SENIOR UNIVERSITY ADMINISTRATORS' PERCEPTIONS OF PURPOSE AND VALUE TRANSMISSION BASED ON ORGANIZATIONAL IDENTITY AT THEIR HOME AND BRANCH CAMPUS

A Dissertation

by

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ABSTRACT

In recent decades, colleges and universities have witnessed a change in the demographics of students applying for admission. Once the domain of 18-25 year old individuals who lived on campus and attended full-time classes, colleges and universities are experiencing an increase in non-traditional students: older individuals with mature careers seeking continuing education in a convenient location. In an effort to reach these kinds of students, and to make higher education more generally accessible, many colleges and universities have expanded into multi-campus environments by opening branch campuses. The primary question of many multi-campus leaders is how to organize the inter-campus relationship between home and branch campuses. Insight is lacking on how the main campus should structure the organization to disseminate values and purpose for effective mission fulfillment at the branches. By examining senior leader perceptions of organizational purpose and value through the lens of Multiple Organizational Identity theory, this study enables home and branch campus leaders to organize the inter-campus relationship for long-term success. The purpose of this study is to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus.

This study utilizes a qualitative case study methodology to explore the perceptions of senior administrators from Texas A&M University at the home campus in College Station, Texas and the branch campus in Galveston, Texas. Data were collected through document analysis, observation, and fifteen semi-structured interviews. Data analysis was conducted using the constant comparative method in which four layers of coding—

open coding, structural coding, axial coding, and theoretical coding—provided a detailed examination of purpose and value transmission. The results indicate that purpose and value transmission between a home and branch campus can be understood and explained through by the Transmission Matrix developed by this researcher. Furthermore, the matrix provides a framework through which administrators can organize the inter-campus relationship for long-term success.

DEDICATION

To my wife—

The day my heart grew weak, you stood as strength
The time my pearls went dull, you lived with luster
The year my destiny was in doubt, you fought with faith
The season my fear lingered long, you guarded the gates

Together we've Wept, and Worshiped; Wondered and Warred.
And together we Walk.

In all things you remain my W.

Thank you.

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Finally, to my Family, Father, and Children—you bear my weight with such ease. Thank you for carrying me, and making this dream my destiny.

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CHAPTER I

INTRODUCTION

On January 26, 1962, Governor Price Daniel sat behind an imposing desk. Dignitaries and legislators flanked his right and left sides. The Texas Governor affixed his name to a contract and laid his pen to the desk. In that moment the State of Texas gave birth to the Texas Maritime Academy and delivered to Texas A&M University in College Station what would soon become its very first branch campus in Galveston, Texas (Curley, 2005). The decades to follow brought turbulence and insecurity to the burgeoning campus as it fought to discover its place within the essence of Texas A&M University. Now a full-fledged branch of the University, the little academy has matured into Texas A&M University at Galveston and delivers a unique aspect to one of the top universities in the United States (American Association of Universities, 2014; US News and World Report, 2015). This study explores the purposes and values of Texas A&M University through the eyes of senior administrators, and seeks to understand how those purposes and values are transmitted to the branch campus in Galveston.

The Changing Student

The United States Bureau of Labor Statistics estimates forty-one million jobs have become available between 2004 and 2014 for individuals without a four-year degree (Crosby & Moncarz, 2006a). While this may encourage employees without a desire to pursue higher education, experts with the Office of Occupational Statistics and Employment Projections (Crosby & Moncarz, 2006b) state that higher paying jobs for non-degree employees usually require some kind of training after high school. “That training could include taking a few college courses, getting an associate degree, training on the job in an apprenticeship program, or taking vocational classes at a technical school" (Crosby & Moncarz, 2006b, p. 28). Many institutions of higher education have addressed the increased educational demand by creating systems and locations able to receive the growing number of students wishing to learn in their hallowed halls (Wolfe & Strange, 2003).

A large number of college students fall outside of conventional higher education demographics. Once the sole domain of 18-25 year old learners who lived on campus and attended full-time classes, university campuses are experiencing a new breed of arriving students (Nickerson & Schaefer, 2001). The average age of the college student is nudging higher. One third of higher-education enrollment is made up of adult learners over the age of 25 (Mills & Plumb, 2012). Some adult learners work hours that constrain a typical day-time-only class schedule, and have a myriad of outside responsibilities that make 15-18 hour semester loads more difficult. They are typically not interested in the extra-curricular activities offered by main campus higher education institutions and seek quality education at a convenient location or in a smaller environment. (Hoyt & Howell, 2012).

In addition, many potential students are place-bound. Their current life situation, due to any number of circumstances, prohibits travel to a large university campus where they can acquire the skills needed to advance their circumstances. Many universities recognize the potential in these students and have long sought ways to meet community needs. As such, some higher education institutions are seeking to situate themselves in communities rather than being bound to a single geographical location (Mills & Plumb, 2012).

Branch Campuses Meet the Need

Many university branch campuses are satisfying a need in higher education now more than ever before (Nickerson & Schaefer, 2001). Often they are designed to provide quality education while serving the needs of non-traditional students with the convenience of time and price. They are usually situated in existing communities, which enables place-bound students to conveniently expand skill-sets or further their professional development. They also do not typically provide the kinds of extra-curricular activities available at a main campus, so students are able to focus on the content in an environment that best meets their need.

Many branch campuses have discovered that curricular diversity is important to their success. By offering a variety of degrees to community members with diverse interests and needs, some branch campuses have been able to demonstrate their value. Many branch campuses offer associate degrees, bachelor degrees, transfer programs and even graduate programs and courses. In addition, a branch campus is often able to borrow faculty talent from other campuses ensuring the student experience is content-rich and productive. Through these types of efforts, many branch campuses are standing out as flexible and responsive programs meeting community needs through efficient costs (Wolfe & Strange, 2003).

Branch Campuses Adapt to Change

Fonseca and Bird (2007) note that branch campuses were thought to be a dying medium with the advent of online classrooms. As technology improved and demand increased, the computer was supposed to replace the campus as the modern delivery mechanism for higher education. Nevertheless, many branch campuses continue to flourish despite the growth of online learning. Fonseca and Bird (2007) point out that, for example, The John's Hopkins Montgomery County Campus near Washington DC has increased to an enrollment of 4000 since it opened in 1988, and The Ohio University, Zanesville campus has grown sixty percent in the previous five years (Fonseca & Bird, 2007). The reason for branch campus proliferation is elusive, but Fonseca and Bird (2007) argue a majority of students wishing to extend their education are place-bound and want to attend a face-to-face class within 30 minutes of their home. Regardless of the cause, branch campuses continue to grow as an educational solution for many higher education institutions.

Many universities are also extending the branch campus reach beyond domestic borders. The United Arab Emirates is reported as hosting the largest number of branch campuses. International students are predominantly satisfied with their experiences at the branch campus (Wilkins, Balakrishnan, & Huisman, 2012a). They attend these branch campuses because they are already comfortable with the culture in which the branch resides, branch campus quality, and better opportunities in the native labor market (Wilkins, Balakrishnan, & Huisman, 2012b). International branch campuses have been shown to positively influence the social welfare of the host country. Quality international branch campuses decrease the flow of human capital emigrating and encourage educated students to remain and develop their native cultures. In addition, the host country experiences higher tuition revenue, improved reputation and the ability to recruit talented students (Lien & Wang, 2012).

Branch Campus Identity

The reasons used to initiate a branch campus contributes to the campus purposes and values. Some universities wish to start a branch campus that looks identical to the main campus except for size and location. Other universities have very specific reasons for branch campus initiation that relate to reaching a particular kind of student or meeting the congregational goals of a unique community. The mission and identity of the campus may be similar or different than the main campus; and the faculty and staff of the branch may, over time embrace or drift from that identity as they seek to understand and express who they are as an organization (Dengerink, 2001).

Theories on the nature of this identity are mixed. Identity has been explored through an organization's saga (B. R. Clark, 1972), and its culture (Tierney, 1988; Wolfe & Strange, 2003). Branch campus identity has been examined through the eyes of the main campus (McGuinness, 1991), through campus competition (Schwaller, 2009), and hybridized approaches allowing for multiple identities (Dengerink, 2001). Branch campuses may continue to struggle with these matters. The issue is critical to branch and main campus stakeholders, not just for student recruitment and retention, but also for organizational stability and future growth.

Branch campuses are serving an important role in higher education. They can meet the needs of a changing student demographic while readily adapting to shifting environments. Additionally, they can serve as an extension of the higher education institution’s primary identity. This study springboards from these foundational understandings of branch campuses to explore the relationship between home and branch campus through the perspective of the senior administrators at each campus.

Problem Statement

Texas A&M University has maintained a branch campus in Galveston, Texas since 1962 (Curley, 2005). The Texas A&M University, Galveston campus is positioned on Pelican Island, hugging the Texas coastline. The campus is accessible only by a two-lane drawbridge and rests 150 miles south of the main campus (Texas A&M University, 2013a). Meanwhile, the main campus in College Station is embedded in the rugged ranch-land of Texas, accessible by a broad arterial highway and positioned between several major metropolitan cities (Texas A&M University, 2013a).

The branch campus bears the name of Texas A&M University yet it lacks the diversity of degrees and academic courses of the main campus (Texas A&M University, 2013a). Its campus size, both in terms of land acreage and student population, is dwarfed by the main campus in College Station (Texas A&M University, 2014).

The branch campus in Galveston lacks the student experiences and heritage that make Texas A&M University known as a unique American institution (Gates, 2014). Furthermore, being landlocked on an island and possessing a smaller pool of graduates, the branch campus does not have access to the same level of infrastructure and financial resources as the main campus in College Station.

The main and branch campuses of Texas A&M University are partners in achieving the mission of the University, but the diametrically different campuses illustrate the challenges senior administrators at both campuses face in working together to fulfill the values and purpose of the University established on the main campus.

Students at Texas A&M University are called Aggies (Texas A&M University, 2015c). Aggies have a reputation of unrelenting commitment to one another, enthusiastic connection to the University, and an unyielding pride in their status as Aggies (Lawson, 2011).

The culture of school spirit at Texas A&M is more than University-sponsored promotion, it is embedded into daily life (James, 2011). The culture is so pervasive, guests from outside the University are shaped by its genuine friendliness and positivity (Whittle, 2012).

In addition, the University is known for its high level of academic excellence and rigor (US News and World Report, 2015). Trusted as an institution that graduates influential thinkers, Texas A&M's academic reputation is seated among the best in the United States (US News and World Report, 2015).

Asked to explain the University, past president, Robert Gates, has attributed Texas A&M's uniqueness to a blending of tradition, spirit, and academic excellence (Burka, 2006). The academics, traditions, and spirit of Texas A&M are tightly woven into the identity of the University and guide daily decision-making. Translating these aspects to the tiny branch campus in Galveston presents challenges for senior administrators in their work to sustain the University's reputation.

This problem extends beyond the boundaries of Texas A&M University. The primary question of many multi-campus leaders is how to organize the inter-campus relationship (Dengerink, 2001). Disagreement and confusion exist on how to position the branch campus in relation to the main campus (Dengerink, 2001; McGuinness, 1991; Schwaller, 2009). Apart from a well-structured inter-campus relationship, the goals established by the University risk abandonment at the branch campus (Merzer, 2008). Insight is lacking on how the main campus should structure the organization to disseminate values and purpose for effective mission fulfillment at the branch. Absent this insight, many home and branch campus leaders may struggle with how to organize the inter-campus relationship for long-term success.

Purpose Statement

The purpose of this study is to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. In order to accomplish the purpose, this study will interview senior administrators regarding the nature of the inter-campus relationship, exploring the ways the university's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective. The results of this study will enable home and branch campus leaders to organize the inter-campus relationship for long-term success.

The narrow literature on inter-campus relationships provides senior administrators with little empirical evidence to guide an effective relationship between the home and branch campus (Fonseca & Bird, 2007). With little guidance available, many university administrators are left to conjecture and limited experience as the primary sources of information to effectively establish an appropriate working relationship (Dengerink, 2001). Analyzing administrator perceptions of how the organization's values and purposes are transmitted to the branch campus can provide campus leaders with data to help them build effective inter-campus relationships.

To understand how a university's values and purposes are transmitted from the home campus to the branch campus, this study is grounded in Pratt and Foreman's (2000) theory on managing organizations that possess multiple identities. This theory provides an anchor to explore the university's purposes and values by defining aspects senior administrators perceive to be central, distinctive and enduring for organizational stakeholders. In addition, the theory of Multiple Organizational Identity provides the framework for exploring how the organization can transmit purposes and values to the branch campus while, concurrently, the leaders at the branch are able to envision and implement a distinctive set of campus-based purposes and values.

This case study will utilize the perceptions of senior administrators at Texas A&M University to understand purpose and value transmission. Texas A&M holds a home campus in College Station, Texas and a branch campus in Galveston, Texas. The home campus possesses a rich heritage of purpose, tradition and culture. The branch campus in Galveston has a comparably younger history, fewer resources, and narrow purpose, yet it functions as a cohesive element of the University. Texas A&M University, therefore, provides a prime location to explore purpose and value transmission.

By defining what senior administrators perceive is the organizational identity of Texas A&M University, this study can fulfill its purpose of understanding how purposes and values are transmitted from the home campus to the branch campus. This data will enable branch campus leaders to organize the inter-campus relationship for long-term success.

Research Questions

To understand the process of purpose and value transmission between a university's home and branch campus, this study will interview senior administrators regarding the nature of the inter-campus relationship, exploring the ways the university's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective. This investigation employs three research questions to frame the study's direction.

Understanding senior administrator perceptions of the values and purposes of the organization is fundamental information. In order to understand those values and purposes, this study will identify organizational features administrators perceive to be important and categorize them according to central, distinctive and enduring aspects. The processes of transmission will identify structures administrators use for relational connection between campuses. Furthermore, the processes of transmission will identify which elements of value and purpose senior administrators' perceive should exist at all campuses, and to what extent branch campus administrators may develop their own values and purposes. Answers to the following three research questions will inform an understanding of purpose and value transmission between the home and branch campus. Therefore, the research questions that will guide this study are:

1. How do the home and branch campus senior administrators work together to effectively organize the inter-campus relationship for long-term success?

2. What are the campus administrators' perceptions regarding the values and purposes of the organization and the branch campus?

3. How are organizational values and purposes transmitted between home and branch campuses?

Significance of the Study

Multi-site campus development is a growing practice in higher education (Dengerink, 2001). Whether the purpose is to broaden the brand, reach a community, or develop a specialty institution, among other reasons, many universities utilize branch campuses and multi-site delivery methods as tools for institutional expansion. By examining how purposes and values are transmitted from the home to the branch campus, the results of this study contribute significance in university goal sustainability, and promoting higher education service and accessibility.

Higher educational institutions contribute toward an improved society through creative problem solving, critical thinking and tolerance of human differences (Higbee & Dwinell, 1997). Institutions may also have additional goals, all of which need to be transmitted throughout the university. Successful inter-campus relationships and transmission processes are required to fulfill goals across multiple campuses (Merzer, 2008). This study is significant because understanding the inter-campus relationship and the process of value transmission can equip campus leaders to effectively sustain the values of the university.

The role of university administration is multifaceted. From budget supervision to organizational structure to student and academic affairs, senior administrators ultimately are responsible to manage the institution (Conway, 2000). In addition, their role includes facilitating the inter-campus relationship for effective collaboration and shared governance rather than using edict and decree (Levy, 2012). This study is significant because understanding purpose and value transmission processes can provide insight into the inter-campus relationship which prepares senior administrators to fulfill their role.

Accessibility and service lie at the heart of public higher education in Texas (State of Texas, 1987). Through service, citizens become recipients of research and rigor produced by the university; and, likewise, through accessibility, any citizen who qualifies and chooses may join the academy and contribute toward the common good. Accessibility and service demonstrate a collaborative relationship between the university and the community (Heinen, 2012). The community/university relationship is embodied in the inter-campus relationship. As senior administrators transmit purposes and values between campuses, they reflect the collaboration between community and university. And more, since the campuses involved in the senior administrator's effort are, themselves, foundational pieces in the university/community relationship, their improved collaboration fundamentally influences the heart of public higher education. Therefore, this study is significant because a better understanding of purpose and value transmission promotes public service and accessibility.

The processes of purpose and value transmission between home and branch campus offers an important variable in the success of the multi-campus institution. The purpose of this study is to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. By understanding transmission processes, administrators will be able to manage the dynamics of effectively ensuring the university's primary purpose is reflected at every location bearing the organization's name.

Limitations

A number of potential limitations and delimitations exist on any research study. This is a qualitative, naturalistic examination. Generalizability cannot be reached in qualitative research. Transferability is possible but is left to the assessment of the reader (Lincoln & Guba, 1985). If the reader judges no similarity to their own or other situations, the conclusions of the study will be deemed vacuous.

Secondly, interviews as a data collection tool have limitations in that the mood of the interviewee or their health is limited (Merriam, 2009). In addition, the data coming from semi-structured interviews has the potential of subjectivity. Since the nature of the interview involves self-reporting individuals may deliberately or unintentionally relay inaccurate information.

Thirdly, participant observation can be viewed as an unreliable and subjective data-gathering tool (Merriam, 2009). Patton (2001), however, suggests qualitative researchers are highly trained observers and should not be compared to the average person who is neither trained nor prepared for systematic observation.

Fourthly, documents are not prepared for research and may, therefore, be incomplete. The researcher may not be able to fully understand the intent of the documents due to their informal nature. In addition, despite the available tools, authenticity and accuracy may be difficult to assess (Merriam, 1988).

Fifth, the researcher serves as the primary data collection instrument. As such, unforeseen biases could enter into data analysis. It is contingent upon the researcher to remain aware of biases to prevent them from entering into research conclusions (Merriam, 2009).

Definitions

AAU - a nonprofit organization comprised of 62 leading research universities, the Association of American Universities, focuses on issues relevant to research universities and seeks to advance the standing of US research universities within the international community. Membership within the AAU is by invitation only and is considered the blue-ribbon award for institutions seeking recognition as a research-based university (American Association of Universities, 2014).

