

June 27, 2022

**MEMORANDUM**

**TO:** M. Katherine Banks, Ph.D.  
President

**FROM:** Susan Ballabina, Ph.D. *Susan Ballabina*  
Vice President for Academic & Strategic Collaborations  
Working Group Chair

**SUBJECT:** Implementation Memo - Working Group #3

**Recommendations to be Implemented:** Elevate all remote locations (McAllen, Fort Worth/Dallas, Galveston, Qatar, Houston-HSC-EnMed)

**Strategic Considerations:**

The primary charge of the working group was to create a plan to elevate remote locations. The team identified the following remote locations in their work:

The Bush School in the District of Columbia, TAMU-Galveston, TAMU School of Law-Ft. Worth, TAMU Higher Education Center-McAllen, TAMU-Qatar, TAMU College of Dentistry-Dallas, TAMU School of Engineering Medicine, TAMU Institute of Biosciences and Technology, Texas Medical Center, and TAMU Mays Business School at CityCentre-Houston. Supporting documents are included to give a complete overview of discussions of each location. The primary recommendations from the group are as follows:

1. Engage TAMU Marketing and Communications to create a unified marketing strategy for all remote locations – individually and collectively.
2. Expand academic opportunities through the Bush School D.C. location. As the location becomes more widely used by TAMU, there will be a need for additional staff members such as a facility manager, events manager, and audio/visual manager.
3. Create strategic recruitment plans for remote locations and build K-12 and community college partnerships to support recruitment.
4. Create opportunities for remote location students to engage at main campus in order to feel a part of the larger Texas A&M community.
5. Develop student exchange experiences at remote locations when beneficial. For example, Galveston has housing and capacity to offer summer exchange experiences for students from main campus.

6. Each remote location should engage with local TAMU Former Student groups to bring visibility and engagement with their mission.
7. Work with the Texas A&M Foundation to create development strategies that support remote locations. There is a general desire to have development officers located at the remote locations.
8. Hire a community engagement director at campuses where this level of support is needed. The McAllen Campus would benefit from this strategy.

During work group meetings, there were presentations from representatives from each remote location. This allowed the group to fully understand the challenges and opportunities for each specific site. Designating a central point of contact for all remote locations would ensure they have support to overcome challenges and realize opportunities.

**Logistical Issues Addressed:**

Some remote locations need specific attention regarding facilities, IT, and Marketing/Communications support. These needs are detailed in the supporting materials. As student enrollment grows at our remote locations, there are specific needs, particularly related to faculty, staff, and facilities at each remote location.

**Major Challenges Encountered and Resolutions:**

There is a feeling amongst the remote locations that except in subject matter specific situations, a general awareness about the existence of these locations is not widely known on the main campus. A dedicated marketing strategy and student exchange programs will be valuable in overcoming this challenge.

**Key Logistical Issues to be Completed and Timeline:**

- Determine short-term and long-term staff and faculty needs at each location.
- Complete an assessment of facilities at each remote location to determine short-term and long-term needs.
- Assess each location to determine where community engagement directors will be most beneficial.
- Engage TAMU Marketing and Communications in developing a remote location strategy.

All these tasks should be completed within the next year. Vice President Susan Ballabina will provide oversight and coordination with other Vice Presidents and Divisions to ensure all approved recommendations are implemented.

Approved:



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M. Katherine Banks, Ph.D.  
President

August 12, 2022

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Date

**Elevate Remote Locations (Working Group #3)**

**OVERVIEW**

The first meeting of the “Elevate Remote Locations” Working Group (#3) began by identifying and defining remote locations. Upon deciding that “degree granting” locations outside of Bryan-College Station would define a “remote location”, we developed a questionnaire (See Appendix A) designed to provide an overview of the offered programs, demographic characteristics, recruitment methodologies and student immersion activities. Additional information was collected regarding how students connect to the main campus, engage with other TAMU colleges and departments, and develop community connections and activities.

For purposes of our research and recommendations, remote campuses or programs were examined as follows:

- The Bush School in the District of Columbia
- TAMU – Galveston
- TAMU School of Law (Fort Worth)
- TAMU Higher Education Center in McAllen
- TAMU – Qatar
- TAMU College of Dentistry (Dallas)
- TAMU School of Engineering Medicine (EnMed), TAMU Institute of Biosciences and Technology (IBT), Texas Medical Center (TMC3) and TAMU Mays Business School at CityCentre (Houston)

**GENERAL RECOMMENDATIONS**

There exists a need for a unified marketing strategy for our remote campuses – individually and collectively. More specifically, each individual campus could benefit from a concerted effort to identify who they are and who they want to be. Based upon these findings, a targeted marketing strategy should be designed to position the campus in their individual markets. Not only will such an effort raise awareness in those markets about the campus but can help connect them with Texas A&M University broadly.

There is generally a feeling amongst the remote campuses that except in subject matter specific situations, a general awareness about the existence of these campuses is not widely known on the main campus.

The information we collected regarding strengths, weaknesses, threats, and opportunities can provide a basis for revisiting these factors on an annual basis. A plan of action could be developed to address key concerns.

## **RECOMMENDATIONS**

### **The Bush School in the District of Columbia**

A growing demand has been placed on the school because of the building's location and facilities. A need exists for three additional staff members, namely, a conference facility manager, a program manager and an audio/visual manager, to support and coordinate building usage and event space for non-Bush School programming.

Enrollment growth and a new master's degree program beginning in the fall of 2022 will put additional demands on faculty. Presently there are five full-time faculty and a rolling roster of about 12 adjunct faculty. Joint instruction with College Station faculty should be explored for efficiency.

Bush School DC should partner with more campus units, e.g., Mays Business School EMBA, the College of Engineering (crowd artificial intelligence), the Borlaug Institute (training in preparation for meeting foreign agriculture service needs). The newly minted partnership with the Law School is one example of their successful partnerships.

Enhanced marketing and branding strategies remain a concern for the school to enhance both general campus awareness and recruitment efforts. Should other University units establish a permanent presence in available space in the building that houses the Bush School as anticipated, the marketing and branding requirements should become more pronounced. (See Appendix B)

### **TAMU – Galveston**

New Engineering programs and the new vessel for the Texas Maritime Academy should be leveraged to provide growth of programs and academic opportunities. Proximity to Johnson Space Center provides an opportunity for community outreach and fulfillment of the University's Space-Grant designation. Collaborations through active participation in the Greater Houston Partnership would increase regional presence. Sea-Grant designation should be used as an opportunity to expand TAMU-Galveston's presence along the Gulf, including, for example, South Padre Island. These and similar activities could support TAMU-Galveston's efforts to engage in tourism and coastal community development.

The campus is limited in terms of offering students that full campus experience as is true with other regional campuses. Though there are efforts to "connect" with the main campus, offerings in terms of a world class gymnasium, outdoor recreational sports and required fields and transportation are limited.

Recruitment pipelines need to be rebuilt so that students are attracted to TAMU-Galveston as a "first choice" designation to include building upper level and graduate programs. Programs should be developed to provide outreach to "local" higher education institutions – Galveston College, San Jacinto College, and Lone Star College.

Academic collaboration opportunities exist for students on the main campus (and vice versa) to take courses not offered at the campus where resident. The Galveston campus is “quiet” during the summer occasioned by summer sea term. Consideration should be given to pursuing ways in which academic offerings could be available for other TAMU students during this period. Programs could also be developed for recruiting high school and the “local” higher education institutions above, as well as for K-12 educational outreach such as youth sea camps. (See Appendix C)

### **TAMU School of Law (Fort Worth)**

A methodical focus on increasing faculty and student quality, ensuring positive outcomes for graduates, and raising awareness of its achievements has resulted in the School of Law ranking 46<sup>th</sup> nationally – and second in Texas – according to *U.S. News & World Report*’s most recent edition of Best Graduate Schools. Two of the school’s programs (Dispute Resolution and Intellectual Property) also landed in the top ten nationally. Across multiple axes, the law school has risen faster and farther than any law school in history. Consider student quality alone, as to which the median LSAT of incoming students has increased from 152 to 163, and the undergraduate GPA median from 3.09 to 3.84.

Looking ahead, human capital will remain at the center of the School of Law’s progress. It will be essential to continue to build the law school’s reputation in academic circles, including by recruiting world-class faculty. In competition with some of the nation’s highest-ranked law schools, the law school also needs to continue to recruit top students – and to place them in the very best positions upon graduation. Further, the law school aims to build additional pillars of scholarly, academic, and policy strength – including in Energy/Environment; Health Law, Policy & Management; and Cybersecurity/Privacy. In advancing all those goals, the recently announced Texas A&M Innovation Campus in Fort Worth will be a critical contributor.

Beyond the J.D., the law school is also growing its LL.M. program for lawyers seeking an advanced degree, in a variety of innovative ways. Most striking, however, has been the growth of its newly renamed Master of Legal Studies (M.L.S.) program for non-lawyer professionals working in heavily regulated industries (including healthcare, energy, banking/finance, HR/employment, etc.). Started only in 2017, that program now enrolls nearly 700 students. With its current orientation to working professionals, the M.L.S. is presently delivered in an executive-MBA-type format, with a mix of online coursework and intensive residencies. The law school is now exploring potential “4+1” programs, however, by which undergraduates seeking to do policy/management work in one or another heavily regulated industry would supplement their undergraduate degrees in a relevant technical field with the M.L.S. Further, the law school is in the process of expanding its certificate offerings and hopes to develop an expansive set of Executive Education programs as well. The success of these non-J.D. offerings, however, will likewise depend on the new campus.

The Bush School’s new presence in Washington, DC, provides opportunities for the School of Law as well. The law school already has a one-semester Public Policy externship program, which allows students to spend a semester in either Washington or Austin. With the Bush School’s new facilities, the law school is exploring the possibility of expanding that to a one-year

program – with attendant impacts both in terms of both student recruitment and visibility. Beyond that, the law school is also expanding the range of programs (including events, executive education programs, and the like) that it hosts in Washington.

As the foregoing suggests, the School of Law is keenly interested in adding value to the entire University by way of cross-campus collaborations. It has established or is pursuing more than ten dual degree programs with other A&M colleges/schools over the last few years. And it would welcome the opportunity to do yet more, to ensure that its presence within the University is widely known and beneficial to all. Part of that, of course, is recognizing that there may be differences arising from the nature of its professional programs, law school accreditation requirements, and its geographic location. Continued progress on that front is very much welcome and should be sustained.

### **Higher Education Center at McAllen (HECM)**

Established in the fall of 2017, the HECM now offers educational programs in seven fields with three additional programs scheduled for the fall of 2022. The number of undergraduates last fall was 283. Though the Center is committed to supporting the educational needs of its students, there is a public perception among some students that it is not a part of Texas A&M University but merely an extension of high school or a community college. Students expressed concerns that they are perceived externally as students who could not gain admission to the main campus and were allowed to enter HECM.

Despite involvement of the Center's leadership in numerous academic, civic and community organizations, the addition of a program manager to focus on economic development and community impact engagement would be useful in combatting this image. In addition, this manager could focus on connectivity with the main campus, especially in support of the marketing needs of the Center locally and regionally. To that end, the Center needs a dedicated effort from Marketing and Communications focused on the Rio Grande Valley. The marketing focus should also include financial support that allows the Center to participate meaningfully in community activities and partnerships.

Recognizing that the Texas A&M presence in McAllen remains in its early and developmental stages, a facility is needed to support student life, including a fully functional student affairs office. These deficiencies, in turn, negatively impact the ability to recruit and retain students. This observation is focused on the lack of study space and places to congregate or exercise, and travel distance required to obtain dining options.

Programs at the HEC require organic chemistry, but the facility was built without a laboratory for organic chemistry. Course scheduling makes it difficult to keep students on track to graduate if they should withdraw from or fail a course. Since upper division classes are under-enrolled the number of upperclassmen drops as students transition to College Station, are expelled, or transfer to another university. Options do not exist for students at the Center to easily access courses taught on the main campus which may contribute to the length of time to graduation given limited academic offerings at the Center. Though students enter as a cohort, many transfer

to the main campus, making it difficult to maintain relationships. This, in turn, will provide a challenge to increase enrollment.

