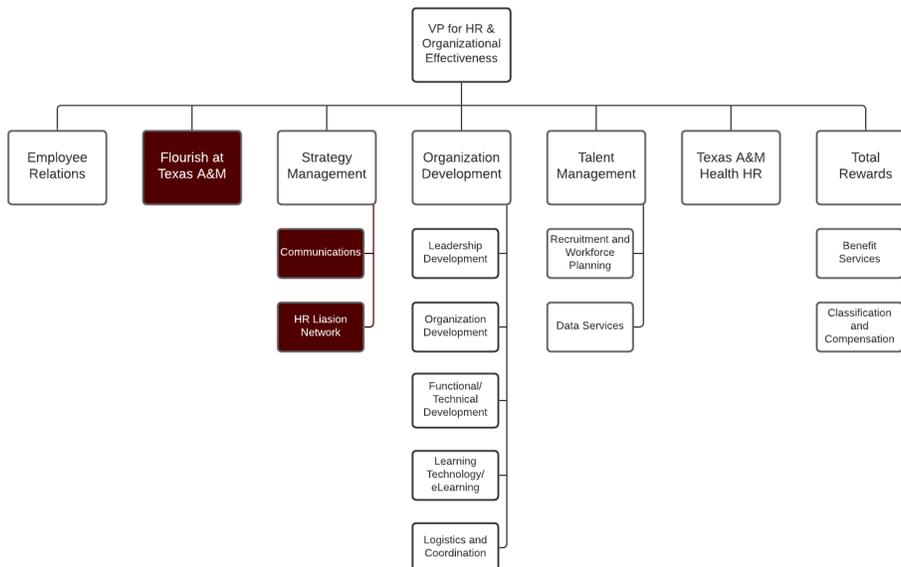
Organizational Chart Note: [red box] *designates a current unit leaving the organizational chart*

Proposed Human Resources Organizational Chart
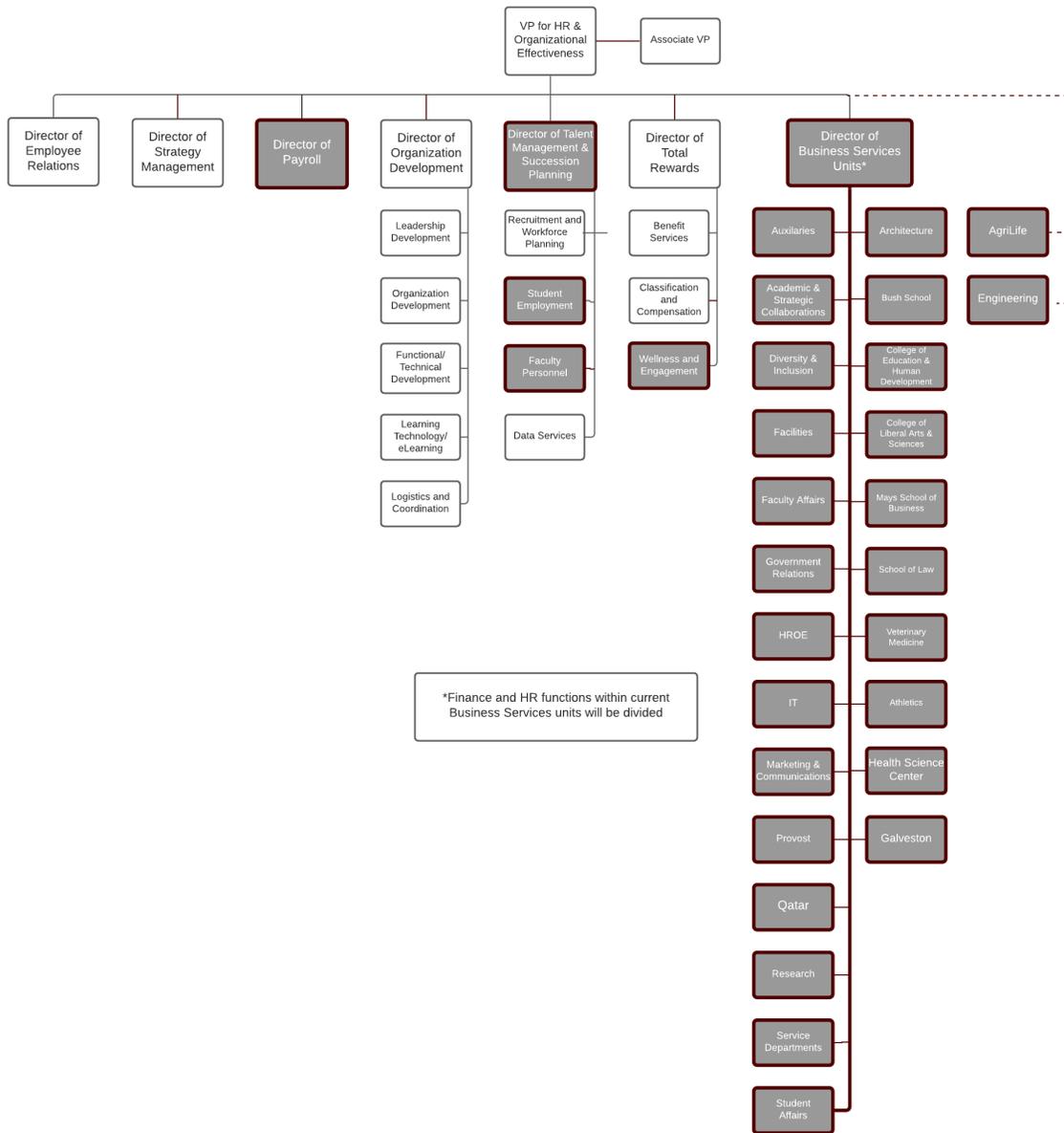
Organizational Chart Note: [ ] *designates a new unit entering the organizational chart*

Rationale #1

To adopt fiscally responsible and accountable administrative structures, Human Resources and Organizational Effectiveness should administer all aspects of payroll and personnel for the entire university. This should allow for a cohesive and consistent application of all employment policies and

practices. Removing **Payroll** from Finance (Comptroller) and relocating it to Human Resources and Organizational Effectiveness is the first step to creating a one-stop shop for streamlining employment support. Removing **AABS HR/Payroll, Student Employment**, and **Faculty Personnel** from the Office of the Provost enables the Provost to concentrate on the academic mission of TAMU. HR-related functions within **Academic and Administrative Business Services** units should report to **Human Resources and Organizational Effectiveness,** while other aspects of these units should report to **Finance**.

In a similar manner, **Human Resources and Organizational Effectiveness Communications** is best enveloped into the university's central Marketing and Communications division. These realignments address the centralization and new accountability goals of TAMU's administrative functions in their respective divisions within the university.

A one-stop human resource service center allows students, faculty, and staff to know where to turn for resources and assistance with hiring, onboarding, payroll, and benefits questions. Having a centralized human resources service center focused on customer service creates consistency in policies and practices and reduces redundancy of services across the campus, while also improving accountability for these critical services.

The departments that are recommended to be removed from Human Resources and Organizational Effectiveness are each addressed in more detail in their receiving unit's section of this report.

- **Human Resources and Organizational Effectiveness Communications** is recommended to move to the campus-wide Marketing and Communications, with certain dotted line accountabilities to remain. This recommendation is part of a larger recommendation to centralize Marketing and Communications operations across campus to ensure a consistent brand voice, coordinated communication efforts, and to elevate the stories throughout TAMU that best represent the entire campus community.
- **Human Resources and Organizational Effectiveness Business Services** is recommended to move to the campus-wide Division of Finance under the CFO. This recommendation is part of a larger recommendation to centralize finance functions as aligned with current job duties. The centralization of the Division of Finance is to ensure transparency and the opportunity for fiscal reallocation to best leverage resources available at TAMU.

Finding #2

According to a 2020 report in Biz Library, there is a skills gap in the workforce. That means that incoming employees lack the skills necessary to do multiple functions within a department. Cross-training employees would yield the following benefits:
- Potentially reduced absenteeism and employee turnover
- Ability to keep employees engaged throughout assignment rotation
- Increased opportunities for employee advancement
- More ability to promote from within, reducing recruiting costs
- Increased flexibility for scheduling
- Better collaboration and identification of ways to improve processes

- Increased efficiency[60]

Recommendation #2: Provide cross-training for employees.

Prioritize cross-training employees to ensure that additional support can be provided during peak seasons (e.g., student employment hiring at the beginning of the academic year, open enrollment for health benefits, etc.).

Rationale #2

With a move to centralize the Human Resource and Organizational Effectiveness unit, there will be dozens of employees whose HR support functions are limited in scope. Yet there exist high-demand seasons of the fiscal year, such as student employee hiring in the first few weeks of the academic year or the open-enrollment period for health benefits. These high-demand seasons require a higher volume of HR support staff to meet the demands efficiently and effectively. Staff within Human Resources and Organizational Effectiveness who are cross-trained in these functions can assist faculty, staff, and students to navigate these services during peak demand times. Another benefit of cross-training is that staff who have skills in multiple support services can continue to provide support services in the event of staff absences.

Finding #3

Currently, there are hundreds of TAMU employees who work as HR liaisons to academic or administrative departments distributed throughout the campus. These liaisons work as part-time HR support staff, while another percentage of their FTE is spent performing additional administrative support functions for the departments where they are embedded. The Human Resource Liaison Administrator coordinates the Human Resources Liaison Network meetings and training curriculum.[61] The current model is decentralized and leads to slow response times to personnel needs and inconsistent implementation of university policies and procedures.

Recommendation #3: Eliminate the Human Resources Liaison Network.

Eliminating the Human Resources Liaison Network will improve accountability and customer service across the organization. Current HR liaisons will have the opportunity to become full-time HR staff and provide adequate support functions.

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[60] https://www.bizlibrary.com/blog/training-programs/cross-training-employees/
[61] https://employees.tamu.edu/liaisons/about.html

Rationale #3

Elimination of the Human Resources Liaison Network would centralize HR support services in the Human Resources and Organizational Effectiveness department. The realignment would allow for current HR liaisons to become full-time HR staff members, as needed. Consistent with Recommendation #2, these HR liaisons would be cross trained in HR support functions to assist in these operations in times of staff absence or during seasons in which HR support services are in high demand.

Finding #4

Finding and retaining high-quality, appropriately trained staff is a challenge for TAMU. In a recent survey of TAMU faculty and staff, three areas related to human resources were notable. In the first, survey participants were asked the greatest strengths of the university and coming in second in their rankings was "Our people (faculty, staff, and students)." In response to another question on what areas should be the priorities of the university, the number one priority was identified as "Retention of current faculty and staff." The third survey item asked respondents to identify elements within TAMU that were most important to the organizational structure of the institution. Two of the highest rated responses were "Ensure that the university has talented and appropriately qualified staff," and "Establish career ladders."

Data shows there is a worldwide demographic drought, expedited by the pandemic, that will drastically affect the labor market.[62] Retirements combined with the ever-increasing lack of available talent have skewed the labor market so that there are more jobs than there are people willing and able to do them. The average worker can now afford to quit their jobs if they aren't satisfied with an almost guarantee that they will be hired elsewhere with a more competitive offer. If employers want to find and retain good talent, they must put renewed and vigorous emphasis on the satisfaction of their employees. This means better onboarding, competitive salaries, and good benefits. TAMU should work to train and retain current employees to ensure that they have well-qualified internal candidates when positions become vacant.

Recommendation #4: Invest in succession planning and talent management.

Ensure that the leaders of the future can continue to elevate the campus infrastructure of today. This could include the implementation of a student employee program to assist in meeting succession planning objectives.

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[62] Economic Modeling. 2021. The demographic drought. Retrieved from: https://www.economicmodeling.com/webinars/the-demographic-drought/

This recommendation includes elevating the Talent Management department to become responsible for promoting employee success and succession planning. Implementing talent management strategies consistently will ensure the campus has appropriate plans in place for anticipated staff transitions.

Rationale #4

Investment in developing the leaders of tomorrow is an important component for success. To invest in recruiting and retaining the most talented faculty and staff at TAMU, the current leadership should create opportunities for professional growth and development to ensure that TAMU promotes its most knowledgeable and functionally proficient staff.

Finding #5

The consultant team's review of the TAMU faculty demographics revealed that more than 20 percent of these personnel are over the age of 65, putting the institution at risk of losing considerable institutional knowledge as this population retires over the next 5-10 years. It would be helpful to develop a clear plan for the transition as these individuals retire and TAMU hires new faculty without long-term knowledge of the institution.

Recommendation #5: Invest in a voluntary phased separation (VSP) program for eligible tenured faculty members.

Rationale #5

A program that allows selected tenured faculty with 20 years of full-time service to TAMU retire over a period of 3 years under a VSP payment agreement will provide TAMU flexibility to plan and invest in a comprehensive faculty hiring program that ensures transfer of critical information to and mentoring for the new faculty hires. The TAMU President shall have the discretionary authority to select participants, determine eligibility for VSP payments, and construe the terms of the VSP agreements.

Information Technology

Finding #1

The current Information Technology structure is inefficient and ineffective for a university of the stature and size of TAMU. Various stakeholders expressed concern over the performance of the existing Information Technology structure. Although anecdotal, most stakeholders provided accounts of inconsistent customer experience and multiple redundancies within the current Information Technology structure. This review confirmed the Information Technology structure at TAMU is rife with the referenced redundancies and fails to capitalize on the economy of scale possible in a large institution. Additionally, service delivery is varied and inconsistent across units.

Recommendation #1: Consolidate Information Technology across campus.

Consolidate a large portion of Information Technology across the campus while continuing to offer direct support to departments for specific needs. These embedded support personnel will be employees of a centralized, consolidated Information Technology unit.

Departments such as Athletics and Transportation have very specific technology needs; these units may require a phased-in approach. AgriLife and Engineering should remain independent at this time due to requirements associated with Agency status.

Identify duplication of services across campus and seek to reduce staff over time through attrition and reorganization. Re-invest the employee expense savings into necessary technology infrastructure upgrades. Additionally, identify gaps in service and when appropriate reassign personnel to address these deficiencies.

Integrate the following units into Information Technology:
- o **Information technology operations from Administrative Business Services Units, including Auxiliaries, Academic & Strategic Collaborations, Diversity & Inclusion, Facilities, Faculty Affairs, Finance, Government Relations, Human Resources & Organizational Effectiveness, Marketing & Communications, Provost, Qatar, Research, Service Departments, and Student Affairs**
- o **Information technology operations from Academic Business Services Units, including Architecture, Bush School, College of Education & Human Development, College of Liberal Arts & Sciences, Mays School of Business, School of Law, Veterinary Medicine, Agriculture & Life Sciences, Engineering, Texas A&M Health, and Galveston**

Remove the following units from Information Technology:
- o **Information Technology Communications to Marketing and Communications**
- o **Information Technology Human Resources to Human Resources and Organizational Effectiveness**

o **Information Technology Finance to Finance**

Current Information Technology Organizational Chart

Information Technology

- Information Security, Protected Health Security
  - Cyber Defense & Cloud Security
  - Security Operations
  - Security Assessment
  - Policy, Reg. Comp. & Risk Management
  - Data Management
  - Identity & Access Management
  - IT Accessibility
- Enterprise Networks
  - Research & Education Network
  - Telecomm-unications
- Enterprise Operations
  - Cloud Infrastructure Services
  - IT Solutions & Support
  - Systems Engineering
  - Enterprise IT
  - Infrastructure Operations
- IT Finance
  - Business Support Services
  - Financial Management
  - Human Resources
- Client Services
  - Service Desk
- Chief of Staff
  - Portfolio Management
- Research, Academic, & IT Helath Services
- IT Communications
  - Product Strategy & Communication

Organizational Chart Note: ▮ *designates a current unit leaving the organizational chart*

Proposed Information Technology Organizational Chart
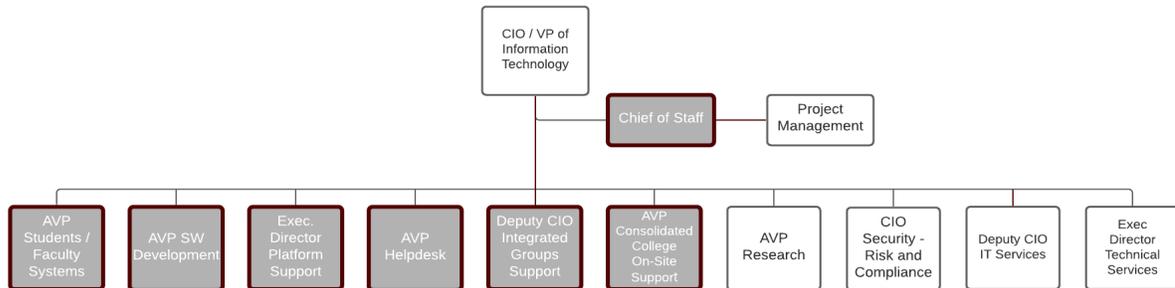
CIO / VP of Information Technology

- Chief of Staff
- Project Management

- AVP Students / Faculty Systems
- AVP SW Development
- Exec. Director Platform Support
- AVP Helpdesk
- Deputy CIO Integrated Groups Support
- AVP Consolidated College On-Site Support
- AVP Research
- CIO Security - Risk and Compliance
- Deputy CIO IT Services
- Exec Director Technical Services

Organizational Chart Note: ▯ *designates a new unit entering the organizational chart*

Rationale #1

To adopt fiscally responsible administrative structures, all IT services except AgriLife and Engineering, will be placed under one unit. AgriLife and Engineering will work in a partnership model with IT due to specific requirements associated with the Agencies. Not only will this increase the effectiveness of Information Technology and create myriad efficiencies, but consolidation will also lead to improvements in the ability to manage campus-wide cybersecurity.[63]

The effort to consolidate and centralize services and personnel will naturally lead to a more efficient organization. Cost savings should be reinvested into continuing to advance technology services and other critical issues, such as cybersecurity.

IT consolidation projects are becoming more common as higher education institutions look for new ways to drive down costs, reduce redundancies, and make smarter use of resources.[64] IT centralization at some institutions has made resources available to offer service desk support to end users on a 24/7/365 basis.

Finding #2

Currently at TAMU, IT support is inconsistent. When users need IT support services, they must know who to call within their specific unit. Levels of support and consistency of support vary between units. There is not centralized university-wide technology support.

Recommendation #2: Establish a university-wide Help Desk and ticketing system.

A new Help Desk and ticketing system will become the main point of contact for all IT issues for faculty, staff, and students to ensure higher quality, consistent customer service. To ensure high quality, help desk calls and support should be assessed with a follow-up survey after each transaction.

Rationale #2

A help desk and ticketing system will reduce bureaucracy by improving services and creating a one-stop shop for all IT requests. Users only need to remember a single email or portal URL, greatly simplifying their experience.

During this review, little data was available at an enterprise level as to the specific needs of the Information Technology customers among students, staff, and faculty. A centralized help desk will

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[63] Crisp, E. April 2018. The Case for IT Consolidation. Retrieved from:
https://www.ncsl.org/Portals/1/Documents/magazine/articles/2018/SL_0418-InfoTech.pdf
[64] Hayes, H. November 2015. IT Consolidation Makes Life Easier for Higher Education. Retrieved from:
https://edtechmagazine.com/higher/article/2015/11/it-consolidation-makes-life-easier-higher-education

create an ability to collect and compile campus-wide data that will better inform leadership as to the needs and gaps in Information Technology support service. Examples include tracking metrics such as average time spent resolving tickets, most common technology issues, and utilization of help desk staff.

A robust ticketing system will allow Information Technology staff to focus on critical issues faster. Information Technology will be able to track, prioritize, and solve user needs efficiently, thus decreasing service time and increasing end-user trust[65].