Branch/Satellite/Extension Campus – "a location of an institution that is geographically apart and independent of the main campus of the institution. The Secretary [of Education] considers a location of an institution to be independent of the main campus if the location -- (1) Is permanent in nature; (2) Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; (3) Has its own faculty and administrative or supervisory organization; and (4) Has its own budgetary and hiring authority" (*Institutional Eligibility Under The Higher Education Act of 1965, As Amended*, 2012).

Brand – an organization's essence articulated "through clear and coherent messages" (Wæraas & Solbakk, 2009). For example, through commercials, employees, and loyal consumers, Apple has articulated its brand as a company who creates well-designed, innovative and imaginative products.

Holographic Organization – a condition of multiple organizational identity in which each unit within the organization (e.g. department) displays all of the organization's characteristics and identity (Albert & Whetten, 1985).

Home/Main Campus – The "institution which governs the branch campus. The original campus site is the main campus and the central location of governance" (Hermanson, 1995, p. p.12).

Hybrid Organizations – Organizations that have adopted multiple organizational identities and pursue purposeful initiatives to manage the identities until optimal conditions are reached (Pratt & Foreman, 2000).

Identity – "Identity is essentially the set of beliefs or meanings that answer the question, 'Who am I?' or in the case of an organization, 'Who are we?'" (Foreman & Whetten, 2002, p. 618).

Ideographic Organization – a condition of multiple organizational identity in which each unit within the organization (e.g. department) displays only one of the organization's identities (Albert & Whetten, 1985).

Land Grant - a university established through the funding of the Morrill Act and bearing a mission for agricultural research. The Texas A&M University System holds the land-grant through Texas A&M Agrilife and disseminates the mission to the College of Agriculture on the Texas A&M University, College Station campus.

Morrill Act - Signed into law on July 2, 1862, the "Morrill Act provided each state with 30,000 acres of Federal land for every member in their Congressional delegation" (Library of Congress, 2014). The states could, in turn, sell the land and use the proceeds to establish public colleges and universities that focused on agricultural and mechanical education.

Multiple Organizational Identity – "Organizations have multiple organizational identities when different conceptualizations exist regarding what is central, distinctive and enduring about the organization" (Pratt & Foreman, 2000, p. 20).

Organizational Identity – "Organizational identity comprises those characteristics of an organization that its members believe are central, distinctive and enduring" (Pratt & Foreman, 2000, p. 20).

Rigor - an academic condition in which the learning experience requires the student to utilize higher level thinking skills and results in educational expectations that are intellectually and academically challenging. Rigor does not necessarily indicate that the learning experience is heavy in workload or requires a difficult comprehensive examination; rather, it refers to a learning experience requiring creative or critical thinking.

Sea Grant - established by the United States Congress in 1966 "to unite the academic power of the nation's universities with public and private sector partners in order to capture the economic and social benefits of the oceans, coasts and Great Lakes in a sustainable manner" (National Oceanic and Atmospheric Administration, 2014). Texas A&M University was the first of four to receive the grant in 1971.

Space Grant - established by the United States Congress in 1988 and administered by the National Aeronautics and Space Administration, the goal is to “contribute to the nation's science enterprise by funding education, research and public engagement projects through a national network of university-based Space Grant consortia” (National Aeronautics and Space Administration, 2014). Texas A&M University participates in the State of Texas Space Grant Consortia.

Senior Administrator - for the purposes of this study, a senior administrator is defined as (1) an individual holding an executive level decision-making role at either the home or branch campus and, (2) reports to the senior leader on the campus. Individuals who do not qualify in one or both of these categories will still be considered a senior administrator if they have been identified by another senior administrator as someone they believe would have access to information relevant to the study.

Texas A&M University, College Station - the home campus used in this study. Texas A&M University, College Station is the bellwether campus of the Texas A&M University System and is a member institution of the American Association of Universities.

Texas A&M University, Galveston - the branch campus used in this study. Texas A&M University, Galveston is a branch campus of Texas A&M University, College Station. It serves as the marine and maritime studies arm of the university. The Galveston campus retains membership in the American Association of Universities as a branch campus of Texas A&M University, College Station.

Summary

The previous pages have highlighted the significance branch campuses bring to the higher educational landscape, and the problems faced by many senior administrators in navigating the relational context between home and branch campuses. If the discipline of higher education intends to maximize branch campuses, its transmission processes play a pivotal role in the branch campus's ability to extend the University-defined values and purposes and reach a changing student demographic.

The remaining chapters of this dissertation explore how purposes and values are transmitted between the home campus in College Station and the Galveston branch campus of Texas A&M University. Chapter II examines the literature related to branch campuses and Multiple Organizational Identity. This chapter connects the concept of Multiple Organizational Identity to higher educational institutions showing that universities and branch campuses are subject to the same identity implications faced by any other organization. Therefore Multiple Organizational Identity provides an acceptable lens to examine transmission processes.

Chapter III outlines a methodology for empirical study of the research questions. This chapter proposes qualitative case study as an appropriate research methodology using interviews, observations and document analysis as data collection sources. This study employs the constant comparative method for data analysis.

The remaining two chapters address the discoveries and determinations of the study. Chapter IV identifies the findings produced through the research. The sections of this chapter connect the findings to the theoretical framework and literature review. Chapter V identifies the impact this study has on policy, practice and theory. The sections in Chapter V include a summary, conclusions, discussion and implications.

CHAPTER II

LITERATURE REVIEW

The previous chapter outlined the purpose and direction of this study. The purpose of this study is to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. In order to accomplish the purpose, this study will interview senior administrators regarding the nature of the inter-campus relationship, exploring the ways the university's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective. The results of this study will enable home and branch campus leaders to organize the inter-campus relationship for long-term success.

The purpose of this chapter is to consider the state of literature related to branch campuses and higher education administration. This chapter will also contextualize the study within the framework of Multiple Organizational Identity. This chapter is divided into nine sections. The first two provide a review of the literature addressing branch campuses. The third section compares this study to two other studies who also explored the inter-campus relationship between a home and branch campus. The fourth section contextualizes the study within some of the literature of higher education organizational theory. The next section examines the theoretical framework of Multiple Organizational Identity and discusses how it is used in the literature of branch campuses. The final two sections explore foundational aspects of Multiple Organizational Identity and provides a brief explanation of how it will be used in this study.

Two Categories

Since this study examines the transmission of purposes and values between a home and branch campus, it would be helpful to contextualize the study within the larger framework of branch campus research. The literature on branch campuses can be classified into two broad categories: international branch campuses and western branch campuses.

International Branch Campuses

A search of the term "branch campus" in an academic library is likely to yield a preponderance of results toward international branch campuses. An international branch campus is another campus of a university located outside the country of the main campus (Wilkins et al., 2012b). Much of the literature references universities headquartered in western countries operating a branch in the east (Girdzijauskaite & Radzeviciene, 2014; Hughes, 2011; Lien & Wang, 2012; Wilkins et al., 2012b). International branch campuses are likely to appear often in search results because their existence is impactful. Nations around the world are increasing their demand for higher education and a branch campus can provide swift access to needed learning and research (Lien & Wang, 2012; Wilkins et al., 2012a). The reputation increases for both the host country and the university under which the branch exists, so motivation to build a branch campus is high (Girdzijauskaite & Radzeviciene, 2014). International branch campuses also provide faculty of the host institution opportunity to experience new cultures thus expanding university influence (Harding & Lammey, 2011).

The number of international branch campuses continues to grow (Katsomitros &

Lawton, 2012). Wilkins (2012a) reports the largest number of branch campuses existing in The United Arab Emirates. Students at these transnational campuses experience satisfaction in their studies (Wilkins et al., 2012a), and attend these branch campuses because of the campus quality, the opportunities in their native land and their comfort factor in which the branch resides (Wilkins et al., 2012b). International branch campuses have been shown to positively influence the social welfare of the host country (Lien & Wang, 2012). Quality international branch campuses decrease the flow of human capital emigrating and encourage educated students to remain and develop their native cultures (Lien & Wang, 2012). In addition, the host country experiences a higher tuition revenue, improved reputation and the ability to recruit talented students (Lien & Wang, 2012).

International branch campuses are one broad category of branch campus literature. While they provide a valuable service to many in the higher education context, this study does not examine the variable of the international branch campus. Additional factors exist when leading campuses in other countries including governmental regulations, recruiting staff that possess matched home campus benchmarks, and the different cultural values and needs of students (Harding & Lammey, 2011; Hughes, 2011; Lien & Wang, 2012; Wilkins et al., 2012a). Instead, this study will focus on a branch campus existing in the same country as the home campus.

Western Branch Campuses

Perhaps the best way to understand the category of literature related to western branch campuses would be to describe it as 'not international branch campus literature.' While this may seem an un-academic nomenclature, it surely represents the distinction between the two categories. As noted, researchers focusing on international branch campuses address a greater degree of variability in terms of culture and regulations (Harding & Lammey, 2011; Hughes, 2011; Lien & Wang, 2012; Wilkins et al., 2012a). Western branch campus literature (heretofore referenced as branch campuses) focuses on campuses in the United States, Great Britain and other western countries whose cultures and regulations produce less variation from country to country. The literature outside of international branch campuses, then, fits nicely into the category of western branch campuses and serves as the contextual foundation for the goal and purpose of this study.

Branch campuses emerged in ever-growing appearance shortly after World War II (Medsker & Tillery, 1971; Merzer, 2008). From its earliest academic explorations, branch campus literature is best described as a beautiful cacophony. There is great noise within the literature regarding the purpose and definition of branch campuses and how they are organized. This great variability makes pattern and theme identification regarding the nature and purpose of branch campuses incredibly challenging as they emerged as an organizational tool in higher education. However, beauty is buried within the cacophony because each state, and even the individual universities within the states, define and utilize branch campuses to best serve the needs of their constituencies.

Blocker and Campbell (1963) note there are nearly as many patterns within higher education organizational structures as there are states within the union. In their early formation, branch campuses were generally described as two-year institutions focusing on lower classmen, college transfer students, vocational programs, or continuing education (Cattell, 1971; Huitt, 1972; Medsker & Tillery, 1971; Wells, 1966). Although early branch campuses viewed themselves as integral family members of their home university, the policies and practices between home and branch campuses proved challenging. The state of faculty integration between campuses, the disconnect between campus administrators, and the emphasis the main campus gave to infrastructure on the branch campuses motivated Schindler (1952) to characterize them as “stepchildren” (p. 193). Nevertheless, branch campuses were becoming recognized as facilitators of access to low-cost higher education and contributing to the improvement of the communities in which they were situated (Cattell, 1971; Wells, 1966).

Indeed, the low attendance cost and accessibility of branch campuses broadened the impact of universities: through increased enrollment—and thus more people with extra dollars to spend—and business collaboration, branch campuses enabled universities to influence community economics (Huitt, 1972). Furthermore, communities received direct impact from association with a major university in their area (Cattell, 1971).

As these branch campuses grew, the complexity of their organization increased. Some campuses flourished enough to become their own independent institution as part of a multi-campus system (E. C. Lee, Bowen, & Carnegie Commission on Higher Education., 1971). Others shifted their curricular offerings to focus on a different constituency such as full academic degrees or adult students (E. C. Lee et al., 1971). Still, others changed their governance structure which created questions as to their status as a branch campus (E. C. Lee, Bowen, & Carnegie Council on Policy Studies in Higher Education., 1975). While their complexity of structure increased, the existence of branch campuses was largely viewed as a positive method in transitioning higher education from a monolithic bureaucracy to meeting the needs of individual students (Cattell, 1971).

Despite their presence for nearly seven decades, branch campuses have not received a comparatively large scholarly examination. Nickerson and Schaefer (2001) report: “there is little in the literature that addresses branch campuses directly” (p. 50). Fonseca and Bird (2007) have discovered that branch campuses “remain largely ignored in the academic literature” (p.1). What literature is available “is very eclectic” (Hoyt & Howell, 2012, p. 110). Furthermore, while conducting research related to branch campuses, Hoyt and Howell (2012) stated: “the most important finding is the need for much more research concerning branch campuses” (p. 114).

Several themes emerge upon examining the literature of branch campuses. The first theme relates to teaching and learning. In branch campus literature, the teaching and learning theme explores issues of faculty characteristics at branch campuses, the pedagogical implications of those characteristics, and the impact of research and how it influences student choice at the branch campus (Hoyt & Howell, 2012; M. Lee, 2004; Marx, 2005; Nickerson & Schaefer, 2001; Wolfe & Strange, 2003).

The branch campus administration plays a large role in hiring faculty (Nickerson & Schaefer, 2001). Due to financial constraints, however, adjunct positions tend to dominate over full-time, tenure-track positions (Nickerson & Schaefer, 2001). Students seem to enjoy adjunct faculty, though, because they find the real-world teaching received by those instructors more applicable to their future careers, and use this a primary factor in choosing to study at a branch campus (Hoyt & Howell, 2012).

When branch campuses are small, resources and motivation can serve as impediments obstructing the implementation of meaningful, student-centered technology in the classroom (Marx, 2005). Where branch campus faculty lack experience in implementing student-centered technology in their teaching, branch campuses can compensate with good infrastructure, small workshops based on teacher interest, individual assistance for instructors and faculty incentives for participation (Marx, 2005).

Branch campus faculties are different in size and composition from the faculties at home campuses (Nickerson & Schaefer, 2001). Faculties at branch campuses far from the home campus have more autonomy than faculties at branch campuses close to the home campus (Nickerson & Schaefer, 2001). Distance enables a branch campus to develop its own culture apart from the main campus; therefore, the expectations of faculty at the branch can be different from faculty expectations at the main campus. Success as a branch campus faculty member will be comprised of diverse and unique qualifications specific to the needs of that branch, often requiring more work (Wolfe & Strange, 2003). Faculties at branch campuses tend to be hired for the teaching skills and ability to bring dependable content to the classroom rather than extensive research skills (Nickerson & Schaefer, 2001).

While the content in the classroom may be outstanding, the emphasis away from research leaves many branches ill prepared with resources to support faculty or student research (M. Lee, 2004). Viewing research as less important, many branch campuses ask their faculties to engage more with students and the community (Wolfe & Strange, 2003). While students receive the direct benefit of personal attention from instructors—and even make choices to attend a branch campus for this very reason (Wolfe & Strange, 2003)—the negative result is the tendency toward an academic isolation (M. Lee, 2004). Branch campus faculty on tenure track, however, must press forward. Tenure review and promotion differs little from faculty at the main campus (Nickerson & Schaefer, 2001).

Another theme in branch campus literature is a futurist perspective. The futurist perspective looks at branch campuses through the lenses of time, forecasting requirements for their impact, viability and success years and decades into the future (Bird, 2011; Krueger, Bebko, & Bird, 2011; McGuinness, 1991; Schackner, 2013). Most students in higher education are adults with additional full-time responsibilities (Krueger et al., 2011).

In order to be successful, institutional higher education leaders must understand the preferences of adult learners and place-bound students (Bird, 2011). Among those preferences, flexibility, cost and convenient location top the requests of adult learners seeking degrees; branch campuses are best positioned to deliver on those requests as higher education progresses (Krueger et al., 2011).

Meeting the challenges of flexibility and cost requirements is doubtful unless branch campuses and multi-campus systems embrace and implement a decentralized and differentiated approach (McGuinness, 1991). For example, Penn State University, which has 19 branch campuses, has attempted to address the cost preference by lowering tuition and fees at the branch campuses (Schackner, 2013). But branch campus attendance at Penn State is declining despite this effort, likely due to those branch campus tuition rates still remaining thousands of dollars higher than other universities in Pennsylvania (Schackner, 2013).

Branch campuses can increase enrollment and contribute to the bottom line of higher educational institutions (Bird, 2011), but the needs and preferences of their primary constituency, the adult learner, must remain the focus to achieve long-term success. The future of higher education may be found on the branch campus. Positioned as accessible gateways for older adult students, branch campuses can help higher education institutions reach their long-term goals of expanding the number of college graduates and providing new streams of revenue to support the institution's viability (Krueger et al., 2011).

A third theme addressed in branch campus literature is best labeled 'community.' The literature related to the community theme investigates the level of influence and impact branch campuses have with the communities in which they are situated (Briscoe & De Oliver, 2006; DeGive & Olswang, 1999; Shaw & Bornhoft, 2011). Adaptability and innovation are important aspects in creating synergy between a branch campus, its main campus and the community (Shaw & Bornhoft, 2011). Adaptability is necessary because the desire to create a branch campus is not always initiated by the university; sometimes a community reaches out to higher education institutions asking for a campus (L. M. Clark & Tullar, 1995).

Coalition building among community advocacy groups and the university serves as an effective measure to help communities who wish to start a public branch campus in their area. (DeGive & Olswang, 1999). For many branch campuses, success not only depends on the quality of curriculum and specialized training it injects into the community, but also the extent to which community members reach out to interact and engage with the branch campus. Ultimately, interdependence characterizes many relationships between the branch campus and its community (Shaw & Bornhoft, 2011).

Innovation is another key in community/branch campus relationships because accessibility is a real and significant hurdle in higher education (Morrill, 1991). Collaboration among educational providers can coalesce into innovative branch campuses that increase higher education accessibility for community members (L. M. Clark & Tullar, 1995).

Branch campuses, however, have a serious obstacle to overcome. Campuses are often situated in the midst of place-bound, underprivileged students to make higher education more accessible (Morrill, 1991). Unfortunately, the nobility of accessibility can limit the services available at the branch campus because the additional resources required to maintain equitability takes a toll on both the main and branch campuses, and produces less capacity for service (Briscoe & De Oliver, 2006). In one estimation, "the branch campus fails to effectively ameliorate either the disparities in access costs or the spatial mismatch of underprivileged urban zones to a suburban institution of higher education and its centrally located branch campus" (Briscoe & De Oliver, 2006, p. 222). Communities, main campuses, and branch campuses, then, should remain steadfast in their efforts to foster adaptable and innovative educational products for constituents and stakeholders.