Faculty have two lines of reporting authority, often resulting in confusing efforts to resolve problems. Some issues require resolution through the Assistant Provost. Some issues require resolution through the faculty member's department or college based on the main campus. Consideration should be given to whether there should be faculty representation from HECM in the Faculty Senate. Faculty also expressed a desire for greater involvement in laboratory operations. Faculty expressed concerns about the lack of available office space. A committee of faculty and staff makes recommendations regarding distribution of space. Due to growth, the Center has run out of office space. Information technology (IT) function needs to be evaluated. Currently IT support is only available from 8 a.m. to 5 p.m.

Incentives should be employed to encourage and support collaboration between the main campus and the Center, both within appropriate colleges and departments, as well as other academic units. Creating an awareness on main campus about the HECM could result in greater opportunities for collaboration. (See Appendix D)

### **TAMU – Qatar**

Despite 19 years of existence, TAMU-Qatar believes its existence is not well-known on the main campus. Promoting knowledge of the Qatar campus on the main campus, especially outside the College of Engineering, is a marketing challenge that needs addressing.

Enhanced support for the study abroad program among undergraduate students – TAMU to TAMU-Q and TAMU-Q to TAMU – would provide academic opportunities and support increased visibility efforts. The presence of other universities in Education City – Cornell, Carnegie Mellon, Georgetown, Northwestern, and Virginia Commonwealth – offer courses not taught at TAMU-Qatar which our students could pursue. TAMU students need to be aware of such study abroad opportunities at TAMU-Qatar. (See Appendix E)

### **TAMU College of Dentistry (Dallas)**

The College of Dentistry (formerly Baylor College of Dentistry) became part of the Texas A&M University System in 1996. The college was a founding member of the Texas A&M Health Science Center in 1999. In 2013 it became a college within Texas A&M University. Despite these name changes and affiliations, the college needs increased visibility to attract patients for student experiences. Much of this visibility is accomplished through community connections and engagement, particularly in programs related to public health. Students provide services at community clinics, the Sealant Program through Public Health Dentistry, and Operation East Texas, among others.

The college's reach – and Texas A&M's reach -- in the DFW Metroplex could be expanded to Fort Worth, for example, by obtaining support for a community clinic in Fort Worth. A priority

should be placed on greater connections with the Aggie Network in the DFW Metroplex. Marketing support for promoting the college as a clinical enterprise in the region would expand the college's reputation and support increased visibility to attract patients. Such an emphasis would also open doors for more community and corporate partnerships, such as special care/special needs clinics and programs and a Digital Dentistry Center of Excellence.

The current class size is 106. The Master Plan anticipates an increased class size of 125 to 130. When expansion of the pre-clinic facilities is completed, this will physically support the growth. This, in turn, will require an increase in faculty which will necessitate additional support.

A focus on more inter-professional student activities with other TAMU schools and colleges would enhance the college's relationship with Texas A&M. Continued participation in the Texas A&M RISE Conference also strengthens connections with the main campus.

The graduate program, currently comprised of 112 students, faces different challenges and opportunities. Students provide care at off-campus clinical sites, health fairs and dental screening events through the metroplex. Funding support to house the Compromised Care and Hospital Dentistry Fellowship within the new Clinical and Educational Building will enhance the quality of, and access to service for differently abled pediatric patients. Support for acceptance of dental and medical insurance plans will augment the quality and quantity of patients. Support for fellowships, contractual agreements with outside and foreign entities for visiting students and faculty, and collaborative research activities will elevate the graduate programs of the University. Oral Surgery graduate students attending the medical degree program are disadvantaged by the lack of a school of medicine on the campus. These students are forced to live off-campus for two years of their six-year residency program.

Opportunities to expand existing graduate programs should be explored. Consideration should be given to establishment of a center of digital dentistry, and exploration of AI-based approaches in clinical procedures necessitating recruitment of faculty experts in AI. Collaborative research with other University departments and colleges could aid in enhancing the College of Dentistry's visibility at Texas A&M. (See Appendix F)

## **Houston – EnMed, IBT, Mays Business School and TMC3**

### **School of Engineering Medicine (EnMed)**

EnMed is the School of Engineering Medicine's innovative medical education program, developed in collaboration of A&M's College of Medicine and College of Engineering and Houston Methodist Hospital. Established in 2017, the first class of graduates will be awarded degrees – Doctor of Medicine and Master of Engineering – next year. The move from a “program or a tract” to a “school” in September 2021, and with the appointment of a dean, has been very beneficial. Though the current student body of roughly half Texas residents, EnMed desires to grow its national recruitment efforts. Degrees granted upon successful program completion are awarded by the Colleges of Medicine and Engineering.



Increasing scholarship funding is of great importance. As noted below for IBT, there is no development professional locally in Houston. For reasons also stated for IBT, a physical location in Houston will allow EnMed to take advantage of philanthropic opportunities locally and aid in marketing and brand awareness. Though the program attracts outstanding top national applicants, many of these most desirable students are lost (7 on match day this spring alone) due to full tuition scholarships at Johns Hopkins and other top tier schools.

Another marketing tool available to promote brand awareness and presence is the existence of student innovations and potential commercialization of products created by the students. The commercialization office assists with patent filings and licensing of patents. Marketing support for telling this story could be an attractive selling point for student recruitment. Promotion of the student inventions could also attract industry partners and other philanthropy to help support future student innovation projects. (See Appendix G)

### **IBT (Institute of Biosciences & Technology)**

Originally established within the College of Agriculture, IBT was developed to create an interface and synergy with the Texas Medical Center and Texas A&M University. IBT moved to the Texas A&M University System Health Science Center when it was created in 1999. Now it is in a split governing structure – administrative within A&M’s Health Science Center and faculty within the College of Medicine. IBT plans to move to the newly created TMC3 world-class life science campus.

As a part of TMC3, IBT will need to develop multidisciplinary academic programs. This will require more faculty, especially in the area of therapeutics. Additional support is necessary to meet ramped up goals such as the doubling of tenured and non-tenured faculty. The current faculty number is 33 of which one-third are non-tenured track. Growth in research faculty will generate support for graduate and post-doctoral students. Joint appointments should be considered as a means to make investments in faculty.

When IBT was created, there was a concentrated effort and strategy dedicated toward foundations to secure philanthropic funding. A development professional is assigned to IBT through the Health Science Center. That individual is located in College Station. There is a strong desire for a development professional to be located physically in Houston to take advantage of philanthropic opportunities locally. In turn, such a dedicated effort would aid in marketing and brand awareness. (See Appendix H)

### **Mays Business School**

The longest standing Texas A&M University offering in Houston is the Mays Business School. Originally located in 1999 in the Woodlands (north Houston), since 2012 the physical presence is at the CityCentre development in the Energy Corridor of West Houston. Offering four advanced degrees, the Houston location maintains a very close relationship with the main

campus. This is accomplished primarily by faculty from Mays Business School as they travel to Houston for delivery of all programs.

There is a strong sense of branding and name recognition on the building in the CityCentre development. Greater marketing support is needed that focuses on the Houston footprint of Texas A&M. Growth in number of programs, however, has become constrained because of limited physical space in the building. (See Appendix I)

## PROGRAMS SUMMARY OVERVIEW QUESTIONS

1. LOCATION & DATE LOCATION ESTABLISHED
2. #/LIST OF PROGRAMS OFFERED AT YOUR LOCATION
3. # STUDENTS and # GRADUATES
4. STUDENT CLASS PROFILE
5. HOW DO YOU ATTRACT/RECRUIT STUDENTS TO YOUR CAMPUS?
6. HOW DO YOU KEEP STUDENTS CONNECTED TO TAMU MAIN CAMPUS? (*Orientation in College Station, Graduation in College Station, Aggie Ring, etc*)
7. HOW DO YOU ENGAGE WITH OTHER TAMU COLLEGES/DEPTS, ETC.?
8. COMMUNITY CONNECTIONS/ENGAGEMENTS (*chamber of commerce, organizations, etc.*)
9. COMMUNITY OUTREACH PROJECTS (*Local Scholarships, etc*)
10. WHAT ARE OTHER WAYS YOU WOULD LIKE TO POTENTIALLY ENGAGE YOUR LOCAL & UNIVERSITY COMMUNITIES WITH YOUR CAMPUS/PROGRAM/UNIT?
11. WHAT IS THE LONG-TERM VISION FOR YOUR LOCATION? HOW CAN WE HELP YOU?
12. WHAT ARE YOUR CAMPUS STRENGTHS? WEAKNESSES? OPPORTUNITIES?

## **Bush School – DC Campus – Summary**

- Programs:**
- Master of International Policy
  - Master of National Security & Intelligence (from Fall 2022)
  - Certificate in Advanced International Affairs
- Partnerships & Activities:** Various, see events document attached
- Challenges (Top 3):**
1. Branding & Marketing
  2. Developing School/Programs while delivering programs; youth of program/school; but he further explained this also offered flexibility and innovation which can also be seen as a positive
  3. Staffing and student recruitment
- Opportunities:** Beautiful physical space where the University can host a variety of events; continue to build partnerships and programs which enhance marketing & branding to tell people about the DC campus; partner with more campus units (one was discussed with Houston's EMBA while on the call); hire two more people to deliver events, activities & programs.



# Bush School DC Events

(as of 02.02.2022)

*Italicized events are events hosted by not directly organized by Bush School DC*

## 2021

- 02.23 The Future of Polish and US Relations under Biden
- 04.13 Congressional Lecture Series – Rep. Tony Gonzales
- 04.21 *DC Aggies Muster*
- 04.23 Heritage Foundation Partnership - U.S. Intelligence: How Does it Adapt to a Rapidly Changing National Security Landscape
- 04.27 U.S. Military in Africa
- 06.02 NBR Partnership - China's Influence around the Globe and a New World Order
- 06.21 Brookings Institution Partnership - How Should the United States Approach China and Russia?
- 06.21 Agricultural and Natural Resources Policy Program and Public Policy Program Intern Reception
- 07.29 Vice-Chancellor Stover Visit and DC Intern Reception
- 08.23 New Student Orientation
- 9.20 *GBBF Advisory Council Meeting*
- 09.23 ANRP & PPIP Intern Reception
- 9.28 Executive Roundtable Breakfast
- 10.12-10.22 *137th Interagency Institute for Federal Health Leaders, DHA/USU*
- 10.14 Dr. F. Gregory Gause, III Guest Lecture - The New Middle East Cold War
- 10.20 "The Man I Knew," an intimate conversation between Jean Becker and Sam LeBlond
- 10.27 *DC Aggies Board Meeting*
- 11.04 Aggies in the Building
- 11.10 Development Lunch with Executive Director Jay Silveria
- 11.16 *Mosbacher Institute Partnership Lunch*
- 12.08-12.09 *2021 Economic Statecraft Symposium*
- 12.17 *Mays Business School Tour and Panel Discussion*

## EVENTS | WASHINGTON DC



## 2022

- 01.19 *African American Mayors Association Corporate Roundtable*
- 01.26 Task Force Pineapple: Evacuating American Citizens and Allies from an Intense Conflict Zone
- 02.01 PPIA Intern Networking Discussion
- 02.08 Congressional Lecture Series - Rep. August Pfluger
- 02.17 *Congressional Research Team Capstone Reception*
- 02.24 *Gemini Corporate Annual Awards*
- 03.01 *INSA Breakfast panel with Sen Mark Warner on security clearance process reform*
- 03.09 *MS-Finance (MSF) Mays Business School Student Capstone Reception*
- 03.23 *Women in Intelligence Conference - Virtual Broadcast*
- 04.04 *Law School Workshop*
- 04.05 *Texas A&M Foundation Donor Lunch*
- 04.05 Bush School 25th Anniversary Kickoff Event
- 04.12 France, the U.S., and the Transatlantic Relationship with French Ambassador to the US
- 04.14 Gemini IC Speaker Series: Gen. Berrier (Head of the DIA)
- 04.18 Dr. Greg Gause, Foreign Affairs Article Discussion Panel
- 04.19 Congressional Lecture Series - Rep. Sylvia Garcia
- 04.18-04.29 *138th Interagency Institute for Federal Health Leaders, DHA/USU*
- 04.28 *Mike Howell Capstone Presentations*
- 05.05-05.06 *Women of Color in Philanthropy*
- 05.06 Bush School DC Graduation Celebration
- 05.18-05.19 *Economic Statecraft Program's May Symposium*
- 05.23-05.26 *Water Insecurity Workshop*
- 05.24-05.25 *EMPSA Information Sessions*
- 06.13 Heritage Foundation Partnership - China Transparency Symposium
- 06.28 Dean's SC Intern & Alumni Reception (date still TBD)
- 09.12-09.16 *EMPSA DC Residency*
- 09.12-09.23 *139th Interagency Institute for Federal Health Leaders, DHA/USU*
- 11.01-11.02 *US Clean Energy Education and Empowerment (C3E) Initiative*