Finding #3

A lack of centralized IT services has led to unpreparedness and increased risk of continued threats to campus cyber infrastructure. Data breaches have already impacted TAMU and the risk for continued security issues persists.[66] In September alone, TAMU's IT systems blocked 29.6 billion cyber-attacks and malware, 155 million malicious emails, and 28 million virus downloads. Its systems also indexed and monitored approximately 1.3 trillion data points via SIEM every day.

There was a 30 percent increase on the amount of cyberattack on educational institutions in July and August compared to a 6.5 percent increase across all industries in the same time span.[67] A 2020 report showed that 1,327 data breaches in the education sector had resulted in the exposure of 24.5 million records since 2005.[68] Higher education accounted for 75 percent of those breaches.

Recommendation #3: Prioritize cybersecurity to ensure campus services are not compromised.

Rationale #3

One of the most important issues for modern cloud-based, digital organizations, particularly those that host sensitive data and valuable intellectual property, is cybersecurity. With the constant rise of cybersecurity threats, being prepared is more important than ever.[69] TAMU is encountering new and more sophisticated efforts that it must defend itself against and could be an easy target for an ever-

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[65] Bansal, T. January 2019. How Helpdesk Ticketing System Benefits Customer Service. Retrieved from: https://www.ameyo.com/blog/best-helpdesk-ticketing-system

[66] TAMU System. Office of Information Technology. Retrieved from: https://it.tamus.edu/cybersecurity/news-and-alerts/am-systems-response-to-blackbaud-data-breach/

[67] Povejsil, E. March 2021. Cybersecurity in Higher Ed: Understanding Vulnerabilities and Preventing Attacks. Retrieved from: https://collegiseducation.com/news/technology/cybersecurity-higher-ed-understanding-vulnerabilities-preventing-attacks/

[68] Cook, S. July 2020.US schools leaked 24.5 million records in 1,327 data breaches since 2005. Retrieved from: https://www.comparitech.com/blog/vpn-privacy/us-schools-data-breaches/

[69] Kumar, N. 2014. Today's importance of cybersecurity. Retrieved from: https://www.proquest.com/docview/1645788524?pq-origsite=gscholar&fromopenview=true

growing class of cyber-criminal.[70] With a stronger university-wide focus on cybersecurity, TAMU can work to protect all categories of data from theft or exposure.

Finding #4

TAMU's Information Technology currently provides little training or consistency for individuals who lead special projects. Decentralization has led to low internal capacity for enterprise-level endeavors. No mechanism exists to assign and train individuals who are going to lead major infrastructure programs within Information Technology.

Recommendation #4: Utilize project managers.

Assign and train project managers through specialized training to ensure high quality management of new initiatives and consistent follow-through. Project Management Professional certification or a similar program is recommended. To address immediate enterprise-level issues, TAMU should partner with external project management services to accelerate implementation.

Rationale #4

IT project management enhances both a project's processes and its outcomes.[71] A trained project manager ensures there is a plan for executing strategic goals, and that the plan being executed with fidelity and on-time. Without a defined path to success, projects can lack focus.[72] Every strategic project needs a metric for success; a project manager would not only define those metrics, but also be responsible for reporting them. Project management oversight and precaution will greatly mitigate risks when undertaking new projects.

The first three recommendations in this section, along with the established need to replace the university's network infrastructure, necessitate the use of dedicated project managers. Often project management is relegated to an existing employee as an additional responsibility. Critical, large-scale initiatives require devoted attention and committed focus. Additionally, well trained project managers have the bandwidth to manage multiple projects currently, giving existing staff greater ability to focus on their daily responsibilities.

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[70] Tunggal, A. September 2021. Why is Cybersecurity Important? Retrieved from:
https://www.upguard.com/blog/cybersecurity-important
[71] Peslak, A. July 2012. Information Technology Project Management and Project Success. Retrieved from:
https://www.igi-global.com/article/information-technology-project-management-project/68850
[72] Ben, A. October 2021. Why Is Project Management So Important to an Organization? Retrieved from:
https://thedigitalprojectmanager.com/why-is-project-management-important/

Marketing & Communications

Finding #1

The survey data and interview process found that in many units across the university, marketing and communications efforts are generally uncoordinated. University audiences, both internally and externally, have been receiving unclear and inconsistent communication, partially due to a lack of clarity about marketing and communications responsibilities among the Offices of the President, Provost, Administrative Affairs, Student Affairs, colleges, and programs. There is also duplication of efforts due to the lack of coordination and awareness of available resources, resulting in unnecessary spending and inefficient processes. In some cases, this lack of coordination among units also results in vital communication not reaching internal audiences, like students and faculty members, in a timely manner or at all. In some cases, vital communication reaches external audiences before internal audiences. Case studies show that decentralized marketing and communications efforts can compromise the university's ability to communicate an aligned, consistent, and effective message, and often causes duplications of efforts.[73]

Recommendation #1: Centralize marketing and communications across the university.

Create an effective, centralized marketing and communications function that works across the university, including athletics and branch campuses, to tell the university's story and create operational efficiency. An internal, in-depth review of all positions classified as full- or part-time communicators across the university should be conducted, and an integrated council should be established to determine priorities, align resources, and streamline processes based on the review.

First steps should include reclassification of the Vice President for Brand and Business Development to the Senior Associate VP of Marketing and reorganizing the reporting structure of the Senior Associate VP of Marketing and the six assistant and associate vice presidents within the Division of Marketing and Communications. The following positions should report directly to the VP and Chief Marketing and Communications Officer: Senior Associate VP of Marketing, Associate VP for Communications and Marketing Operations, Associate VP for Communications, Assistant VP for Events and Stewardship and Associate VP for Executive Communications.

- **The SAVP of Marketing should oversee the Associate VP for Strategy and Analytics and Assistant Vice President for Marketing and Creative with oversight of marketing design, websites, licensing, strategy, and analytics.**
- **The AVP of Communications and Marketing Operations should create and oversee a Director of Operations. The AVP of Communications and Marketing Operations should oversee the**

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[73] Hunt, Jaime. Inside Higher Ed. (September 2021) Centralizing Marcomm to Better Serve Our Audiences. Retrieved from https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/centralizing-marcomm-better-serve.

marketing and communications directors identified for Enrollment and Academic Services Marketing, Student Affairs, Administration including the Provost, COO, and CFO, the colleges, and the branch campuses. The Project Management and Events units should report to the Director of Operations.

- o Considering the unique and intertwined relationships with Texas A&M state service agencies have with the College of Agriculture and Life Sciences and the College of Engineering, these two colleges should maintain their current centralized marketing and communications structures to ensure continued effective and efficient communication efforts.

- o Centralize all marketing and communications staff within the Provost's span of control so all areas report to an identified new director of marketing and communications for the Provost's office. The director and staff should report to the AVP of Communications and Marketing Operations. The director will have a dotted line to the Provost.

- o The Director of Enrollment and Academic Services Marketing and staff reports to the Associate Vice President for Marketing and Communications Operations. The director will have a dotted line to the Senior Associate Vice President for Undergraduate Recruitment and Outreach.

- o Centralize all marketing and communications staff within the Division of Student Affairs so all areas report to a newly identified Director of Marketing and Communications for Student Affairs. The director and staff should report directly to the AVP of Communications and Marketing Operations. The director will have a dotted line to the Vice President for Student Affairs.

- o Create a centralized marketing and communications structure within TAMU-Health. A newly identified director of TAMU-Health Marketing and Communications and staff should report directly to the AVP of Communications and Marketing Operations. The director will have a dotted line to the Vice Chancellor for TAMU- Health.

- o Maintain a centralized marketing and communications structure where it exists in the colleges, or create one where no central structure exists, and evaluate if additional support is needed in any of the colleges. The centralized functions will report directly to the AVP of Communications and Marketing Operations and have a dotted line to the deans of their respective colleges.

- The AVP of Communications oversees KAMU and should appoint and oversee a Senior Director of Communications. The Senior Director of Communications should oversee video and photo production, social media, and editorial production.

- The AVP of Executive Communications should oversee a speechwriter, which should have a dotted reporting line to the AVP of Communications.

Establish an integrated council of marketing and communications leaders across the university to determine organizational goals, align resources with university-level priorities, and establish streamlined policies, procedures, and processes. The council will allow for representation from

leadership, operational units, and academic units, and help ensure goals, messaging, and processes are consistent across the university.

- **The council should create an internal communications strategy to ensure messaging to external audiences is consistent across the university, including an updated crisis communications strategy.**
- **The council should also explore the possibility of a student worker program, which could provide student work experience and shift burdensome administrative tasks that many part-time communication functions currently own.**

The departments recommended for removal from the Division of Marketing and Communications below are addressed in more detail in the other sections of this report.

- **Marketing and Communications Information Technology to the campus-wide Information Technology.**
- **Marketing and Communications Business functions to Finance**
- **Marketing and Communications HR functions to Human Resources and Operational Effectiveness**

Current Marketing & Communications Organizational Chart
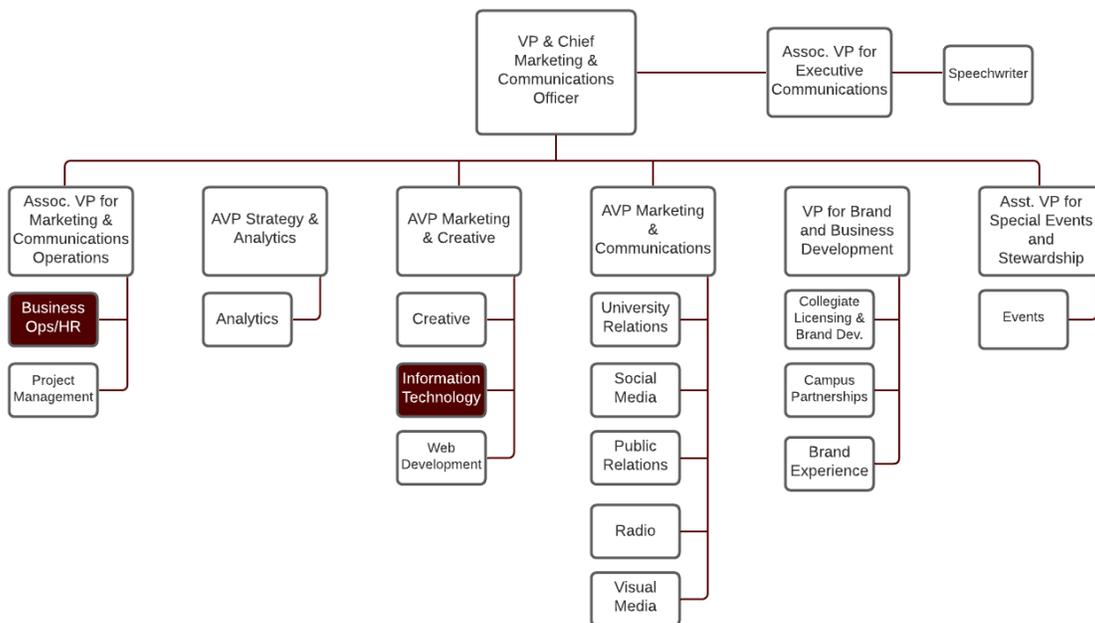
Organizational Chart Note: [maroon box] *designates a current unit leaving the organizational chart*

Proposed Marketing & Communications Org Chart
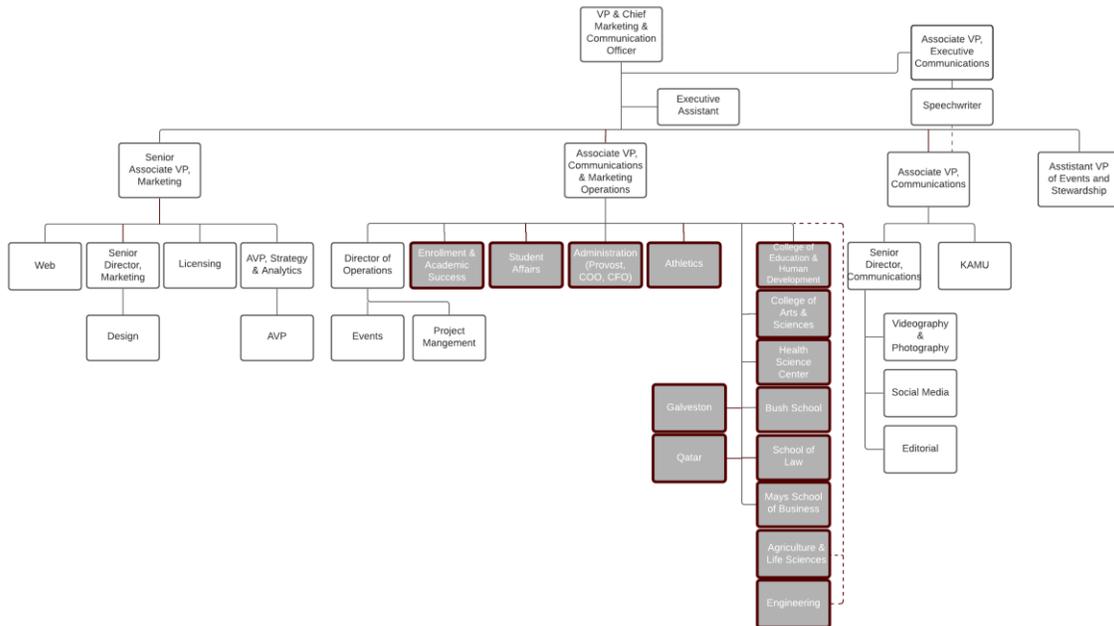
Organizational Chart Note: ⬜ *designates a new unit entering the organizational chart*

Rationale #1

The current marketing and communications function needs a reorganization for improved clarity, efficiency, transparency, and accountability. Reorganizing and aligning this vital organizational function and its objectives according to shared goals will allow TAMU to respond to and support its internal and external stakeholders and constituents more effectively. This reorganization adopts a fiscally responsible administrative structure, and will lead to cost savings in both the short and long term. More effective marketing and communications efforts will also aid in engagement efforts and building community connections in Bryan/College Station, the state, and throughout the nation.

The reorganization will more effectively utilize the approximately 300+ full-time marketing and communications professionals working across the Division of Marketing and Communications, the colleges and campuses, Student Affairs, and University Administration. It will provide clarification of responsibilities and future hiring needs, decrease duplication of efforts, increase collaboration,[74] and create clear career paths.

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[74] Hunt, Jaime. Inside Higher Ed. (September 2021) Centralizing Marcomm to Better Serve Our Audiences. Retrieved from https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/centralizing-marcomm-better-serve.

Among universities of all sizes across the nation, centralization of marketing and communications units has become an increasingly common move. [75] The most successful and common models position the unit as a strategic partner and establish a central unit with communicators distributed across campus. Formal collaboration meetings among units are also becoming more common, along with specific crisis management meetings to share updates and best practices. Creating a council and consulting individuals beyond the division will better connect academic freedom with success in the marketplace and create more buy-in from hesitant individuals, particularly in academics.[76]

Finding #2

Effective communication and a consistent visual identity play key roles in building a competitive advantage in attracting new students to universities and building a bond between an institution and students, even past graduation. The strength of brand relationships influences attitudes toward an institution, particularly during times of distress such as the pandemic.[77] A widespread issue identified across the university is a lack of cohesion of branding materials, a brand enforcement mechanism, and a review process to ensure the brand-use and marketing messages are aligned. Without branding guidelines and reinforcement, communicating a consistent message, visually and verbally, becomes less likely and threatens existing brand relationships with supportive constituents and stakeholders.

Recommendation #2: Clarify university marketing and branding guidelines, training processes, and a mechanism for enforcement of those guidelines.

This recommendation includes the development or confirmation of a strong university story founded in TAMU's core values, guidelines on how to use visuals and messages, ensuring access to the correct brand assets and messages, appropriate trainings for new and current faculty, staff, students, and affiliates, and the establishment of processes and oversight that will ensure marketing materials align with guidelines.

Once guidelines are clarified, the Division of Marketing and Communications should conduct an internal branding campaign to emphasize the importance of coordinated communication and how

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[75] Simpson Scarborough. The Marketing Organization of the Future. (December 2018). Retrieved from https://insights.simpsonscarborough.com/the-marketing-organization-of-the-future.

[76] Neumark, Victoria. The Guardian. What's in a name? The value of a good university brand. (April 2012). Retrieved from https://www.theguardian.com/higher-education-network/blog/2012/apr/03/branding-universities.

[77] Dennis, Charles; Papagiannidis, Savvas; Alamanos, Eleftherios; and Bourklakis, Michael. Journal of Business Research (August 2016). The role of brand attachment strength in higher education. Retrieved from https://www.sciencedirect.com/science/article/pii/S0148296316000333.

every marketing and communications professional plays an important role in achieving that coordination.

The Division of Marketing and Communications should collaborate with Human Resources to create brand-training processes for new employees.

A formal review process should be developed and integrated across the university for all external marketing and communications materials and the distribution of press releases. A more informal review process should be developed for directors and their teams to use for internal materials generated by each unit and college.

Rationale #2

It is vital that all marketing and communications staff and leadership have a clear understanding of the university's identity and can consistently tell its story. These individuals are the university's last line of enforcement. It is equally as important that students, staff, faculty, and affiliates have a strong understanding of the messaging and contribute to communicating the university's story consistently, as they are the university's first line of defense against telling a decentralized, weak story and uncoordinated branding.

An internal branding campaign is key to ensuring all internal audiences and affiliates have a clear understanding of why clear guidelines and reinforcement are needed, while communicating that each unique sub-brand is still important to its narrower audiences and providing guidance on how to use those sub-brands. The campaign is also a mechanism for reinforcing the university's story founded in TAMU's differentiated core values and land-grant mission to serve not only the local community, but the state, nation, and world.

Since the pandemic, most for-profit colleges are predicted to continue increasing online advertising spending,[78,] but it is important to focus on differentiating the TAMU brand and connecting individuals with the brand through strategic communication, not just advertising. Research suggests universities that invest in their brand image rather than only focus on creating awareness[79] are more successful in creating long-term recognition. The creation of a public brand guide and unifying university brands is a best practice among peers.

Finding #3

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[78] Huebner, Christopher. Inside Higher Ed. Different vs. Distinct: Why Distinct Brands Will Matter More Post-Pandemic. (January 2021). Retrieved from https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/different-vs-distinct-why-distinct.

[79] Dennis, Charles; Papagiannidis, Savvas; Alamanos, Eleftherios; and Bourklakis, Michael. Journal of Business Research (August 2016). The role of brand attachment strength in higher education. Retrieved from https://www.sciencedirect.com/science/article/pii/S0148296316000333.

Significant growth in student population expectations in communications and programming creates a need for different websites, social media accounts, and digital tools. Because the marketing and communications leadership within each unit and college can choose which software and systems to purchase and subscribe to, duplication of investment is common, creating an inefficient use of valuable resources and a lack of consistency in technology skills among marketing and communications staff. Inconsistent brand use on websites and social media also leads to further decentralization of the university's brand.

Recommendation #3: Streamline digital presence and contracts.

Identify duplication and inefficiency of the university's online presence and digital software usage through a review of all websites, social media accounts, contracts, and subscriptions. Streamline websites, social media accounts, software subscriptions, and contracts to best fit the needs of the university and units. Provide relevant training to all marketing and communications staff and leadership.

Rationale #3

Streamlining the university's digital presence will allow for better communication of a consistent visual and verbal message, strengthen its digital presence, eliminate duplicate efforts, create cost-savings, develop more transparency around processes for staff, offer users clearer entry points, eliminate dependency on individuals with specific know-how, ease barriers to collaboration, and potentially increase its reach.

Providing websites that are easy to navigate enables audiences to find vital information quickly and will reduce frustration.[80] This also reduces the administrative and customer service requirements of designated university contacts.