Another theme appearing in the branch campus literature is related to governance. The governance literature addresses issues of resources, planning, mission and need fulfillment on branch campuses (Lombardi, Craig, & Capaldi, 2002; Mills & Plumb, 2012; Pennucci, 2002; Webber, Weber, & Koontz, 2007).

Branch campus success is directly tied to the level of resources it is able to acquire (Brown, 2010). The definition of resources varies from institution to institution. For example, the initiation of a branch campus designed to train physicians needs not only appropriate funding, but also enough patients to give students hands-on experience (Penn, 2007). The ways in which resources are used at a branch campus requires strategic planning (Brown, 2010). Resources can appear wholly dissimilar in their objectives, but careful planning from both external and internal constituencies can unify those resources into successful outcomes for the branch campus (Knapp, Roffman, & Cooper, 2009).

Effective planning invites appropriate stakeholders into the decision-making process to ensure they feel a sense of ownership at the branch campus (Gordon & Grundy, 1997). Unnecessarily large planning teams, however, present challenges in communication, oversight and operational management for the team and the branch (Webber et al., 2007). While talented team members can overcome these planning obstacles, it is in the branch's best long-term interests to regularly review implementation of the strategic plan to ensure resources are allocated appropriately (Pennucci, 2002). If campus-level decision-making, such as strategic planning, is to be a vital component of the branch campus, then organizational relationships, structure and mission require clarity (Brown, 2010).

A governance structure from a public university main campus allowing a branch campus to have absolute decision-making autonomy is an unrealistic expectation due to the significant contribution of public funds (J. C. Burke, 1994). Instead, branch campuses tend to extend the university's mission into other locations, do so without academic independence, and are directly overseen by the main campus or another governing board from the institution (Lombardi et al., 2002). Such structured governance between the main and branch campus provides barriers against duplication and unnecessary competition between campuses vying for the same pool of students (Healy, 1997).

Governance, however, cannot be so structured that the unique needs of the branch campus are ignored (Brown, 2010). In fact, branch campuses demonstrate wide variation in their size, location from the main campus, faculty composition, and the services they provide to students (Bebko, 2011). If the goal is to transform students into professionals operating competently in an increasingly pluralistic world (Parkyn, 1999), governance structures must be aligned to allow flexibility in the diversity of the branch campus while adhering to main campus mission. Responsive organizational frameworks between branch and home campuses enable colleges and universities to meet the educational needs of students while maintaining high-quality levels (Mills & Plumb, 2012).

The final theme in branch campus literature relates to administration. The administration theme investigates the impact administrators have on branch campuses and explores the behavior, thinking and perceptions of leaders who influence branch campuses. Administrators demonstrate behavior by exemplifying the skills and competencies necessary to effectively lead branch campuses and multi-campus environments. Leaders at the branch campus begin development long before arrival on campus. Earning a doctorate and participating in formal leadership programs prior to entering branch campus management are primary drivers in preparing future branch campus administrators for their role (Conover, 2009).

Once in place, the branch campus administrator has an ongoing role to develop a handful of skills. The practices that most impact leadership at a branch campus revolve around strategy, managing resources, communication, advocacy and professionalism (Kools, 2010).

Multi-campus systems are dramatically impacted by leadership; and the methods in which the institution practices autonomy and centralization between campuses informs the structure of the inter-campus relationship (Timberlake, 2004). While administrative policies and practices related to the management of branch campuses have historically needed improving (Schindler, 1952), administrators must consistently think entrepreneurially, cast vision, diagnose problems and implement solutions (Gossom, 2011).

Many leaders who influence branch campuses are focused on communication within the organization, the structure of the organization, or the mission that guides the organization. At both the home and branch campus, leaders must reflect on the best methods to structure the inter-campus organization. While some multi-campus systems have chosen to centralize decision-making, others find value in localized approaches.

Still, others practice flexibility between centralization and localization (Fonseca & Bird, 2007). Whatever model used impacts communication between administrators. While communication between administrators who office on the same campus has its challenges, those obstacles are magnified when administrators function across large distances. Administrators from different campuses can interpret messages differently and produce faulty outcomes (Eddy, 2006). The uniqueness of each campus situation contributes to clouded messaging. Administrators must wrestle with the extent of allowable campus uniqueness to combat communication breakdown. Since branch campuses tend to serve the overall university and their local communities at the same time, they can have hybrid missions that further cloud the extent of allowable campus uniqueness (Dengerink, 2001).

Administrators make important decisions through their perceptions of the relationship between the home and branch campuses. Administrators at all campuses expect an inter-campus relationship that fosters respect, support, cooperation and equitable treatment (Hermanson, 1993). Inter-campus relationship challenges emerge over questions of campus ownership and primary decision-making (Valentino, 2011). The organization risks a negative inter-campus relationship when the main campus administrators assume authority over the branch, or branch campus administrators perceive indifference from the main (Hermanson, 1995). While the relationship is navigable, home and branch campus administrators have demonstrated a difference in the way they perceive the inter-campus relationship, so caution must be exercised on issues of respect, communication and authority (Merzer, 2008).

The review of literature indicates this study is contextualized within the category of Western Branch Campuses and will contribute primarily to the theme of Administration and secondarily to Governance. A handful of studies have explored inter-campus relationships between home and branch campuses and will be discussed more thoroughly in sections below. The contextual review also indicates this study is unique in its location and focus, and will offer significance to senior administrators at a local and systemic level.

Defining Branch Campuses

In an effort to understand purpose and value transmission between a home and branch campus, it is necessary to provide a definition of a branch campus. Researchers have advanced typologies, observations, and theories in the attempt to classify and understand branch campuses. Part of the challenge in fully defining the term 'branch campus' arises when researchers attempt to include in their definition all the diverse expressions of existing branch campuses. With no established meaning of the term, higher education institutions have simply defined a branch campus as an extra-campus educational environment.

Several researchers have attempted a typology of branch campus and multi-site universities. Multi-site universities have branch campuses that serve as an extension of a main campus's academic programs (McGuinness, 1991). In this case, a branch campus "connotes something like a tree branch" (Dengerink, 2009 p. 17). The source of the branch campus's academic affairs and student life are derived from the main campus.

A second expression of branch campus organization is the multi-campus university. Multi-campus universities have at least one major research university with independent branch campuses possessing their own mission and faculty (McGuinness, 1991). In this case, the term branch references a “subdivision of a large organization” (Dengerink, 2009 p. 17).

A third expression in this typology is one of the multi-campus system. This is differentiated from the multi-campus university in that the system has its own system leadership that governs several independent universities. Each university campus is led by its own administration and is distinct from the other universities, yet they all have consistency of mission under the system leadership (McGuinness, 1991). In this case, the term ‘branch campus’ references the individual universities within the system.

Bebko (2011) describes four types of branch campuses. The first is a two-year public center. It has smaller enrollments that depend on adjunct faculty and are fairly close to the main campus.

The second type described by Bebko (2011) is a four-year private center. These have moderate enrollment, tend to be more than fifty miles from the main campus and have a small full-time faculty.

Bebko’s (2011) third type of branch campus is a four-year public branch. They are part of a larger institution that may have two or three branch campuses. Full-time faculty teach most of the classes and a full-time administrator provides governance. The four-year public branch has an urban and nonurban expression. Nonurban public branches tend to have fewer than 1000 students and are situated more than 50 miles from the main campus. Urban branches have greater than 1000 students are situated within 50 miles of the main campus, but at a significant distance in terms of travel time.

The final model of branch campus in Bebko's (2011) typology is a large enrollment branch. These have a significant enrollment size of usually more than 2,500 students attached to a large main campus. Large enrollments branches are situated at a large distance from the main campus, but usually no more than a one-day, round-trip commute. Large-enrollment branches are led by a full-time administrator yet have more adjunct faculty teaching than full-time faculty.

Despite this typology, a complete and meaningful definition of the term 'branch campus' plagues researchers interested in satellite-campus topics. Hermanson (1995) concludes a common definition can only be possible when government agencies, accrediting associations and higher education stakeholders unite in branch-campus-selection criteria.

Referencing the American Association of Collegiate Registrars and Admission Officers, Valentino (2011) provides a simplistic definition by describing branch campuses as independent and apart from the main campus. Lombardi (2002) comments that, "Branch campuses generally depend heavily on the parent campus for academic direction, usually do not have autonomous academic personnel decision-making authority for promotion and tenure, and often provide only a subset of the full curriculum offered by the parent" (p. 3). Interestingly, Lombardi's caricature of branch campuses stands in contrast to other definitions.

In particular, branch campus definitions have adopted an identity as independent institutions with their own faculty and supervisory administration. In a report documenting the systems of post secondary schools collected through The Integrated Post-Secondary Education Data System, Fuller (2012) agrees with Hermanson's evaluation of the 'branch campus' definition saying, "Inconsistency in the use of terms such as institution, campus, branch, and location, and varying administrative structures make many cases ambiguous" (p. 9).

This study will define branch campuses according to the definition as stated by the United States Government. The Educational Code of Federal Regulations defines a branch campus as:

> a location of an institution that is geographically apart and independent of the main campus of the institution. The Secretary considers a location of an institution to be independent of the main campus if the location –
>
> (1) Is permanent in nature;
>
> (2) Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
>
> (3) Has its own faculty and administrative or supervisory organization; and
>
> (4) Has its own budgetary and hiring authority (*Institutional Eligibility Under The Higher Education Act of 1965, As Amended*, 2012).

The definition for the term 'branch campus' has been slow in development. Confusion still exists among researchers and practitioners. Some organizations still operate from inconsistent criteria. Other organizations function with a definition that meets their specific purposes. The definition used in this dissertation may not meet the needs of every higher education institution, but it provides a way to identify a branch campus in order to explore purpose and value transmission.

Branch Campus Values and Purposes

Since the purpose of this study is to understand the transmission of purposes and values between a higher educational home campus and its branch campus, it would be helpful to understand what the current literature has to say about purposes and values at branch campuses. In so doing, the findings from this study can be contextualized into the literature. For the objectives of this section, purposes and values will be combined into the singular term of values. Five phrases emerge as important indicators of branch campus values: collaboration, accessibility, contribution, enrollment and specialization.

Some branch campuses are formed as a result of, and to extend, the collaborative efforts of the university (L. M. Clark & Tullar, 1995; DeGive & Olswang, 1999). Collaboration among governmental and higher education stakeholders is often necessary to finalize and open branch campuses (L. M. Clark & Tullar, 1995). Groups within the community where the branch is situated may strategically deploy resources to build coalitions of influence that inform the university on the how the branch can best serve the community (DeGive & Olswang, 1999). These collaborative efforts demonstrate a powerful partnership between higher education, citizens and governmental agencies. Furthermore, a bedrock principle of higher education is training students to effectively partner with one another despite real and perceived differences (Higbee & Dwinell, 1997). Collaboration in branch campus development and governance extends this principle into the pragmatic realm by serving as both a training tool for the student and an extension of value for the university.

Accessibility is another value emerging within branch campus literature. Morrill (1991) describes accessibility through an historical lens. Higher education has faced the consequences of decisions made decades ago when many leaders believed in the virtue of removing colleges from urban settings (Morrill, 1991). This resulted in accessibility issues in which underprivileged populations, who could most benefit from higher education, were centered in urban areas and unable to reach the college campus. Branch campuses have been utilized as a panacea for this problem by locating the branch campus in areas closer to place-bound citizens (L. M. Clark & Tullar, 1995).

While accessibility is a noble ideal, its pragmatism has only been minimally studied. Pennucci (2002) explored Washington State's efforts to target place-bound students and found that branch campuses effectively bring higher education to the intended populations. To the contrary, Briscoe and De Oliver (2006) found that branch campuses situated in urban areas do not fully resolve access issues because campus location is still governed by available space and potential students remain subject to available transportation. While the ability of place-bound students to reach the campus may depend upon the community in which it is situated, accessibility remains a desired value for branch campuses.

Branch campuses also exist to offer contribution to the communities in which they are situated (DeGive & Olswang, 1999). While accessibility is a value that contributes to the community, some universities seek additional levels of contribution. Community improvement can occur through campus/business partnerships, community group mobilization, and interdependence (DeGive & Olswang, 1999; Pennucci, 2002; Shaw &

Bornhoft, 2011).

Sometimes a branch campus offers a contribution by coalescing groups within the community to advocate for a desired product or outcome from the branch campus using a singular voice (DeGive & Olswang, 1999). This collaborative effort within the community builds coalitions that may not have existed prior to the branch campus's existence and can foster an enduring, collaborative environment that impacts the local economy and culture.

Beyond collaboration branch campuses can offer a contribution to local economies through research and meeting the educational and employment demand of local businesses (Pennucci, 2002). Identifying, and implementing solutions for, the degree-needs of local business and the kinds of skills required for employment in the area positions branch campuses to deliver training that will ultimately increase the communal economic level. Since lower unemployment means more citizens have greater discretionary income, the local economy is improved. In addition, branch campuses can draw into the community other types of businesses who are seeking to target as customers the students of the campus. Identifying the ways in which a campus contributes, then, becomes an important value determination for universities making decisions about satellite campus placement.

Growth is another value branch campuses express. Branch campuses have been used as a tool to increase student capacity within the university (Parkyn, 1999). Main campuses bound by infrastructure or land constraints have no capacity for additional students. Branch campuses ameliorate these constraints by shifting the burden of student capacity across multiple campuses. In addition, as the numerical size of the student body grows, new funds are funneled into the institution. Bird (2011) says that branch campuses can help universities address financial challenges by increasing adult learner enrollment. Added revenue can enable a university to expand staff, faculty, student resources and infrastructure. Furthermore, branch campuses can provide an avenue for universities to increase and diversify their academic programs (Knapp et al., 2009). New programs draw new students, so the growth model flows back into itself: adding students increases funding, which enables new programs that draw new students.

Growing enrollment, increasing finances and diversifying programs are important to universities seeking long-term sustainability. Noble values of accessibility and contribution are more difficult to attain in shrinking organizations; universities need to pursue growth in order to fulfill the nobility of their missions. Branch campuses have served as an appropriate tool to fuel enrollment, funding and program increases at universities; therefore, it is not uncommon to see the value of growth placed upon a branch campus.

Specialization is another value found in branch campus literature where the branch offers a very focused academic program. While some branch campuses offer a wide variety of academic programs to a broad student body, other branch campuses focus on upperclassmen, graduate students or adult learners. This structure has a flavor of specialization, but there are other campuses whose academic programs become highly focused. Popular in the medical field, branch campuses have served to enable universities to extend their programs to more students (Gordon & Grundy, 1997; Webber et al., 2007). These specialty branch campuses improve educational quality, advance research in their specialization and attempt to alleviate underfunded programs (Knapp et al., 2009). In addition, the specialty campus provides a swift solution when the specialty field is in danger of worker shortage (Penn, 2007). Specialization does not appear often in branch campus literature, and exists mainly in the medical industry (Gordon & Grundy, 1997; Knapp et al., 2009; Penn, 2007; Webber et al., 2007). Nevertheless, specialization is a value expressed by some branch campuses and defines the scope of their mission and purpose.

Values help define branch campus mission and inform stakeholders of the important aspects of the campus. Values should be considered invulnerable. For example, a branch campus possessing a specialization value would not easily expand beyond its specialty. To do so would violate the value, but also create discord among stakeholders as they attempt to understand and implement a chaotic mission. Adherence to the specialization value ensures focused work and quality education. Likewise, values should be considered as rails that guide the branch campus along its institutional life. The rails remind stakeholders when they approach a contaminated process. For example, a branch campus whose stated value is accessibility could not maintain structures, processes or environments that exclude underserved populations. To do so would violate the value and throw the institutional train off its tracks. Values, therefore, are important organizational markers and serve as unique objects to explore in understanding the institution.

Related Studies

Two previous studies have made exploring the inter-campus relationship between a branch and home campus as their primary purpose. Exploring those studies in more depth would be helpful to understand this examination within context. Hermanson (1995) utilized a mixed methods approach to understand inter-campus relationships. Building upon his work, Merzer (2008) explored inter-campus relationships through a quantitative self-administered survey.

The purpose of Hermanson's study was to compare the perceptions of branch campus and main campus administrators regarding the quality and quantity of interaction and communication. He offered a secondary purpose designed to identify the elements contributing to positive and negative relationship between campuses. The purpose of Merzer's study was to explore the perceptions of mid-level student affairs administrators regarding the inter-campus relations of the main and branch campus. While Hermanson's study focused on broad-level administrators, Merzer focused only on administrators with responsibilities in student affairs. Both studies sought to understand the inter-campus relationship, but Hermanson's study offered the additional purpose of identifying elements contributing to both positive and negative inter-campus relationships.

Regarding methodology, Hermanson used a mixed-methods approach. He collected information through surveys from 51 branch campus administrators and quantitatively analyzed the data using statistical tools. In addition, he collected qualitative interview data from 7 pairs of administrators—one branch campus and one main campus administrator from seven states that volunteered to participate: Alaska, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, and South Carolina. Merzer used a self-administered, electronic survey to collect quantitative data. The population explored was student affairs administrators on main and branch campuses. The data was drawn from six public universities in Florida.

Hermanson's study identified thirteen conclusions from the quantitative and qualitative data:

1) Main campus administrators are not generally negligent of branch campuses and devote satisfactory attention to issues present on the campus.
2) Positive relationships between branch and home campuses are founded in mutual respect, ongoing interaction, decision-making delegated to the branch campus and a shared support of branch campus mission.
3) Branch campus administrators attribute negative home campus relationships to poor communication, missed expectations regarding input, and inability to participate in decision-making.
4) Both branch and main campus administrators agree that the best relationships are formed around adequate interaction time, flexible policies and procedures, equitable curriculum and mutual trust.
5) Main campus administrators do not generally feel pulled away from the branch campus by other responsibilities.
6) Both branch and home campus administrators viewed email as the most effective communication tool.