### EVENTS | WASHINGTON DC



TEXAS A&M UNIVERSITY

The Bush School

of Government & Public Service

## 2022 Events in Pipeline

*TBD Summer SAFE Partnership Event - Energy Situation Room*

*TBD Summer AGX workshop with industry and government representatives*

TBD Fall Speaker Pelosi Chief of Staff on How Congressional System Works

TBD Fall German Ambassador Talk

TBD Fall Philippine Ambassador Talk

TBD Fall Vice Chief of Space Force - Gen. Thompson

TBD Fall Brookings Institution Partnership Event - Round Two

## 2023 Events

*March Philosophy Symposium*

*April US Pakistan Symposium on Women in the Economy*

Spring Bush School 25<sup>th</sup> Anniversary Celebration Week

EVENTS | WASHINGTON DC



TEXAS A&M UNIVERSITY

The Bush School

of Government & Public Service

## PROGRAMS SUMMARY OVERVIEW QUESTIONS

**1. LOCATION & DATE LOCATION ESTABLISHED**

The Galveston Campus of Texas A&M will celebrate its 60<sup>th</sup> anniversary this year. Although Texas A&M had a presence as the Galveston Marine Laboratory of the Oceanography Department of TAMU on beginning in 1952, the first undergraduate students enrolled as part of the Texas Maritime Academy in Fall 1962 (now named the Texas A&M Maritime Academy). The current campus on Pelican Island began development in 1970.

**2. #/LIST OF PROGRAMS OFFERED AT YOUR LOCATION**

Graduate programs:

- MARINE AND COASTAL MANAGEMENT AND SCIENCE (PhD)
- MARINE RESOURCES MANAGEMENT (MS – thesis and nonthesis options)
- MARITIME BUSINESS ADMINISTRATION AND LOGISTICS (MS)
- MARINE BIOLOGY (PhD, MS – thesis and nonthesis options)

Bachelor of Science programs:

- MARINE BIOLOGY
- MARINE FISHERIES
- MARINE SCIENCES
- COASTAL ENVIRONMENTAL SCIENCE AND SOCIETY
- MARINE ENGINEERING TECHNOLOGY
- MULTIDISCIPLINARY ENGINEERING TECHNOLOGY
- INTERDISCIPLINARY ENGINEERING
- OCEAN ENGINEERING
- MARITIME STUDIES
- UNIVERSITY STUDIES
- MARINE TRANSPORTATION
- MARITIME BUSINESS ADMINISTRATION

Starting Fall 2022

- COMPUTER SCIENCE AND ENGINEERING
- ENVIRONMENTAL ENGINEERING

**3. # STUDENTS and # GRADUATES**

Undergraduate	Graduate
MARINE BIOLOGY MARB 471	<b>219 total grad population</b> i. 67 MARB (35 PhD, 32 MS) ii. 24 MARM MS iii. 13 MCMS PhD iv. 85 MBAA MS v. 30 TAMU (mostly engineers)
MARINE FISHERIES MARF 20	
MARINE SCIENCES MARS 40	
COASTAL ENVIRONMENTAL SCIENCE AND SOCIETY CESS 40	
MARINE ENGINEERING TECHNOLOGY MARR 159	
MARITIME STUDIES MAST 57	
UNIVERSITY STUDIES USGA 43 & GACD 21	



MARINE TRANSPORTATION MART 193 MARITIME BUSINESS ADMINISTRATION MBAU 204 MULTIDISCIPLINARY ENGINEERING TECHNOLOGY INTERDISCIPLINARY ENGINEERING OCEAN ENGINEERING  ENGE 462 OCEN 26 GEST 14 REEP 19	
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\*UG Enrollment per DARS site <https://dars.tamu.edu/Student/Enrollment-Profile>

#### 4. STUDENT CLASS PROFILE

Undergraduate	Graduate
Male – 1166; Female – 504	i. 55.8% male, 44.2% female
Asian 88	ii. 59.1% white only, 12.2% Hispanic or Latino of any race, 1.7% Asian only, 18.2% international, .6% unknown or not reported, 5.5% Black only or multi-racial with black, 2.8% multi-racial excluding Black
Black 64	
Hispanic 434	
International 42	
Multi-racial 62	
Native American 8	
White 1004	
Not Reported 4	

#### 5. HOW DO YOU ATTRACT/RECRUIT STUDENTS TO YOUR CAMPUS?

- Utilize Slate, a Customer Relationship Management software, to centralize communications to prospective students, track attendance at university events (i.e., campus tours, open house, community events, etc.), and track interactions with the Admissions Team
- Attend recruiting events such as TACRAO nights and regional recruiting events (such as HARN), high school days visits, host community outreach events with local businesses, and attend local community college events
- Utilize purchased names of students who are interested in our marine oriented majors
- Maintain active membership in regional (HARN), state (TACRAO, TACAC), and national (NACAC, PTK, NSPA, GoToCollegeFairs) organizations that allow for marketing of higher education opportunities through sponsored activities/events

*Graduate students:* We use digital marketing tools on our website to drive lead inquiries to us. We advertise in Houston publications and through social media including those from possible feeder programs. We offer campus tours, one-on-one zoom advising, and connections with our current students to our graduate ambassadors.

#### 6. HOW DO YOU KEEP STUDENTS CONNECTED TO TAMU MAIN CAMPUS? (Orientation in College Station, Graduation in College Station, Aggie Ring, etc)

The relationship between the Galveston campus students and Main campus continues to grow and strengthen. Academically the students are highly integrated as they can enroll in courses offered by both campuses that support engineering, a wide array of minors, and core curriculum delivered remotely. Schedules and billing have been merged. Examples of student integration initiatives include (but are not limited to):

- Access to the Aggie ring and ring ceremonies in Galveston
- SALT (Sea Aggies Learning Traditions) Camp that mirrors TAMU FISH Camp
- Annual meeting of Student Government Associations
- TAMMA Cadets march at football games (twice per year)
- GV participation in student leadership programs and awards (SCONA, Buck Weirus, etc.)
- Access to football tickets
- An active Galveston Traditions Council
- Reveille visits campus for pictures
- GV Yell Leaders that host campus yell practices day prior to main campus yell practices
- Full array of traditions: Big Event, Small Event, Muster, Silver Taps, Elephant Walk, etc. held on the GV campus
- Participation in Hullabaloo U- freshman year experience
- Integration of some academic course support, especially targeted to mathematics and engineering
- Campus branding as TAMU

#### **7. HOW DO YOU ENGAGE WITH OTHER TAMU COLLEGES/DEPTS, ETC.?**

- Variety of research collaborations particularly with Geosciences, Sciences, Engineering, Liberal Studies and Vet Med
- Graduate appointments (and some joint appointments) particularly with Geosciences, Sciences, Engineering
- Ocean Engineering – 1 department, 2 assistant heads (one in CStat, one in Galveston) and so a common core of students, faculty and staff
- Developing new programs including two new four year degrees (see above)
- Participate in a large and diverse array of committee's including important leadership roles

#### **8. COMMUNITY CONNECTIONS/ENGAGEMENTS (*chamber of commerce, organizations, etc.*)**

- VISION GALVSTON. Led by the CAO to share the challenges the community faces with faculty, staff and students towards developing placed based solutions grounded in national and international best practices.
- City of Galveston. Led by the COO, TAMUG leadership and staff have good working relations with mayor, city manager and senior staff.
- Galveston County. TAMUG COO and staff work with County leaders on matters regarding TAMUG. Recently this has been highlighted by hosting at SGA suggestion a polling place on campus and the Pelican Island Bridge replacement.
- Galveston Regional Chamber of Commerce. The COO is a member of the Board of Directors. Staff are on the Legislative Affairs Committee, the Advocacy Committee, Pelican Island/Galveston Channel Advocacy Committee and Chair the Education Committee. Host Leadership Galveston on campus annually. Host C-Crewe (young professionals) annually and encourage staff participation. Galveston Economic Development Partnership (GEDP). COO is an ex-officio member of the Executive Committee. Staff are on the Maritime Committee and the Education Committee. GEDP Reorganization will offer additional opportunities for staff and faculty participation in areas of maritime, education, tourism and development of high tech industry.

- Multiple faculty and staff participated in leadership roles for Vision Galveston (strategic planning process).
- Bay Area Houston Economic Partnership (BAHEP). COO is on the Board of BAHEP. McClain on the BAHEP Education and Workforce Development Task Force.
- The International Maritime Advisory Committee (IMAC) has been chaired by a faculty member of TAMUG for more than ten years.
- GISD STEM advisory committee
- Galveston County Regional Science and Engineering Fair
- Galveston College Foundation Board and STEM partnership
- Partnership with UTMB Clinical Lab Sciences (undergraduate minor) and graduate student exchange.
- Student Organization engagement in multiple festivals (Mardi Gras, Dickens on the Strand, Oktoberfest, etc.)

**9. COMMUNITY OUTREACH PROJECTS** (*Local Scholarships, etc*)

- Approximately 600 Sea Campus Kids (mainly local kids ages 4 to 11)
- Annual Mardi Gras Party builds endowment funds for the George P. Mitchell Scholarships for Galveston students
- Need based transfer scholarships targeted to Galveston College and College of the Mainland
- Ball High School Career Connect Interns on campus (IT and Welding)
- TAMUG/TAMU College of Education teacher program placements at GISD and Odyssey (local public charter)
- Big Event and Small Event
- Multiple students engaged in service throughout community (SMART Family literacy, Boys & Girls Club, tutoring at GISD, GUM Community Centers, Galveston Food Bank, etc.)

**10. WHAT ARE OTHER WAYS YOU WOULD LIKE TO POTENTIALLY ENGAGE YOUR LOCAL & UNIVERSITY COMMUNITIES WITH YOUR CAMPUS/PROGRAM/UNIT?**

- Create more strength and clarity from local high schools through GC and COM to TAMUG (both GC and COM are offering 2 year promise programs)
- More and more community awareness of TAMUG potential

**11. WHAT IS THE LONG-TERM VISION FOR YOUR LOCATION? HOW CAN WE HELP YOU?**

- Pls see attached abbreviated strategic planning document
- Link to the full strategic planning document here:  
<https://www.tamug.edu/academicaffairs/StrategicPlan.html>

**12. WHAT ARE YOUR CAMPUS STRENGTHS? WEAKNESSES? OPPORTUNITIES**

***The ocean is our classroom!*** *Our strength is the specialized nature of our branch campus which focused on all things marine – biology, business, transportation, engineering. This has allowed us to fill a very specialized niche in both the state and the country. Our multi- and inter- disciplinary programs allow students to have a full immersive experience in all things related to the oceans, its health and welfare, and its future. As a small school (2000 students) we provide an intimate experience which allows students to fully engage with faculty and students resulting in most having hands on experiences in areas of interest before graduating. We are nimble and fast to respond to large scale events including significant storms which hit the Gulf of Mexico periodically.*

*Because of our specialized nature we attract students which are interested in all things related to the oceans! This creates a weakness as we must balance growing our programs while serving the needs of the workforce. Hence, we are deliberately stepping forward with diversifying the programs we offer to grow our student body. Being a specialized campus also means our overhead costs can be high. This creates some limitations in the ability to offer students a full college experience (e.g., world class gym, transportation, sports and fields, etc...).*

*The new Engineering programs (and building), the new vessel for the Texas Maritime Academy and other initiatives provide opportunities for growth of programs, the types of enrichment activities we can provide students, faculty and staff as well as our connections to the local community. We ARE the SEA grant in the Texas A&M land, sea and space grant! Future opportunities include elevating to prominence to SEA in the A&M mission to serve the state of Texas.*

# 2020-2025 STRATEGIC PLAN

We are the future of innovation, education, service and communities **of, for and by the sea**

## GUIDING PRIORITIES

Institutional priorities to guide the university in planning for the years to come:

Enhance transformational education & undergraduate student success

Engage Texas and beyond to enhance our impact

Elevate graduate and professional education

Be a best place to live, work, and learn

Strengthen and harness our research enterprise

Incorporate Inclusion, Diversity, Equity, Accountability (IDEA)

Grow and support our world-class faculty

Address the demands of infrastructure

## THE BLUE ECONOMY

The Blue Economy relies upon a sustainable ocean and coastal environment that emerges when commercial activity is in balance with the capacity of ecosystems to support and sustain these while remaining healthy and resilient. As a special-purpose institution in marine and maritime studies, it is incumbent upon Texas A&M University at Galveston to lead efforts in the Blue Economy. We are training the next generation of students and engaging in scholarship that works towards protecting coastal communities, conserving marine life and ocean ecosystems, driving economic growth that includes smart shipping and safe ports, and creating an inclusive ecosystem with improved livelihoods.