Providing access to the best-suited tools will also allow communication efforts across the university to become more active and responsive to audience needs.

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[80] Tate, Emily. Inside Higher Ed. Prospective Students Seek Information, But Colleges Don't Always Provide. (April 2015). Retrieved from .

Appendix 1: Survey Analysis

Survey Methodology

Approximately 500,000 members of the TAMU community were invited to participate in three separate surveys between August 11 and August 20, 2021. Over 400,000 individuals were invited to participate in the Former Students Survey, approximately 70,000 individuals were invited to participate in the Current Students survey, and over 20,000 individuals were invited to participate in the Faculty and Staff Survey. Incoming Freshman students were not included in the survey, as they were not included in any other university-related current student communication during this time. Due to the nature of some individuals meeting the criteria for more than one survey, it is possible that individuals participated in more than one survey. All survey responses were anonymous; therefore, it is not possible to identify respondents who participated in multiple surveys. To ensure that multiple users sharing computers were able to access the survey, the "prevent ballot box stuffing" option was not activated. To prioritize open access to the survey, a known limitation is that it is possible that some respondents participated in a particular survey more than one time. Additional survey information can be found in Appendix 1.

To read and analyze all open-text survey responses, the Former Student and Current Student survey had an open response question with a 300-character limit while the Faculty and Staff survey had two open response questions with a 500-character limit each. Open-text responses were read for analysis and personally identifying information, the use of personal names, and offensive language was redacted for the report. Comments were not modified for clarity or spelling.

Current Student Survey Analysis

The current student survey was accessed by 2,453 student stakeholders, and 1,775 answered more than just the class level question. Of these, the largest share indicated they will be seniors in Fall 2021 (37 percent), followed by juniors and graduate students (22 percent each). Four percent of respondents indicate that they will no longer be a student in Fall 2021, and those responses were removed from the remaining analysis.

Exhibit 1: Class Level of Current Student Survey Respondents

n=1,775
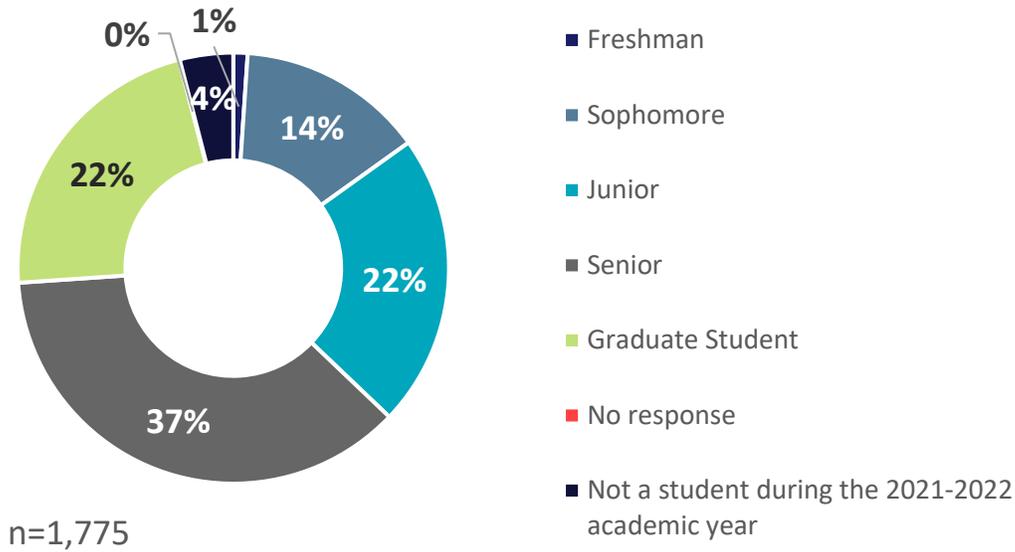
Source: MGT analysis of Texas A&M Current Student Survey, 2021.

Current students were asked to assess their satisfaction with their educational experience last year. Nearly one-third of freshmen indicated they were extremely satisfied with their experience, and another 21 percent were somewhat satisfied (53 percent satisfaction). Graduate students expressed even greater levels of overall satisfaction, with nearly two-thirds indicating they were somewhat or extremely satisfied with the educational experience last year. More than half of sophomores (58 percent) indicated some level of satisfaction with their educational experience last year. Juniors and seniors expressed the greatest levels of dissatisfaction with their experience last year (41 percent and 57 percent dissatisfied, respectively).

Exhibit 2: Satisfaction with the Educational Experience Last Year

	Freshman	Sophomore	Junior	Senior	Graduate Student
■ Extremely satisfied	32%	12%	11%	11%	26%
■ Somewhat satisfied	21%	46%	36%	32%	38%
■ Neither satisfied nor dissatisfied	21%	9%	12%	11%	11%
■ Somewhat dissatisfied	16%	25%	29%	35%	20%
■ Extremely dissatisfied	11%	8%	12%	12%	5%

n=1,698
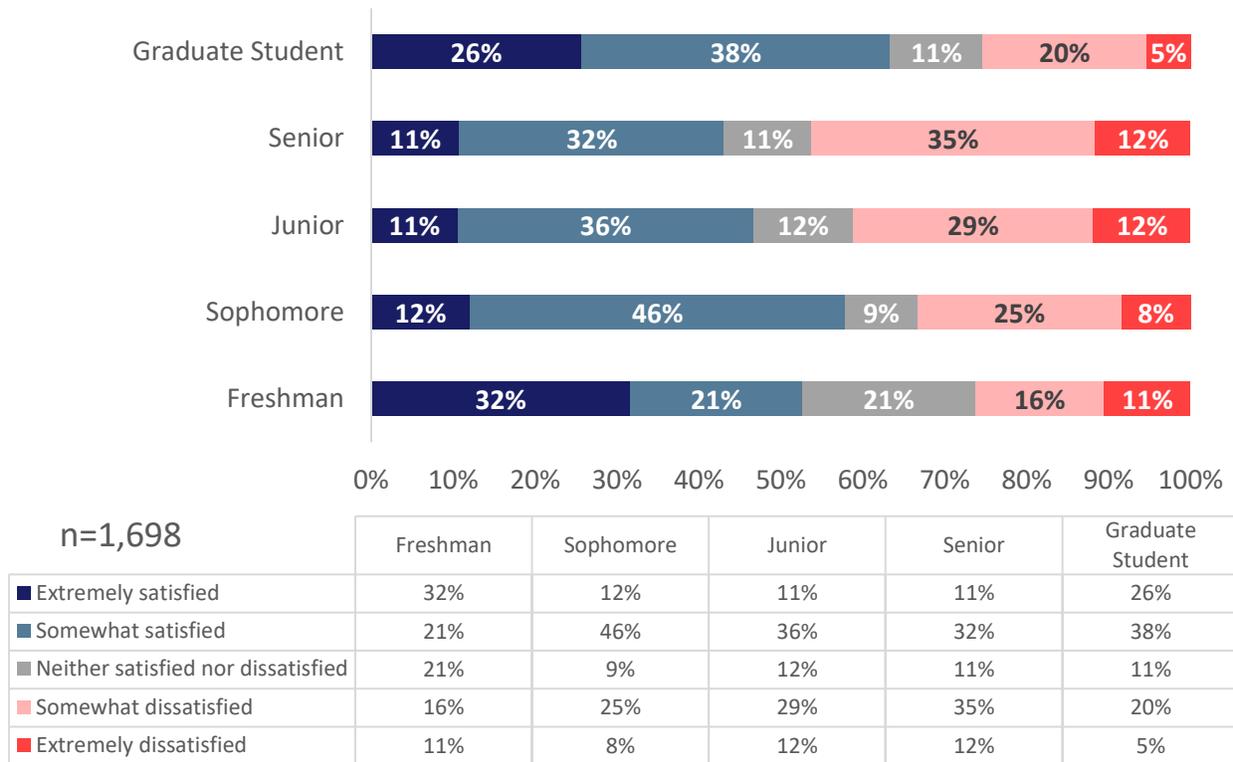
Source: MGT analysis of Texas A&M Current Student Survey, 2021.

Overall, almost half of all respondents indicated that TAMU is heading in the right direction (49 percent). But this seems to vary based on how long the student has been enrolled at the institution. Freshmen, sophomores, and graduate students, who have presumably been enrolled for two years or more, expressed more confidence that the institution is headed in the right direction. The overwhelming majority of freshmen indicate that they believe TAMU is headed in the right direction (84 percent chose definitely or probably yes). Sophomores and graduate students expressed similar levels of agreement that TAMU is headed in the right direction (57 percent and 52 percent, respectively). Nearly one-third of seniors indicate they feel TAMU is definitely or probably not headed in the right direction (32 percent).

Exhibit 3: Agreement that Texas A&M Is Headed in the Right Direction among Current Students

	Freshman	Sophomore	Junior	Senior	Graduate Student
Definitely yes	21%	13%	14%	11%	17%
Probably yes	63%	44%	38%	31%	35%
Might or might not	11%	29%	28%	26%	21%
Probably not	5%	10%	13%	18%	16%
Definitely not	0%	4%	8%	14%	10%

n=1,696
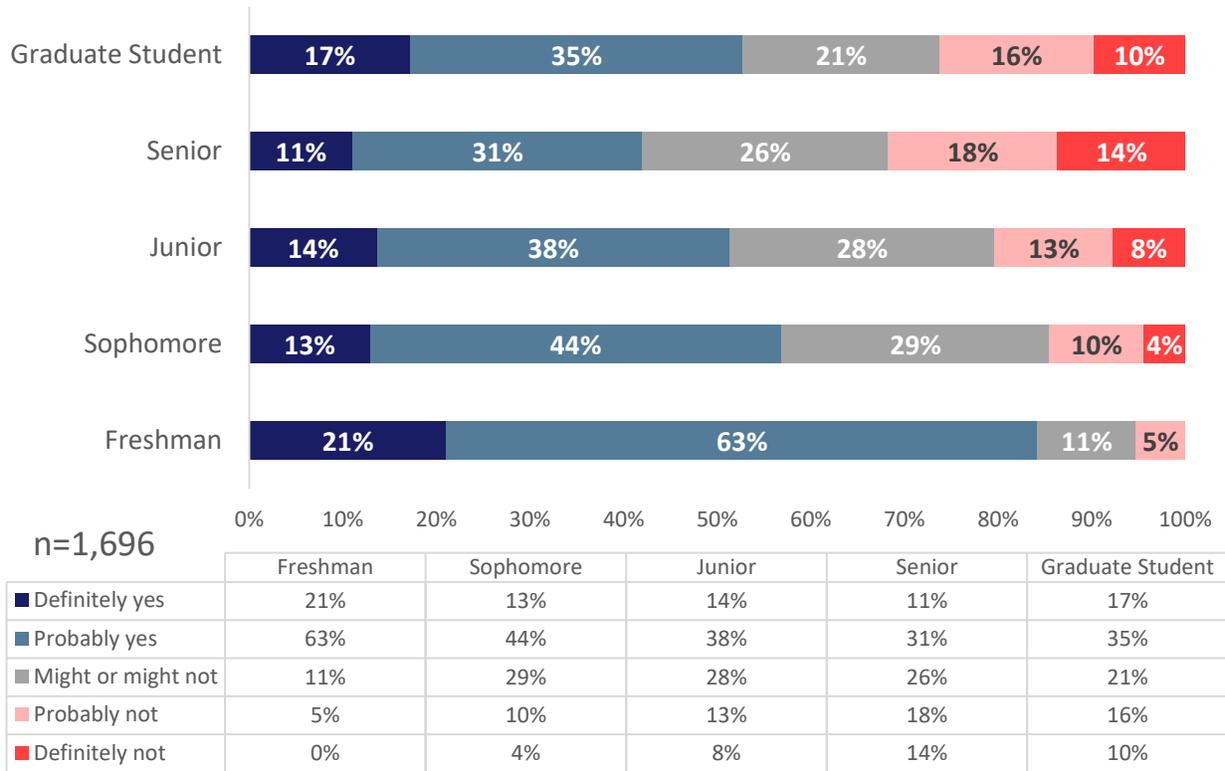
Source: MGT analysis of Texas A&M Current Student Survey, 2021.

Former Student Survey Analysis

The former student survey was accessed by 21,359 former students of TAMU and 16,500 offered usable responses to the survey (i.e., responses to more than the first question asking them to indicate when they became a former student). The largest share of these respondents graduated between 1990 and 1999 (21%), followed by 1980 to 1989 (20%), and 2000 to 2009 (18%). Ten respondents did not indicate what year they became former students. For the purposes of this analysis, those respondents are grouped with those who graduated in 1969 or before (7% of all responses).

Exhibit 4: Approximate Graduation Year of Former Student Survey Respondents
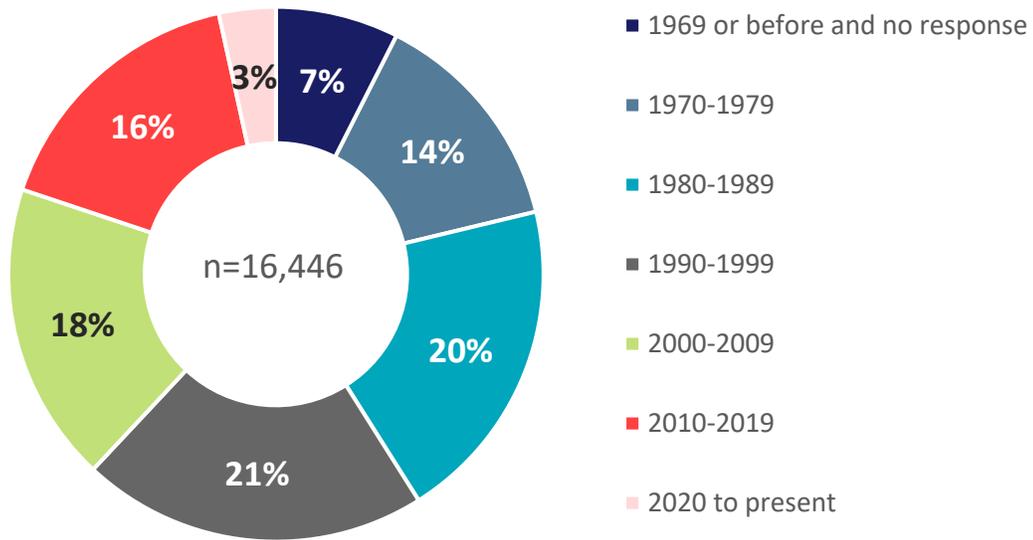
Source: MGT analysis of Texas A&M Former Student Survey, 2021.

Between 38 and 52 percent of each former student age group indicate that they are somewhat or extremely satisfied with the transparency and communication received from previous TAMU administrations. Significant shares of each respondent group (25 to 40 percent) indicate no opinion (neither satisfied nor dissatisfied) about the transparency and communication of prior administrations. Recent graduates expressed the most satisfaction, with 52 percent of 2020 to present graduates indicating they are somewhat or extremely satisfied. Graduates from 2000 to 2009 expressed the lowest levels of satisfaction (38 percent satisfaction), but also the largest share of neutral responses (40 percent).

Exhibit 5: Satisfaction with the Transparency and Communication from Previous Texas A&M University

	1969 or before and unkown year	1970-1979	1980-1989	1990-1999	2000-2009	2010-2019	2020 to present
■ Extremely satisfied	13%	13%	10%	11%	11%	12%	17%
■ Somewhat satisfied	33%	29%	31%	29%	28%	33%	35%
■ Neither satisfied nor dissatisfied	30%	34%	37%	38%	40%	33%	25%
■ Somewhat dissatisfied	17%	15%	16%	16%	15%	16%	16%
■ Extremely dissatisfied	8%	8%	7%	7%	7%	6%	8%
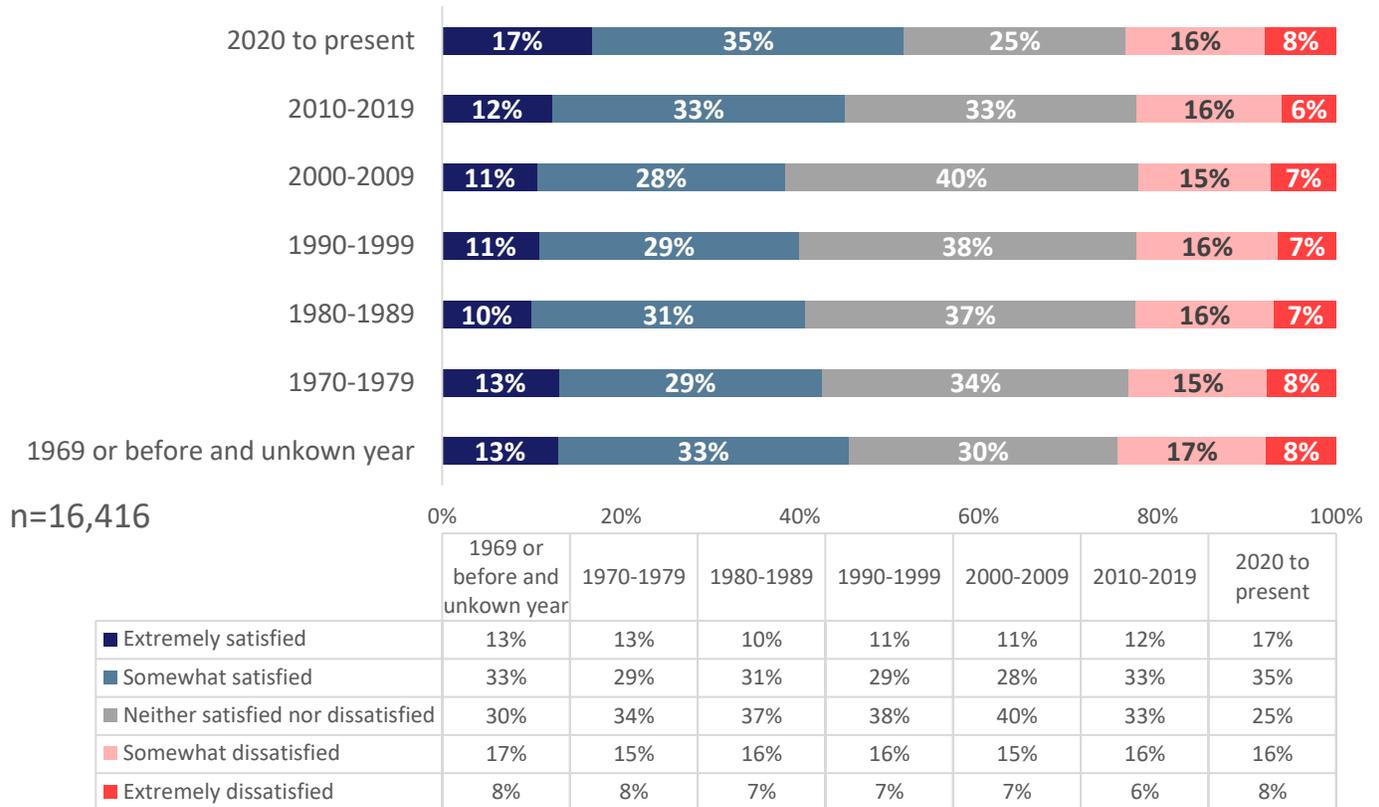
Source: MGT analysis of Texas A&M Former Student Survey, 2021.

Larger shares, between 50 and 61 percent of each former student age group indicate that TAMU is headed in the right direction. Graduates from 1969 or earlier were most positive about the direction of TAMU – with 61 percent indicating that it is definitely or probably going in the right direction. Again, graduates from 2000 to 2009 expressed the lowest levels of positivity (29 percent indicate the institution is probably or definitely going in the wrong direction. Slightly more than 20 percent of each respondent group indicated no opinion about the direction of the institution.