7) Administrators at both campuses believe mid-level managers at the main campus do not possess a commitment to the branch campus.
8) Faculty members at the main campus do not generally have a positive view of the quality of education at branch campuses.
9) Branch campus administrators prefer to extend the relationship with the main campus administrator to friendship, while the main campus administrator prefers to maintain a more business-like relationship.
10) Personnel turnover is concerning to both sets of administrators, but branch campus administrators tend to view turnover as annoyance while main campus administrators see turnover as routine.
11) Competition for resources and students does not impact the relationship between main campus and branch campus administrators.
12) Branch campus administrators prefer the term ‘regional campus.’
13) Branch campus administrators do not perceive their mission to be different from the main campus.

Merzer’s study made six salient conclusions:

1) Branch and main campus mid-level administrators have different perceptions of the inter-campus relationship.
2) The commitments and loyalties student affairs professionals feel for their students and their campus are the determiners for the differences in perception.
3) Branch campuses have expanded at a pace faster than efforts have expanded to communicate between campuses.

4) Branch campus student affairs administrators experience role ambiguity and conflict.
5) Merzer verified Hermanson's previous work, including perceptions from branch campus administrators that their contemporaries at the main campus do not understand nor are they supportive of the mission, goals and objectives of the branch campus.
6) Respect, communication, decision-making inclusion, autonomy, collaboration and mutual support of the branch are the elements contributing to a positive inter-campus relationship.

The current study under investigation is unique from Hermanson and Merzer in several ways. The first difference is found in data collection sources. Where Hermanson looked at general administrators and Merzer looked at student affairs administrators, the current study looks at senior administrators from both the home and branch campus.

The second difference is in methodological approach. Where Hermanson collected mixed-methods data from a broad population across the United States, and Merzer collected quantitative data from six public universities in Florida, the current investigation collects qualitative data through a case study exploring purpose and value transmission at one university in Texas.

The third difference is found in the way data is analyzed. Where Hermanson's data analysis method is not clearly stated in the study, and Merzer analyzed data through statistical tools, the current study will analyze qualitative data using the constant comparative method.

The fourth difference is found in the theories framing the study. Hermanson looked at inter-campus relationships without a stated framework. Merzer looked at inter-campus relationships through role theory and positionality theory.

The current study will look at purpose and value transmission through the theory of Multiple Organizational Identity. This dissertation will extend the work of Hermanson and Merzer by exploring senior administrators' perceptions of university values and purpose and how they are transmitted to the branch campus.

Organizational Theory

Since this study explores the values and purpose of a higher education institution through the perceptions of a subset of people within that organization, understanding the contribution of certain aspects of organizational theory is helpful. Organizational theory is not a unified theory, but rather a set of theories that attempt to make sense out of complex organizations so they can operate efficiently and solve the problems for which they were formed.

A wide range of research has looked at organizational theory and a subset of that research has looked at higher education through an organizational theory perspective. Among them, Birnbaum (1988) explored higher education organization through four models: a bureaucratic top-down function, a political coalition-building process, an anarchical anything-goes mindset, and a self-regulating machine-like perspective. Manning (2013) extends Birnbaum's work by adding a handful of new perspectives: a peer-based collegial process, an historical and futuristic cultural function, an interconnected no-top-and-no-bottom process, a group-based shared governance viewpoint, and a service-minded full-investment context. In addition, Clark (1972) has explored organizations through saga development, and Tierney (2008) through culture. While one would think such diversity of exploration would blur an understanding of higher education organizational structure, it instead recognizes the complete impossibility of boiling down the nature of higher education organization to a simple definition with clean boundaries.

Higher education is a complex structure (Birnbaum, 1988). Universities are layered with multiple stakeholders, intricate decision-making processes and diverse departments related to one another only in organizational name (Birnbaum, 1988). Making sense of the complexity is beneficial to universities so they can effectively fulfill their mission of instilling in students the abilities to creatively solve problems, think critically and tolerate human differences (Higbee & Dwinell, 1997)

In his seminal work on higher education organization, Birnbaum (1988) describes universities as complex structures loosely connected in open subsystems that have non-liner connection points. Cause and effect within the organization can appear random and disconnected. Predicting the impact of decisions is futile because the systems do not conform to organizational norms. Differences exist from institution to institution so the same decisions made at one campus do not necessarily produce the same results at another. Organizational members attempt to make sense of this cacophony while maintaining rationality in their decision-making. Organizational culture, then, becomes a way members resolve conflict between rationality and sense-making (Birnbaum, 1988).

Organizational culture expresses the shared values among organizational members.

Culture is reflected by the work that happens in the organization, how that work is accomplished, and who does it at both the pragmatic and symbolic levels (Tierney, 1988). The cultural assumptions held by members of the organization are revealed through symbols like legends, anecdotes and unique language demonstrated in the behavior of those members (Birnbaum, 1988; Tierney, 1988). Member behavior is dependent upon the individual interpretation of symbols and stories, and as such, causes organizational culture to constantly be subject to change, especially over time (Tierney, 2008).

Deepening the organizational conversation, Clark (1972) explores how organizational culture is established and maintained through a saga. Organizational sagas are stories that unite members of an organization. A saga describes a set of beliefs held tightly by organizational members that has an historical basis and sets the organization apart from other organizations (B. R. Clark, 1972). When the saga becomes mature it is woven into the fabric of the organization impacting the meaning of work and the definition of the organization (B. R. Clark, 1972). Sagas are developed through a variety of circumstances faced by the organization, but made to last by more consistent factors (B. R. Clark, 1972). Organizations that are new, facing a crisis, or ready for change are positioned well for saga creation (B. R. Clark, 1972). The saga is made timeless by several facets of the organization like external and internal stakeholders, programs and students who embrace the saga. As they weave the saga into the organization, it is reflected in the product, vocabulary and ceremonies of the organization and produces a special environment felt by members and visitors (B. R. Clark, 1972). Organizational sagas have a unique capacity to emotionally unite stakeholders beyond a work group and form them into a tight-knit community (B. R. Clark, 1972). Organizational sagas then become an important tool for leaders and managers to create organizational advocates that are not easily swayed by external forces.

Organizations are comprised of parts. Higher education has academic parts, administrative parts, and student parts among others. The extent to which change in one part impacts another part is explored in the theory of organizational coupling (Bidwell, 1965; Birnbaum, 1988; Hoy & Miskel, 2007; Weick, 1976).

Loose coupling is an organizational structure advanced by Charles Bidwell (1965), Karl Weik (1976), and Robert Birnbaum (1988). According to Weik (1976) loose coupling can have multiple meanings depending upon the context of the individual observing the loose coupling. He offers fifteen definitions of what people could mean when they reference loose coupling. In general, however, loose coupling indicates that two or more parts of an organization are somehow connected; when one part of an organization is impacted by an event, the other areas loosely coupled to that part are also influenced.

In Weik's view, loose coupling is not necessarily a negative organizational structure. Loose coupling enables two parts of an organization to cohesively exist while each part maintains some aspect of its own identity and a sense of separateness (Weick, 1976).

In educational systems, loose coupling proposes certain academic parts, like faculty members, need flexibility to address diverse variables in their work environments. Faculty generally function autonomously, mostly operate without day-to-day oversight from academic administrators, and enjoy wide discretion in their decision-making. This state of organizational structure is described as loose coupling. Faculty members are loosely coupled to the organization, yet still maintain flexibility to define how they function within the organization. Loose coupling also exists among the broader university parts since each department is able to define the unique expression of their function, hire the personnel that best fit their culture, and enjoy discretion as to the implementation of administrative dictates (Hoy & Miskel, 2007). While loose coupling produces an environmental sensitivity and protection against dysfunctional systems elsewhere in the organization, its very nature indicates changes made to one organizational part will minimally influence another part that is only loosely coupled (Birnbaum, 1988).

Tight coupling stands in contrast to loose coupling. It embodies a centralized style of governance in which autonomy is restricted and decisions are more narrowly bounded by policy and formal lines of communication. Hoy and Miskel (2007) state that tight coupling enables organizations to manage who does the work by controlling the hiring and assignment processes. Educational environments generally enact tight controls on aspects like human resources, budgeting and academic variables. Tight coupling may cause organizations to lose influence on how well the work is done, but maintain close inspection on those who complete the tasks (Hoy & Miskel, 2007).

Organizational theory offers several implications that impact the relationship between home and branch campuses. First, the existence of a branch campus increases the complexity of an already complex educational structure. Birnbaum's (1988) and Manning's (2013) organizational taxonomies offer insight into how the relationship can be structured for efficiency and effectiveness. For example, Birnbaum (1988) offers four categories to understand how colleges are structured: bureaucratic, political, anarchical and cybernetic institutions. Applying the principles from these categories to the home and branch campus relationship can enable those campuses to effectively function when they encounter obstacles from the other campuses.

Secondly, since a branch campus sits at a physical distance from the main campus, the cultures in which stakeholders operate are likely to be different on each campus. This indicates that the values that govern decision-making on one campus may have a different representation on the other (Tierney, 1988).

Thirdly, both the branch campus and the main campus will face crises and will likely eventually desire some sort of evolutionary change. But crises and readiness for change may come at different times. Therefore, the organizational sagas that currently exist and the new ones that develop over time are likely to be different at the two campuses (B. R. Clark, 1972).

Finally, the extent to which the two campuses are coupled will impact how values and purpose from the main campus make their way to the branch campus. Regardless of coupling extent, distinctive values and purpose are likely to emerge. Weick (1976) points out that "coupled events are responsive, but…each event also preserves its own identity and some evidence of its physical or logical separateness" (p. 5).

Multiple Organizational Identity

The theory of Multiple Organizational Identity serves as the theoretical framework guiding this study in understanding how purposes and values are transmitted between a home campus and branch campus. Multiple Organizational Identity (MOI) builds on the theories of Social Identity Theory and Identity Theory, both of which seek to characterize how one answers the question “Who am I?” Social Identity Theory says a person forms their social identity based on the groups in which they participate. Each association may produce a different identity in the same individual thus producing multiple social identities (Hogg, 1996; Hogg, Terry, & White, 1995; Kawakami & Dion, 1995; Pratt, 1998; Scott, 1997; Tajfel, 1981, 1982; Tajfel & Turner, 1979). In Identity Theory, the roles one performs fashions their identity. Thus, one individual performing multiple roles would have multiple role identities (P. J. Burke, 1980; P. J. Burke & Reitzes, 1991; Couch, Saxton, & Katovich, 1986; Serpe, 1987; Stryker, 1968, 1987; Stryker & Serpe, 1982). MOI proposes that the multiple identities existing within people leads to multiple identities within organizations since those very organizations are comprised of people. MOI is not interested in how each individual manages their multiple identities, rather the focus is on “how organizational leaders or managers can manage multiple conceptualizations about ‘who we are’ as an organization” (Pratt & Foreman, 2000, p. 19).

MOI is grounded in the theory of Organizational Identity introduced by Albert and Whetten (1985). They define Organizational Identity as the characteristics of an organization that its constituents regard as central, distinctive and enduring. Therefore, "organizations have multiple organizational identities when different conceptualizations exist regarding what is central, distinctive, and enduring about the organization" (Pratt & Foreman, 2000, p. 20). MOI also theorizes that stakeholders positioned appropriately can manage multiple organizational identities—"just as organizational identities can influence individual behavior, individual behavior can influence organizational identities" (Pratt & Foreman, 2000, p. 21).). Under the terms of MOI, higher educational systems can functionally operate while possessing multiple identities. The constituents at a university's branch campus may have different conceptualizations from constituents at the home campus about the aspects that are central, distinctive and enduring of the university. In such a case, the university would be operating with multiple organizational identities.

An organization that possesses multiple identities is neither positive nor negative. The evaluation of the multiplicity is measured by the perceived benefits and costs of having more than one organizational identity. Therefore, if the existence of multiple identities conflicts with the advancement of the organization or becomes cost prohibitive, the identities must be managed until optimal conditions are reached. The management of multiple organizational identities is available through two different fundamental decisions leaders must make: 1) where the organization will stand in regards to identity plurality, and 2) where the organization will stand in regards to identity synergy. Identity plurality involves managing the number of organizational identities by increasing, decreasing or maintaining them. Identity synergy manages multiple organizational identities by either combining identities or diverging them (Pratt

& Foreman, 2000). Universities that possess multiple identities between the home and branch campus, therefore, are not necessarily experiencing a flaw in the organizational structure. Instead, administrators must decide if the presence of multiple identities in the university provides perceived or real value.

MOI offers seven guiding principles in relation to the two decisions of identity plurality and identity synergy:

1) Maintaining multiple identities is appropriate when important stakeholders support the current identities.
2) Maintaining multiple identities is appropriate when stakeholders intensely hold to the current identities.
3) Maintaining multiple identities is appropriate when those identities offer strategic value.
4) Maintaining multiple identities is inappropriate when resources to support the identities are unavailable.
5) Linking identities is appropriate when the various identities are highly compatible.
6) Linking identities is appropriate when there is high interdependence between stakeholders of each identity.
7) Linking identities is appropriate when multiple identities are widely distributed across the organization (Pratt & Foreman, 2000).

MOI proposes at least four types of responses to multiple organizational identities based on the answers to the two fundamental questions of identity plurality and identity synergy: compartmentalization, deletion, integration and aggregation. These categorizations are not made along hard lines, and, in fact, "organizations and their managers can move back and forth among the responses" (Pratt & Foreman, 2000, p. 26).

Compartmentalization happens when the organization chooses to maintain all of its identities without attempting to synergize them. In other words, all of the multiple organizational identities are kept intact and they are left separate. The guiding principle states that compartmentalizing is appropriate when stakeholders support the various identities, the strategic value for those identities is high, and when the identities are not compatible with one another, are not interdependent, and are not widely distributed throughout the organization (Pratt & Foreman, 2000). Compartmentalization can be achieved through physical space or symbolic representation. While compartmentalization allows the organization to reach a diverse group of constituents, it does not decrease the potential conflict between identities (Pratt & Foreman, 2000).

Deletion happens when the organization erases one or more of its multiple identities. "Deletion responses occur when managers have little concern for either plurality or synergy" (Pratt & Foreman, 2000, p. 29). The guiding principle states that deletion is appropriate when stakeholders do not support the various identities, the strategic value for those identities is low, and when the identities are not compatible with one another, are not interdependent, and are not widely distributed throughout the organization. Deletion enables organizations to focus on their primary mission more cohesively, but risks dividing key constituents (Pratt & Foreman, 2000).

Integration happens when the organization combines multiple identities into a totally new one. Practically, this may happen through a merger or acquisition resulting in a distinctly new company. The guiding principle states that integration is appropriate when stakeholders do not support the various identities, and the strategic value for those identities is low, but the resources needed to functionally operate the identity is high, the identities are highly compatible, they are highly interdependent, and the identities are widely distributed throughout the organization. Integration benefits the organization by improving morale of the constituents: with fewer identities demanding their attention, constituents are prone to greater organizational action. The downside to integration is that the organization is no longer able to benefit from the flexibility offered through multiple identities (Pratt & Foreman, 2000).

The final response type is aggregation. This response is typified with an organizational attempt to keep all of the identities while simultaneously enforcing links between them. The key factor for success in aggregation involves identifying important relationships that naturally connect the various identities. The guiding principle states that aggregation is appropriate when stakeholders support the various identities, the strategic value for those identities is high, resources needed to functionally operate the identity is low, and the identities are highly compatible, they are interdependent, and the identities are widely distributed throughout the organization. Functionally, aggregation is possible through the development of an identity hierarchy and the establishment of new beliefs. The benefit to aggregation includes a decrease in conflicting demands. The downside is the costs associated with organizing, linking and maintaining multiple identities (Pratt & Foreman, 2000).

When multiple identities are present at a university, administrators have four responses in addressing the presence of those identities. Administrators might choose to compartmentalize the identities. This approach would allow all of the identities to exist with no effort to make them work together.

A second approach to multiple identities is the removal of one identity. Through conscious efforts, administrators may choose to delete one of the identities, in which case the institution would revert to a mono-identity environment.

A third method of addressing multiple identities involves administrators combining all of the university's identities into a totally new one. The process of integration removes the flexibility of the university to adequately meet the needs of students or community members because the singular identity is designed to meet a focused objective of the university's purposes and values. But the new identity would enable the entirety of the university to pursue a cohesive objective that requires the momentum of a large organization.

The final response university administrators could make to the presence of multiple identities is to keep all the identities while forging links between them. Aggregation of identities focuses on the relationships between the identities and requires administrators and stakeholders from the identity groups, in this case the home and branch campus, to consciously strengthen the relationship between campuses while fostering an environment in which the multiple identities can coexist.

In utilizing Multiple Organizational Identity as the theoretical framework for this study, the guiding concept is that organizations can operate with multiple identities. MOI assumes that leaders are able to manage those identities through behavioral adjustments for the purposes of maximizing the effectiveness and influence of the organization. MOI expects two fundamental decisions will be made involving multiple identities: 1) regarding the extent to which the organization chooses to live with identity plurality, and 2) regarding the extent to which the organization chooses to integrate or leave separate the multiple identities through identity synergy. The assumed result of these decisions will lead to the implementation of one of four possibilities: compartmentalization, deletion, integration or aggregation of the multiple identities. This framework provides a lens to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus, exploring the ways the university's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective.

Organizational Identity

The theory of Organizational Identity is a foundational theory to Multiple Organizational Identity. Therefore, a brief exploration of Organizational Identity can provide a more thorough understanding of Multiple Organizational Identity.

Organizational Identity seeks to answer the question, "Who are we as an organization?" The answers to this question enable an organization to differentiate itself from other organizations in the same field, and highlight the organizational characteristics salient in fulfilling organizational mission, purpose and direction. Albert and Whetten (1985) initiated Organizational Identity thought, and their seminal writing has served to guide many authors attempting to advance Organizational Identity theory.