### Central Tenets of the Blue Economy Framework *(ref. NOAA 2019)*



Coastal Resilience



Ocean Exploration



Marine Transportation & Power at Sea



Seafood Production



Coastal Communities



Marine Systems & Technologies



The Blue Economy is sustainable use of ocean resources for economic growth, improved livelihoods and jobs, and ocean ecosystem health.

- The World Bank





## KEY STRATEGIES & TACTICS

Visit [tamug.edu/AcademicAffairs/StrategicPlan.html](https://tamug.edu/AcademicAffairs/StrategicPlan.html) for the full Texas A&M University at Galveston and Texas A&M University Strategic Plans.

### **Integrate the New Ship, the NSMV Lonestar State**

*Key Leads: Capt. Allan Post, [posta@tamug.edu](mailto:posta@tamug.edu) · Capt. Augusta Roth, [rotha@tamug.edu](mailto:rotha@tamug.edu)*

- Review license option curriculum for new capabilities
- Build new undergraduate and graduate curriculum opportunities which utilize the ship and all it has to offer (non-License Option)
- Broaden integration of the ship to the Blue Economy
- Analyze and plan appropriate cost structure

### **Elevate our Prominence as Academic Leaders in the Blue Economy**

*Key Leads: Dr. Antonietta Quigg, [quigga@tamug.edu](mailto:quigga@tamug.edu) · Dr. Daniel Roelke, [droelke@tamug.edu](mailto:droelke@tamug.edu)*

- Advance scholarship in key research areas
- Recruit & retain world class faculty & thought leaders
- Invest in next generation of graduate students
- Hire a professional proposal writer
- Invest in broader impacts with targeted outreach efforts

### **Grow and Strengthen Engineering at Galveston**

*Key Leads: Dr. Jay Porter, [jporter@tamug.edu](mailto:jporter@tamug.edu) · Dr. Alok Verma, [averma@tamug.edu](mailto:averma@tamug.edu)*

- Build upper level and graduate programs
- Make Galveston a 1<sup>st</sup> choice destination
- Develop sustainable model for student and space reporting to the State
- Remove any barriers between Galveston and engineering student programs & services
- Prepare Program of Requirements for new building

### **Develop Structures to Sustain IDEA Work**

*Key Leads: Dr. Carol Bunch Davis, [bunchc@tamug.edu](mailto:bunchc@tamug.edu)*

- Invest & formalize human and financial resources
- Create a central hub for activities and initiatives
- Develop high impact learning opportunities
- Promote alignment with Aggie Core Values

### **Extend and Enhance External Partnerships**

*Key Leads: Dr. Donna Lang, [langd@tamug.edu](mailto:langd@tamug.edu)*

- Local organizations & industry
- K-12 (GISD, etc.) & Higher Education (GC, COM, UTMB, San Jac, Lamar, LoneStar, etc)
- Local & state government entities to plan & build Pelican Island bridge

### **Implement a Strategic Enrollment Management Process**

*Key Leads: Dr. Antonietta Quigg, [quigga@tamug.edu](mailto:quigga@tamug.edu)*

- Build an enrollment profile or model
- Include transfer student programs & initiatives
- Targeted recruiting for Black & Hispanic students
- Enhance student success initiatives (retention)
- Adopt Journey, co-curricular map

## Texas A&M Higher Education Center at McAllen

### 1. **OVERVIEW.**

The Higher Education Center at McAllen opened its doors in the fall of 2018. As part of Texas A&M University, The Higher Education Center at McAllen is committed to supporting the educational needs of its students by providing top-tier programs to fulfill student career goals, enhancing economic development of the region, and producing a skilled workforce.

### 2. **BASELINE INFORMATION:**

#### **Personnel:**

- 25 Faculty
- 14 Administrative Staff

#### **Financial (FY21):**

- Total Budget Allocation: \$1.6 M
  - Operating \$652,792
  - Personnel \$932,517

### 3. **PROGRAMS OFFERED**

#### **Educational Programs:**

- Agricultural Economics Fall 2021
- Biomedical Science Fall 2018
- Construction Science Fall 2021
- *Human Resource Development (Coming Fall 2022)*
- Interdisciplinary Engineering Fall 2018
- Multidisciplinary Engineering Technology Fall 2018
- Public Health Fall 2018
- *STEM Education for Middle Grades (Coming Fall 2022)*
- University Studies in Arts and Sciences fall 2021

### 4. **NUMBER of STUDENTS**

- Undergraduate Students:           283 Fall 2021

### 5. **HOW DO YOU ATTRACT/RECRUIT STUDENTS TO YOUR CAMPUS?**

- Prospective Student Center in Pharr Texas Recruits for the HECM
- Faculty and Staff Recruit for the HECM

### 6. **HOW DO YOU KEEP STUDENTS CONNECTED TO TAMU MAIN CAMPUS?**

- Bring College Station leadership, faculty, and institutions to HECM
- Bring HECM students to College Station
- Brand the Building

### 7. **HOW DO YOU ENGAGE WITH OTHER TAMU COLLEGES/DEPTS, ETC.?**

- McAllen Coordination Team meets monthly
- I attend the AOC Deans Meetings
- I interact with program leadership regularly
- Academic Advisors work with their respective program teams in College Station
- Program Coordinators meet with their programs teams regularly

## **8. COMMUNITY CONNECTIONS/ENGAGEMENTS**

- Serve on Board of the McAllen Economic Development Corporation
- Serve on the Board of the International Museum of Arts and Sciences
- Children At Risk Texas Family Leadership Council
- Raise funds from the community supporters
- HECM Advisory Board
- Area Superintendents Advisory Board
- Area High School Counselors Advisory Board
- Healthy South Texas
- Served on the Sharyland ISD Technical Education Advisory Committee
- Partnerships with South Texas College

## **9. WHAT IS THE LONG-TERM VISION FOR YOUR LOCATION? HOW CAN WE HELP YOU?**

The long-term vision is to expand our service to the community. We would like to be able to increase our student enrollment to 1,000. For us to do so, we will need additional program offerings and additional office, classroom, and lab space. We also need a facility that provides students space to study, hangout and exercise.

## **10. WHAT ARE YOUR CAMPUS STRENGTHS? WEAKNESSES? OPPORTUNITIES?**

- a. Strengths
  - i. Texas A&M University brand is highly valued
  - ii. Our faculty are dedicated to teaching
  - iii. High Impact Practices
  - iv. Strong financial support for Study Abroad
  - v. Students' tuition and fees covered if household income less than \$95,000
  - vi. Community inclined to provide financial support
  - vii. We graduate a lot of young people from high school every year
  - viii. Area superintendents very supportive
  - ix. Strong support from College Station leadership
- b. Weaknesses
  - i. We boast the same Texas A&M University brand, but the facilities are lacking amenities
  - ii. Too many of our students transition to College Station
  - iii. Not many students study abroad
  - iv. We do not have our own development officer
  - v. We are very generous with students' financial aid, but we are not allowed to market the generosity
  - vi. Not much marketing for the HECM
  - vii. Weak website
  - viii. Weak Student Affairs
  - ix. We do not have adequate space, lacking office space, storage space, students' congregation space
- c. Opportunities
  - i. South Texas College could be providing us with transfer students
  - ii. New academic programs will give our students alternatives other than transitioning to College Station
  - iii. Our location on the US Mexican border could lead to stronger partnerships
  - iv. Our location with SPACEX being in our back yard could create job opportunities for our students
  - v. We are one of very few institutions of higher education in our community



- vi. Community would love for TAMU to help lead in the formation of the region
  - vii. The agricultural industry is big In South Texas, and we could play a larger role
  - viii. The healthcare needs and healthcare industry are big, and we could play a larger role
  - ix. The manufacturing industry is increasingly interested in skilled labor
  - x. Logistics is big
  - xi. Food packaging is big
  - xii. Robotics/advanced manufacturing is big
  - xiii. Community needs data scientists
- d. Threats
- i. UTRGV covers tuition and fees if household income less than \$125,000
  - ii. Certification programs and online competitors could cut into our recruitment
  - iii. We could develop a reputation that does not offer enough classes for students to be able to graduate on time
  - iv. Damage to facility could make it difficult for us to recover
  - v. Diffusing our presence throughout the RGV could undermine our ability to build a campus
  - vi. College Station failing to recognize the HECM as Texas A&M University
  - vii. Too many students arriving with associates degrees fresh out of high school

## PROGRAMS SUMMARY OVERVIEW QUESTIONS

### TAMU – Qatar (TAMUQ)

#### 1. LOCATION & DATE LOCATION ESTABLISHED

Texas A&M University established the Qatar campus in May 2003 after signing an agreement with the Qatar Foundation, QF. TAMU and QF recently signed an extension of this agreement through May 2033. Texas A&M University at Qatar, TAMUQ, is located west of the capital of Qatar, Doha. TAMUQ received the first batch of students in fall 2003.

#### 2. #/LIST OF PROGRAMS OFFERED AT YOUR LOCATION (18 total)

1. 4 undergraduate degrees in Chemical Engineering, Electrical and Computer Engineering, Mechanical Engineering and Engineering; all award a Bachelor of Science
2. 2 graduate degrees in Chemical Engineering; one awards a Master of Science and one a Master of Engineering.

#### 3. # STUDENTS and # GRADUATES

1. 651 students enrolled for spring 2022
2. 1290 total graduates as of March 2022

#### 4. STUDENT CLASS PROFILE

We currently have 627 undergraduate students, 24 graduate students, 50.8% female, 49.2% male, 52.8% Qatari, 47.2% non-Qatari.

#### 5. HOW DO YOU ATTRACT/RECRUIT STUDENTS TO YOUR CAMPUS?

The Office of Admissions follows an organized and systematic strategic enrollment management approach in all its functions and activities to ensure that target enrollment is achieved.

We work with targeted students from the time they show interest in our programs, apply and until they are admitted. Once admitted, we work closely with them to ensure that they enroll at TAMUQ. We engage continuously with students, parents, school officials, and all other stakeholders to ensure continuous communication and promptness for action to be taken by all parties to fulfill set goals.

It remains an absolute priority for the Office of Admissions to recruit, admit, and enroll a higher number of qualified Qatari students each year. In consequence, we rely heavily on long-term recruitment strategies that reach every potential recruit; we visit every school in Qatar multiple times, plan, and execute programs for various targeted groups.

Our approach includes personalized and customized strategies to engage, support and guide the right pool of prospects through the Admissions funnel until we eventually convert inquirers and prospects to full time enrolled students.