Exhibit 6: Agreement that Texas A&M Is Headed in the Right Direction among Former Students

	1969 or before and unkown year	1970-1979	1980-1989	1990-1999	2000-2009	2010-2019	2020 to present
■ Definitely yes	21%	15%	12%	11%	10%	11%	16%
■ Probably yes	40%	38%	42%	41%	40%	41%	40%
■ Might or might not	21%	23%	21%	22%	21%	21%	21%
■ Probably not	12%	17%	17%	16%	17%	19%	16%
■ Definitely not	5%	7%	8%	9%	12%	8%	8%
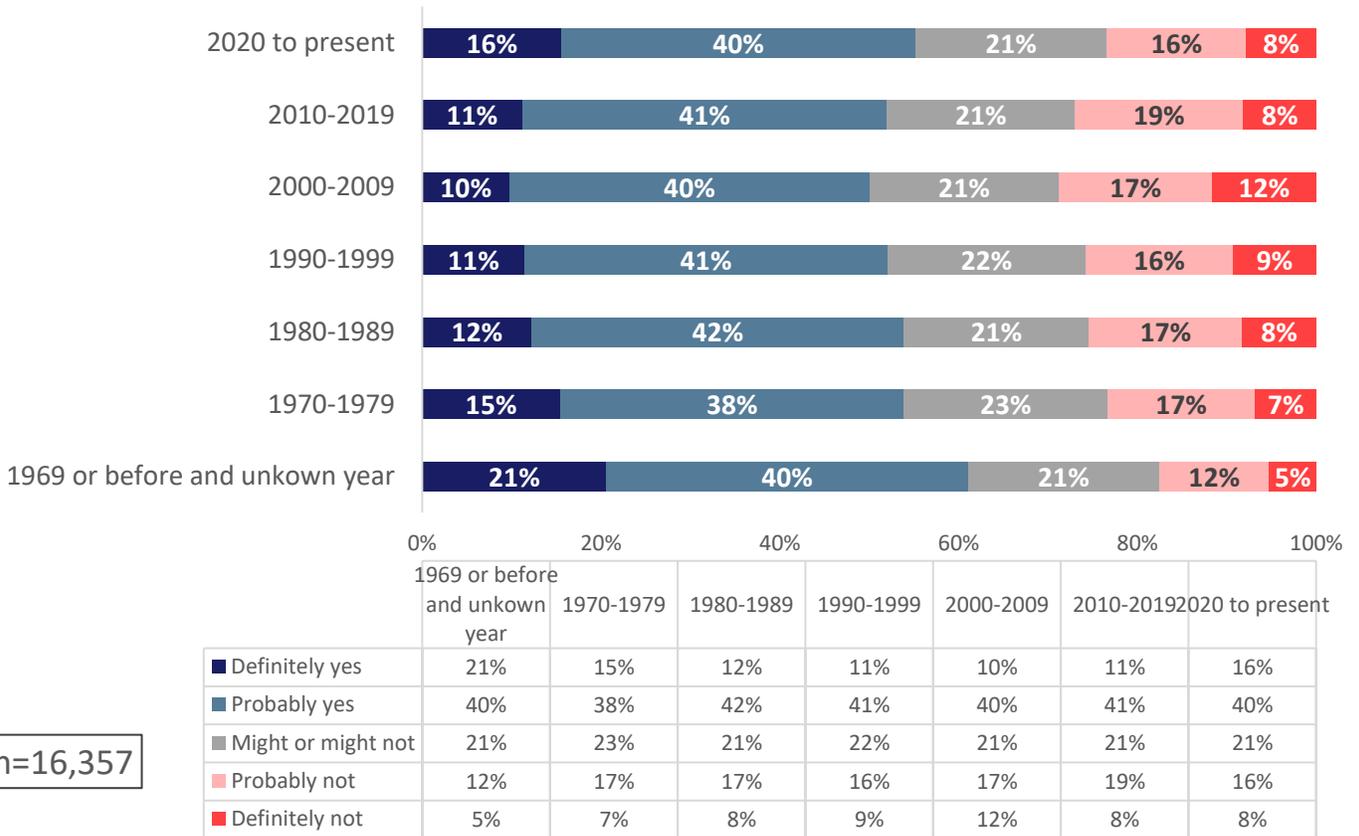
n=16,357

Source: MGT analysis of Texas A&M Former Student Survey, 2021.

Faculty and Staff Survey Analysis

Faculty and staff of TAMU were asked to rank a number of strengths of the institution, and the share of #1, #2, and #3 ranks are shown below (in order of magnitude of #1 rankings). As shown, more than one third of respondents ranked the unique Aggie culture, core values, and traditions as the institution's #1 strength, and an additional 27 percent ranked this #2 or #3. More than one-quarter (27 percent) indicate that TAMU's people are its top strength, and an additional 35 percent ranked the people #2 or #3. Research was ranked as the #1 strength by 15 percent of respondents, and as #2 or #3 by an additional 39 percent. Other strengths were ranked highly by much smaller shares of faculty and staff respondents, including:

- Impact on the State, the Nation, and the World - 30 percent ranked in the top three
- Support for student success - 29 percent ranked in the top three
- Discovery and innovation- 32 percent ranked in the top three
- Transformational education - 22 percent ranked in the top three
- A diverse, inclusive, nurturing environment- 12 percent ranked in the top three

Exhibit 7: Faculty and Staff Ranking of Texas A&M's Greatest Strengths

Ranking of Greatest Strengths of Texas A&M
(n=2,599 to 2,676)

Strength	Ranked #1	Ranked #2 or #3	Total
Unique Aggie culture, core values, and traditions	34%	27%	61%
Our people (faculty, students, and staff)	27%	35%	62%
Research	15%	39%	54%
Impact on the State, the Nation, and the World	8%	22%	30%
Support for student success	5%	25%	29%
Transformational education	5%	17%	22%
Discovery and innovation	4%	27%	32%
A diverse, inclusive, nurturing environment	2%	10%	12%

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Staff and faculty were also asked to rank the priorities of the institution and the shares of those ranking each as #1, #2, or #3 are shown below (in order of magnitude of #1 rankings). Retention of current faculty and staff was ranked #1 by more than one-quarter of respondents (27 percent), and as #2 or #3 by an additional 34 percent. Nearly half of respondents ranked *Improve Student Academic Success* among the top three priorities of the institution, followed by *Greater Efficiency of Operations* (40 percent ranked in the top three) and *Eliminate Disparities* (39 percent ranked in the top three). Other priorities were ranked highly by much smaller shares of faculty and staff respondents, including:

- Refocus Aggie Culture - 27percent ranked in the top three
- Improve Collaboration between University and Agencies - 21 percent ranked in the top three
- Increase Student Engagement - 29 percent ranked in the top three
- Enhance and Expand Professional Development - 28 percent ranked in the top three
- Increase Community Engagement - 13 percent ranked in the top three

Exhibit 8: Faculty and Staff Ranking of Texas A&M's Priorities
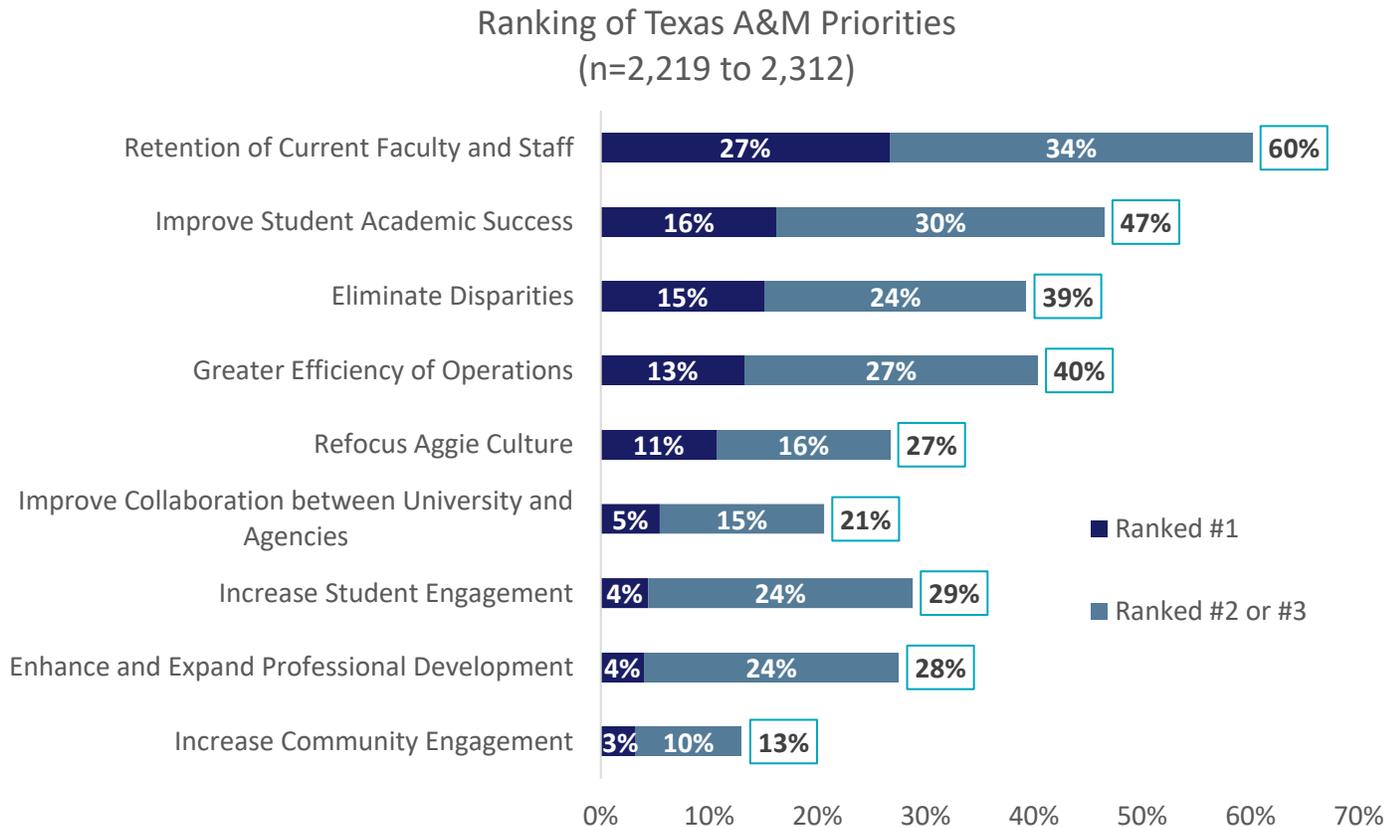
Ranking of Texas A&M Priorities
(n=2,219 to 2,312)

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Faculty and staff respondents were asked to rate the importance of a number of aspects of TAMU to student success, and the very important and important responses are shown below. Three factors were rated as important or very important by almost all respondents (96 percent each), including:

- Development of core skills like communication, critical thinking, and quantitative reasoning
- Ability to collaborate and connect with others
- Ability to adapt and be resilient in the face of uncertainty and change

Additionally, between 84 and 89 percent of all respondents rated the following as either important or very important:
- Personal growth
- Achievement of learning outcomes
- Ability to innovate
- Ability to thrive in a global environment
- Workforce development
- Leadership development
- Equitable access to education

While still rated as important by most respondents, the following metrics were rated as important or very important by the smallest shares of faculty and staff respondents:

- Retention rates
- Graduation rates
- Preparation for graduate learning

Exhibit 9: Faculty and Staff Assessment of the Importance of Elements of TAMU to Student Success

Importance of Texas A&M Elements to Student Success
(n= 2,325 to 2,381)
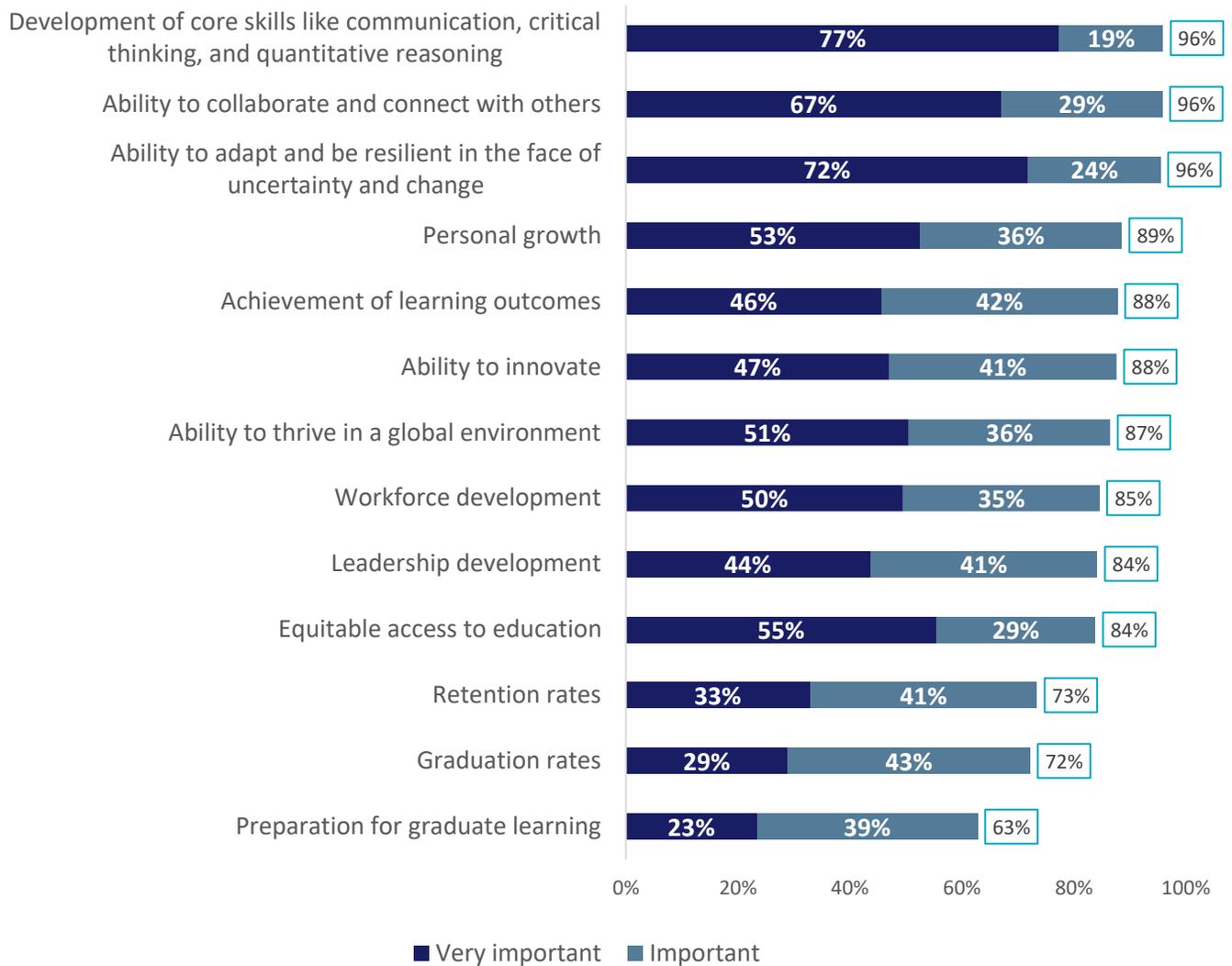
Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Faculty and staff respondents were asked to indicate the importance of various TAMU elements to the organizational structure of the institution. The item rated most important by the largest share of respondents was *Ensure the university has talented, appropriately qualified personnel* with 86 percent rating it in the top three. Other items rated as #1, #2, or #3 by at least half of respondents included:

- Address staff ratios to accommodate campus growth
- Establish career ladders
- Implementation of action plans to address campus climate
- Greater accountability required for efficient operations

Exhibit 10: Faculty and Staff Assessment of the Importance of Elements of TAMU's to Organizational Structure

Importance of Texas A&M Elements to Organizational Structure
(n=2,331 to 2,406)
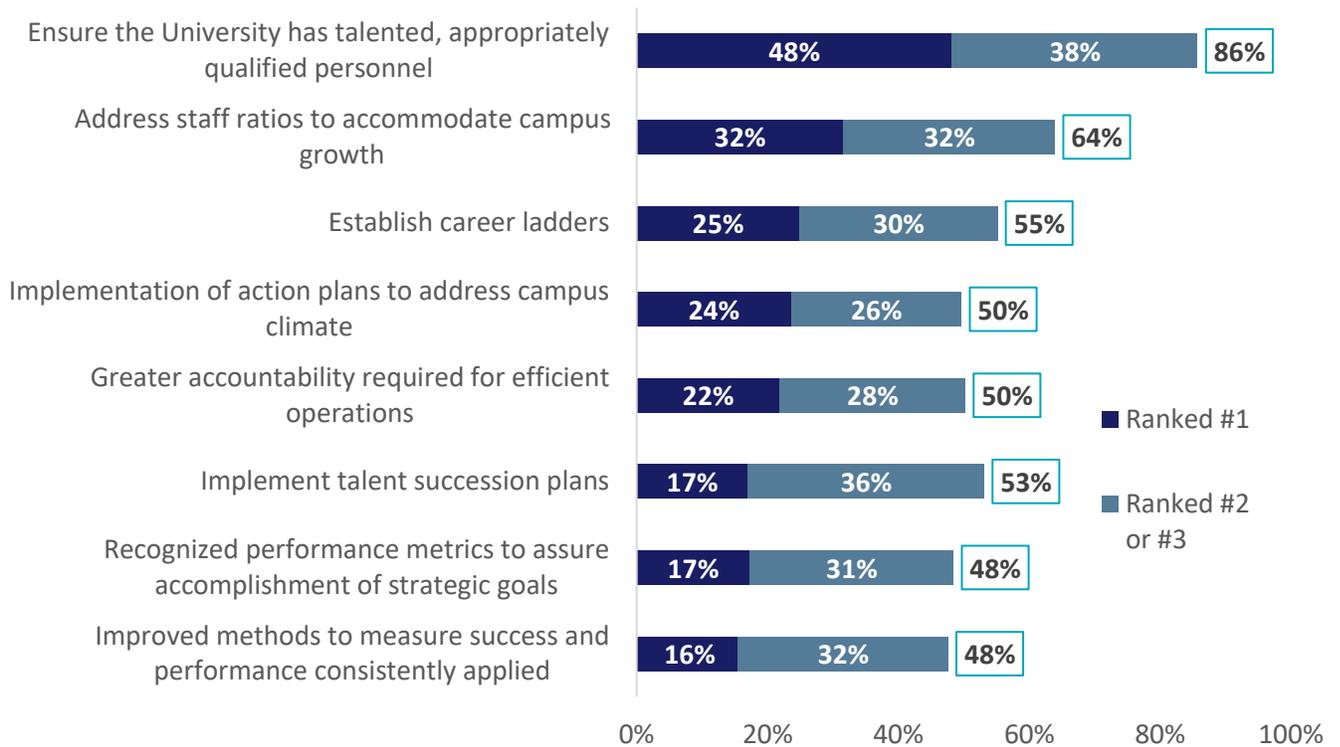
Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Next, faculty and staff were asked to rate the effectiveness of various units at TAMU on various metrics. The results are shown in the tables which follow. Effective and highly effective responses have been combined, and ineffective and highly ineffective have been combined for ease of understanding. Items are ordered in each exhibit by the magnitude of the combined positive responses (highly effective, effective, and meeting expectations).

The President's Office received the most effective and highly effective ratings on *Commitment to diversity, equity, and inclusion* (40 percent). Notably, the office received significantly more negative ratings on *Transparency*, with 46 percent of respondents rating the President's office ineffective or highly ineffective. More than half of respondents indicated that the office is at least meeting

expectations on every measure. Between 22 percent and 40 percent rated the President's Office effective or highly effective on every measure.