As organizations seek to define their identity, they must answer the fundamental question of what exactly is meant by 'identity.' Albert and Whetten (1985) offer a three-pronged definition.

First, when organizations define their identity, "the answer points to features that are somehow seen as the essence of the organization" (Albert & Whetten, 1985, p. 265). Identity will encompass central characteristics of the organization. These characteristics must be seen as quintessential to stakeholders. Relevant organizational participants will view their absence as an administrative miscalculation.

Secondly, Organizational Identity "points to features that distinguish the organization from others with which it may be compared" (Albert & Whetten, 1985, p. 265). Distinctiveness is a facet of identity enabling each organization to separate itself from peers and competitors. It also serves to classify and group, thereby enabling an organization to compare itself to some organizations while simultaneously differentiating themselves from others. As an organization's definition of identity becomes more detailed, it becomes less a category of some characteristic and more a unique setting promoting differentiation. For example Home Depot may categorize itself as a home improvement organization, thereby classifying it in the same kind of organizational identity as Lowe's, and completely distinct from a Chili's restaurant. As Home Depot further defines itself, they may choose to use orange as a distinctive color, which now separates it from Lowe's who uses a totally different identity color palate.

Finally, Organizational Identity "points to features that exhibit some degree of sameness or continuity over time" (Albert & Whetten, 1985, p. 265). Lost or slowly vanishing identity threatens organizational health. Organizations that lose leaders, merge with another organization, or divest areas from the current organization will encounter identity questions. Therefore, for the purposes of this research project, Organizational Identity is defined as the statements that answer the question of "Who are we as an organization?" by defining the central characteristics of the organization, the areas of organizational distinctiveness, and those organizational concepts that speak to long-term continuity.

Two propositions guide Albert and Whetten (1985) in explaining the significance of Organizational Identity. First, organizations that have a wide gap between how they view themselves and how outsiders view them are likely to experience a less healthy organization. In order to maintain a cohesive organization able to withstand harsh competition and economic upheaval, managers and administrators should pursue a tight union between the internal and external perceptions of Organizational Identity.

Secondly, the Organizational Identity presented to the public tends to be more positive and indivisible than what is perceived by stakeholders within the organization. While the public may view an organization as diverse and adept at pursuing multiple objectives, internally employees can perceive the same organization to be "torn between conflicting objectives" (Albert & Whetten, 1985, p. 270). This leads to confusion about the organizational purpose and leads toward identity confusion.

In response to ambiguous identity, some organizations choose a multiple identity approach. While organizations are often perceived to be of a singular identity, some organizations may functionally operate from more than one identity. Albert and Whetten (1985) hypothesize that most organizations are built on various identities rather than a singular vision. They refer to the possession of multiple identities as hybridization (Albert & Whetten, 1985).

Multiple identities produce a handful of hypotheses salient to this study. First, over time, complex organizations that possess a singular identity are likely to transition toward duality in Organizational Identity. The complexity of organizations makes maintaining only one identity difficult. The complexity of higher education, and the greater complexity of the relationship between a branch campus and a home campus indicates value and purpose will likely divide at the campus level.

Secondly, organizations with more than one identity are better positioned to adapt in complex environments than organizations possessing a singular identity. Mono-identity organizations naturally limit their focus to the stated identity and are, thus, less able to adequately shift their focus when factors outside the primary identity infringe upon the organization. Branch campuses whose values and purpose spawn a unique identity from the main campus will be well positioned to adapt to environmental changes.

Third, organizations that find success in one identity often enter into a second identity because of their effectiveness. Managers and leaders tend to believe mastery of one identity easily equates to effectively managing multiple identities. This tendency to drift from the primary identity is likely to create organizational difficulty unless purposefully undertaken.

Further, organizations are prone to abandon the second identity for the initial fundamental identity. A separate set of values and purpose that spawn a new identity at the branch campus are likely to create challenges between the home and branch campus. Albert and Whetten (1985) utilize two terms to classify organizations possessing more than one identity. Holographic organizations are those in which each organizational unit displays all of the organization's characteristics. In ideographic organizations each unit demonstrates only one of the organization's characteristics. This division of identity structure opens two important hypotheses that organizations must consider in evaluating their identity placement (Albert & Whetten, 1985).

First, ideographic organizations are better prepared to address diverse conditions and adapt to disparate situations. Since each organizational unit is focused on only one aspect of the identity, the overall organization is specialized. The organization as a whole is positioned to pursue a variety of situations that the holographic organization is unable to pursue since each organizational unit is attempting to balance all identities. In contrast, holographic organizations are better prepared to initiate action once organizational plans have been established. Action can be drawn from the availability of organizational consensus since the holographic organization will have less difficulty gaining commitment from members.

Utilitarian and *normative* are two terms used to describe an organization's overall purposes. These two terms apply regardless of the organization's holographic or ideographic status. Albert and Whetten (1985) say it is sufficient "to think of a normative organization as a church, and a utilitarian organization as a business" (p. 275).

Normative organizations pursue ideological objectives designed to shift culture, improve education and influence thought. Utilitarian organizations seek to accomplish economic production. They are interested in profit and loss and gauge success according to the financial bottom line. Neither categorization is better than the other; rather, they serve as two broad ways by which organizations can define their purpose.

Having established the broad categorizations of normative and utilitarian organizations, Albert and Whetten (1985) explore how organizations might possess both of these identities. This they refer to as dual-identity organizations.

A handful of hypotheses guide the dissection of dual identity:

1) As a normative organization grows in size and complexity, it is more likely to take the shape of a utilitarian organization; yet a utilitarian organization is not prone to the same kind of drift;
2) When organizations experience attacks from their surroundings, they are likely to create a defense that is opposite of their primary identity (e.g. normative organizations will produce a utilitarian defense, while utilitarian organizations will seek a normative response);
3) Normative organizations can withstand deep cuts across the organization because internal stakeholders have been nurtured along a mucilaginous path and are less likely to disintegrate;
4) When cuts must be made, normative organizations will retain functions differently than utilitarian organizations because each has a different set of principles;

5) Normative and utilitarian organizations express leadership differently;
6) Threats coming from outside the organization's walls will cause members within a normative identity organization to cling more tightly to the collective whole. Utilitarian members are more likely to scatter in an attempt to avoid the threat;
7) Normative organizations tend to believe that only insiders are capable of understanding the organization well enough to offer intelligent advice. Utilitarian organizations are more likely to believe insiders are blind to the real conditions and only an outsider can offer legitimate feedback;
8) Normative organizations are expected to spend their resources; therefore, normative organizations are less likely to maintain financial stability in economic downturns due to depleted resources;
9) Mergers are extremely difficult in normative organizations if the alliance represents different belief systems;
10) Since normative organizations are built around a system of beliefs, the internal stakeholders often consider merchandizing of the organization poor form (Albert & Whetten, 1985).

Organizational identity, as outlined by Albert and Whetten (1985), is a salient foundation for Multiple Organizational Identity as it will be used in this study because the authors, themselves, highlight universities as bearers of multiple identities. Unequivocally, they state, "our hypothesis is that this organization [the modern research university] has a dual identity, that of a church (normative identity) and a business (utilitarian identity)" (Albert & Whetten, 1985, p. 281). They propose that universities are not simply moving back and forth between normative and utilitarian positions; rather, universities are regularly functioning with co-existing identities.

From a normative standpoint, universities seek to influence society through education. They have rites of passage like graduation; and universities are built out of colleges and departments each pursuing a separate goal that might eventually conflict with another college or department.

The university carries a utilitarian identity as well. Faculties receive tenure based, in part, on their number of publications rather than the depth of knowledge and wisdom imparted to students. The increase of for-profit higher education institutions has clouded the marketplace forcing universities to compete for students. Student retention is a complex mixture of cost-factors and perceived benefit rather than an emotional attachment to the university because of a relative's influence. That universities are already viewed as organizations possessing more than one identity offers a bridge to examine the depth of multiple identities between a university home and branch campus.

Organizational Symbolism

Albert and Whetton (1985) say that studying signs and symbols naturally arises in exploring an organization's identity. The reason is that organizational stakeholders will typically refer to the organization's symbols as they define the central, distinctive and enduring aspects of the organization's identity. Therefore, Organizational Symbolism also serves as a foundational theory to Multiple Organizational Identity. A brief exploration, then, of Organizational Symbolism will provide deeper insight into the theoretical framework of this study, Multiple Organizational Identity.

The theory of Organizational Symbolism can provide insight into what stakeholders perceive to be central, distinctive and enduring about the organization by examining the symbols used to embody ideology, culture and identity (Jones, 1996). Organizational Symbolism explores how organization members use symbols as tools to demonstrate the values of the organization (Alvesson, 1991; Dandridge, Mitroff, & Joyce, 1980; Jones, 1996; Turner, 1986). Designed to uncover the deeper layers of meaning, Organizational Symbolism makes the feelings and values of an organization more real and understandable (Dandridge et al., 1980). This study examines how organizational symbols are used to actually define Organizational Identity—that is, those aspects that are central, distinctive and enduring about the university and the main and branch campuses.

Organizational Symbolism, as a theory to direct an understanding of organizations, surfaced in the late 1970's (Gagliardi, 2008). Originally believed by many scholars as an inappropriate tool for studying organizations, symbols were rejected as a topic at conferences (Gagliardi, 2008). Disenfranchised scholars who wished to study organizations through symbols simultaneously gathered in the United States and Europe, penning monographs and papers that would serve as the impetus for launching Organizational Symbolism into the mainstream of scholarly research (Gagliardi, 2008). The emphasis on symbols within organizations has experienced varying degrees of interest in the subsequent decades, but remains a valid approach for many scholars to understand the meaning organizational members give to their work (Fuller, 2012; Morgan, 1985).

Organizational Symbolism is viewed as a facet of Organizational Theory (Alvesson, 1991). Where Organizational Theory explores the structure and function of organizations by examining how they fulfill institutional objectives, Organizational Symbolism focuses on how organizational members ascribe meaning to their work. Organizational Symbolism undertakes the examination of organization by exploring it from the inside rather than the outside (Frost, 1985). Rather than positioning themselves outside the organization as a sterile and callous examiner, researchers in Organizational Symbolism position themselves within the organization seeking to understand organizational members. As such, Organizational Symbolism lends itself to qualitative studies which seek to interpret and understand subjects (Turner, 1986).

"'Organizational symbolism' refers to the study of an identifiable action, object, or language that conveys an abstract meaning" (Fuller, 2012, p. 1). Language is the most common type of symbol. When speakers utilize metaphors in their language, they are assigning meaning to an experience or concept (Gioia, Thomas, Clark, & Chittipeddi, 1994). But almost anything can be a symbol. The minimum for something to become a symbol is that the symbol signifies something different from itself and has meaning for at least one person (Alvesson, 1991). In Organizational Symbolism, that person or persons express the feelings and values in that organization through those symbols (Dandridge et al., 1980). Symbols, then, reveal the value system of an organization (Dandridge et al., 1980). In addition, symbols form the basis for social order and group action within the organization (Alvesson, 1991). In examining symbols, researchers are able to understand how organizational members assign meaning in their accomplishment of tasks because much of common organizational practice may very well be rooted in the unconscious thoughts rather than strategic plans (Morgan, 1985).

Dandridge (1980) identified symbols by classifying them into verbal, action or material categories. Verbal symbols are characterized by words, phrases, slogans and stories. The verbal symbol is embodied in the use of language. Myths and legends are often the most enduring of the verbal symbols being passed along from person to person and designed to unconsciously idealize the behavior of the organization's heroes (Gagliardi, 2008). Examples of verbal symbols can be found in jargon, proverbs, nicknames, anecdotes, and traditional sayings (Jones, 1996).

Action symbols are found in the behavior and activities of group members (Dandridge et al., 1980). Action symbols describe a collective organizational emotion by encouraging members to systematically and methodically participate in a given behavior. Often described as rites and ceremonies, these behaviors enable organizational members to celebrate the ideals on which their organizational success is built (Gagliardi, 2008). Examples of action symbols can be found in celebrations, customs, staff meetings, and social routines (Jones, 1996).

Material symbols are the "intentional products of human action that exist in an organization independent of their creators and are perceivable through the senses" (Gagliardi, 2008, p. 6). These physical artifacts are found in architecture, building structure, physical layout, statues and images among others. An organization's logo is a prime example of a material symbol. Created to convey an emotion, an identity, and a message, the logo stands as a representation of the organization (Dandridge et al., 1980).

Examples of material symbols can be found in office furnishings, newsletters, posters, and uniforms (Jones, 1996).

Fuller (2012) identified five dimensions of symbols. The first dimension attempts to classify the type of symbol under examination (Fuller, 2012). Symbol classification is important because a symbol such as a logo has a different kind of impact on organizational members than an emotionally powerful anecdote. While both are symbols, they do not both influence in the same way, and thus demonstrate the organizational values differently. Furthermore, symbol classification contributes answers to subsequent questions surfacing in the other four dimensions. Dandridge's (1980) three categories of verbal, action and material symbols offer a concise taxonomy for assessing symbol type.

The second dimension seeks to identify the direction in which the symbol is aimed (Fuller, 2012). Symbols can be directed externally to observers outside the organization, or internally to stakeholders within the organization. Externally-directed symbols attempt to influence competition, customers and the surrounding community. Internally-directed symbols attempt to influence organizational employees, stakeholders and contributors. Sometimes a symbol may be simultaneously directed externally and internally. For example, the Apple logo externally symbolizes brand dominance—the company is so beloved that words and color are an unnecessary attachment. Simply looking at the shape communicates the brand. Internally, myths and legends—symbols in their own right—have surfaced that communicate to employees. Some legends have described the bite out of the apple represents bytes—the common language of technology. Other myths connect the apple to the biblical story of Adam and Eve and the knowledge represented by the fruit (Frith, 2011). Whether accurate or not, these legends and myths are allowed to emerge and communicate knowledge and purpose as important values to employees. Symbol direction, then, is an important dimension in understanding the impact of organizational symbols.

The third dimension seeks to identify where the symbol meaning is formed (Fuller, 2012). The meaning of symbols can be attributed by either the sender of the symbol (sender-centric) or the receiver of the symbol (receiver-centric). Sender-centric symbols establish meaning in the mind of the symbol creator who then distributes the meaning to other organizational members. An example would be top-level management inspiring employees to action through emotionally gripping stories of the organization's formation. Top-level management (the sender) has already determined they want the anecdote (the symbol) to inspire employees to action (the meaning). Receiver-centric symbol meaning, on the other hand, is made in the mind of the person receiving the symbol. In organizations, stakeholders (receivers) can make meaning out of verbal, active, and material symbols even when an intentional symbol or meaning is not being conveyed. An example would be when the weekly corporate newsletter announcing open positions is not delivered because of time constraints. Employees (the receivers) may interpret the absence of the newsletter (the symbol) to indicate that no new openings were available (the meaning), but human resources never intended that meaning—they were simply too busy to complete the task that week. Sender-centric and receiver-centric dimensions seek to define who is making the meaning in a given symbol.

The fourth dimension explores the message of the symbol (Fuller, 2012). Every symbol, whether sender-centric or receiver-centric, has a message. Sometimes those messages are clear, as in the example above when top-level management conveys anecdotes (the symbol) to inspire employee action (the message). Other times the message may be unclear as in the above example where the absent newsletter (the symbol) caused employees to conclude no new positions were available (the message). Symbol messages are made in the mind of both the sender and the receiver, and sometimes those messages can be contradictory. For example, an organizational leader (the sender) may use stories (the symbol) to communicate with employees (the receiver) that it is their responsibility to avoid going over forty-five hours each week on their time card (the intended message). Later that afternoon, the leader (the sender) sends a memo (the symbol) to the Technology department (the receiver) informing them that the organization has just acquired another company and Technology is now responsible to support this new product whatever the cost (the conflicting message). Understanding the message of the symbol and where that message is being formed facilitates an awareness of the symbol's impact on the organization.

The final dimension identifies the substance of the symbol (Fuller, 2012). A symbol's substance indicates its pragmatic consistency to the intended meaning. For example, Google's company slogan is "You can make money without doing evil" (Hoofnagle, 2009, para. 2). Presumably this means the corporation desires all of its employees to respond to customers and one another using actions in keeping with justice. Google's slogan is a symbol with an intended meaning. If, however, certain pockets of employees within the organization habitually operated with unjust behavior and used that injustice to accumulate wealth, they would be demonstrating significant drift from the intended meaning of the symbol. The symbol would be no more than an image—its substance straying far from the intended meaning. Inconsistency between the intended meaning of a symbol and the underlying reality of the organization becomes problematic (Fuller, 2012).

Texas A&M University is an educational institution replete with symbols. Within the organization, the symbols are embraced and revered; outside the organization they are mocked and ridiculed. To spectators, the symbols of the university may seem bizarre and pointless. To stakeholders they represent foundational experiences of the university. Some of those symbols are found in athletic events like the 12th Man and Yell Leaders. Other symbols are found in academia like A&M's membership in the American Association of Universities as a top research institution. The student body at Texas A&M participates in a near-daily exercise of symbol observance through environments like The Corps, practices like Midnight Yell, verbal cues like Wildcats, and tangible expressions like the Aggie Ring.

Organizational Symbolism is a foundational theory for Multiple Organizational Identity as it will be used in this study because, as senior administrators reflect on Texas A&M's values and purposes, the symbols mentioned above serve as primary topics of conversation. The values of an organization are not necessarily observed through organizational outcomes, but reflected in the emotions of members in their response to symbols (Frost, 1985). Entering into observations and interviews with symbol awareness arms the researcher to better understand the purposes and values of the home and branch campus.

Multiple Organizational Identity in Branch Campuses

Now that Organizational Identity and Organizational Symbolism have both been described as foundational theories upon which Multiple Organizational Identity is built, identifying how the branch campus literature alludes to the presence of multiple identities in higher education settings would assist in understanding purpose and values in a multi-campus institution.