Our pool is derived from high school students in public and international schools in Qatar and overseas, Ministry of Education top students lists, ABP and AOP-ABP lists (Academic Bridge Program – QF and Army Officer

Program -AOP), College Board search lists, TAMUQ Outreach and STEM programs lists, and the numerous registrants to all college fairs and higher education events.

We deploy intense post-admission recruitment programs to ensure that the most recruited and targeted cohort of highly qualified Qatari and Non-Qatari students enroll at TAMUQ.

We offer an alternative admissions route for promising students in need of further college preparation through the Aggie Gateway Program (AGP).

The entire TAMUQ community is engaged throughout the strategic enrollment process through organized events; the participants include Deans, professors, the Admissions Team, current students, alumni, school officials, and industry leaders.

The TAMUQ Admissions Team recruits students for TAMUQ exclusively and collaborates with Education City partner universities and QF to recruit qualified students as an EC Admissions Team.

**6. HOW DO YOU KEEP STUDENTS CONNECTED TO TAMU MAIN CAMPUS?** (*Orientation in College Station, Graduation in College Station, Aggie Ring, etc*)

1. Sending orientation leaders for training in College Station (summer 2022)
2. Students can order Aggie Rings after 90 credit hours. TAMUQ holds an Aggie Ring ceremony each semester and rings are distributed by the Dean
3. Study abroad program to College Station each semester (fall, spring, and summer)
4. Study abroad program from College Station to Qatar each semester (fall, spring, and summer)
5. Texas Summer Research Program (TAMUQ students work on research teams with professors on the main campus)
6. Student Leadership Exchange Program (SLEP) – 18-20 TAMUQ students work with 18-20 students from the main campus on leadership development activities during the spring semester. Includes a visit to main campus for TAMUQ students and a visit to Qatar for College Station students.
7. Undergraduate Research Scholars – undergraduate thesis program organized by the LAUNCH (honors and undergraduate research) office in College Station. Students work with a TAMUQ professor on research and are assigned a thesis advisor in College Station. Students participate in the Undergraduate Research Symposium each spring semester to present their projects.
8. [Conference on Student Government Associations](#) – TAMUQ sends Student Government representatives to the conference in College Station each year.

**7. HOW DO YOU ENGAGE WITH OTHER TAMU COLLEGES/DEPTS, ETC.?**

TAMUQ offers engineering degrees but we have faculty from engineering, science, and liberal arts. We work closely with the college of engineering at various levels (Dean, departments, and other units). The evaluation of our faculty involve the main campus respective departments, and there is a MoU in place to regulate this. Our operational units (finance, HR, IT, etc) also coordinate with their counterparts in College Station as needed.

Administrators from main campus used to visit regularly prior to COVID19 (President, Provost, deans, and others). The TAMUS chancellor also visited once, in addition to the chairman of the board of Regents and Regents members.

**8. COMMUNITY CONNECTIONS/ENGAGEMENTS** (*chamber of commerce, organizations, etc.*)

1. Engagement with industry partners through seminars, workshops and webinar series, campus visits, student activity days and site visits.
2. Industry and TAMUQ faculty advisors, sponsoring of student competitions, design and research projects.
3. Collaboration with Education City partner universities, offering the community a wide range of events such as career fairs, career readiness week, and EC alumni panel discussions.

4. Recruitment activities for student and alumni talents, through internship programs and employment opportunities at local and international organizations.
5. Partnerships with local industries to sponsor various student organizations' initiatives and educational activities.
6. We maintain close contact with our graduates. In addition to supporting former students with career-related matters, we stay connected through regular interactions via newsletters, in-person and virtual events, former student talks and visits, as well as mentorship.

#### **9. COMMUNITY OUTREACH PROJECTS** (*Local Scholarships, etc*)

1. Continuing Education Services at Texas A&M University at Qatar offers remarkable value in professional development for industry professionals working in Qatar. We promote high-quality and effective lifelong opportunities for Qatar's industry and community, through general and customized course offerings.
2. The STEM Outreach team hosts and mentors students of all ages in hands-on science and engineering programs within our STEM Hub learning laboratory.
3. The STEM Hub invites teachers, schools and not-for-profit collaborators from across Qatar to teach workshops and lead hands-on learning activities for schoolchildren in Qatar.
4. More than 20,000 students have participated in STEM outreach activities led by Texas A&M University at Qatar.
5. Sponsoring local research and educational activities, competitions and showcases with partner institutions.

#### **10. WHAT IS THE LONG-TERM VISION FOR YOUR LOCATION? HOW CAN WE HELP YOU?**

We are the "most remote" location TAMU has. We play a major role in the international reputation of TAMU in the GCC and MENA region since there is a large number of international companies operating in the region who recruit Aggies. Our operation is fully funded by QF. After 19 years of existence, it is surprising that many people on the main campus do not know that TAMU has a campus in Qatar. We would like to increase our visibility in College Station and bring more TAMU students for study abroad here since there are five other American school next to us who offer many courses that our students can take (Cornell, Carnegie Mellon, Georgetown, Northwestern, and Virginia Commonwealth).

#### **11. WHAT ARE YOUR CAMPUS STRENGTHS? WEAKNESSES? OPPORTUNITIES?**

1. Weaknesses – no first-year scholarships to recruit high achieving students
2. Strengths – small class sizes, mandatory one-on-one academic advising, [ENGR-X](#), extremely qualified student support professionals, high participation in undergraduate research
3. Opportunities – more multiversity activities

## Texas A&M School of Dentistry (SOD) Info Summary

**1. OVERVIEW.**

Texas A&M School of Dentistry as established in 1905 as State Dental College, a private dental school located in downtown Dallas. In 1918, the college merged with Baylor University and became the Baylor University College of Dentistry. In 1971, the college separated from Baylor University to qualify for state funding and became Baylor College of Dentistry. In 1996, the college merged with the Texas A&M University System to help maintain financial stability and provide opportunities for collaboration with other components. In 1999, the college became a founding member of the Texas A&M Health Science Center and in 2013 became a college within Texas A&M University. The college has been located in its current building, adjacent to Baylor University Medical Center just east of downtown Dallas since the 1950s with two major additions and renovations in the mid-1970s and again in the 1980s. In January of 2020, all clinical operations were moved ½ block away into a brand new, state of the art, 160,000 sq. ft. clinic facility. Classrooms, research labs, and pre-clinical labs are still located in the main building as well as most administrative and faculty offices. There is additional research space in a small building next to the campus that will be moved to the main building during a backfill project in the next several years as the building has been sold recently by Texas A&M.

**2. #/LIST OF PROGRAMS OFFERED AT YOUR LOCATION**

- Doctor of Dental Surgery (DDS) – 4 year pre-doctoral program
- B.S. in Dental Hygiene (DH) – 2 year undergraduate degree (4 total including prerequisites for entry)

**3. # STUDENTS and # GRADUATES**

- Undergraduate Students (DH): 60 – 2 classes of 30 each
- Graduate Students (DDS): 416 – 4 classes entering 106 each
- Post-doctoral fellows: 222 - 192 clinical and 27 science

**6. STUDENT CLASS PROFILE**

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DDS applicants</b>	1616	1605	1457	1661
<b>DDS interviews</b>	255	273	209	223
<b>DDS acceptance</b>	106	106	106	106
<b>DH applicants</b>	153	184	165	189
<b>DH interviews</b>	44	49	45	56
<b>DH acceptance</b>	30	30	30	30

Dental Hygiene																	
	*Total Enroll		Asian		Hispanic		Black		American Indian		White		More Than One Race		Total URM		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<b>Jr. DH</b>	1	29	0	1	0	11	1	1	0	0	0	16	0	0	1	12	<b>30</b>
<b>Sr. DH</b>	2	27	1	3	1	7	0	0	0	0	0	16	0	1	1	7	<b>29</b>
<b>Total</b>	<b>3</b>	<b>56</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>19</b>	<b>59</b>

DDS Student Enrollment																			
DDS	Total Enroll		Asian		Hispanic		Black		American Indian		White		More Than One Race		Unknown/Not Reported		Total URM		Total Enroll
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1st Year	50	55	9	14	15	16	6	8	0	0	19	16	0	0	1	1	21	24	105
2nd Year	53	51	13	15	23	19	2	3	0	0	15	13	0	1	0	0	25	22	104
3rd Year	43	60	6	15	15	15	5	8	0	0	17	21	0	1	0	0	20	23	103
4th Year	47	57	13	16	13	13	2	8	0	0	19	20	0	0	0	0	15	21	104
Grand Total	193	223	41	60	66	63	15	27	0	0	70	70	0	2	1	1	81	90	416

Total URM DDS	171/416	41.10%
Total URM DH	21/59	35.59%
Total URM Grad	14/115**	12.17%
Total Overall COD URM	206/590	34.91%

DDS	2018	2019	2020	2021
<b>Total entering class</b>	106	105	103	106
TX residents	98	99	94	98
Out of State residents	8	6	9	8
<b>Degree:</b>				
BS	97	96	93	94
MS	9	9	10	12
<b>Major:</b>				
Biology	78	82	78	74
Chemistry	10	7	7	9
Pre-health	14	12	13	18
Other	4	4	5	5
<b>Entering GPA:</b>				
Overall	3.64	3.71	3.69	3.7
Science	3.54	3.61	3.62	3.61
<b>DAT:</b>				
Academic Average	21	21	22	22
Perceptual Ability	20	21	21	22

## 7. HOW DO YOU ATTRACT/RECRUIT STUDENTS TO YOUR CAMPUS?

- Attend recruitment events (pre-health fairs) at university/college campuses
- Speak to university/college Pre-Dental Groups
- Host recruitment events (in-person & virtual)
- Participate in TMDSAS (Texas Medical & Dental Schools Application Service) events; pod casts
- Our website; virtual tour
- Texas Health Education Service website
- Admissions office provides advice and counseling for DDS applicants
- Pipeline programs - Bridge to Dentistry, Future Dentists Clubs
- Alumni referrals

**8. HOW DO YOU KEEP STUDENTS CONNECTED TO TAMU MAIN CAMPUS?**

Dental students who are Former Students of TAMU return to College Station every year for the TAMU Pre-Dental Society's Dental Student Panel

- 9. HOW DO YOU ENGAGE WITH OTHER TAMU COLLEGES/DEPTS, ETC.** At the Pre-Health Fairs, the other HSC Schools are in attendance and together we provide great representation for TAMU Health, also, since the Dental, Med & Vet Schools all use TMDSAS, we engage through those applications services. Provide lectures and application information for undergrad & graduate students on the main campus who are interested in dentistry.

**10. COMMUNITY CONNECTIONS/ENGAGEMENTS**

Continuing Education offerings, Alumni events, Sealant & Prophy Day, Texas Mission of Mercy events, Health Fairs, City of Dallas Back to School event.

**11. COMMUNITY OUTREACH PROJECTS**

Rotations to community clinics, student groups organize service events (Examples: food drives, coat drives, etc.), Blood drives; Future Dentists Club events; Sealant Program through Public Health Dentistry; Operation East Texas

**12. WHAT ARE OTHER WAYS YOU WOULD LIKE TO POTENTIALLY ENGAGE YOUR LOCAL & UNIVERSITY COMMUNITIES WITH YOUR CAMPUS/PROGRAM/UNIT?**

More inter-professional activities for our students with other schools/colleges  
Continue R.I.S.E. Conference (Inclusion, Diversity, Equity & Access)

**13. WHAT IS THE LONG-TERM VISION FOR YOUR LOCATION? HOW CAN WE HELP YOU?**

We plan to gradually grow our entering DDS class size to 125-130 students after expansion of pre-clinic facilities. Our researchers will all be relocated to the main building within the next 2-3 years due to sale of property. We still have about 40 years left on our main building lease from the hospital so very long-term we are thinking where a new main building should be located.

**14. WHAT ARE YOUR CAMPUS STRENGTHS? WEAKNESSES? OPPORTUNITIES?**

**Strengths**

- Our students – we are fortunate to have a great applicant pool and can select great students for admission. We are very proud of the diverse classes we are fortunate to admit.
- Our new clinic building
- Location of campus – near downtown, on bus and train lines, next to large medical center
- Reputation of school in dental community and dental education community

**Weaknesses**

- Need for increased visibility to attract patients for student experiences – MARCOM, Aggie Network
- Still recovering from pandemic – financially, mentally, morale
- Not recognized as a clinical enterprise by many – some things are different than other campuses
- Landlocked for future growth opportunity
- Still struggle with “Baylor” alumni who haven’t accepted TAMU presence – even after 25 years!!