Exhibit 11: Faculty and Staff Assessment of the Effectiveness of the President's Office

Effectiveness of the President's Office

Measure	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Financial management of the university	38%	40%	23%
Timeliness	34%	41%	25%
Clear Communication	38%	35%	27%
Commitment to diversity, equity, and inclusion	40%	33%	27%
Accountability	33%	40%	27%
Efficiency	30%	43%	27%
Clear lines of responsibility	30%	38%	32%
Transparency	22%	32%	46%

■ Sum of effective and highly effective   ■ Meeting expectations
■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

In the assessment of the Provost's Office, *Commitment to diversity, equity, and inclusion* again received the most effective and highly effective ratings (41 percent). Like the President's Office, this unit was rated most negatively on *Transparency*, with 40 percent rating it as ineffective or highly ineffective on this measure. The majority of respondents indicated that the office is at least meeting expectations on every measure. Between 24 and 41 percent rated the Provost's Office effective or highly effective on every measure.

Exhibit 12: Faculty and Staff Assessment of the Effectiveness of the Provost's Office

Effectiveness of the Provost's Office
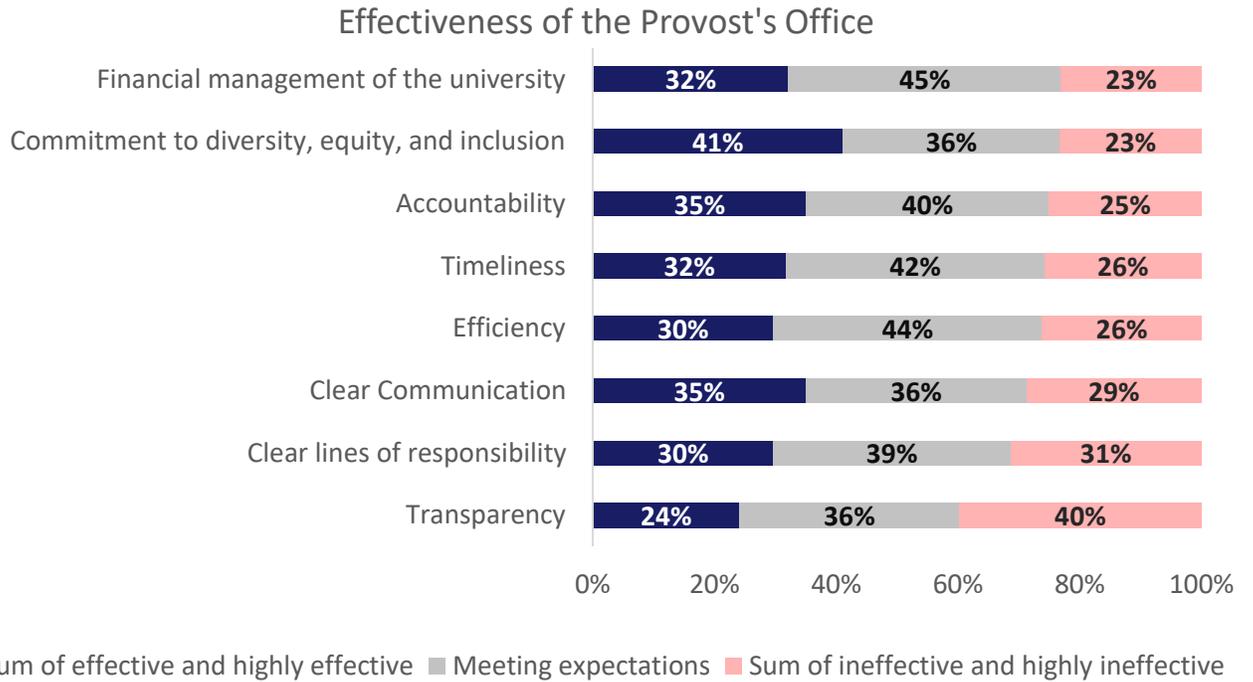
Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Faculty Affairs was also rated most positively on *Commitment to diversity, equity, and inclusion*, with 34 percent rating the unit effective or highly effective. Approximately one-quarter of respondents rated this unit effective or highly effective on every other measure. This unit was also rated most negatively on *Transparency*, with 39 percent rating it as ineffective or highly ineffective on this measure. More than 60 percent of respondents indicated that the office is at least meeting expectations on every measure.

Exhibit 13: Faculty and Staff Assessment of the Effectiveness of the Faculty Affairs

Effectiveness of Faculty Affairs

Measure	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Commitment to diversity, equity, and inclusion	34%	40%	26%
Financial management of the university	25%	48%	27%
Accountability	27%	45%	28%
Timeliness	26%	44%	31%
Efficiency	25%	43%	33%
Clear lines of responsibility	25%	41%	34%
Clear Communication	26%	39%	35%
Transparency	23%	38%	39%

■ Sum of effective and highly effective ■ Meeting expectations ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

The Finance Office was rated most positively on *Accountability*, with 43 percent rating the unit effective or highly effective. Between 30 and 41 percent of respondents rated this unit effective or highly effective on the other measures. This unit was also rated most negatively on *Transparency*, with 33 percent rating it as ineffective or highly ineffective on this measure, but less so than other offices. More than two-thirds of respondents indicated that the office is at least meeting expectations on every measure.

Exhibit 14: Faculty and Staff Assessment of the Effectiveness of the Finance Office

Effectiveness of Finance Office

Measure	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Accountability	43%	38%	20%
Commitment to diversity, equity, and inclusion	36%	43%	21%
Financial management of the university	41%	38%	21%
Clear lines of responsibility	36%	40%	24%
Timeliness	35%	40%	25%
Efficiency	33%	40%	27%
Clear Communication	35%	35%	30%
Transparency	30%	37%	33%

■ Sum of effective and highly effective ■ Meeting expectations ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Athletics was rated most positively on *Commitment to diversity, equity, and inclusion* with 45 percent rating the unit effective or highly effective on this measure. Between 26 and 38 percent of respondents rated this unit effective or highly effective on the other measures. This unit was also rated most negatively on *Transparency*, with 40 percent rating it as ineffective or highly ineffective on this measure. Sixty to 80 percent of respondents indicated that the office is at least meeting expectations on every measure.

Exhibit 15: Faculty and Staff Assessment of the Effectiveness of Athletics

Effectiveness of Athletics

Measure	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Timeliness	36%	45%	20%
Commitment to diversity, equity, and inclusion	45%	32%	23%
Clear Communication	38%	39%	24%
Efficiency	32%	44%	24%
Clear lines of responsibility	33%	42%	25%
Financial management of the university	27%	39%	34%
Accountability	32%	34%	34%
Transparency	26%	34%	40%

■ Sum of effective and highly effective ■ Meeting expectations ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Marketing and Communications was rated highly effective or effective by 39 percent of faculty and staff respondents on both *Clear communication* and *Commitment to diversity, equity, and inclusion*. Between 30 and 36 percent of respondents rated this unit effective or highly effective on the other measures. This unit was rated most negatively on *Clear lines of responsibility*, with 31 percent rating it as ineffective or highly ineffective on this measure. Seventy to 79 percent of respondents indicated that the office is at least meeting expectations on every measure.
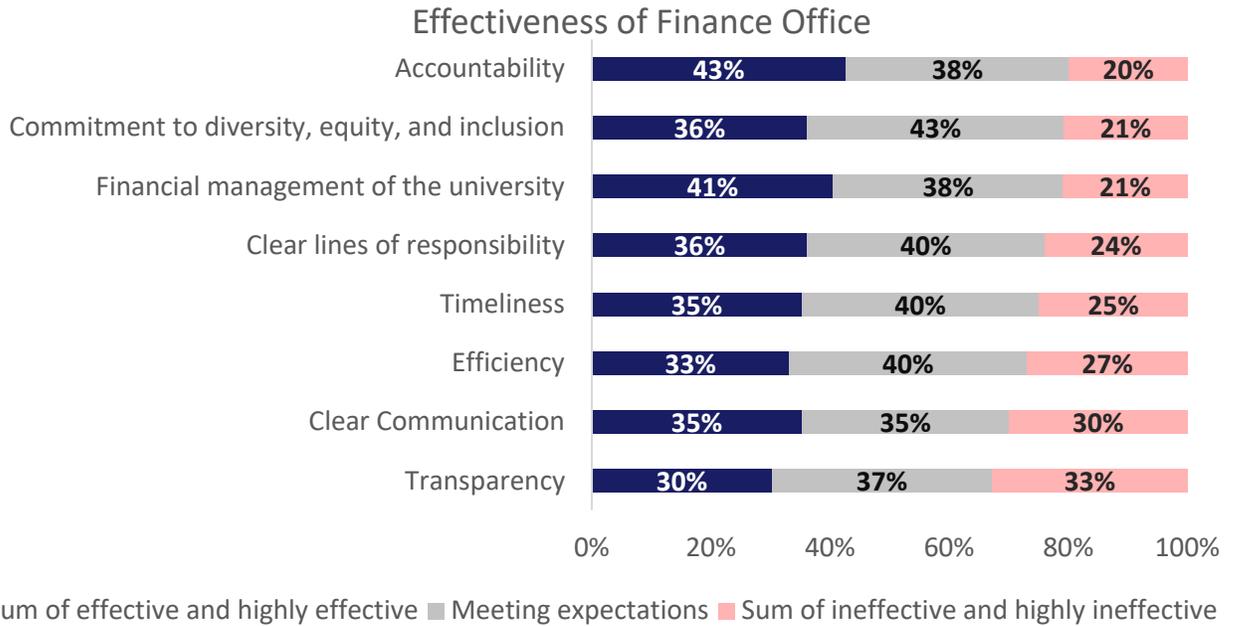
Exhibit 16: Faculty and Staff Assessment of the Effectiveness of Marketing and Communications

Effectiveness of Marketing and Communications

	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Financial management of the university	31%	48%	21%
Commitment to diversity, equity, and inclusion	39%	40%	21%
Accountability	35%	40%	24%
Timeliness	36%	39%	25%
Clear Communication	39%	35%	26%
Efficiency	31%	42%	27%
Transparency	30%	40%	30%
Clear lines of responsibility	30%	40%	31%

■ Sum of effective and highly effective ■ Meeting expectations ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Government Affairs received its largest share of highly effective or effective ratings for *Financial management of the university* (40 percent) by faculty and staff respondents. Between 32 and 38 percent of respondents rated this unit effective or highly effective on all other measures. This unit was rated most negatively on *Transparency*, with 32 percent rating it as ineffective or highly ineffective on this measure. More than two-thirds of respondents indicated that the office is at least meeting expectations on every measure.

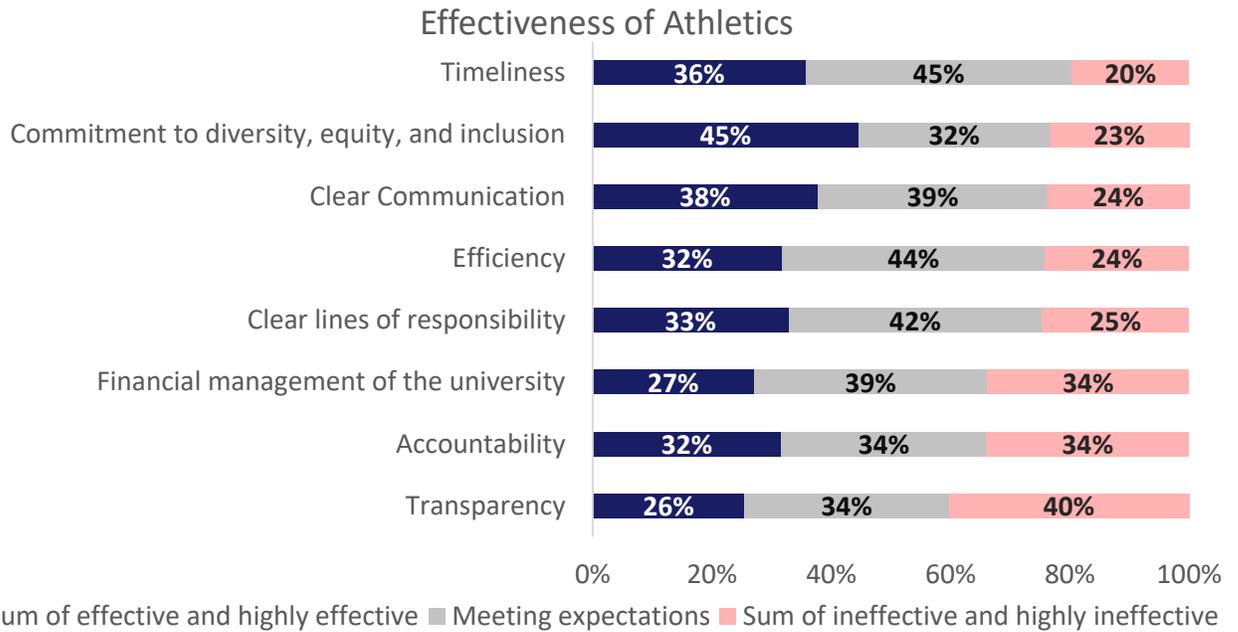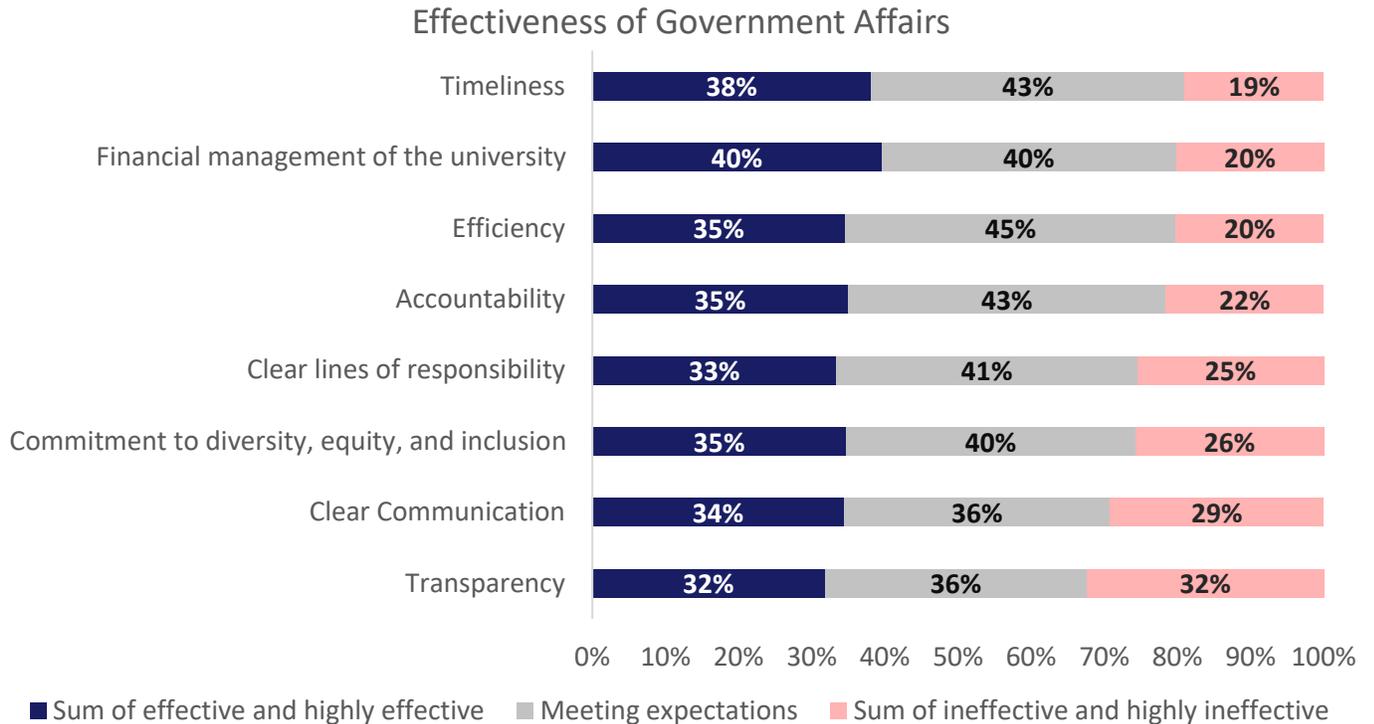*Exhibit 17: Faculty and Staff Assessment of the Effectiveness of Government Affairs*

Effectiveness of Government Affairs

Measure	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Timeliness	38%	43%	19%
Financial management of the university	40%	40%	20%
Efficiency	35%	45%	20%
Accountability	35%	43%	22%
Clear lines of responsibility	33%	41%	25%
Commitment to diversity, equity, and inclusion	35%	40%	26%
Clear Communication	34%	36%	29%
Transparency	32%	36%	32%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Sum of effective and highly effective   ■ Meeting expectations   ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

More than half of respondents rated Student Affairs as highly effective or effective on *Commitment to diversity, equity, and inclusion* (51 percent). Between 38 and 46 percent of respondents rated this unit effective or highly effective on all other measures—the highest ratings of any unit in this assessment. Like many other units, Student Affairs was rated most negatively on *Transparency*, with 21 percent rating it as ineffective or highly ineffective on this measure. However, the share of negative responses to this measure is lower for Student Affairs than any other unit at the institution. The overwhelming majority of respondents indicated that the office is at least meeting expectations on every measure.