McGuiness (1991) implies branch campuses are a conduit for the identity of the home campus and offer no substantive organizational identity apart from the main campus.

Schwaller (2009) offers a different theory saying, "In order to recruit students…it is crucial to have a unique campus identity to answer the basic question, 'Why should I come to your campus?'" (p.56). In this case, the competition for students drives campus identity. The identity can be fashioned around unique curricular offerings, but Schwaller's theory implies the branch campus views itself in competition with the main campus rather than part of a unified whole.

Dengerink (2001) offers yet a third theory saying, "More recent experience in the private sector…indicates that institutions with different identities, different missions, and/or different values can co-exist within the same institution, and that such diversity may, in fact, be essential to success" (2001, p. 22). Dengerink's statement creates space for a heterogeneous identity mixture. This hybridized approach, in which different identities exist together, provides uniqueness for each branch campus while all campuses pursue a unified systemic purpose. Branch campuses may continue to struggle with these matters. The issue is critical to branch and main campus stakeholders, not just for student recruitment and retention, but also for organizational stability and future growth.

Dengerink (2001) applied the work of Albert and Whetten (1985) to branch campuses using the context of multiple or hybrid identities. While recognizing the authors did not initially intend their work to be applied so granularly, he found the concept of multiple identity appropriate in the conversation of managing the nature of relationship between home and branch campuses. Noting that organizations acquiring additional identities after conception rarely succeed, Dengerink (2001) states, "given the proliferation of multi-campus universities, it is interesting to ask whether large, dominant institutions can sustain the separate and added identity that comes with the creation of new campuses" (p. 24). This question is salient considering the future of the branch campus may very well rely upon its ability to maintain a set of distinctive values and purpose.

To aid in the advancement of this conversation, Dengerink (2001) utilizes a framework for locating identity. Using this structure, five levels of questions are asked—from broad, visionary arenas to smaller, intricate details. The answers to the questions begin to highlight where the home and branch campus begin to diverge in identity.

At the highest level—the level of vision—is the question, "What kind of organization are we?" This is an institutional question and one in which the branch and home campus are likely to find agreement.

The second level answers the question, “What kind of business are we in?” This is a missional question. While there may be functional disagreement between home and branch campuses, general agreement is still likely.

The third level answers the question, “Why are we in business?” The answers to this question reveal the values and purpose of the organization. At this level, branch and home campuses can readily diverge. While the home campus might answer this from a global perspective, the local campus is likely to respond based on community needs.

The fourth level answers the question, “How do we do business?” The answers to this question identify organizational strategy and are highly likely to be different from campus to campus.

The final, and most granular, question is “Where, when, and with whom do we do business?” The answer to this question reveals the tactics of those answering the questions. The answers could likely be different, and not just campus to campus, but within each campus as well, depending on who answers the question. Dengerink (2001) suggests differences arising at level two represent the existence of multiple identities.

Finally, Dengerink (2001) offers several hypotheses to guide administrators in the implementation and management of branch campuses. First, multi-campus universities will only experience success if the organizational mission and values are understood and accepted across all campuses.

Second, multi-campus universities can only achieve success if each campus’s role is understood and accepted by every other campus.

Third, multi-campus universities can only achieve success if the administrative structure adheres to an organizational structure that best serves either a singular or multiple identity construct. In other words, universities cannot successfully have a structure that promotes a unified identity when functionally and practically the organization is understood to have multiple identities across campuses.

Fourth, multi-campus universities can only achieve success if all campuses contribute to the part of the organizational identity common across all campuses.

Fifth, multi-campus universities can only be successful if the administrative structure allows each campus to pursue its understood mission.

Sixth, multi-campus universities can only be successful if they are able to identify the organizational functions that should be shared across all campuses.

Seventh, multi-campus universities can only be successful if communication and conversation is widely disseminated across all campuses.

Eighth, multi-campus organizations can only be successful if the burden for carrying multiple identities is limited to as few stakeholders as possible. According to Dengerink (2001), branch campuses can successfully co-exist with home campuses while possessing an identity separate from the original campus, but administrators must take great care to manage and nurture the identities at both the home and branch campus.

Summary

This chapter has provided a review of branch campuses as found in the literature. The definition of "branch campus" is maturing, yet still incomplete. The most effective meaning available is found in the Code of Federal Regulations.

The literature indicates branch campuses have generally been initiated to improve accessibility, advance the condition of place-bound students and establish higher education strongholds in receptive communities. Recent literature encourages branch campus administrators to initiate unique values and purpose through campus identities, yet past research has indicated administrators view the campus mission as synonymous with the university mission.

The literature indicates universities are complex organizations possessing multiple conceptualizations of what the organization is about. The literature also indicates those multiple conceptualizations can be managed, and a case was laid for how that can happen.

The literature on loose coupling informs branch campuses by suggesting administrators can respond with solutions unique to each organizational conceptualization and still remain connected to the overall mission of the organization.

Literature was introduced indicating universities already bear multiple organizational identities both within and outside the local campus. The degree of differentiation is contextually based on the location of the university and the setting of its branch campus. Finally, Organizational Symbolism and Organizational Identity were introduced as two foundational theories for Multiple Organizational Identity.

The purpose of this study is to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. In order to accomplish the purpose, this study will interview senior administrators regarding the nature of the inter-campus relationship, exploring the ways the university's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective. The results of this study will enable home and branch campus leaders to organize the inter-campus relationship for long-term success. This chapter has grounded the purpose of the study within the context of the literature and provides a framework in which the investigation's research questions can be examined.

CHAPTER III

METHODOLOGY

The previous chapters have described the problem and significance of this study. Identifying the research questions, the first chapter established the purpose of this study and provided a general introduction to the examination at hand. Chapter two addressed the literature on branch campuses, exploring its themes, values, and purposes, and set this study within a contextual foundation. In addition, Multiple Organizational Identity was identified as the theoretical framework guiding this study.

The purpose of this chapter is to explain the methodology used to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. By outlining the selection of methodology and describing qualitative inquiry, this chapter will identify case study as a suitable investigative approach. In addition, this chapter will define the data sources under consideration, how the data was collected, and the processes used for data analysis. The final sections will identify the process used to ensure this study is representationally trustworthy.

Restatement of Purpose

The purpose of this study is to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. In order to accomplish the purpose, this study will interview senior administrators regarding the nature of the inter-campus relationship, exploring the ways the university's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective. The results of this study will enable home and branch campus leaders to organize the inter-campus relationship for long-term success.

The narrow literature on inter-campus relationships provides senior administrators with little empirical evidence to guide an effective relationship between the home and branch campus (Fonseca & Bird, 2007). With little guidance available, many university administrators are left to conjecture and limited experience as the primary sources of information to effectively establish an appropriate working relationship between branch and home campus leaders (Dengerink, 2001). Analyzing administrator perceptions about the goals of the organization and how those are transmitted to the branch campus can equip campus leaders to build effective inter-campus relationships that effectively sustain the values of the university across every campus.

Research Questions

To understand the process of purpose and value transmission between the College Station home campus and the Galveston branch campus, this study explores senior administrators' perceptions of university values and purposes and how they are transmitted to the branch campus. This investigation employs three research questions to frame the study's direction.

The research questions that will guide this study are:

1) How do the home and branch campus senior administrators work together to effectively organize the inter-campus relationship for long-term success?
2) What are the campus administrators' perceptions regarding the values and

purposes of the university, the home campus and the branch campus?

3) How are organizational values and purposes transmitted between home and branch campuses?

Case Study Design

This qualitative inquiry will utilize an instrumental case study methodology as the research paradigm. As such, this investigation will explore the research questions through one case rather than an experimental or quasi-experimental design to understand the larger issue of purpose and value transmission between the home and branch campuses of a university.

Bogdan and Biklen (2006) define a case study as "a detailed examination of one setting or a single subject, a single depository of documents, or one particular event" (p.54). Case studies, by nature, limit their scope to isolated arenas allowing researchers to investigate their questions with depth. Case study methodology enables researchers to understand events, programs, and processes of an object or issue (Sanders, 1981). In contrast to experimental designs that seek to assign causality, case studies aim to explain and describe (Merriam, 1988).

Case studies have several inherent qualities that make them appropriate for this study. A critical factor in the adoption of case study as research methodology involves the ability of the researcher to identify a bounded system (Stake, 1994, 1995). A case study must involve a specific setting, event or phenomenon to qualify as bounded. This investigation bounds the study to the Texas A&M University home campus in College Station and its branch campus in Galveston. This singular setting enables the researcher to utilize case study methodology to explore the phenomenon of the inter-campus relationship between the home campus and the branch campus. Examining inter-campus relationship through only one setting rather than a multi-site phenomenological study allows the researcher to explore the issue with more depth through focused data collection.

Secondly, case studies are appropriate where the subject will be studied contextually and the variety of variables is difficult if not impossible to examine separately (Miles & Huberman, 1994). In exploring how senior administrators at the branch and home campus perceive the inter-campus relationship and the values and purpose of each campus, the number of potential variables is high. Administrators and leaders at Texas A&M University and the branch campus in Galveston are prone to influence by any number of variables. The Galveston community might be heavily invested in the values and purpose of the campus. The president of Texas A&M University might dramatically influence the perceived value and purposes of both the main campus and the branch campus, or the Texas A&M System Board of Regents could be laying out the direction of campus values and purposes. Each of these variables may be happening simultaneously. The impracticality of separating each variable makes an experimental design unwieldy.

Thirdly, but closely associated, is the ability qualitative case study methodology provides for examining context. A case study enables researchers to understand the full complexity of systemic factors while comprehensively examining the object of research within context (Creswell, 1998). Case studies can “explain complex causal links in contemporary phenomenon within some real-life context" (Yin, 2003, p. 1). Furthermore, Cronbach (1975) finds case studies ideal because they allow for contextual interpretation of a phenomenon within a program. Contextuality is more than avoiding clinical and stoic laboratory environments; it involves the exploration of the whole phenomenon. Case studies enable the researcher to examine the complete painting rather than isolate only certain brush strokes, as if unaware that each subsequent stroke complements the former.

In this examination, the investigator studies the case of Texas A&M University and its branch campus in context. Contextual observations could reveal non-verbal communication indiscernible in laboratory environments. Contextual observations will also reveal how Texas A&M campus leaders and managers address organizational purpose and values in real-life scenarios. A case study is appropriate for this research since the examination will not isolate the subjects from their context. Finally, the use of case study methodology enables the researcher to understand why decisions are made, and how they are implemented (Schramm, 1971). The nature of case study data collection and semi-structured interviewing enables the researcher to explore decision-making with subjects while simultaneously including their reasoning. The thought-processes, non-verbal emotions and overall flavor are impossible to ascertain through a paper survey. These factors are critical in helping the researcher understand the frame of mind and experiences each participant encounters as they relate to the case at hand.

Stake (1994) outlines how case studies can be of three variety: intrinsic, instrumental and collective. Intrinsic case studies are developed to understand a specific case. Intrinsic studies want to look at a particular organization, child, or clinic rather than build a theory. Instrumental studies use the case to better understand an issue or problem. The individual case may be explored with depth, but only because the information provides a better understanding of the phenomenon typified in the case. Collective case studies basically approach the phenomenon like the instrumental approach, but look at the phenomenon over several cases. In this study, the examiner will explore the case of Texas A&M University and its branch campus to better understand senior administrator perceptions of organizational purposes and values, and how those are transmitted between campuses. Since the case itself is not under investigation, but is being used to understand the issue of inter-campus relationship and purpose and value transmission, an instrumental approach is appropriate.

As described, case study methodology supplies the researcher with a bounded system, a contextual lens, a method for including rather than isolating variables, and insight into participant decision-making. Since the purpose of this study is to understand purpose and value transmission between a university's home and branch campus, qualitative case study methodology using an instrumental design is an appropriate paradigm to guide the research.

Overview of the Theoretical Framework

This study used Multiple Organizational Identity as the theoretical framework through which to view purpose and value transmission. Through this theoretical lens, the researcher could define senior administrators' perceptions of the organization's purposes and values. Furthermore, Multiple Organizational Identity was used to understand how those purposes and values are transmitted to the branch campus through the inter-campus relationship.

Multiple Organizational Identity is an appropriate theoretical framework for this study because it a) allows different parts of an organization to have different conceptions of the organization's purpose; b) provides management responses for the presence of multiple sets of purposes and values within the organization; and c) suggests other organizational stakeholders can also influence the organization's purpose and values. These three reasons align with the efforts of this study to a) examine senior administrator perceptions of purpose and value at a home and branch campus; b) explore how those purposes and values are transmitted between campuses; and c) understand how organizational stakeholders behave and interact with one another in the transmission of those purposes and values.

Multiple Organizational Identity has Organizational Identity Theory as its foundation, which posits that organizational stakeholders seek an answer to the question "Who are we as an organization?" (Albert & Whetten, 1985). The answers to this question enable an organization to differentiate itself from other organizations in the same field, and highlight the organizational characteristics critical toward fulfilling organizational mission, purpose and direction (Foreman & Whetten, 2002). An organization's identity is defined by stakeholder perceptions of aspects that are central, distinctive, and enduring about the organization (Pratt & Foreman, 2000).

According to Pratt and Foreman (Pratt & Foreman, 2000), an organization possesses multiple identities when various components within an organization have different conceptualizations about what is distinctive, central and enduring about the organization (Pratt & Foreman, 2000). Pratt and Foreman (Pratt & Foreman, 2000) say that organizational leaders can manage multiple identities within the organization through responses of deletion, compartmentalization, aggregation and integration. Furthermore, the behavior of stakeholders within the organization, even outside of senior leadership, contributes to identity management: "just as organizational identities can influence individual behavior, individual behavior can influence organizational identities" (Pratt & Foreman, 2000, p. 21). This indicates home and branch campus administrators are not powerless victims to the existence of multiple identities between campuses; rather, they serve as contributors to organizational identities through purposeful management and collaboration.

The concept of Multiple Identity is appropriate in the conversation of purpose and value transmission between home and branch campuses because the concepts advanced by Albert and Whetten (1985) allow administrators to concentrate on management centered around institutional values and mission rather than politics or relationships (Dengerink, 2001). Noting that organizations acquiring additional identities after conception rarely succeed, Dengerink (2001) states, "given the proliferation of multi-campus universities, it is interesting to ask whether large, dominant institutions can sustain the separate and added identity that comes with the creation of new campuses" (p. 24). According to Dengerink (2001), branch campuses can successfully co-exist with home campuses while possessing an identity separate from the original campus, but administrators must take great care to manage and nurture the identities at both the home and branch campus.

Data Source

This study employs an instrumental case study methodology as the research paradigm (Creswell, 1998, 2007; Lincoln & Guba, 1985; Merriam, 1988, 2009). As such, this investigation explores the research questions through one case rather than an experimental or quasi-experimental design to understand the larger issue of inter-campus relationships. An instrumental approach enables the researcher to better understand an issue or problem (Stake, 1994).

The researcher utilized a typical, criterion-based purposive sampling technique to identify data sources (LeCompte, Preissle, & Tesch, 1993; Patton, 2001). This technique enables the examiner to search for the appropriate case settings by creating a list of the characteristics sought in the ideal case and choosing the site because it is neither extreme nor unusual (Patton, 2001).

For the data source sample, this study selected (a) an accredited four-year university, (b) with at least one university-defined branch campus in addition to the home campus, (c) where the branch campus had a campus focus unique from the home campus. Furthermore, (d) the site was typical, meaning it did not possess an unusual circumstance, governance or organization.

The data source chosen to satisfy the case study selection criteria was Texas A&M University. Texas A&M University has a main campus in College Station, Texas and a branch campus in Galveston, Texas. This study explored the purpose and value perceptions of senior administrators from the main campus and the branch campus to understand the inter-campus relationship.

While Texas A&M University is comprised of a home campus in College Station, two functioning branch campuses and a proposed third branch campus, this study will delimit the examination to the College Station main campus and the Galveston branch campus. This study will exclude the Qatar branch campus due to the international nature of the campus. The international status introduces an unusual circumstance to the criteria thus precluding the Qatar branch campus from use as a typical data source (Patton, 2001). This study will also exclude the Nazareth branch campus because it is also an international branch campus and has not opened as of the date of data collection for this study and, thus, is unlikely to produce information salient to the investigation (Merriam, 1988).

In October 2013, Texas A&M University signed an agreement with Israeli officials to initiate a branch campus in Israel (Fernandez, 2013). Scheduled to open as funding permits, The Texas A&M University at Nazareth-Peace Campus will reach out to Arabs and Jews as both students and faculty (Gryboski, 2013; Kalman & Wilhelm, 2013; Mildenberg, 2013). Officials believe the new branch campus could offer a contribution in advancing the peace process (Mildenberg, 2013). The Peace Campus will absorb the currently existing Nazareth Academic Institute, but "the university must…decide on the exact nature of its relationship with the local college" (Kalman & Wilhelm, 2013, p. Legal Change Required section, para. 6). Since this campus remains in the agreement phase, is not yet open, and lacks a functioning administration this study will exclude the Nazareth branch campus.

Texas A&M University at Galveston is a branch campus of Texas A&M University. It possesses a different brand from the home campus in College Station describing itself as an ocean-oriented campus providing academics in the area of maritime science (Texas A&M University, 2013a). Furthermore, TAMU has established a different identity for TAMUG as its marine and maritime branch campus separating it from the College Station campus, which seeks to advance the arts, sciences and business fields (Texas A&M University, 2013a). Thus, the Galveston branch campus and the College Station home campus both satisfy the data source selection criteria for this case study.

Context of the Case Study

Texas A&M University - Kingsville. Texas A&M University - Commerce. Texas A&M University - Corpus Christi. Texas A&M University School of Law in Fort Worth. Texas A&M University Health Science Center. It seems there is a never-ending flow of institutions that have the name of Texas A&M. Most people probably think of Johnny Manziel, A&M Football, or A&M basketball when they think of Texas A&M, yet those three areas only represent the athletic institution of the main campus in College Station.