**Opportunities**

- Tapping into large DFW Aggie network for support/patients
- Community and corporate partnerships for continued growth and development  
i.e. Special Care/Special Needs clinic and program, Digital Dentistry Center of Excellence

**Texas A&M University College of Dentistry**  
**Soon to be Texas A&M University School of Dentistry (09/01/2022)**  
**Graduate Education Programs (Clinical and Basic Science Tracks) Summary**

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1. Location and Dates Established

All programs, whether basic science or clinical in nature, are taught in-person on the campus of the College of Dentistry, located in Dallas Texas. The clinical education programs are accredited by the Commission on Dental Accreditation (CODA). The dates below are when they were granted initial accreditation status. The latest accreditation cycle took place in 2018 and 2019, and all were re-approved with no reporting requirements.

- Advanced Education in General Dentistry – December 1988
- Dental Public Health – May 1992
- Endodontics – December 1970
- Oral & Maxillofacial Pathology – July 1996
- Oral & Maxillofacial Radiology – July 2014
- Oral & Maxillofacial Surgery – December 1966
- Orthodontics – December 1966
- Pediatric Dentistry – December 1966
- Periodontics – December 1966
- Prosthodontics – May 1979

The two basic science track programs are accredited by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). The latest accreditation took place in 2012 and the program was reapproved. A self-study, with an external review team, was conducted in May of 2019. Current SACSCOC accreditation is under progress now.

2. Program Description and Format

- *Basic Science Track MS in Oral Biology (OBIO)*
  - Description / Format: A 32-credit-hour program in which students receive training in one or more of the broad fields of study in the oral health sciences: development and genetics, bioengineering and regeneration, mineralized tissue biology, or neuroscience and pain. Students must write and successfully defend a thesis project.
- *Basic Science Track PhD in Oral & Craniofacial Biomedical Sciences (OCBS)*
  - Description / Format: A 64-credit-hour (with US master's level degree) or a 96-credit-hour program in which students are trained in the fields of craniofacial development and genetics, bioengineering and regeneration, mineralized tissue biology, and neuroscience and pain. This training includes the advanced study of cell and molecular mechanisms, experimental studies, and clinical studies of development, growth, aging, function, disease, and treatment. Work leading to the PhD is designed to give the candidate a thorough and comprehensive knowledge of a professional field and training in methods of research. The final basis for granting the degree is the candidate's mastery of the subject matter of a broad field of study and the demonstrated ability to do independent research. In addition, the candidate must acquire the ability to express thoughts clearly in both oral and written language. Successful completion and defense of a dissertation project is required.



- *Advanced Education in General Dentistry Specialty Certificate*
  - Description / Format:
    - Certificate-only program (students may, however, pursue an MS if desired).
    - 12-month program (receive Certificate on June 30).
    - 24.5 semester credit hours.
  
- *Dental Public Health Specialty Certificate*
  - Description / Format:
    - Certificate-only program (students may, however, pursue an MS if desired).
    - 12-month program (receive Certificate on June 30).
    - 24.0 semester credit hours.
  
- *Endodontics Specialty Certificate*
  - Description / Format:
    - Certificate-only program (students may, however, pursue an MS if desired).
    - 27-month program (receive Certificate on September 30).
    - 61.5 semester credit hours.
  
- *Oral & Maxillofacial Pathology Specialty Certificate combined (mandatory) with OBIO MS*
  - Description / Format:
    - Certificate combined with a mandatory MS in Oral Biology.
    - 36-month program (receive MS in May and Certificate on June 30).
    - 72.0 semester credit hours (32 of which are dedicated to MS courses).
  
- *Oral & Maxillofacial Radiology Specialty Certificate*
  - Description / Format:
    - Certificate-only program (students may, however, pursue an MS if desired).
    - 24-month program (receive Certificate on June 30).
    - 48.0 semester credit hours (32 of which are dedicated to MS courses).
  
- *Oral & Maxillofacial Surgery Specialty Certificate*
  - Description / Format:
    - Certificate-only program.
    - 48-month program (receive Certificate on June 30).
    - 12.0 semester credit hours (full-time based on clock hours rather than credit hours).
  
- *Oral & Maxillofacial Surgery Specialty Certificate combined with MD from Texas Tech University*
  - Description / Format:
    - Certificate-only program completed after receiving MD from Texas Tech University.
    - 72-month program (receive Certificate on June 30).
    - 7.0 semester credit hours (full-time based on clock hours rather than credit hours).
    - Receive advanced standing at Texas Tech and complete last 2 years of medical school.
    - Do not register at A&M while registering at Texas Tech for the MD program.
    - Return to Dallas to complete Oral Surgery rotations in College and local hospitals/clinics.
  
- *Orthodontics Specialty Certificate combined (mandatory) with OBIO MS*
  - Description / Format:
    - Certificate combined with a mandatory MS in Oral Biology.
    - 34.5-month program (receive MS and Certificate in May).

- 79.5 semester credit hours (32 of which are dedicated to MS courses).
- *Pediatric Dentistry Specialty Certificate*
  - Description / Format:
    - Certificate-only program (students may, however, pursue an MS if desired).
    - 24-month program (receive Certificate on June 30).
    - 48.5 semester credit hours.
- *Periodontics Specialty Certificate combined (mandatory) with OBIO MS*
  - Description / Format:
    - Certificate combined with a mandatory MS in Oral Biology.
    - 34.5-month program (receive MS and Certificate in May).
    - 84.0 semester credit hours (32 of which are dedicated to MS courses).
- *Prosthodontics Specialty Certificate combined (mandatory) with OBIO MS*
  - Description / Format:
    - Certificate combined with a mandatory MS in Oral Biology.
    - 36-month program (receive MS in May and Certificate on June 30).
    - 82.5 semester credit hours (32 of which are dedicated to MS courses).

### 3. Applications vs Admissions

	<b>Matriculation Year ... Applied to The Program the Previous Year</b>											
	<b>2020 (COVID)</b>				<b>2021</b>				<b>2022</b>			
	<b>Applied</b>	<b>Admitted</b>	<b>App vs Admit</b>	<b>Difference From 2019</b>	<b>Applied</b>	<b>Admitted</b>	<b>App vs Admit</b>	<b>Difference From 2020</b>	<b>Applied</b>	<b>Admitted</b>	<b>App vs Admit</b>	<b>Difference From 2021</b>
AEGD	24	8	33%	+1	69	8	12%	+45	73	7	10%	+4
Dental Public Health	7	1	14%	+1	9	1	11%	+2	7	1	14%	-2
Endodontics	179	4	2%	-4	243	4	2%	+64	212	4	2%	-31
Oral & Maxfac Pathology	7	0	0%	0	18	1	6%	+11	20	1	5%	+2
Oral & Maxfac Radiology	20	1	5%	0	33	3	9%	+13	37	3	8%	+4
Oral & Maxfac Surgery	171	3	2%	-28	222	3	1%	+51	248	3	1%	+26
Orthodontics	263	6	2%	-2	324	6	2%	+61	363	6	2%	+39
Pediatric Dentistry	147	10	7%	+2	196	11	6%	+49	237	11	5%	+41
Periodontics	78	3	4%	-2	74	4	5%	-4	172	3	2%	+98
Prosthodontics	49	3	6%	-2	59	4	7%	+10	70	3	4%	+11
<b>Clinical Total</b>	<b>945</b>	<b>39</b>	<b>4%</b>	<b>-34</b>	<b>1247</b>	<b>45</b>	<b>4%</b>	<b>+302</b>	<b>1439</b>	<b>42</b>	<b>3%</b>	<b>+192</b>
Oral Biology MS	2	0	0%	-2	5	1	20%	+3	8	2	25%	+3
Oral Biology PhD	9	1	11%	-9	13	4	31%	+4	40	5	13%	+27
<b>Graduate Total</b>	<b>956</b>	<b>40</b>	<b>4%</b>	<b>-45</b>	<b>1265</b>	<b>50</b>	<b>4%</b>	<b>+309</b>	<b>1487</b>	<b>49</b>	<b>3%</b>	<b>222</b>

4. Student Enrollment Demographics

Total vs Clinical vs Basic Science		
112 Graduate Students	98 Clinical Track	14 Basic Science Track

Ethnicity						
22 Asian	4 Black	9 Hispanic	21 Int'l	3 Multiple	3 Unknown	50 White

Immigration Status			
21 F1 Visa Students From 9 Countries	2 H1B Dependents Both from India	4 Permanent Residents India, Iran, Mexico	85 United States Citizens

Countries With Students on F1 Visa		
China = 6 Greece = 3 India = 1	Ireland = 2 Kuwait = 2 Nepal = 3	Saudi Arabia = 1 Thailand = 1 United Kingdom = 2

5. Attracting and Recruiting Students

As you can see from the matriculation data presented in Q#3, we continue to attract and recruit well beyond the number of spots we have available each year. Acceptances vs applications are well below ten percent and have been at least so, since 2015 (ranging between three to five percent).

6. Connecting Students to A&M Main Campus

Where available and appropriate, students work with programs and departments on main campus.

7. Engagement with Other A&M Colleges/Schools/Departments

Where available and appropriate, students work with other departments, colleges, or schools within A&M.

8. Community Connections and Engagements

Graduate students provide care at numerous off-campus clinical sites and participate in health fairs and dental screening events throughout the Dallas-Forth Worth metroplex. In addition, the School of Dentistry hosts the international online Oral Lichen Planus Support Group through the Stomatology Clinic which is staffed by Oral Pathology and other graduate students, as well as through clinical service provided at the Dr. MC Cooper Dental Clinic in South Dallas where the most vulnerable members of our community receive dental care. Other programs exist at the predoctoral level including the postbacc program, and the Bridge to Dentistry (summer programs) for high school and college students interested in a career in dentistry.

## 9. Community Outreach Projects

Graduate students provide care at numerous off-campus clinical sites and participate in health fairs and dental screening events throughout the metroplex. A special needs program was started, funded by a 5 year \$3.3 million HRSA grant secured by Dr. Dan Burch to address the dental needs of patients with intellectual disabilities. Integration of training in this area into the Pediatric Dentistry graduate program is under consideration. A Compromised Care and Hospital Dentistry Fellowship, the first of its kind in TX, has been introduced as a post-doc program. Other programs exist at the predoctoral level including the Mayor's Back to School Fair, Miles for Smiles Runathon, Sealant Programs etc.

## 10. Potential Ways to Engage with Local and University Communities

Additional funding is being sought to house the Compromised Care and Hospital Dentistry Fellowship within the new Clinical and Educational Building to enhance the quality of, and access to service for differently abled pediatric patients.

Acceptance of dental and medical insurance plans is also being pursued to enhance the quality and quantity of patients in the predoctoral and graduate training programs.

Accreditation of the cone beam computed tomography imaging service through the Imaging Center is being pursued to start seeing patients with insurance who have complex maxillofacial imaging needs, including those from UTSW system.

Explore the possibility of providing specialty dental care through community clinics in the metroplex.

Continue to encourage and engage in research activities through collaborative efforts with BUMC and UTSW.

Explore further provision of surgery services to regional hospitals.

Provide talks at local dental society meetings and inform the community of services available at the School.

Offering adjunct faculty appointments to medical faculty in the BUMC, UTSW, Methodist Hospital and other such systems in the larger metroplex area to enhance collaboration in clinical care and research activities.

Engage the School of Medicine students in Dallas in interprofessional training programs.

## 11. Long-Term Vision for Graduate Programs

Graduate programs will continue to attract and acquire top applicants in the world, which will only further enhance the education provided to our graduate students. Additional possibilities to enhance the scope of educational offerings will include fellowships, contractual agreements with outside and foreign entities for visiting students and faculty, and an international program for foreign-trained dentists. This will, in turn, inspire highly qualified faculty to accept positions within our programs, enhance collaborative research activities, and increase output of scholarly work, further enhancing the prestige of the University.