Exhibit 18: Faculty and Staff Assessment of the Effectiveness of Student Affairs

Effectiveness of Student Affairs

Measure	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Accountability	46%	40%	14%
Timeliness	43%	42%	15%
Financial management of the university	40%	45%	15%
Commitment to diversity, equity, and inclusion	51%	34%	15%
Clear Communication	43%	39%	17%
Clear lines of responsibility	41%	40%	18%
Efficiency	40%	41%	18%
Transparency	38%	42%	21%

■ Sum of effective and highly effective ■ Meeting expectations ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Forty percent of respondents rated Information Technology as highly effective or effective on *Commitment to diversity, equity, and inclusion* and *Clear communication*. Between 33 and 38 percent of respondents rated this unit effective or highly effective on all other measures. Information Technology was rated most negatively on *Clear lines of responsibility,* with 37 percent rating it as ineffective or highly ineffective on this measure. Two-thirds or more of respondents indicated that the office is at least meeting expectations on every measure.
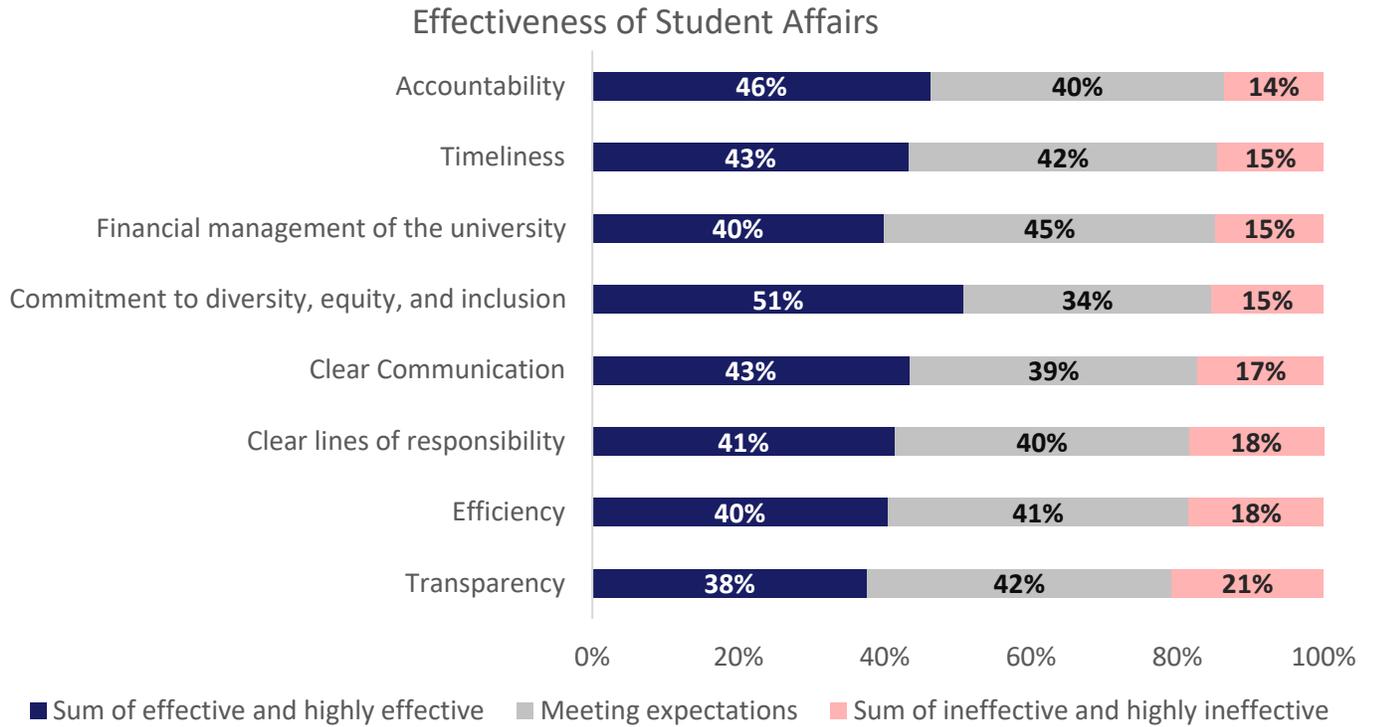
Exhibit 19: Faculty and Staff Assessment of the Effectiveness of Information Technology

Effectiveness of Information Technology

	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Commitment to diversity, equity, and inclusion	40%	42%	18%
Financial management of the university	38%	35%	27%
Accountability	38%	34%	28%
Clear Communication	40%	30%	30%
Timeliness	38%	29%	32%
Transparency	34%	33%	33%
Efficiency	37%	29%	34%
Clear lines of responsibility	33%	30%	37%

■ Sum of effective and highly effective   ■ Meeting expectations   ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Not surprisingly, the Diversity Office received the most positive ratings on *Commitment to diversity, equity, and inclusion* (55 percent). Between 34 and 39 percent of respondents rated this unit effective or highly effective on all other measures. The Diversity Office was rated most negatively on *Transparency,* with 30 percent rating it as ineffective or highly ineffective on this measure. Two-thirds or more of respondents indicated that the office is at least meeting expectations on every measure.
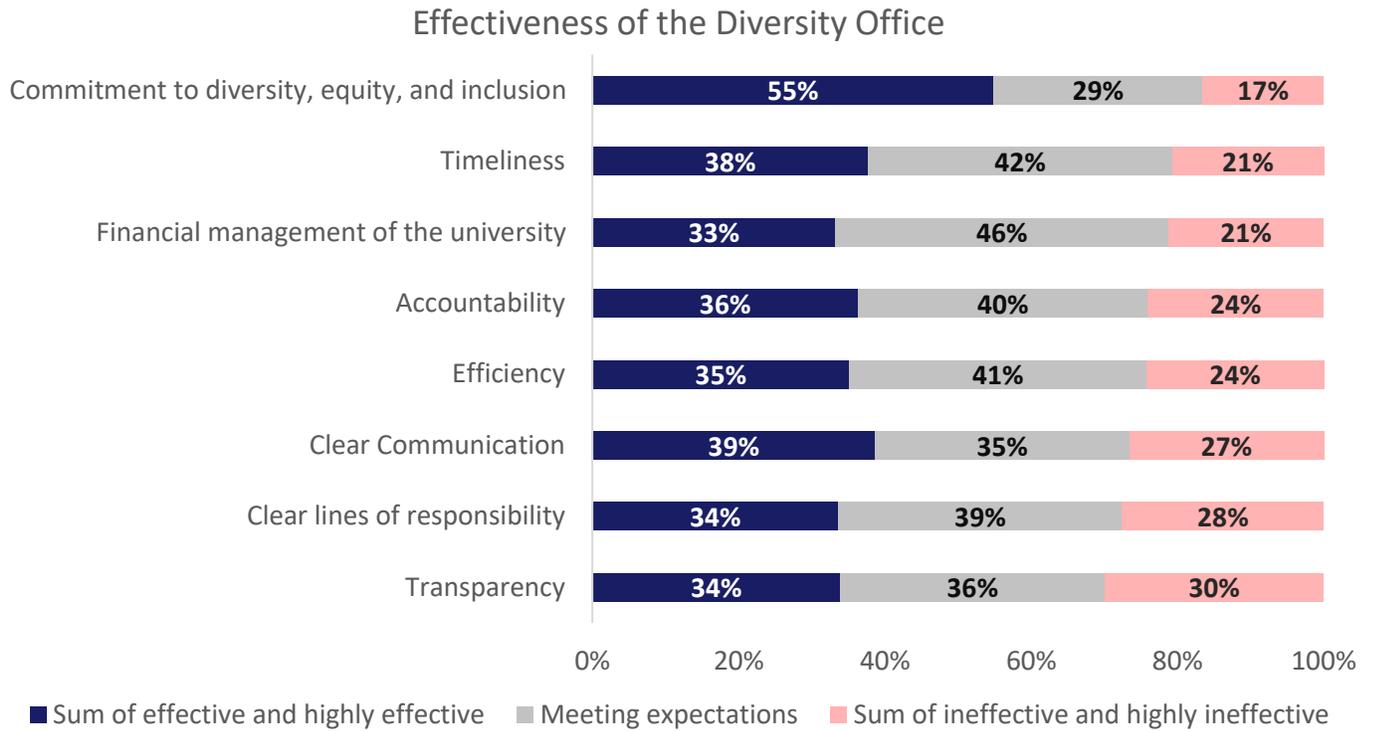
Exhibit 20: Faculty and Staff Assessment of the Effectiveness of Diversity Office

Effectiveness of the Diversity Office

Category	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Commitment to diversity, equity, and inclusion	55%	29%	17%
Timeliness	38%	42%	21%
Financial management of the university	33%	46%	21%
Accountability	36%	40%	24%
Efficiency	35%	41%	24%
Clear Communication	39%	35%	27%
Clear lines of responsibility	34%	39%	28%
Transparency	34%	36%	30%

■ Sum of effective and highly effective　■ Meeting expectations　■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Human Resources received the most positive ratings on *Commitment to diversity, equity, and inclusion* (40 percent). Between 27 and 33 percent of respondents rated this unit effective or highly effective on all other measures. Human Resources was rated most negatively on *Efficiency,* with 39 percent rating it as ineffective or highly ineffective on this measure. Sixty percent or more of respondents indicated that the office is at least meeting expectations on every measure.
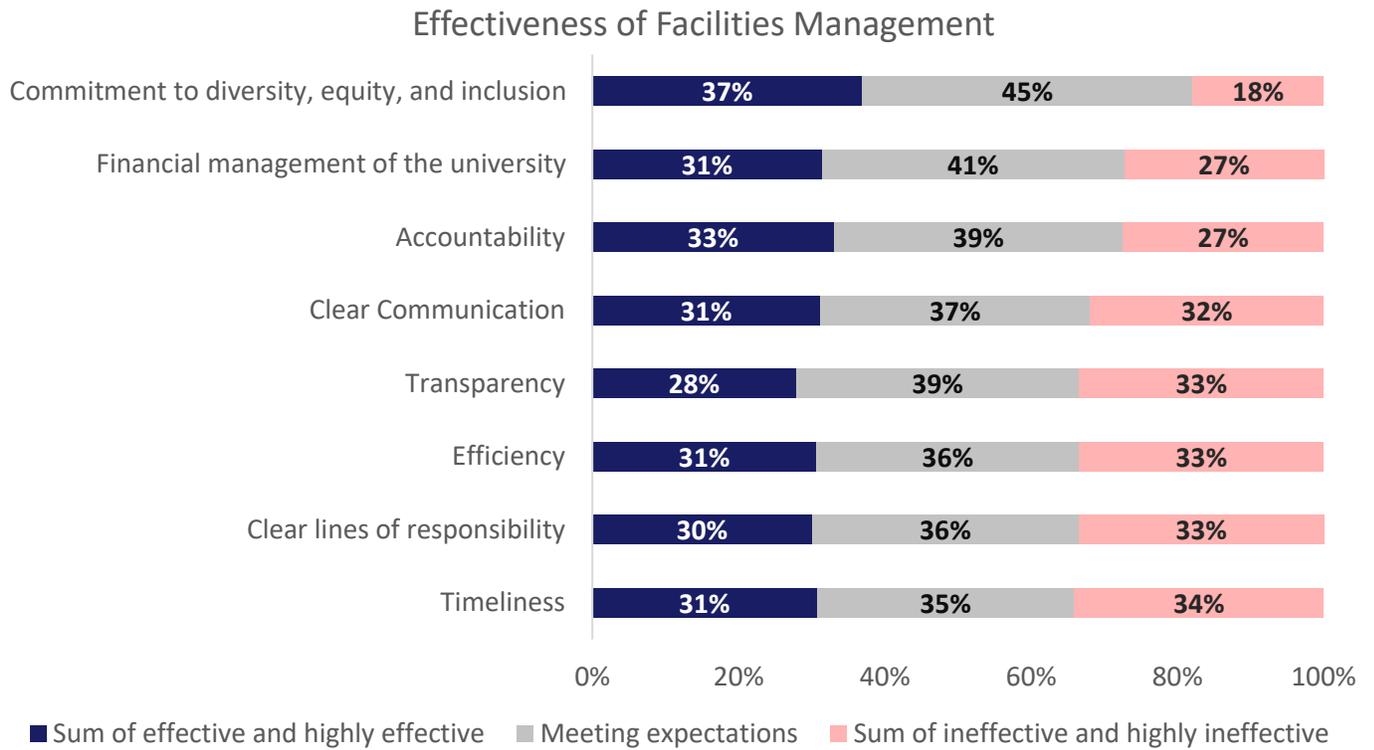
Exhibit 21: Faculty and Staff Assessment of the Effectiveness of Human Resources

Effectiveness of Human Resources

Measure	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Commitment to diversity, equity, and inclusion	40%	39%	21%
Financial management of the university	32%	44%	24%
Accountability	33%	38%	29%
Clear Communication	33%	34%	33%
Clear lines of responsibility	28%	37%	35%
Timeliness	28%	37%	36%
Transparency	27%	35%	37%
Efficiency	27%	34%	39%

■ Sum of effective and highly effective   ■ Meeting expectations   ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Facilities Management received the most positive ratings on *Commitment to diversity, equity, and inclusion* (37 percent). Between 28 and 33 percent of respondents rated this unit effective or highly effective on all other measures. Facilities Management was rated most negatively on *Timeliness,* with 34 percent rating it as ineffective or highly ineffective on this measure. Two-thirds or more of respondents indicated that the office is at least meeting expectations on every measure.

Exhibit 22: Faculty and Staff Assessment of the Effectiveness of Facilities Management

Effectiveness of Facilities Management

Category	Sum of effective and highly effective	Meeting expectations	Sum of ineffective and highly ineffective
Commitment to diversity, equity, and inclusion	37%	45%	18%
Financial management of the university	31%	41%	27%
Accountability	33%	39%	27%
Clear Communication	31%	37%	32%
Transparency	28%	39%	33%
Efficiency	31%	36%	33%
Clear lines of responsibility	30%	36%	33%
Timeliness	31%	35%	34%

■ Sum of effective and highly effective   ■ Meeting expectations   ■ Sum of ineffective and highly ineffective

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Finally, faculty and staff were asked to rate the importance of various elements of the comprehensive review. While more than half of all respondents deemed each element either important or very important, several elements were rated highly by 75 percent or more of faculty and staff respondents, including:

- Financial stability (91 percent)
- Flexibility and adaptability (89 percent)
- Efficiency and continuous improvement (87 percent)
- Supporting faculty research and scholarly activities (81 percent)
- Facility management (78 percent)

These items were also those with the fewest respondents, indicating they were of little importance to the comprehensive review.

Exhibit 23: Faculty and Staff Assessment of the Effectiveness of Facilities Management

Importance of Elements in the Comprehensive Review

Element	Sum of important and very important	Neutral	Sum of not important and not important at all
Financial stability	91%	8%	1%
Flexibility and adaptability	89%	10%	1%
Efficiency and continuous improvement	87%	11%	2%
Supporting faculty research and scholarship activities	81%	15%	3%
Facility management	78%	19%	3%
Improving the diversity of students, faculty, and staff	66%	23%	11%
Evaluating strategic partnerships to advance campus…	66%	29%	5%
Telling the University's story to a broad audience	63%	28%	9%
Community engagement	60%	32%	7%
Innovation and commercialization success	58%	33%	9%
Former student engagement	52%	36%	12%

■ Sum of important and very important ■ Neutral ■ Sum of not important and not important at all

Source: MGT analysis of Texas A&M Faculty and Staff Survey, 2021.

Deans and Vice Presidents Survey Results Summary

Methodology

MGT Consulting and Martin+Crumpton Group (M+CG) conducted a survey of the deans, vice presidents, associate and assistant vice presidents, and provosts at Texas A&M University. The survey was distributed to 69 individuals and was available from June 30, 2021, through July 9, 2021. The survey was partially or fully completed by 58 individuals, comprised of 16 deans, 15 vice presidents, 27 associate and assistant vice presidents, and provosts. The full survey results are available in Appendix A.

RESPONDENT PROFILE

Over 57 percent of respondents have been employed at TAMU for over 12 years, with over 55 percent having been in their role for three years or less. Over 28 percent of respondents have been in their current role for less than one year, indicating a high level of campus retention. The large number of position changes can cause a feeling of instability within the organization but can also show that opportunities for professional growth are available for employees.

Response Overview

Respondents indicated that the unique Aggie culture, core values, and traditions are the greatest strength of TAMU, followed by people (faculty, students, and staff), and research. Some of the greatest challenges are continuing to live the core values while adapting for the future; continuing to become a more diverse and inclusive campus community; and creating a transparent leadership team with clear communication.

In the next five years, the top priorities for TAMU should be to improve student academic success, support the retention of current faculty and staff, and optimize a greater efficiency of operations. The most important elements of student success include the development of core skills like communication, critical thinking, and quantitative reasoning; supporting the ability to adapt and be resilient in the face of uncertainty and change; and having the ability to collaborate and connect with others.

The elements most important to the organizational structure are ensuring the university has talented, appropriately qualified personnel; addressing staff ratios to accommodate campus growth; and having recognized performance metrics to assure accomplishment of strategic goals.

Departmental Effectiveness

Respondents were asked to rank the effectiveness of many departments across the campus on a variety of functions. Responses range from highly effective to highly ineffective, with the middle identified by meeting expectations. Many departments are generally effective with a mean of 3.0 or higher. Some departments, including Marketing and Communications, Information Technology, Human Resources, and Facilities Management are ineffective in a variety of functions. Every department can continue to become more effective and should conduct additional analysis to seek ways to improve the campus experience.

Appendix 2: SWOT Analysis

High-Level SWOT Analysis

Strengths

- The new cabinet is well-established and familiar with each other.
- Faculty and staff are dedicated to the university's mission.
- The Aggie culture presents a foundation of shared traditions and values that create a cohesive identity for students, staff, and faculty. The Corps of Cadets is a part of the school's culture and student body.
- The Vision 2020 strategic document has provided suitable guidance so far.
- The university's athletics program is a net breadwinner for resources.
- TAMU has proven adaptable throughout the global pandemic and work-from-home challenges. Organizations within TAMU have demonstrated they can change for the better when necessary.
- TAMU provides top-notch education. The rigors of the programs fit almost any student.

Weaknesses

- Limited financial resources to recruit and retain talented faculty and staff. Not competitive enough with the marketplace.
- The campus faces a deferred maintenance challenge regarding its infrastructure.
- The Aggie culture impinges upon the potential for change within the university. The notion of an all-male, military component of the school impinges upon the culture of higher education.
- Lack of investment in and inclusion of other TAMU branches and locations.
- The current organizational structure within the university is unclear, including what the deans are responsible for and to whom they report. This includes siloing and lack of lateral communication. Individuals often re-invent the wheel instead of collaborating.
- The current strategic approach is not specific enough to TAMU and could apply to any university.
- Faculty review process is not thorough and the push to innovate is lacking.
- Student Affairs is unorganized, does not oversee all of the correct functions, and could be improved with restructure.
- Inconsistency in processes, problem-solving, tasking, and organization has created an ad hoc conglomeration of "one-offs" that make it difficult for individuals to identify their responsibilities.
- Marketing and Communication's strategy is decentralized and unclear. Crisis messaging is outdated. University communication is generally disjointed, unclear, inefficient, and a struggle. Faculty learns of significant organizational changes through the wrong channels, e.g., social media.

- Though the university does not need a security overhaul, the College Station campus has a fractured security infrastructure compared to the TAMU-Qatar campus. Camera surveillance and ownership is decentralized.
- A large portion of IT staff are close to retirement, potentially creating resistance to change or an exit of talent and knowledge.
- Faculty members feel they are not given enough opportunities to let their voice be heard and give input to decisionmakers.
- Processes and functions are decentralized. There is a need for cohesive, consolidated functions, particularly for Facilities, Information Technology, and Human Resources and Organizational Effectiveness. Funding streams are disparate across departments.
- Data on former students and alumni typically do not extend past graduates' first jobs.

Opportunities

- The recent transition of leadership has created space for change and innovation with an opportunity for big wins within the next three to six months as well as an opportunity for a listening campaign. There is an appetite for strong leadership and clear goals for the future.
- Recraft the Office of the Provost and shift major non-academic responsibilities back to the President's office. The previous Provost's heavy hand may have disrupted relationships and collaboration. Faculty and staff may welcome changes to the Provost's office.
- Create a modern, consolidated financial performance metric system and a path for incentivization for staff to help improve retention.
- Improve government relations through the development of more targeted relationships and proposals. Develop government relations at a local and state level.
- Conduct a facilities assessment (including labs), infrastructure mapping, and data aggregation. This could provide data and insights on areas that need use improvement. Create a training process for student employees as a resource to manage facilities.
- Address diversity and champion a way forward by changing the dialogue and developing a narrative that ties into the land-grant mission. Recent investments in DEI can serve as a start.
- Standardize the IT function and systems.
- Streamline processes into standard operating procedures. For example, the process of terminating an employee currently requires four different processes when it could be consolidated into one.
- Leverage technology for non-degree programs and to attract talent. The pandemic proved that technical solutions can help generate growth.

Threats

- Lack of faculty diversity and poor retention of diverse faculty members both at the university and department levels.
- University climate not always welcoming, particularly to diverse faculty, staff, and students. Enrollment of diverse students, particularly African Americans, is low. Student and faculty populations do not reflect the state population.
- Perception that TAMU history and culture have negatively impacted student body diversity. TAMU has historically been conservative and slow to change regarding diversity issues. Fish

Camp is an example of this—there is a lack of control over the content of the camp. The challenges of polarized politics have the potential to threaten core values.

- No clear ownership of the current strategic plan.
- Faculty losing sight of need to continue educating, advancing knowledge, and granting degrees.
- Continuation of inefficient processes, process loopholes, and resource allocation.
- Lack of transparency and consistent communication from university leadership. Many faculty and staff members are anxious about changes in leadership, which has happened often in recent years. There is a fear that lack of transparency and communication to and amongst faculty members could create a culture of cynicism and lack of respect.
- Lack of focus on graduate programs; undergraduate program domination.