The State of Texas has six university systems. Within each system are multiple institutions. Some of those systems have medical centers aligned with them. Others have agencies that provide public services for individuals, government and business. See Table 1 for a list of university systems in the state of Texas. Often, the age of the system is younger than some of the higher educational institutions within them. The reason for this is that university systems are usually formed from several pre-existing universities who align for the purposes of cohesive governance and the flexibility to pursue variety and change. The system is believed to be better positioned to achieve unique academic and administrative purposes at the different system campuses (E. C. Lee et al., 1975).

Table 1: University systems in the state of Texas

System	# of Institutions	Established	System Size
University of Texas	14	1883	217,000
Texas State University System	8	1911	78,000
Texas A&M University System	20	1948	137,000
University of Houston System	10	1977	67,000
University of North Texas System	3	1999	36,000
Texas Tech University System	4	1999	49,000

Note. Data for the University of Texas taken from institutional website (University of Texas, 2015a; 2015b). Data for the Texas State University System taken from institutional website (Texas State University System, 2014; 2013). Data for Texas A&M University System taken from institutional website (Texas &M University System, 2015a; 2015b). Data for the University of Houston System taken from institutional website (University of Houston, 2015a; 2015b). Data for the University of North Texas System taken from institutional websites (University of North Texas System, 2015; University of North Texas, 2015). Data for the Texas Tech University System taken from institutional website (Texas Tech University System, 2015).

Of the six university systems within the state, Texas A&M is one. The Texas A&M University System is composed of 20 institutions, agencies and units. See Table 2 for a list of the institutions, agencies and units within the Texas A&M University system. A Board of Regents, who appoints a chancellor to oversee the system administration, governs the Texas A&M University System. The objectives of the system are to:

Table 2: Texas A&M University System institutional components.

Name	Type	Founding
Texas A&M University	University	1876
Prairie View A&M University	University	1876
Texas A&M University-Commerce	University	1889
Tarleton State University	University	1899
West Texas A&M University	University	1910
Texas A&M University-Kingsville	University	1925
Texas A&M University-Corpus Christi	University	1947
Texas A&M International University	University	1969
Texas A&M University-Texarkana	University	1971
Texas A&M University-Central Texas	University	1999
Texas A&M University-San Antonio	University	2009
Texas A&M AgriLIfe Research	Agency	1887
Texas A&M Engineering Experiment Station	Agency	1914
Texas A&M AgriLife Extension Service	Agency	1915
Texas A&M Forest Service	Agency	1915
Texas A&M Engineering Extension Service	Agency	1919
Texas A&M Transportation Institute	Agency	1950
Texas A&M Veterinary Medical Diagnostic Laboratory	Agency	1967
Texas A&M System Sponsored Research Service	Service Unit	2012
Texas A&M System Technology Commercialization	Service Unit	2013

Note. Adapted from institutional website (Texas A&M University System, 2015a). Copyright 2015 by The Texas A&M University System.

1) Oversee the administration and set policy direction for the System's 11 universities, seven state agencies, two service units and health science center;
2) Ensure a quality undergraduate and graduate education experience for all students;
3) Promote academic research and technology to benefit the state of Texas and the nation;
4) Disseminate programs of the A&M System across the state through outreach and public service efforts; and
5) Support the state legislative and higher education leadership to position Texas at the forefront of higher education nationally (Texas A&M University System, 2015c).

The Texas A&M University system has 11 institutions of higher education, 7 state agencies, and 2 service units. Each of the higher educational institutions is governed by a president who administrates the affairs of the university. The presidents of the eleven universities all report to the system chancellor. See Appendix A for a Texas A&M University System diagram.

Texas A&M University is one of the eleven institutions of higher education in the system. It is the flagship university of the system and predates the formation of the system. Typically the other higher educational institutions in the system will state the name of the city in which they are located as part of their title (e.g. Texas A&M University - Commerce). When no city is included in the name, Texas A&M University, it is assumed to be the flagship campus in College Station, Texas.

Texas A&M University is structured into undergraduate and graduate degree programs. The university offers undergraduate degrees through ten different colleges. Graduate degrees are available through thirteen different colleges. One of those colleges, the Texas A&M University Health Science Center, is structured less like a college and more like its own entity, yet it remains a structural component of the university. The Health Science Center has its own chief executive who reports to the president of Texas A&M University, unlike other departments who report to the Provost. See Appendix A for a Texas A&M University System diagram.

The university has two branch campuses: one in Galveston, Texas, the other in Doha, Qatar. The branch campus in Doha is governed by a dean who also holds the title of Chief Executive Officer. While the campus in Doha is classified as a branch, the CEO is technically serving in the role of dean and reports to the Provost of Texas A&M University. The branch campus in Galveston is governed by a CEO who reports to the president of the university. It is the relationship bounding the branch campus in Galveston and the main campus in College Station, by which this study commences.

On April 17, 1871, the Texas state legislature formed the Agricultural and Mechanical College of Texas under the terms of the Morrill Act of 1862, and the institution that would one day become Texas A&M University was born. Only white men were allowed into the college and it offered military instruction in order to satisfy the requirements of the Morrill Act. Under the leadership of General Earl Rudder, who served as university president in the early 1960's, women and African Americans were admitted into the college. The Corps of Cadets, where military training took place, also became voluntary. In 1963, the Texas State Legislature changed the name of the college to Texas A&M University. The A and the M no longer stand for anything, but instead are symbolic links to the University's heritage (Texas A&M University, 2015e).

On May 21, 1958, a group of men gathered along the coast of Texas and began to wonder if a Maritime Academy would work well in Galveston. Only a handful of such academies existed in the United States at the time and their role was to graduate Merchant Marines who would serve in the Coast Guard. This group of men felt Galveston was well positioned to become a Gulf academy. After asking the Agricultural and Mechanical College of Texas to sponsor and administer the academy, and fighting back several frustrating obstacles, the Texas legislature approved funding for the institute and on January 26, 1962, the Texas Maritime Academy in Galveston was born (Curley, 2005).

In 1968, the maritime academy began campus expansion at the north end of Galveston on Pelican Island. A former A&M student, George Mitchell, purchased the property to jettison it from legal proceedings and deeded the property to the Texas Maritime Academy, naming it the Mitchell campus after his father. In March of 1971, Texas A&M announced the Texas Maritime Academy on Pelican Island would become part of the newly formed College of Marine Sciences and Maritime Resources. In July of 1972, the program was renamed to the Moody College of Marine Sciences and Maritime Resources in honor of the Moody Foundation. On June 10, 1977, the campus name changed again to an easier Moody College. At the time, Moody College had three parts: a new School of Marine Technology, the Coastal Zone Laboratory, and the Texas

Maritime Academy. On July 26, 1979, the campus had its final name change to Texas A&M University at Galveston and became a full-fledged university with its own president (Curley, 2005).

In 1992, the organizational structure of Texas A&M at Galveston changed. It shifted from being a college of Texas A&M University and instead merged with the College of Geosciences. The president of the Galveston campus became a campus dean who reported to the dean of Geosciences. In the spring of 2001 the Galveston campus divested from the College of Geosciences and once again functioned as a branch of Texas A&M University (Curley, 2005). The Galveston campus has had a rocky history of instability and struggle, but as a current branch campus of Texas A&M University, its students are Aggies, it grants degrees from Texas A&M University, and its graduates are members of the Association of Former Students. The nature of purpose and value transmission between these two campuses is the subject of this study.

Data Collection

This study utilized three techniques of data collection: interviews, observations and document analysis. Interviews comprise the primary source of data collection, with observations and document analysis supporting the findings of the interview data. The researcher conducted semi-structured interviews of approximately one hour in length (Fontana & Frey, 1994).

The criterion used to select interview candidates at both the branch campus and the home campus was based on subjects most likely to possess information relevant to the topic of purpose and value transmission (Merriam, 1988, 2009). Interview candidates were (a) campus administrators (b) that reported to the senior-most administrator at the campus. Each interview candidate was also asked if they would recommend other individuals who might have information salient to the study. Recommended candidates who fulfilled a role as a campus administrator, though they may not report to the senior-most administrator were also invited to participate.

Each candidate received an email inviting them to participate in the study. Candidates that declined participation were excluded from the study. Candidates that did not respond to the first email received a second email. Candidates still not responding received a phone call. In order to protect their privacy and avoid an interminable set of invitations, candidates that did not respond to the phone call were assumed to decline participation and excluded from the study. Twenty-eight individuals were identified as interview candidates and received requests to participate in the study. Fifteen individuals agreed to participate in the interview process. Interviews were digitally recorded with the permission of the participant.

During the interview, participants were ensured protection of their personally identifiable information so they could answer questions freely. Appendix B provides a list of interview subjects. Names have been changed to protect the identity of candidates. In some cases, gender of the candidate was also changed to further protect personally identifiable information. Years of service at the campus have been stated as more or less than twenty years. Campus and Former Student reflect the genuine campus at which the senior administrator is based, and whether the administrator attended the university as a student, respectively.

After each interview, the researcher transcribed the digital recording to allow for analysis. After transcription, each administrator received a copy of the transcript and was invited to participate in a fifteen-minute subsequent phone call to ensure the transcript accurately reflected their response and to follow-up with any additional questions. Thirteen of the fifteen original interview subjects agreed to participate in the subsequent phone interview. Phone interviews were digitally recorded and transcribed for analysis. Interviews served as the primary means of data collection, but observations and document analysis were also utilized to satisfy triangulation.

Observational settings were chosen that (a) were open to the researcher, and (b) provided insight into senior administrators' perceptions of values and purpose. Observations took place at the New Employee Welcome at the College Station Campus along with the New Employee Orientation at the Galveston campus to identify how administrators have structured the communication of organizational purpose and values to local stakeholders. The researcher also observed a Faculty Senate meeting at Texas A&M University to understand how faculty members address and acknowledge organizational purpose and values. In addition, interview settings were casually observed for signs of meaning (e.g.: location of office). Broad observations were also made of each campus to identify purpose and values present in buildings, statues and general campus layout. Field notes were taken in observation settings and then coded for use within the study as a mechanism of triangulation.

The documents selected for analysis were those records that (a) were available to the researcher, and (b) provided insight into the purpose and values of each campus. The documents chosen for this study included a College Station and Galveston campus website review with the goal of reinforcing and assessing the organizational purpose and values of each campus, and the Learning Outcomes documents for the Baccalaureate, Master's and Doctoral programs of the university. These documents were chosen to highlight campus purpose and values in local curricular offerings. In addition the study analyzed the documented University Core Curriculum for signs of organizational purpose and values spread across all campuses. The researcher coded the documents to understand how they communicate purpose and values and to verify theoretical relationships (Altheide, 1987).

Data Analysis

This study utilized the Constant Comparative Method for data analysis proposed by Glaser and Strauss (1967) and further elaborated by Merriam (1988, 2009) and Lincoln and Guba (1985). As data was collected, the researcher processed each transcript and coded anything that stood out as important or potentially relevant. By comparing codes between transcripts, the researcher produced a set of over 500 codes that highlighted relevant information in the data.

To assist in data analysis all transcripts, notes and documents were loaded into a qualitative analysis program entitled MAXQDA on the researcher's personal computer. This software piece facilitated the examination of several thousand chunks of data and made categorization and theme building more efficient. MAXQDA allows researchers to assign a code to portions of data through labeling, commenting and assigning a definition. It eases development through the constant comparative method by simplifying the process of changing code names and definitions as the data directs. The MAXQDA computer file was saved on a password protected external hard drive to protect participants' personally identifiable information. All actual names, job titles and positionally-identifiable statements were redacted from analysis and are not included in the discussion.

The first cycle of code analysis involved a process called *initial* or *open coding* (Saldana, 2009). This enabled the researcher to gain a sense of the data without focusing on a singular theoretical direction. During this process, new codes would emerge which caused some of the previous codes to be combined, relabeled and redefined as appropriate.

The second cycle of code analysis involved structural coding (Saldana, 2009). This process enabled the researcher to begin aligning codes to the research questions. Through this method, data were grouped into categories representing aspects of Organizational Identity that were central distinctive and enduring.

The third cycle of code analysis involved axial coding (Saldana, 2009). This process combined groups of codes into subgroups and those subgroups into further groups in an attempt to make sense of the data.

The final cycle of analysis involved theoretical coding (Saldana, 2009). This process involved the integration of codes into themes and a systematic linking to the central idea emerging from the data. It is from this central idea that the study's propositions emerge.

This study employed the constant comparative method for data analysis. This enabled the researcher to examine data from large sweeps down to detailed analysis. Through this process categories and themes emerged. These aspects were aligned to the research questions in an attempt to address all relevant data while simultaneously making sense of the information (Merriam, 1988).

Trustworthiness

Establishing trustworthiness or authenticity is a crucial endeavor for any researcher conducting a qualitative study. "Being able to trust research results is especially important to professionals in applied fields because practitioners intervene in people's lives" (Merriam, 2009, p. 209).

Lincoln and Guba (1985) identify four factors that define trustworthiness: credibility, transferability, dependability and confirmability. Credibility is a qualitative methodological synonym for the quantitative view of internal validity. Conventional research seeks to identify causal relationships. Internal validity assigns a value to define assurance. The objective of the qualitative researcher in demonstrating credibility, on the other hand, is to "carry out the inquiry in such a way that the probability that the findings will be found to be credible is enhanced" (Lincoln & Guba, 1985, p. 296). The source of credibility for the qualitative researcher is found in those who provide the data: the interviewees, those who are observed, and the document creators. Credibility is a function of their agreement with the researcher's perception of the interviews, the observations, and the document analysis, so the qualitative researcher ensures credibility between their own perceptions and the subjects' perceptions (Lincoln & Guba, 1985).

Transferability in qualitative inquiry is similar to the quantitative perspective of generalizability, but should be viewed through different lenses. Qualitative researchers do not pursue generalizability in their studies due to the contextual nature of their inquiries. Transferability is recognized as a function of trustworthiness, but the task of the researcher is to provide enough description that the receiving context can judge whether the situations are similar enough that a transfer is appropriate (Lincoln & Guba, 1985)

Dependability is the qualitative researcher's equivalent of consistency. Whereas the conventional researcher wants to ensure their results can be replicated, qualitative researchers seek the "means for taking into account both factors of instability and factors of phenomenal or design induced change" (Lincoln & Guba, 1985, p. 299). This allows the qualitative researcher to take the changing nature of the design into consideration.

Finally, confirmability is to the qualitative researcher what objectivity is to the quantitative examiner. The difference is found in the emphasis of the objectivity. Conventional research aims to ensure the researchers, themselves, are objective in their approach and methodology. While qualitative researchers do not ignore the empiricist, they shift the focus of objectivity to the data. The question, then, is not a matter of objectivity of the researcher, but confirmability of the data. In this sense the qualitative researcher aims for high quality in data collection and information (Lincoln & Guba, 1985).

Creswell (1998) advances 8 procedures qualitative researchers may use to verify the four aspects of trustworthiness: prolonged engagement/persistent observation, triangulation, peer review or debriefing, negative case analysis, clarifying researcher bias, member checks, thick description and external audits. Qualitative researchers should strive to implement at least two of the eight procedures in establishing trustworthiness (Creswell, 1998).

This study utilized the tools of triangulation, clarifying researcher bias, member checks, and thick description as procedures to demonstrate trustworthiness. Triangulation utilizes multiple sources for evidence confirmation (Creswell, 1998). This inquiry met triangulation through the use of three different data collection methods: semi-structured interviews, observation and document analysis. Member checking enables research participants to offer their view of the credibility of the findings by reviewing their input (Creswell, 1998). Guba and Lincoln (1985) say using member checks in this way "is the most crucial technique for establishing credibility" (p. 314). For this study, interview participants received the researcher's reconstruction of interview responses and had opportunity to provide feedback and ask for modification. Researcher bias is clarified when the investigator describes their pre-established assumptions, biases and positions prior to the beginning of a study (Creswell, 1998). The following section highlights those positions, biases and assumptions. Finally, using thick description enables the researcher to provide substantive detail of the setting and participants in the written narrative (Creswell, 1998). The researcher has included clear details and succinct descriptions of participants and setting in the final narrative.

Again, it should be noted that, while Lincoln and Guba (1985) partly define trustworthiness in transferability, qualitative studies do not seek to satisfy generalizability or transferability. Qualitative researchers can only provide the necessary tools “to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility” (Lincoln & Guba, 1985, p. 316). Thick description, as described above, will serve as a critical tool in allowing readers to judge the transferability of this study (Creswell, 1998).

Clarification of Researcher Bias

Rigor is the challenge of any qualitative research product. The opportunity for bias to enter a researcher’s interviews and findings is encountered each time the investigator makes a study decision. Therefore, it is necessary to declare areas of potential bias to ensure readers of the study can be confident of the research (Creswell, 1998). This section clarifies the known biases this researcher brings to the study at hand.

The purpose of this study is to understand how senior administrators transmit a university’s purposes and values from the home campus to the branch campus. The university under consideration is Texas A&M University. The researcher of this study is a student at Texas A&M University at the College Station campus. While every effort has been made to ensure objectivity in data analysis, the researcher is a fan of the university and thus desires to see the institution characterized in a positive perspective.

This study examines some of the traditions and experiences students have at Texas A&M University. The researcher of this study is a distance student who does not live on campus. Thus, many of the traditions mentioned in this study have not been experienced first-hand by the researcher; rather, they have been discovered through conversation and are known through reputation.

This study utilized interviews from senior administrators at both the branch and the home campus. The researcher is very grateful for the time these high-level individuals at the university gave to the study and grew fond of them during the short sessions; but that emotional connection grew even more so as the researcher spent countless hours evaluating administrators' words and ruminating over their interviews. The relationship is, no doubt, one-sided, and this study has attempted to provide an honest characterization of their perspectives, but there is a possibility that the researcher has unintentionally omitted perspectives that would be embarrassing if connected to an administrator or other perspectives that would position the administrator in a negative light.