## 12. Graduate Program Strengths, Weaknesses, Opportunities

Our greatest strengths are our students, outstanding faculty, research activities and dedicated and selfless staff. Lack of adequate funding to hire and retain an adequate number of specialty faculty, and increase graduate student stipends to the same levels as a GME-funded program, as well as lack of daily interaction and collaborative activities usually seen in dental schools located on the same premises as other schools of health sciences elsewhere in the US continue to remain weaknesses. The lack of a school of medicine on campus poses problems for our Oral Surgery graduate students attending the MD program, forcing them to live off campus for two years of their six-year residency program.

Potential opportunities include expansion of existing graduate programs, establishment of a center of digital dentistry, potential recruitment of faculty experts in AI and inclusion of AI-based approaches in clinical procedures and workstreams, and establishment of formal fellowship opportunities in all specialty areas.



## PROGRAMS SUMMARY OVERVIEW QUESTIONS

### 1. LOCATION & DATE LOCATION ESTABLISHED

- Engineering Medicine (ENMED) was established as a program in 2019 and located in Houston, TX
- ENMED started with administrative offices in IBT and coursework in Houston Methodist Hospital
- Administrative and coursework has moved to the new ENMED Building (newly renovated building, completed in September 2020) in the Houston Medical Center
- The School of Engineering Medicine was created in September 2021

### 2. #/LIST OF PROGRAMS OFFERED

1 (MD & MEng)

### 3. # STUDENTS and # GRADUATES

M1 – 48

M2 – 34

M3 – 25

### 4. STUDENT CLASS PROFILE

35% female, 65% male

### 5. HOW DO YOU ATTRACT/RECRUIT STUDENTS TO YOUR CAMPUS?

- Email program information to academic advisors at university around the nation
- Word of mouth (current students)
- Participate in conferences (Biomedical Engineering Society)
- Host professional conferences (Biomedical Engineering Society, Houston Tech Rodeo, IEEE/EMBS)
- Participate in recruiting events at various Texas universities (UT, U of H, Rice, etc)
- Informational days (Aggieland Saturday, DI Saturday – COE degree informational fair)
- High school visits and E2ENMED

- Website / Social Media

**6. HOW DO YOU KEEP STUDENTS CONNECTED TO TAMU MAIN CAMPUS? (*Orientation in College Station, Graduation in College Station, Aggie Ring, etc*)**

- Students participate in COM events, such as Disaster Day
- Some orientation is held in BCS
- Aggies Invent – end of pre-Matriculation course on Bio design

**7. HOW DO YOU ENGAGE WITH OTHER TAMU COLLEGES/DEPTS, ETC.?**

- Degrees come from COM and COE so we communicate with appropriate personnel to ensure policies and procedures are followed for accreditation adherence
- Participate in university committees
- Collaborative research
- Some shared faculty to teach courses, advise students on innovation projects

**8. COMMUNITY CONNECTIONS/ENGAGEMENTS (*chamber of commerce, organizations, etc.*)**

- Collaborative research with Houston Methodist Hospital Research Institute, MD Anderson Cancer Center
- Houston A&M Club and the Society of Women Engineers
- Annual trip to Peru to provide medical support to underserved populations

**9. COMMUNITY OUTREACH PROJECTS (*Local Scholarships, etc*)**

- Students engaged in volunteering – Covid vaccinations, blood drives, global health
- Go-Baby Go chapter to modify mobility toys for motor impaired children
- ENMED student group plans to live in underserved locales to study state of healthcare delivery and innovation solutions

**10. WHAT ARE OTHER WAYS YOU WOULD LIKE TO POTENTIALLY ENGAGE YOUR LOCAL & UNIVERSITY COMMUNITIES WITH YOUR CAMPUS/PROGRAM/UNIT?**

- Research collaborations
- Host TAMU main campus sponsored events in Houston, high school programs (like hackathons and invention days etc)
- Host formal donor events

## 11. WHAT IS THE LONG-TERM VISION FOR YOUR LOCATION? HOW CAN WE HELP YOU?

- To develop a new healthcare professional, trained to be an exceptional physician who is also equipped to invent practical solutions to healthcare problems through the convergence of engineering and medicine
- Commercialization of student ideas that solve healthcare problems

## 12. WHAT ARE YOUR CAMPUS STRENGTHS? WEAKNESSES? OPPORTUNITIES?

### Strengths

- Unique, first-in-the-nation program that blends experiential learning in engineering innovation with medical school training program, 4-year curriculum with 2 degrees
- Strong clinical collaborator, Houston Methodist Hospital
- Located in the TMC

### Weaknesses

- New program/school – need more HR, IT, Marketing, Development support that resides locally
- Lower marketing based visibility than natural appeal
- Low scholarship support – ENMED attracts top national student candidates but difficult to compete with top tier schools that offer large scholarships

### Opportunities

- Worldwide Leadership with a new educational paradigm
- IP/patents/commercialization
- Industry collaborations
- Convergence-based research
- Philanthropy
- Local and national interest/awareness



# Texas A&M Institute of Biosciences and Technology (IBT)

## IBT Info Summary

### 1. **OVERVIEW.**

The Texas A&M Institute of Biosciences and Technology (IBT) is a Board of Regents – designated research Institute established January 1, 1987 to support biotechnology and life sciences research in the Texas Medical Center in Houston.

The mission of the IBT was defined by the Texas Legislature in SB\_770\_Ch 905 as follows:

*Sec. 86.62. PURPOSES, OBJECTIVES, AND DUTIES OF THE INSTITUTE. The purposes, objectives, and duties of the institute are as follows:*

- (1) to conduct pioneering biotechnology research at the interface between agriculture, veterinary science, and human medicine;*
- (2) to provide a setting for exploratory life science research that encourages the development of new technologies of importance for human health care and facilitates the transfer of these technologies to synergistic areas of production animal agriculture;*
- (3) to provide national leadership in scientific areas such as animal genetics that will result in the coupling of agriculture, food modifications and nutrition, and health promotion; and*
- (4) to establish interdisciplinary programs with Texas research institutions that will provide a technology and education base to strengthen state industries in biotechnology and related areas and attract new biotechnology-based industries to Texas.*

Since its inception in 1987, the IBT and its faculty and staff have worked with research institutions in the Texas Medical Center to create a nucleus of excellence in biomedical and biotechnology research and education that supports Texas A&M's mission of "providing the highest quality ..... graduate programs and the development of new understandings through research and creativity."

### 2. **BASELINE LOGISTICAL INFORMATION:**

#### **Personnel:**

- 33 Faculty;
- 40 Trainees (23 Pre-doctoral and 17 Post-doctoral trainees);
- 77 Administrative and Research Staff

#### **Financial (FY21):**

- Operating Budget: \$5.8 M
- Annual Research Expenditures: \$22.3 M
- Total Research Grant Awards: \$72.5M

### 3. **LOCATION & DATE LOCATION ESTABLISHED**

#### **Location:**

- Alkek Building; Texas Medical Center – Houston

#### **Date Established:**

- January 1, 1987

### 4. **#/LIST OF PROGRAMS OFFERED AT YOUR LOCATION**

#### **Research Programs (including BOR-approved research centers):**

- Center for Translational Cancer Research
- Center for Infectious and Inflammatory Diseases
- Center for Epigenetics and Disease Prevention
- Center for Genomics and Precision Medicine

#### **Educational Programs:**

- Texas A&M Medical Science Graduate Program
- Biotechnology Alliance

**5. # STUDENTS and # GRADUATES**

- Undergraduate Students: 0
- Graduate Students: 23
- Post-doctoral fellows: 17

**6. STUDENT CLASS PROFILE**

Graduate students only

**7. HOW DO YOU ATTRACT/RECRUIT STUDENTS TO YOUR CAMPUS?**

The main vehicle for interested graduate trainees to access the Institute is the website that includes information of the graduate program, the faculty and the areas of research interest. This, coupled with additional outreach efforts, have focused on the Biotechnology Arm of the graduate training program. In addition staff from the graduate program and faculty are involved in extensive outreach activity with campus visits and visits to graduate recruitment fairs. The IBT hosts the Hamill Summer Undergraduate Research Program, organized by Drs. Moczygemba and Hook, which introduces undergraduate students to biotechnology research. Prospective students who have received offers of admission are invited to visit the IBT and interact with faculty and students.

**8. HOW DO YOU KEEP STUDENTS CONNECTED TO TAMU MAIN CAMPUS?**

Graduate students participate in Graduation Exercises in College Station, joint course offerings and other enrichment activities.

**9. HOW DO YOU ENGAGE WITH OTHER TAMU COLLEGES/DEPTS, ETC.?**

Since the focus of the IBT is on its research mission, the majority of our faculty engagement with other TAMU Colleges and Departments is through collaborative research programs and the granting of joint appointment of faculty. The faculty of the IBT have extensive collaborations with researchers in the College of Medicine as well as with researchers in the Colleges of Engineering, Science, Veterinary Medicine, Pharmacy and Agriculture and Life Sciences

**10. COMMUNITY CONNECTIONS/ENGAGEMENTS**

The IBT was specifically located on the campus of the Texas Medical Center with the intent having it serve as a portal for the promotion of collaboration between Texas A&M and academic and clinical members of the TMC. Over the last 35 years, the IBT and its faculty, have developed a network of collaborative research programs with investigators from multiple TMC institutions including the Houston Methodist Hospital Research Institute, MD Anderson Cancer Center, Rice University, Baylor College of Medicine and Texas Children's Hospital, the University of Houston and the University of Texas Health Science-Center Houston. In addition, the IBT has been extensively involved as a member of the Gulf Coast Consortia, a multi-institutional, multi-disciplinary research and academic consortium designed to promote collaborative research and graduate and post-graduate educational programs.

**11. COMMUNITY OUTREACH PROJECTS**

The leadership of the IBT works closely with the leadership of the Texas Medical Center and its affiliated institutions as well as with the Gulf Coast Consortium, participating in the planning and development of new programs. IBT faculty play a leading role in the planning and operations of the Gulf Coast Consortia, developing new collaborative research and training programs. Several of the IBT faculty hold adjunct appointments in TMC-member institutions including MD Anderson Cancer Center, Rice University, Baylor College of Medicine, the Houston Methodist Hospital and the University of Texas Health Science Center – Houston. The Executive Director of the IBT serves as the Texas A&M representative on the committees planning the design, programming, and operations of the new TMC3 research complex. The IBT has been invited to join activities of the Greater Houston Partnership for the last three years and has worked closely with its leadership in organizing community events.

**12. WHAT ARE OTHER WAYS YOU WOULD LIKE TO POTENTIALLY ENGAGE YOUR LOCAL & UNIVERSITY COMMUNITIES WITH YOUR CAMPUS/PROGRAM/UNIT?**

Houston has a large and very loyal Aggie family of alumnae and supporters. There are great opportunities to engage this community in support the growing presence of A&M in Houston and in the Texas Medical Center. Much of the Houston Aggie Community is unaware of the important role that Texas A&M is playing in the growth of the Texas Medical Center including the Innovation and TMC3 campuses. In particular there are great opportunities to leverage A&M's role as a partner with traditional TMC institutions in developing innovative new programs in biosciences, biotechnology, translational and clinical research.

**13. WHAT IS THE LONG-TERM VISION FOR YOUR LOCATION? HOW CAN WE HELP YOU?**

In the long run, Texas A&M's rightful place as a leader in biomedical, translational, and clinical research and biotechnology can only come from its engagement in the Texas Medical Center, the largest center of biomedical and clinical research in the world. The University has already launched a transformative program of investment in new educational and research facilities in the TMC with the Innovation campus and the TMC3 research park. We are now positioned to leverage these investments in facilities into new programs in research and development that will position Texas A&M at the forefront of biomedical research and innovation in Texas and beyond.