Student Affairs SWOT Analysis

Throughout the SWOT analysis, a variety of areas were identified as strengths and weaknesses within Student Affairs. One of the most important roles of Student Affairs at TAMU is to uphold tradition. It was clear that the Aggie culture presents a foundation of shared traditions and values that create cohesive identity for students, staff, and faculty. The Corps of Cadets is part of the school's culture and student body.

However, it was also identified that the division of Student Affairs is unorganized, does not oversee all the correct functions, and could be improved with a restructure. In addition, weaknesses were identified in the content of orientation, accountability of student organizations, and clarity in organizational structure. Student organizations have wide latitude to make decisions and lack the necessary training for a true educational experience. The lack of organization and accountability within Student Affairs is perceived as a threat to the traditions of TAMU.

Many opportunities were identified in the division of Student Affairs, but the greatest opportunity is to create a well-rounded student experience from orientation through graduation by increasing student responsibility, accountability, and ability. Specifically, within student organizations and student leadership activities, a desire for a cultural shift from allowing students a large amount of freedom to run and manage student organizations with limited boundaries and guidelines to creating an environment that prioritizes leadership education as the primary reason for student organizations at TAMU. Significant recognition of the value of student organizations exists, including the value added to the diversity of the campus, the creation of friendship groups, and the opportunity to connect and collaborate outside the classroom with peers who have similar interests. The opportunity to elevate the responsibility, accountability, and leadership skills of student organizations and student leadership programs at TAMU will help students gain skills to become career-ready and prepared to take on the challenges and realities in a career, within the community, or beyond.

Additional opportunities exist looking outside the current Student Affairs portfolio to leverage the potential for additional collaboration, consolidation, and streamlining of services to best support the student experience on campus.

Threats identified within Student Affairs include the lack of oversight of student organizations and other student leadership activities. Other threats include the number of staff assigned to oversee student-run

activities and events. Without intentional programming in every area of Student Affairs, the potential of losing the culture that is part of the Core Aggie Values is a threat.

Galveston SWOT Analysis

The Galveston campus was credited with having great people who are knowledgeable about their processes. The technology on the Galveston campus was also credited with being reliable for faculty and students.

The weaknesses in Galveston are the large number of people and processes that must be coordinated or managed through the College Station campus. It can be challenging for a small campus to work with a much larger network. When College Station systems and processes change, it can be difficult for the Galveston campus to receive timely updates. Specific challenges were noted in Information Technology and Marketing and Communications efforts.

A noted opportunity is the ability to add good, usable data for student recruitment and to highlight the strength of the academic programs on the university website. A massive website overhaul could provide some much-desired clarity to stakeholders.

A primary threat to the Galveston campus is the lack of clarity in processes, particularly in crisis management. Without clear processes, concerns around conflict resolution and student retention do not receive appropriate attention.

Qatar SWOT Analysis

The Qatar students and faculty are credited with being one of the greatest strengths of the campus, with a strong shared commitment to teaching and learning. The IT functions at the Qatar campus were commonly identified as a strength.

Noted weaknesses were limited but typically focused on the support functions of the library and marketing and communications. It was noted that Marketing and Communications needs to do a better job to ensure that messages are correct for the campus.

An opportunity for the Qatar campus is to continue to grow, support students, and elevate faculty. The opportunity for partnerships continues to grow as the campus becomes stronger over time.

A threat to the campus is the distance from College Station. With many time zones separating the two campuses, it can be hard to coordinate collaborative time. This takes intentional planning to ensure full participation. Without being intentional, the two campuses could easily misalign.

Human Resources and Organizational Effectiveness SWOT Analysis

During the SWOT review, Human Resources and Organizational Effectiveness (HROE) was recognized for having employees with a wide range of skillsets. However, it was noted that the core HROE staff have a heavy workload burden. Communication and customer service was a noted challenge due to approximately 500 HR liaisons spread across the university. HROE resources are also spread out across the university, limiting the ability for the division to invest in resources that will improve the current workflow.

Another key takeaway point from the analysis is that HROE works very closely with the Dean of Faculty to provide the primary administrative support for faculty. This organizational structure causes duplication, additional time for replies to employees, including faculty employees, and creates confusion about the university employment structure.

Additional weaknesses included the implementation of Workday, which was attributed to a lack of support from the software company, in addition to the decentralization of payroll and HR services. However, now that training has been completed, Workday presents an opportunity to create a transparent HR system for the institution. Workday can provide much-needed and to-the-minute visibility into employee requests and processes when fully implemented.

With more than 20 percent of TAMU employees over the age of 65, a major threat to HROE is the lack of institutional succession planning. Outside of a large number of anticipated retirees within the next 5-10 years, many employees transfer to similar, new positions within the university to achieve an increase in pay. This constant cycle of hiring and training new employees is time-consuming and costly.

The opportunities noted for HROE include consolidating several internal offices, such as human resources and payroll, as well as eliminating the Human Resources Liaison Network to increase communication and efficiency for employees/customers. An opportunity to create programs and services for succession planning was identified to ensure the campus has appropriate plans in place for anticipated staff transitions in the coming years. As part of preparing for the future, continuing to invest in leadership education was noted as a huge opportunity to not only provide a path for employee advancement but to also increase employee satisfaction.

Information Technology SWOT Analysis

A strength is that Information Technology is large, with approximately 600 staff across campus. The current organizational structure allows for personalized interaction and well-known IT support staff within each department across campus.

A weakness is that the small groups of staff spread across the campus do not allow for redundancy training. If one person leaves, it can create an emergency with a lack of staff to support. It was also noted that many of the current IT teams are reactive instead of proactive, creating space for an increase in productivity. The existing network is at risk and too easy to access, which is a result of vulnerable research and out-of-date, unsupported systems. This decentralization model creates confusion about

who to contact when simple issues arise because Information Technology does not have one point of contact.

Many opportunities were identified throughout the SWOT analysis, but consistently, a desire and a need for a cohesive and consolidated unit was identified as the largest opportunity for Information Technology. Opportunities in a consolidated environment will allow:

- The ability to find overlapping services and opportunities for cost savings.
- Several million dollars in savings from buying licenses in bulk.
- Opportunities for utilizing one email system and creating consistency in other platforms that will create greater user support.
- The creation of a ticket-based system would provide transparency and increase productivity.
- A centralized IT department would allow individual research groups across campus to re-focus attention on research and not have to spend time on IT management.
- With a more focused department, new opportunities can exist for student employees to be trained and employed. Information Technology would be able to build a student employee base and expand innovative programs across campus, with the hopes of retaining a small percentage of them as future staff employees. This model creates an opportunity to save the IT department the future acquisition costs of new employees.

A threat is that a large portion of IT staff are close to retirement, potentially creating resistance to change or an exit of talent and knowledge. Another threat is the time and expenses related to billing services from Information Technology to other areas of the university. Currently, departments are being charged for a variety of services.

Finance SWOT Analysis

TAMU is largely recognized as being in excellent financial health. The division of finance is credited with following good accounting practices and being available to provide financial opportunities to programs and services as needed. The perceived financial freedom of TAMU can also be considered a weakness, as the need to be financially effective and efficient is not a top priority. In the current decentralized organizational structure, a lack of transparency exists on the overall university budget and the ability to make strategic financial adjustments is limited. Because of the current structure of the organization, a major weakness is the time to deliver financial services, including contract execution.

Opportunities exist to create efficiencies by evaluating workflow procedures and staffing structures, specifically with request for proposals, selection and contracting, and post award activities. Opportunities exist to improve the customer experience, communication, staff capacity, use of data to manage contracting processes, and simplify processes.

A threat to the division of finance is the existing bottlenecks, specifically the lack of communication and transparency about procurement status. This threat could cause missed deadlines and lost opportunities for a variety of units within TAMU.

Facilities SWOT Analysis

Throughout interviews and the interpretation of survey feedback, it became apparent that the current, decentralized structure has created a lack of cohesion, highlighting inconsistencies in funding, repair and replacement processes, and levels of deferred maintenance.

One specific example was fully understood during the Covid-19 pandemic, as facilities needed to be locked and secured. Many safety and security concerns were identified that required attention before fully securing the campus. In some cases, doors did not lock, and buildings were unable to be secured. The large number of manual and electronic security systems, including key control, door locks, and cameras continues to be a major safety concern. The current safety and security systems are owned and managed in a decentralized fashion that lacks consistency, adequate training, and the ability for full auditing.

The large volume of outsourced maintenance has resulted in a lack of oversight and effective communication, causing delayed repairs or imprecisely regulated use of resources in some cases, and a lack of control over deferred dollars resulting in misalignment of work with TAMU standards or needs. An opportunity to take back control presents itself in a space assessment and gaining an understanding of all facility details.

Finding and retaining high-quality, appropriately trained staff is a challenge for facilities management. With many roles typically offering low pay, the applicant pool is often small and does not meet the needs of the unit. Many of the current staff in facilities management across TAMU are very experienced and could find opportunities for career growth with adequate training.

Marketing and Communications SWOT Analysis

Throughout the review, a strength of the marketing and communications function is the strong TAMU brand and the communication reach.

However, a variety of areas were identified as weaknesses within the current marketing and communications structure. One of the most important roles of marketing and communications is to effectively communicate a consistent message to its internal and external stakeholders and constituents. But it was identified that university-wide communication is generally disjointed and inefficient. The marketing and communications function is decentralized and has an unclear structure. In some cases, faculty members learn of significant organizational changes through secondary channels like social media instead of directly from leadership.

An additional weakness identified includes the lack of strong central leadership resulting in undirected efforts that may not further the campus mission. The division also has a lack of brand use enforcement internally and externally, outdated crisis messaging, a decentralized web and social media presence, and a lack of formal connection with some university groups, like student activities.

One opportunity presented was shifting from a major investment in advertising to emphasizing coordinated communications to promote consistency and effectiveness. Centralizing university websites

presents an opportunity for better user entry and a savings opportunity through a clear understanding of existing expenses, which could increase buying power. Another opportunity is the creation of a student working program, which would benefit students and undertake burdensome tasks many part-time communication functions currently own. There is also an opportunity for content creators to act as independent contracts among units and promote consistency across the university. Lastly, a future opportunity is the establishment of long-term career paths and clear division of job responsibilities.

An identified threat to consistency in communication was the extremely decentralized software systems and individual units' ability to decide which systems to use. Marketing and Communications lacks overarching guidelines and rules for branding and communication. Without reinforcement of guidelines, consistency in communication is threatened. An additional identified threat is a lack of clear distinction of communication responsibilities between the Provost, President, and Administrative Affairs.

Division of Research SWOT Analysis

The division of research is growth-focused and in the process of reviewing SAPs and other documents to create a strategic plan. The mindset of the current leadership is to identify the capacity for future opportunities and to build a collaborative and strategic approach for the future. A weakness is the labor-intensive processes for Principal Investigators (PIs) to complete necessary forms and processes. This work is time consuming, requires significant training, and is not streamlined.

The division of research has many opportunities. The opportunity to increase National Institute of Health funding can be a targeted area of growth. This could include opportunities for deeper collaboration with the Texas A&M Health. A threat is spending time on endeavors that do not provide value to TAMU. Existing programs should be reviewed to ensure that they are contributing to TAMU's research competitiveness and focus on the land-grant mission.

Academic Affairs SWOT Analysis

Primary strengths identified include the university's rigorous education offerings; its strong traditions and values; its ability to adapt during the Covid-19 pandemic; general confidence in the President's new cabinet; and the faculty and staff's dedication to the mission.

Overarching weaknesses identified include the university's unclear and decentralized organizational structure, processes, and goals; limited financial resources to attract and retain talent; exclusive climate and ineffective Diversity, Equity and Inclusion (DEI) efforts; outsourced maintenance; inconsistent communication and transparency from the university's leadership; lack of both operational and student outcome data; and lack of opportunities for faculty to provide input to decision-makers. Limited financial resources to recruit and retain talented faculty and staff means that TAMU is not competitive enough with the marketplace. The faculty review process is not thorough and the push to innovate is lacking. Faculty members feel they are not given enough opportunities to let their voices be heard and provide input to decision-makers.

Key opportunities identified include the opportunity for positive change with the shift in leadership in the Office of the President; a university-wide desire for strong leadership as well as clear responsibilities, processes, and goals; creation of an efficient, tech-based operations and metrics system to increase effectiveness; creation of incentives to improve staff and faculty retention; improved government relations on local, state and federal levels; creation of a more welcoming climate with a focus on increasing DEI; and leveraging technology to advance university-wide innovation. Recrafting the Office of the Provost would shift major non-academic responsibilities back to the President's office or to other executive cabinet positions. This would also allow the Provost to oversee and strengthen the undergraduate and graduate programs to focus on student academic success.

Identified threats to the university include an inability to attract underrepresented leadership, faculty, staff, and students; not improving the university's climate and DEI efforts; polarized politics; unclear ownership of the university's strategic direction; faculty members losing site of the education-focused mission; continuation of inefficient processes and resource allocation; and a lack of transparent, inclusive, and consistent communication. Faculty diversity is lacking and retention of diverse faculty members, at both the university and department levels, is low. Also identified is a lack of focus on graduate programs and an undergraduate program domination.

Appendix 3: Peer Institution Review

Martin+Crumpton Group LLC (M+CG), in partnership with MGT Consulting, researched the leadership organizational structures, roles, and responsibilities at 20 of TAMU's peer institutions. The goal was to provide TAMU's senior leaders with general points of comparison and a range of potential approaches as they review their own organization. The information in the Peer Institution Review was pulled from each institution's publicly available website and analyzed to identify trends and other observations. The Peer Institutions included in this analysis are:

Peer Institution List

Peer Institutions		
Institution Name	Institution Type	Institution Website
Arizona State University	Public	www.asu.edu
Clemson University	Public Land-Grant	www.clemson.edu
Cornell University	Private Land-Grant	www.cornell.edu
Duke University	Private	www.duke.edu
Michigan State University	Public Land-Grant	www.msu.edu
Pennsylvania State University	Public Land-Grant	www.psu.edu
North Carolina State University	Public Land-Grant	www.ncsu.edu
Purdue University	Public Land-Grant	www.purdue.edu
Rutgers University – New Brunswick	Public Land-Grant	www.newbrunswick.rutgers.edu
The Ohio State University	Public Land-Grant	www.osu.edu
University of California, Berkeley	Public Land-Grant	www.berkeley.edu
University of California, Davis	Public Land-Grant	www.ucdavis.edu
University of Florida	Public Land-Grant	www.ufl.edu
University of Georgia	Public Land-Grant	www.uga.edu
University of Illinois at Urbana-Champaign	Public Land-Grant	www.illinois.edu
University of Maryland	Public Land-Grant	www.umd.edu
University of Michigan	Public	www.umich.edu
University of Minnesota	Public Land-Grant	www.twin-cities.umn.edu
University of San Diego	Private	www.sandiego.edu
Virginia Tech	Public Land-Grant	www.vt.edu

Any information from institutions beyond the peer list was gathered from the publicly available website of each respective institution.

Student Affairs

Peer Institution Practices

Peer institutions nearly always house their Student Health, Student Housing, and Student Union functions within their Student Affairs or equivalent office. Student Affairs also frequently houses Career Services, though in several cases they are independent. Most Student Affairs offices at peer institutions report to the President rather than the Provost. Appendix E lists the functions of each peer institution's Student Affairs office.
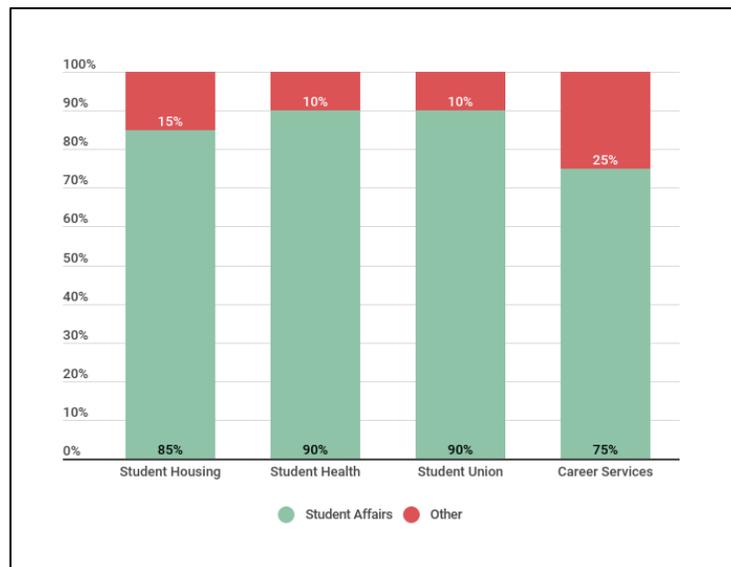
Student Health and the Student Union—or their equivalents—fall within the purview of the Student Affairs office at 90 percent of peer institutions. Student Housing falls within the purview of the Student Affairs office at 85 percent of peer institutions.

- Michigan State University's Student Affairs Office does not include Student Housing, Student Health, or the Student Union. The University of Minnesota's Student Affairs Office includes off-campus student housing but not on-campus student housing.

- The Career Services function reports to the Student Affairs office at about 75 percent of peer institutions. The exceptions: Rutgers University – New Brunswick, at which the function falls under the Executive Vice Chancellor for Administration and Planning's responsibilities; Virginia Tech, where Career Services falls under the Undergraduate Academic Affairs Office; and the University of Georgia and Purdue University, where Career Services is an independent function. Based on public
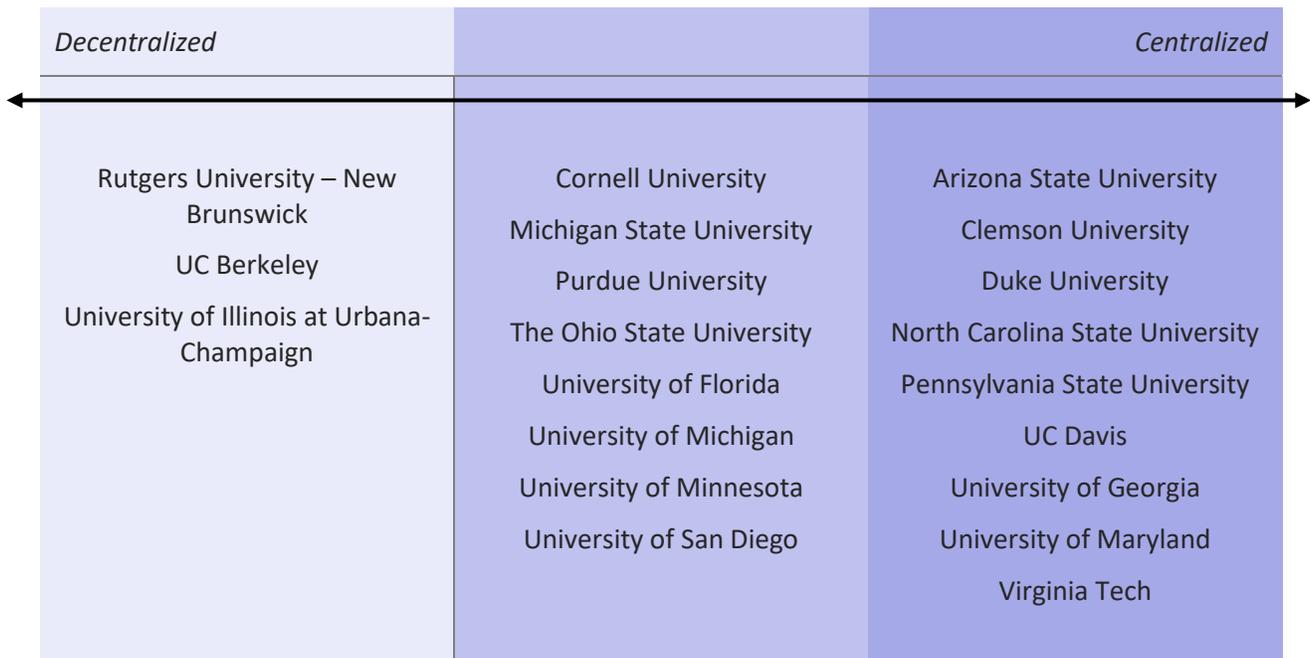
information, we were unable to determine in which office the University of San Diego's Career Services function resides.