**14. WHAT ARE YOUR CAMPUS STRENGTHS? WEAKNESSES? OPPORTUNITIES?**

**IBT Strengths:**

- an established reputation as a nucleus of biomedical research excellence
- an history in innovation and the translation of research discoveries into commercializable technologies
- its foundation as a component of Texas A&M, a nationally recognized leader in science and technology
- its ability to recruit outstanding scientists and to foster their career development

**IBT Weaknesses:**

- current size, as the IBT borders on the minimal limit in terms of number of faculty for the operation of an effective research institute
- restricted access to direct philanthropic support to promote innovation and risk taking opportunities
- lack of concentration in a few critical areas of research with the highest potential for impact
- limited infrastructure to support translational and clinical research

**IBT Opportunities:**

- the coming online of new research facilities in the TMC3 campus to support collaborative translational and clinical research
- the future growth of biotechnology and pharmaceutical research and development in the TMC, Houston and Texas
- the availability of CPRIT to support the recruitment of outstanding cancer researchers to Texas
- the large and loyal Aggie Community of Houston and their potential for philanthropic support for the role of Texas A&M as one of the leaders of research, education and innovation in the Texas Medical Center



## **TEXAS A&M UNIVERSITY - MAYS BUSINESS SCHOOL MGT REMOTE LOCATION – CITYCENTRE, HOUSTON**

### **PROGRAMS SUMMARY OVERVIEW**

#### **1. Location & Date Established**

Mays Business School opened a custom-built, educational facility inside a larger multi-purpose development, CITYCENTRE, in the Memorial City District of Houston, Texas. CITYCENTRE is located on the southeastern corner of the intersection of Interstate 10 and Beltway 8 <https://www.citycentrehouston.com/>. Our Mays Business School Executive and Professional MBA programs began teaching in the Fall of 2012 inside CITYCENTRE 3 Building Complex. It occupies 30,000 sq. ft. and encompasses the 1<sup>st</sup> & 2<sup>nd</sup> floors of a six-story office building. The facility was customized to meet the educational needs of our programs and includes:

- 4 classrooms equipped with technology to service faculty and students
- 23 team rooms equipped with monitors, cameras, and whiteboards
- 5 Staff Offices
- 1 Staff Workroom
- Board Room
- Catering Kitchen
- Dining area with capacity for 118

<https://www.flickr.com/photos/maysbusinessschool/sets/72157632054869068/>

#### **2. Programs Description & Format**

##### **GRADUATE PROGRAMS AT CITYCENTRE**

- **Executive MBA (EMBA)** – Start date Fall 2012
  - *Description* – Mays Business School offers an Executive MBA Program that provides a Master of Business Administration (MBA) for experienced mid-career working professionals with a minimum of 10 years of professional work experience. The EMBA Program began its first class in The Woodlands (north of Houston, TX) in August 1999.
  - *Format* – The program length is 21 months with admission beginning in the fall semester only. Classes are conducted on alternate Fridays and Saturdays, 9:00 AM-4:30 PM CST. The Mays Executive MBA Program is a lock-step program with courses taught in-person and synchronous distance education. An immersion trip to Washington, D.C. is required to study the impact of public affairs and public policy on business.
- **Professional MBA (PMBA)** – Start date Fall 2012
  - *Description* – Mays Business School offers a Professional MBA Program that provides a Master of Business Administration (MBA) for working professionals with at least two years of professional work experience.
  - *Format* – The program length is 22 months with admission beginning in the fall semester only. Classes are conducted every-other weekend. All class sessions must be attended by participants in person on scheduled Fridays from 6:00 - 10:00 PM CST and Saturdays from 9:00 AM - 6:00 PM CST. The Mays Professional MBA Program is a lock-step program with electives available in two of the five semesters. A required International Trip experience occurs midway through the program.

- **MS Analytics – Start date Fall 2013**
  - Description – Mays Business School offers a Master of Science in Analytics which will prepare working managers and professionals to make better informed decisions more quickly to optimize business performance and identify new business opportunities. The program is open to individuals with strong quantitative skills, for example bachelor’s degree holders in the sciences, mathematics, business, and engineering fields.
  - Format – The program courses are taught in-person and synchronous distance education on Tuesday and Thursday from 6:00-9:30 PM CST offering a convenient two-year program for working professionals.
  
- **MS-HRM – Start date Fall 2021**
  - Description – Mays Business School offers a Master of Science in Human Resources Management that focuses on building business leaders who practice HR. Students receive a foundation in Finance and Strategy, as well as in-depth knowledge of all the major Human Resource functions.
  - Format – The 37 credit-hour program is completed in two years and taught by a mix of Mays faculty and industry executives. Classes are conducted in person, meeting on Monday and Wednesday evenings from 6:00-9:00 PM CST. The program is delivered in-person with some classes using a hybrid model.

**Note:** Instruction in all programs is primarily by Mays full-time faculty with participation by industry executives and others.

### **OTHER FACILITY ENGAGEMENTS**

- **Mays Center for Executive Development**
  - Description - Offers non-degree executive education sessions to companies and organizations
  
- **Facilities Rentals**
  - Description – Rental of classrooms, boardroom, and dining room available to community at large for meetings, conferences, and trainings

### 3. Enrollment, Student Profiles & Graduates

Program	Current Enrollment	Graduates	Cohort Classes to Date	Class of 2023 Student Profiles
EMBA	60 students in 2 cohorts	937	23	<ul style="list-style-type: none"> <li>➤ Average work experience –17 years</li> <li>➤ Average managerial exp. – 10 years</li> <li>➤ Average age of students – 41 years</li> <li>➤ Industries: 41% Energy; 12% Government; 12% Technology</li> <li>➤ Backgrounds: 48% from General Mgmt.; 15% Operations; 12% HR</li> <li>➤ 74% male / 26% female</li> </ul>
PMBA	90 students in 2 cohorts	361	10	<ul style="list-style-type: none"> <li>➤ Average work experience – 8.9 years</li> <li>➤ Average age of student - 33 years</li> <li>➤ Industries: 29% Energy; 16% Other Services; 11% Healthcare</li> <li>➤ Backgrounds: 27% Science; 25% Business/Commerce; 20% Engineering</li> <li>➤ 80% male / 20% female</li> </ul>
MSA	100 in 2 cohorts	240	7	<ul style="list-style-type: none"> <li>➤ Average work experience – 13.6 years</li> <li>➤ Backgrounds: 76% from Business/Engineering</li> <li>➤ 37% hold advanced degrees</li> <li>➤ 61% male / 39% female</li> <li>➤ 21% out of state</li> </ul>
MSHRM	27	Inaugural Year May 2023	Inaugural year	<ul style="list-style-type: none"> <li>➤ Average work experience – 9 years</li> <li>➤ Backgrounds: 88% HR; 4% IT, 4% Supply Chain, 4% Social Services</li> <li>➤ 19% male / 81% female</li> </ul>

### 4. Attracting & Recruiting Students

- EMBA & PMBA
  - Targeted digital advertising and Out-of-Home advertising (Billboards)
  - Host in-person recruiting events at our CITYCENTRE campus
  - Conduct in-person and online information sessions
  - Work with and sponsor professional organizations such as the Greater Houston Partnership, Women in Engineering, Ally Energy, and the Houston Aggie Club
  - Attend local conferences such as the Offshore Technology Conference
  - Alumni Referrals
- MSA
  - Paid search with Google Ads
  - Paid advertising on social media
  - Conduct information sessions
  - Participation at professional conferences (Off-Shore Technology Conference)
  - Alumni Referrals
- MSHRM
  - Heavy use of paid social media
  - Outreach through MSHRM on-campus program alumni
  - Center for Human Resource Management Partners

## 5. Connecting Students to Texas A&M University Main Campus

- Orientations in College Station
- TAMU Core Values and Traditions overview
- “Now You’re an Aggie” luncheon with The Association of Former Students representative
- College Station Campus Tour
- Annual Tailgate at Kyle Field
- Participation by Reveille and Yell Leaders at class events
- Students attend Silver Taps & Muster
- Students attend Aggie sporting events
- Aggie Ring Orders – Ring Office comes to CITYCENTRE for orders
- Ring Celebrations in College Station
- Graduation in College Station

## 6. Engagement with other Texas A&M University Colleges/Departments

- Share best practices for recruiting and admissions with other Mays Business School graduate programs
- Host an Aggie Yell at CITYCENTRE by partnering with Aggie Clubs and Fish Camp
- Seek courses that might allow enrollment as electives
- Work with faculty from other units as capstone advisors
- Ongoing relationships with various Texas A&M and affiliate entities, such as: Student Business Services, Veteran’s offices, Financial Aid, Registrar, Graduate and Professional School, Association of Former Students, Study Abroad, International Student Services, and the Office of Institutional Effectiveness and Evaluation

## 7. Community Connections & Engagements

- Programs host Family Events for current students
- Facility tours open to community
- CITYCENTRE Yell Practice partnering with local Aggie Clubs
- Engagement in the Houston business community with targeted programming (e.g. The Great Resignation)
- Host annual Energy Symposium
- Continuing education speakers and seminars
- Former student networking events
- Host *Mays Means Business* Toastmasters open to Houston community
- Host Executive MBA Regional Conference, attended by all southwest regional EMBA programs
- Sponsored targeted organizations events
- Sponsored Houston Hispanic Chamber of Commerce events
- Cross-share marketing opportunities with the Association of Industry Analysts and Houston Energy Data Scientists
- Various company representatives engaged as guest speakers/panelists
- Offer an Analytics Day for Houston area professionals
- Speaking engagements with the Houston A&M Club
- Sponsor and advertise through HR Houston and their annual symposium
- Engage corporate partners through the Center for Human Resource Management, as well as connections with HR executives at other firms

## 8. Community Outreach Projects

- Executive MBA partnership with the DePelchin Children’s Center to donate bikes and school supplies
- “Aggies Helping Others”: Executive MBA student established organization supporting scholarships for Houston area students
- “Aggies Helping Others”: Annual Food Drive supporting the Houston & Montgomery Community Food Banks
- “Maps Youth Development Program” established by members of the PMBA Program holding weekend educational events for Houston area students
- MS Analytics donations to the Boys & Girls Club of Houston

## 9. Potential Ways to Engage Local & University Communities with Your Campus/Program/Unit

- Host a Data Science competition/hackathon
- Engaging more companies about the need for incorporating analytics
- Engaging more companies as guest speakers/panelists
- Engaging more companies about hiring our main campus graduates
- Engaging more companies in non-degree executive education programs
- Partnering with professional organizations which meet our target recruiting audience (i.e. sponsorships, faculty speakers, etc.)
- Engaging with local business and professional societies
- Hosting workshops and speakers for outside organizations in the area
- Interacting with entrepreneurship groups and symposiums
- Participating in cultural diversity programming
- Promoting “Mays Business School - CITYCENTRE” events with other organizations
- Partnering with the Health Science Center and find ways to support the HR community in healthcare in Houston – MSHRM

## 10. Long-term Vision for Your Location

- Work strategically on Program Expansion and Program Delivery
- Future focus on Remote Learning and Strategic Diversity

## 11. Campus Strengths, Weaknesses, and Opportunities

### Strengths:

- Location:
  - 90 minutes from College Station
  - 20 mins from Downtown Houston
  - Developed community with dining, entertainment, shopping, and hotels
  - Houston Energy Corridor
  - Harris County has large population of TAMU Former Students
- Custom-built facilities for the executive learner
  - Distance Education Technology installed in all classrooms
  - Team Rooms available for current student after-hours studying
- Mays Business School faculty teach in-person in Houston programs as a faculty development opportunity
- Students identify as an Aggie and connect with Texas A&M University
- EMBA students have children and family members that subsequently attend Texas A&M University
- Corporate relationships developed through this program lead to increased student recruitment and non-degree executive education opportunities for Texas A&M University
- Long-term lease (10 years) provides stability for future programs
- TAMU Branding on building and around CITYCENTRE property
- Mays Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB) at all program levels
- Programs are customized for working professionals
- IT connected to TAMU/Mays network
- Built for synchronous distance education delivery

### Weaknesses:

- Not easy to expand contracted space

### Opportunities:

- Additional community engagement through rentals and events
- Engaging Aggie Affinity Groups serving Former Students
  - Aggie Moms Club
  - Houston Aggie Club