- Twelve of 20 Student Affairs offices at peer institutions (60 percent) report to the President.

Information Technology, Human Resources and Organizational Effectiveness, and Finance Peer Institution Practices

Nearly half of peer institutions appear to have a centralized leadership structure for key business support functions. At these institutions, a few executives within the President's office tend to have consolidated authority over key support functions, which include finance, operations, human resources (HR), and information technology (IT), among others.

In many of these cases, an executive position reporting directly to the President is responsible for the finances and operations of the institution. These cases include Arizona State University, Clemson University, Duke University, North Carolina State University, Pennsylvania State University, the University of Maryland, and Virginia Tech. Virginia Tech's senior leadership organization chart is in Appendix G, as an example.

Decentralized		*Centralized*
Rutgers University – New Brunswick	Cornell University	Arizona State University
UC Berkeley	Michigan State University	Clemson University
University of Illinois at Urbana-Champaign	Purdue University	Duke University
	The Ohio State University	North Carolina State University
	University of Florida	Pennsylvania State University
	University of Michigan	UC Davis
	University of Minnesota	University of Georgia
	University of San Diego	University of Maryland
		Virginia Tech

The President's office generally has exclusive authority over key support functions. The IT function appears to be an exception; at several otherwise centralized institutions, IT is controlled by the Provost's office.

- For example, the Vice President for Finance and Administration at the University of Georgia has authority over many key business support functions, but the Vice President for Information Technology reports to the Senior Vice President for Academic Affairs and Provost.

- Many institutions with otherwise similar reporting structures to TAMU have their IT functions reporting to the Provost's office. These include the University of Minnesota, The Ohio State University, University of Illinois at Urbana-Champaign, and the University of San Diego.

Most peer institutions appear to consolidate authority over many support functions within the President's office but distribute it widely among senior leaders within these offices.

- Examples include Michigan State University, Purdue University, University of Florida, and the University of Michigan. Appendix G describes Michigan State University's senior leadership organization chart, as an example.

Several institutions appear to have more decentralized leadership structures for key business support functions compared to their peers. In two of these cases, authority appears to be distributed across the campus and system levels, and in the third case, authority appears to be shared broadly between the President and Provost offices.

- Rutgers University– New Brunswick and the University of Illinois at Urbana-Champaign appear to share responsibility for business support functions with system-wide leadership. For example, at the University of Illinois at Urbana-Champaign, the Vice President, Chief Financial Officer, and Comptroller report to the system's President, while many other business functions, like campus leaders for operations, facilities, and public safety, report to the campus Chancellor.

- The President and Provost offices at UC Berkeley share responsibility for business support functions. Appendix G provides UC Berkeley's senior leadership organization chart, as well as its chief of staff organization chart.

Facilities Peer Institution Practices

The facilities units of peer institutions, like the University of Georgia, are typically led by a university vice president reporting to the senior leader in charge of business and administration for the university.

Nineteen out of 20 institutions did not have a facilities process framework publicly available. University of California, Berkeley was the only exception. All the facilities units do adhere to a university master plan, a guiding document that typically outlines objectives, not processes.

Forty percent of peer institutions organize all public safety services, including electronic door access, within one department. The others divide the responsibilities between several offices at the university. In almost every case where public safety services, including police, are all housed in the same department, this function is overseen by a senior leader in charge of business, operations, and/or administration for the university. When campus security services are not all housed in the same department of public safety, it is almost always because electronic access services are overseen by facilities management.

Each peer institution employs electronic access controls and surveillance cameras for campus security. Peer institutions use a variety of different systems to safeguard electronic access and manage surveillance cameras.

Maintenance appears to be an internal function of every peer institution's facilities department. The UC Berkeley facilities service maintenance guide states the unit supports all centrally supported facilities with routine services, which is supported by the university's central budget. The guide clarifies which services, primarily services beyond routine services, are charged directly to customers. Below is a general service guide chart provided by the guide, which also outlines each specific service provided by central funds.

Service Area	Centrally Funded	Non-Centrally Funded
Custodial Services	Daily restroom cleaning	Additional trash removal after a departmental function
Grounds Services	General landscape maintenance	Additional landscape clear up before a departmental function
HVAC	Maintenance and troubleshooting of building systems	Alteration of an existing system to support particular research equipment
Metal Fabrication	Repair of existing building railings	Repair of departmental display case
Carpentry	Install white board in GA classroom	Install cabinet in department office
Electrical and Lighting	Replace light fixture in hallway	Add electrical outlet to support lab equipment
Elevator	Maintenance of elevator equipment	Elective upgrade of elevator finishes
Fire Safety	Inspect fire system	Add fire extinguisher for new lab use
PM	Perform scheduled PM	Perform additional PM by request
Lock Shop	Repair existing standard lockset	Maintain departmental electronic hardware
Painting	Graffiti removal	Paint department office
Plumbing	Repair leak in restroom	Repair leak in specialized lab equipment
Pest Management	Provide routine services	Service in auxiliary space
Signs	Maintain or replace building name or campus signs	Maintain or replace departmental signs
Utility Operations-Exterior Construction	Respond to steam leak	Support shutdown for capital project

| High Voltage-Exterior Construction | Maintain electrical infrastructure | Support shutdown for research equipment |

Source: UC Berkeley Facilities Services — Service Guide

Three-quarters of peer institutions provide dining services on campus through enterprise-wide internal operations. The remaining institutions partner with Aramark, a well-known food service provider.

Academic Affairs Peer Institution Review

In all the academic institutions we examined, the President appears to be the university's chief executive officer. The President's roles and responsibilities encompass management of all university business, which they delegate in every case to a staff of senior leaders in charge of different functional units. The President in every case acts as a conduit between the university's faculty and staff and the university governing board.

In two cases, the President's powers differed significantly from those at other universities. The President of Clemson University acts as an agricultural regulatory authority for the State of South Carolina, supervising state livestock and poultry health inspections, fertilizer and pesticide control, and seed certification. The President of Purdue University has a narrower scope of budgetary authority because of the University Treasurer's power of first approval—for contracts and written instruments imposing financial obligations on the university—which the Treasurer exercises before the President can approve contracts.

In each case we examined, the Provost appears to be the university's academic officer and reports directly to the President. The provosts' roles and responsibilities appear generally to be the supervision of all academic and faculty affairs, including oversight of all school and college deans within the university. In no case we examined does the Provost appear to have authorities independent of the President.

At about 30 percent of peer institutions, the provost has authority over an institution's academic budget, though the President retains authority over the overall institutional budget. The Provost of the University of Michigan appears to hold significant responsibilities beyond academic affairs budgeting, and is listed as both the chief academic and budgetary officer of the university.

- The provosts at the University of Georgia, University of Maryland, Michigan State University, Pennsylvania State University, Arizona State University, and Duke University appear to have budgetary responsibility for all academic affairs.

- The provosts at The Ohio State University, University of Minnesota, University of Illinois, UC Davis, UC Berkeley, and Cornell University all play supervisory budgetary roles, but do not hold discretionary power over the process.

- The Provost of the University of Michigan appears to hold primary responsibility for the institution's general fund budget, which includes academic units, executive officer and service units, financial aid, and university items such as utilities, insurance, legal needs, and other general university support functions.

In all cases, the Office of the Provost at peer institutions is a massive administrative unit that includes a variety of academic and non-academic functions, differing by university. These functions include:

- Enrollment Services
- Student Success
- Information Technology
- Undergraduate and Graduate/Professional Studies
- Student Affairs
- Assessment and Accreditation
- Institutional Research and Effectiveness
- Faculty Affairs, Promotion, and Development
- Academic Planning and Budget
- Research and Innovation
- Teaching and Learning
- Engagement and Alliances
- International/Global Affairs and Education
- Honors College/Program
- University College
  Academic Advising

Such large administrative offices are stretched to a point that there is divested energy devoted to the quality of faculty research and teaching and to the quality of student learning and services.

Library Peer Institution Review

Through a 2008 study[81] that was updated for this report, MGT Consulting and M+CG were able to conduct a large review of librarian status. In a review of fifty land-grant universities, the chief administrative leadership of university libraries is heavily represented by deans or titles with Provost. Forty-one of the universities currently have a Dean of the Libraries. Eight universities have University Librarians. There are three Vice Provosts, one Associate Provost, one Senior Vice Provost, and one Vice President. One university listed a Director of Libraries. In many cases, job titles are compounded such as Vice President of University Libraries and University Librarian at Rutgers University, or Senior Vice Provost and Director of Libraries at North Carolina State University.

University libraries have representation in faculty governance at most peer institutions. In most cases, librarians have voting seats in faculty senate. They are often representatives of University Libraries. Purdue University, for example, considers the libraries to be a college for the apportionment of senate seats. In other instances, such as at Michigan State University and North Carolina State University, librarians sit on the senate as "non-college" (MSU) or "general constituency" (NCSU) seats with voting rights. In two instances at the University of Florida and the University of Georgia, the chief library administrator has an ex-officio seat on the senate. Two peer institutions have select committees of the faculty governance devoted to university libraries. Pennsylvania State University has a standing committee on Libraries, Information Systems, and Technology. Arizona State University has a Library

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[81].Bolin, M. K. (2008) A Typology of Librarian Status at Land Grant Universities. *Faculty Publications. UNL Libraries. 13.* Retrieved August 27, 2021 from
https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1165&context=libraryscience

Liaison Committee of the Academic Assembly that consults the University Librarian about the information and instructional support needs of the academic units.

Arts and Sciences Peer Institution Review

More than half of peer institutions house their schools of liberal arts and sciences in a combined college. Land-grant peer institutions are split evenly. TAMU houses its liberal arts and sciences in separate colleges.

Liberal Arts and Sciences College Structure Distribution Among Peer Institutions

Liberal Arts and Sciences College Structure Distribution Among Peer Institutions	
Combined College	**Separate Colleges**
Arizona State University	Clemson University*
Cornell University*	Michigan State University*
Duke University	North Carolina State University*
Rutgers University – New Brunswick*	Pennsylvania State University*
The Ohio State University*	Purdue University*
University of California, Berkeley*	University of Maryland*
University of California, Davis*	University of Minnesota*
University of Florida*	Virginia Tech*
University of Georgia*	
University of Illinois at Urbana-Champaign*	
University of Michigan	
University of San Diego	

*Land-grant University

In instances where a university has a combined college of arts and sciences, they are typically the largest college within the university. For example, The University of Michigan's College of Literature, Sciences and Arts is the largest of the institutions nineteen colleges and offers more than 100 degrees among seventy-five academic departments within the college. The College of Liberal Arts and Sciences at the University of Florida is the largest college of that university with forty-three degrees in twenty-one academic departments. Rutgers University's School of Arts and Sciences offers more than 100 majors and/or minors among forty-seven academic departments and/or programs.

Biology Review of Peer Institutions

- Biology programs are predominately in separate schools and colleges.

- In at least one case—Biological Sciences —it appears these programs are jointly managed by the two colleges. At Cornell University, the biology programs are divided between the College of Arts and Sciences and the College of Agriculture and Life Sciences. Many biology programs at Cornell University—e.g., Molecular Biology and Genetics, Neurobiology and Behavior, Office of Undergraduate Biology, Computational Biology, and Chemistry and Chemical Biology—fall under the College of Arts & Sciences. Other biology-related programs—e.g., Biological Sciences, Biology & Society, Biological Engineering, Fungal Biology, and Marine Biology—fall under the College of Agriculture and Life Sciences.

Political Science Review of Peer Institutions

Arizona State University: The School of Politics and Global Studies is located under The College of Liberal Arts and Sciences. Public policy programs are offered by the School of Public Affairs. There are additional political science and government programs offered at the College of Integrative Sciences and Arts and at the New College of Interdisciplinary Arts and Sciences.

Clemson University: Clemson University houses its political science and government programs in its Department of Political Science under the College of Behavioral Social and Health Sciences.

Cornell University: Political science and government programs at Cornell are housed within the Department of Government at the College of Arts and Sciences.

Michigan State University: The Department of Political Science is housed within the College of Social Science and contains government and public policy related programs.

Pennsylvania State University: The Department of Political Science is housed within the College of the Liberal Arts. Penn State also has a School of Public Policy within the College of Liberal Arts offers some political science programs that are pathways to graduate degrees.

North Carolina State University: Political science and government programs are housed at the School of Public and International Affairs.

Purdue University: The Department of Political Science is housed within the College of Liberal Arts

University of California, Berkeley: The Charles and Louise Travers Department of Political Science houses Berkeley's political science programs and stands independently of any school or college. The Goldman School of Public Policy offers public policy programs. There is a political economy program offered under Berkeley's International and Area Studies Academic Program.

University of Georgia: The Department of Political Science and the Department of Public Administration and Policy are located within the School of Public and International Affairs.

Virginia Tech: The Department of Political Science is found within the College of Liberal Arts and Human Sciences.

Review of Other Universities with Top-Tier Public Policy Graduate Schools

Harvard University: Harvard College (the undergraduate school at Harvard) offers programs in government and political science through the Department of Government, which is housed under the Faculty of Arts and Sciences.

Indiana University: The Department of Political Science is housed within the College of Arts and Sciences. The Paul O'Neill School of Public and Environmental Affairs provides programs related to public policy. The Hamilton Lugar School of Global and International Studies has some policy and government programs related to international affairs.

Syracuse University: The Department of Political Science is located within the Maxwell School of Citizenship and Public Affairs.

Journalism Review of Peer Institutions

TAMU has a mid-sized communication department when compared with its peer institutions. The universities with the most extensive communication programs—such as Arizona State University, Michigan State University, Penn State University, University of Florida, University of Georgia, University of Illinois, University of Texas, and Northwestern University—have their programs in a separate college or school independent from other academic groupings at the institution.

- A communication degree was offered at almost every school, while 65 percent of the schools offered a journalism degree, and 26 percent offered a public relations degree.
- Broadcast journalism is not offered as a stand-alone degree at any peer institutions and instead exists as a specialization within the journalism programs at only 13 percent of the universities.
- Arizona State University, Michigan State University, Penn State University, University of Florida, University of Georgia, University of Illinois, University of Texas, and Northwestern University all offer examples of well-established, large communication and/or journalism programs from which TAMU could draw lessons if it seeks to enlarge its programs.
- Forty-three percent of these institutions are accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and 12 percent contain student chapters of the Society of Professional Journalists (SPJ).

Arizona State University: Unlike TAMU, The Cronkite School of Journalism and Mass Communication appears to focus almost entirely on journalism, despite the inclusion of mass communication in its name. The school has won numerous college journalism awards, including the top SPJ award in June 2021. The Cronkite School also houses Arizona PBS, one of the nation's largest public television stations, and ASU prides itself on thus having "the largest media outlet operated by a journalism school in the world".

Clemson University: Clemson's Department of Communication is located in the College of Behavioral, Social and Health Sciences. The program is not part of major college journalism associations and does not include degrees in journalism or public relations. We did not find any immediate information on the department's broadcast offerings for students.

Cornell University: Cornell's Department of Communication is located in the College of Agriculture and Life Sciences. The department is not part of major college journalism associations and does not offer a degree in journalism. The department also does not offer a degree in public relations. Cornell's Dept. of Communication was recently ranked among the top five Communication programs by the National Research Council. We did not find any immediate information on broadcast offerings for students.

Michigan State University: MSU has an extensive communications academic program rooted in its College of Communication Arts. The College includes a School of Journalism and a Department of Advertising and Public Relations. The college offers the option for journalism students to concentrate their degree in broadcast journalism.

Pennsylvania State University: Penn State has a large communications academic program within its Donald P. Bellisario College of Communications, which includes journalism and public relations.). Journalism students can focus their degree in broadcast journalism.

North Carolina State University: NC State has a Department of Communications located within its College of Humanities and Social Sciences, and students can choose to focus their degree on subjects including Communication Media and Public Relations, however the university does not offer degrees in journalism or public.

Purdue University: Purdue's Communication program is located in its School of Communication, which is housed in the College of Liberal Arts. Students can concentrate their program in eight different disciplines, including Media and Mass Communication and Public Relations and Strategic Communication, but the actual degree from Purdue will read simply 'Communication'. The school offers training in broadcast journalism through the Media and Mass Communication concentration.

Rutgers University – New Brunswick: Rutgers' School of Communication and Information offers degrees in communications and journalism, but not in public relations. However, students can choose to specialize in Strategic Public Communication and Public Relations. The Department of Journalism and Media Studies offers journalism students the opportunity to learn more about broadcast news.

Ohio State University: Ohio State's School of Communication is part of the university's College of Arts and Sciences and includes communication and journalism degrees but does not cover public relations. We could not find any immediate information on broadcast journalism offerings at Ohio State.

University of California, Berkeley: UC Berkeley does not appear to have a Communications or Public Relations program. The institution has a Graduate School of Journalism, but its sparse undergraduate offerings in this area are confined to an interdisciplinary program known as Media. The Graduate School of Journalism offers courses in broadcast journalism.

University of California, Davis: UC Davis' Department of Communication is part of the university's College of Letters and Science. The institution does not appear to offer degrees in journalism or public relations and does not appear to have broadcast offerings for students.

University of Florida: UF has extensive communications offerings—including journalism and public relations degrees—anchored by their College of Journalism and Communications The college's journalism program includes training in broadcast journalism.

University of Missouri: The University of Missouri has both a Department of Communication and a School of Journalism. Neither school offers a degree in public relations, but the School of Journalism's BA in Strategic Communication appears to encompass public relations.

Health and Kinesiology Review of Peer Institutions

Numerous examples of Kinesiology Departments under a School of Public Health include:

University of Maryland, School of Public Health https://sph.umd.edu/academics/departments-units/department-kinesiology

Indiana University, School of Public Health https://publichealth.indiana.edu/research/departments/kinesiology/index.html

Temple University, College of Public Health https://cph.temple.edu/departments-research/departments/department-kinesiology

Oregon State University, College of Public Health https://health.oregonstate.edu/academics

University of Massachusetts Amherst, School of Public Health and Health Sciences https://www.umass.edu/sphhs/kinesiology

University of South Carolina, School of Public Health https://sc.edu/study/colleges_schools/public_health/departments/index.php

University of Nevada Reno, School of Public Health https://www.unr.edu/public-health/faculty/kinesiology

Cal Poly, Kinesiology and Public Health Department https://kinesiology.calpoly.edu/content/students/index

University of Illinois, College of Applied Health Sciences https://www.ahs.illinois.edu/

Utah, College of Health https://health.utah.edu/health-kinesiology

Central Oklahoma, Department of Kinesiology and Health Studies https://www.uco.edu/ceps/departments/khs/

Iowa State University, Department of Kinesiology and Health https://kin.hs.iastate.edu/find-your-major/kinesiology-and-health/

Miami University Ohio, Department
http://www.miamioh.edu/ehs/academics/departments/knh/academics/majors/public-health/index.html

University of Nebraska Omaha, Department https://www.unomaha.edu/college-of-education-health-and-human-sciences/health-kinesiology/undergraduate/public-health.php

University of North Dakota, Department http://und-public.courseleaf.com/undergraduateacademicinformation/departmentalcoursesprograms/kinesiologyandpublichealtheducation/