With the completion of this dissertation, the researcher will graduate with a doctoral degree from Texas A&M University. While every attempt has been made to accurately describe both positive and negative senior administrator perceptions, the researcher may have an unconscious concern that reporting a negative event or issue will impact the investigator's ability to graduate, and thus, the actual condition is softened in the manuscript.

Summary

The purpose of this study is to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. This study uses an instrumental case study methodology as the research paradigm. As such, this investigation explores the research questions through one case to understand inter-campus relationships. Data sources were selected through a typical, criterion-based purposive sampling technique, and identified the Texas A&M University College Station campus as the home campus, and Texas A&M University at Galveston as the branch campus. Data were collected through interviews, observation and document analysis. Interviews served as the primary data collection method and included a combined total of fifteen senior administrators from both the home and branch campus. Chapter IV discusses the findings and provides rich description in understanding how senior administrators transmit a university's purposes and values from the home campus to the branch campus at Texas A&M University.

CHAPTER IV

FINDINGS

Situated amidst the open ranch-land of Texas is a university embedded in the metropolitan area of Bryan/College Station. It has lived in this space for over a hundred years, training students in the agricultural and mechanical sciences, raising up leaders for the United States armed forces, and making higher education accessible for the people of Texas. It has stood for decades as a beacon and point of pride for the state.

The essence of the university, however, cannot be isolated to a particular building, an individual name, or a location on a map. Texas A&M is an entity living in hundreds of buildings, many thousands of names, and multiple locations. It appears as a complex organism stretching wide and deep across the State of Texas. Capturing its essence is like trying to bottle air.

Texas A&M University is comparable to the human body. It has multiple systems, which enable it to function. The human body has a cardiovascular system to pump blood; the University has an academic system to pump knowledge. The human body has a respiratory system to distribute oxygen; the University has a student life system to distribute experiences. The human body has appendages for specialized work; the University has a branch campus with a special purpose. The human body has a brain that communicates and coordinates with all of these systems; the University has senior administrators who plan and process across the organizational systems.

Of particular interest in this study is the arm of the University: the branch campus in Galveston. The arm of the University has symptoms of being both simultaneously being and different from the rest of the body. For example, the branch is like the University because it has the University's name; but it is unlike the University because it is located 180 miles away from the College Station home campus. Sometimes the arm looks like a prosthetic fabricated in a lab far away from the University. Sometimes the arm looks like an imposter transplanted from some other source. Most times, however, the arm looks native, having grown out of the body's shoulder, but with decidedly unique features. This arm is controlled by a special part of the brain, for the branch campus has its own set of senior administrators. As with any human body, the University's brain is constantly sending signals and communications from one part of the brain to the other. This study attempts to understand how one part of the University's brain (the senior administrators from the home campus) communicate and collaborate with the other part of the brain (the senior administrators from the branch campus) to make sure the arm (the branch campus) has the DNA (purposes and values) of the body (Texas A&M University).

To personalize this study, and to make some abstract concepts more tangible, this dissertation will characterize Texas A&M University as a living organism. This approach is not unusual. Framing this study is the theory of Multiple Organizational Identity as advanced by Pratt and Foreman (2000). They build their work upon Identity Theory, which attempts to characterize how a person answers the question "Who am I?" Pratt and Foreman (2000) find similarities between how humans and organizations define their identities. The key difference is that the organization depends upon the people within the organization to supply that identity.

The people that make up organizations are stakeholders—they are the cells of the organization. The stakeholders at the University are multi-faceted. Students, faculty, staff, Former Students, and colleagues outside the immediate organization are all referenced by senior administrators as stakeholders. Each has a vested interest in the University and they all contribute toward a perception of The University's essence.

Stakeholders bring these perceptions because they are attempting to understand the question, "Who are we as an organization?" Stakeholders at the University want to know what is A&M's primary purpose, what makes it different from other universities, and how will it stand the test of time. The responses to these issues shape the University's essence.

Senior administrators, as the organization's brain, communicate with stakeholders, helping to guide and structure the University's essence. They do this by defining organizational purposes and values, and embedding those into stakeholders. Therefore, one who wants to grasp the essence of Texas A&M University would be wise to explore the organization's purposes and values.

To get at the heart of the study, this chapter will present the findings of the case study examining the transmission of purpose and value between the College Station home campus and the Galveston branch campus of Texas A&M University. Transmission was explored by examining the perceptions of senior administrators at both the home and branch campus. Their perceptions were classified into themes that provide an understanding of how purpose and value transmission takes place. The themes are based on senior administrator perceptions of what they define as the

University's purposes and values, the ways those are transmitted to the branch campus, and how senior administrators monitor the transmission.

Branch campuses provide to universities an influential tool. Their ability to adjust in the face of shifting educational environments while meeting the needs of a changing student demographic is worthwhile (Mills & Plumb, 2012; Nickerson & Schaefer, 2001; Wolfe & Strange, 2003). Additionally, they can serve as an extension of the higher education institution's primary identity (Dengerink, 2001). By connecting senior administrator perceptions of purposes and values to Multiple Organizational Identity, this study was able to understand how senior administrators transmit a university's values and purposes from the home campus to the branch campus. Understanding this process will enable home and branch campus leaders to organize the inter-campus relationship for long-term success.

Methodology Summary

The data for this study was gathered through interviews of senior administrators, observations and document analysis. Appendix B outlines the administrators interviewed, the campus at which they work, and the general length of time they have served at the University. Note that all names, and in some cases gender, have been adjusted to protect administrators' identities. By using the constant comparative approach, the researcher was able to discover and identify patterns emerging across the data. This enabled the researcher to analyze the perceptions senior administrators have of how the University's purposes and values are transmitted to the branch campus.

This study is grounded in Pratt and Foreman's (2000) theory on organizational structure and organizational identities. They explore bureaucratic architecture through the lenses of purposes and values, which they describe as Organizational Identity. Based on the work of Albert and Whetten (1985), Pratt and Foreman state that an organization's identity can be defined by what the stakeholders perceive to be (a) central, (b) distinctive and (c) enduring about the organization. Discovering these aspects reveal what is the organization's primary purpose, what makes it different from other organizations, and how it will stand the test of time. The theory's authors state that an organization can operate on more than one organizational identity. To do this, organizational leaders must decide where the organization will stand in regards to (a) identity plurality - the management of multiple identities by increasing, decreasing or maintaining them, and (b) identity synergy - the management of multiple identities by combining or diverging them.

In addition, Multiple Organizational Identity Theory (Pratt & Foreman, 2000) proposes that leaders have four responses to the existence of multiple identities involving, (a) *deletion*-when the organization erases one or more of its multiple identities, (b) *compartmentalization*-when the organization chooses to maintain all of its identities separately without attempting to unify them, (c) *integration*-when the organization combines multiple identities into a totally new one, and (d) *aggregation*-the organizational attempt to keep all of the identities while simultaneously enforcing links between them.

The data produced three themes in the areas of (1) clarification of the objectives to be transmitted, (2) the process by which purpose and value transmission occurs and (3) the efforts used by senior administrators to ensure purpose and values at both campuses remain in alignment over time. Table three illustrates the list of themes and sub themes around which the data is organized.

Theme I - Objectives: Transmission Clarification

In order to utilize Multiple Organizational Identity as a grounding theory for this study, the organization under consideration must be able to demonstrate the presence of multiple identities. Texas A&M University is the organization under consideration, and the perceptions of senior administrators from the College Station home campus and the Galveston branch campus serve as the primary data sources. Therefore, this study begins with the assumption that the administrators from these two campuses possess different perceptions of Texas A&M University's organizational identity.

The initial assumption of differing perceptions of organizational identity is well-grounded. The University was specifically chosen as a data source because of the nature of the branch campus in Galveston. Whereas many university branch campuses might be tasked with carrying the full weight of the institution's purposes and values by making available all of the degree programs on the branch campus that are available on the main campus, Texas A&M University's branch campus in Galveston bears no such requirement. The Galveston campus promotes its brand as an ocean-oriented campus providing academics in the area of maritime science (Texas A&M University, 2013a), which distinguishes it from primary brand at the home campus. Furthermore, the university has established a different identity for the Galveston campus as its marine and maritime branch campus, which separates it from the College Station campus which

Table 3: Themes and subthemes drawn from the data.

Theme 1 – Objectives: Transmission Clarification

Perceptions of senior administrators regarding the definitions Purposes and Values

Subtheme A: Universal Aspects

Defining the purposes and values applicable to the whole university.

Subtheme B: Narrow Aspects

Defining the purposes and values unique to the branch campus.

Theme 2 – Linking: Transmission Processes

Identifies the responses senior administrators utilize to manage multiple sets of purpose and value

Subtheme A: Deletion

The processes senior administrators use to remove a purpose or value.

Subtheme B: Compartmentalization

The processes used by senior administrators to keep purposes and values from the home campus separate from the purposes and values at the branch campus.

Subtheme C: Integration

Identifying the ways senior administrators combine the purposes and values of the home campus with those at the branch campus.

Subtheme D: Aggregation

The ways in which senior administrators link or connect the purposes and values of the home campus to those at the branch campus.

Theme 3 – Monitoring: Transmission Alignment

Measures used by senior administrators to monitor and sustain the transmission of purposes and values from the home campus to the branch campus.

Subtheme A: Aligned Behaviors

The ways in which campus stakeholder behavior aligns with senior administrator desires to combine the two sets of purposes and values between campuses.

Subtheme B: Challenging Behaviors

The obstacles that cause campus stakeholders to stumble in their execution of senior-administrator-declared responses for purpose and value transmission.

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seeks to advance the arts, sciences and business fields (Texas A&M University, 2013a). These factors indicate differing perceptions of organizational identity is likely to exist and, at the least, provide an avenue for exploration.

Therefore, the first of the themes emerging from the data was the clarification of the University's purposes and values. This clarification is grounded in Pratt and Foreman's (2000) definition of Organizational Identity: the characteristics of an organization that members within the organization consider central, distinctive and enduring about the organization. As senior administrators discuss their roles, their interactions with peers, and their relationship with the University, the facets of their job that carry the greatest weight quickly emerge. Administrators are quick to set their role within the context of the organization. Very often, that contextualization is related to aspects of the organization they perceive to be central, distinctive or enduring—that is, Texas A&M University's purposes and values. The first theme identifies what administrators perceive is central, distinctive and enduring about the University.

Within this theme, senior administrators discussed purposes and values from two perspectives: those that are meant to be carried out and implemented within the whole body of the University, and those that are meant for implementation at only the body's arm—the branch campus. Therefore, two subthemes emerge from the data. The first subtheme explores perspectives of purpose and values that need to exist at both the home and branch campus (Subtheme A). The other subtheme uncovers perspectives of purpose and values that are designed as beneficial at only the branch campus (Subtheme B).

Subtheme A: Universal Aspects

Senior administrators have determined that some aspects of organizational purpose and values should be held and demonstrated throughout the University. These are subthemed as Universal Aspects under the major theme of Objectives. Senior administrators in this study confirmed Hermanson's (1995) finding that branch campus administrators do not perceive their mission to be different from the main campus. Many of them commented that the home and branch campus are focused on the same objectives. Senior Administrator Felicia summarized the view of leaders regarding the relationship between the two campuses, "I mean, we're one university. That's very clear. …[W]hen I talk to individuals I talk about Texas A&M University as one big entity." The following concepts emerged as components that are important at both the home and branch campus to demonstrate the University is one large entity.

Values

Values are the deep beliefs senior administrators perceive are held by the stakeholders of Texas A&M University. These values set the boundaries for organizational mission and fulfillment. Values have special meaning for senior administrators because they serve as cords binding the varying organizational pieces together. For example, the values of the University bring the academic pieces together with the business pieces.

Unity is an important value for many senior administrators. They perceive the University is broad and expansive, consisting of countless components but coexisting as a single entity. Senior Administrator Garrett, a leader from the Galveston branch campus, summarized this thought, hinting toward the idea that some values must exist throughout the university:

> …So, what happens is that—and what I hope happens constantly—is that students realize they're just migrating from one degree to another, but they're retained within the same identity, in the same institution. It is the same ring. It's not the same degree, but it is the same institution, and it is the same tradition.

So while the University may have multiple campuses, a large student population, and incredibly broad academic degrees, senior administrators declare unity among campuses as a central feature that governs who they are as an organization.

Outside the University, there may be confusion about Galveston's status within the organization, but internally, administrators recognize the branch campus is a functioning member of the organization. Reiterating the point, Senior Administrator Leslie went on to say, "So unlike [Texas A&M]-Kingsville, and [Texas A&M]-Corpus [Christi], and [Texas A&M]-Laredo who are part of the [Texas A&M University] System, they [the Galveston campus] are a branch campus of us." Rather than existing as another institution with the A&M name in the title, the Galveston campus is Texas A&M, and its students are Aggies.

The Texas A&M University System is a network of higher educational institutions comprised of nine universities and seven extension agencies. Each of the institutional members has its own mission and goals. Texas A&M University is the oldest institution and founding member of the system. "Together, they strive to provide educational programs, outreach and community enhancement services as well as research that will improve the lives of people in Texas and beyond" (Texas A&M University, 2015h, para. 1). So while Texas A&M University is a member of the system, the Galveston campus is a member of Texas A&M University. See Appendix A for a diagram of the Texas A&M University System.

The position of the university and the branch campus within the system can leave the casual observer confused. But Senior Administrator Leslie explained the status is important for understanding the value of unity:

> So the words get all muddled with people because we have [the] Texas A&M University System, which is separate from Texas A&M University. So you can be a member of the System and not be a member of the University. And [the Galveston campus is] a member of us, which makes their membership in the system really about who we are.

She was purposeful in clarifying that the Galveston campus has been integrated into the University, and is considered a part of the institutional structure. This inclusion gives students privileges inaccessible to other System members like a graduation diploma from the University and qualification to purchase an Aggie Ring. Senior administrators view the Galveston campus with a they-are-us mentality and attempt to situate the organizational structure to represent that condition.

It is within the value of unity that senior administrators declare the Core Values of the University exist at both the home and branch campus. The six Core Values serve as a central feature of purpose and value for the university. They influence all stakeholder behavior: students, staff, faculty and even former students. New employees are taught the Core Values through a series of exercises in which they explore their meaning and look for ways to immediately implement them into their work lives (personal observation, August 2014). The six Core Values are:

1) Excellence is defined as the willingness to undertake difficult assignments and complete them in a manner that delivers a timely, quality product (Texas A&M

University, 2015b).

2) Integrity is best summed up through the Aggie honor code: “Aggies do not lie, cheat, or steal, nor tolerate those that do” (Texas A&M University, 2015b).
3) Leadership is an attitude embodied in a set of experiences unique to each student that instills the values and the confidence to effectively guide others, whatever their position in life (Texas A&M University, 2015b).
4) Loyalty is a sense of belonging to something greater than oneself; the community of Aggies in which a stakeholder exists simultaneously influences while being influenced by the stakeholder (Texas A&M University, 2015b).
5) Respect is the familial environment of Texas A&M that offers camaraderie, friendliness, caring and unconditional support to every stakeholder (Texas A&M University, 2015b).
6) Selfless Service is a spirit of volunteerism and contribution demonstrated by every stakeholder through the simple question, “How can I be of service” (Texas A&M University, 2015b)?

When asked about aspects of the University that are important to senior leadership, time and again senior administrators called upon the Core Values. Senior Administrator Emmitt, a leader from the College Station home campus, issued a common refrain, declaring Core Value as the single most important aspect of the University that should exist at every campus location by saying, “I think the transmission of the Core Values of the University is important.”

Other administrators wanted to be sure they stated fully the place of the

University’s Core Values. In a thoughtful response, Senior Administrator Domingo, a leader from the Galveston branch campus, remarked, “You know, Texas A&M has an interesting cult of culture. It is very deeply rooted in traditions, very deeply rooted in…its Core Values.” Again, the importance of this statement is that both the home and branch campus are being referenced in the identification of Texas A&M. Therefore, the Core Values are just as important a symbol for the branch campus as for the home campus.

The Core Values are symbols that find their way into multiple facets of the university. Senior Administrator Lindsey, a leader from the Galveston campus, expressed how she handles the Core Values in her work environments, recounting their influence on everything, “It's the six core values of Texas A&M University; and going back to those values; and making sure that those values are ingrained in everything we do.” Her efforts involve embedding those Core Values beyond quaint statements; she works to ensure they are represented in the actions and behaviors of students and other administrators.

Senior administrators view the Core Values as emery boards shaping students. They trust the Core Values as tools that, given enough time, will thoroughly impact students, transforming them from unruly teenagers into contributing citizens. Senior Administrator Kent, a leader from the Galveston branch campus, summarized this when he said:

> [T]hey are going to learn something that will stay with them for the rest of their life. …[T]he values that they're going to learn and take away, they are values that will help them for the rest of their life, but also make them become better people for the rest of their life.

Senior Administrator Kent makes an effort to speak with students as they approach graduation at Texas A&M to get a better sense of the University's impact. He commented on the depth of significance the Core Values have on students:

> And I'll say [to students], what is the greatest thing you've got out of this place? And they will say the Aggie Values. And I say, tell me what those values are. And they'll say well it starts with Aggies don't lie, cheat, or steal. Bam they come out with that right away. And they talk about all the Aggie Values that they've learned.

So the Core Values of Texas A&M resonate throughout the University, serving as its foundation but also the rails that guide the organization through cultural shifts, dark seasons, and lead them deep into the future. Interestingly, not every senior administrator could name all six Core Values, but time and again senior leaders raved about their influence and declared deep appreciation for their significance (Senior Administrator Garret Interview, July 2014; Senior Administrator Chantel Interview, July 2014; Senior Administrator Pedro Interview, August 2014).

Senior Administrators declare the six Core Values as a defining aspect of the University's objectives. They perceive those Core Values are central to the functioning of the University and should be represented at the branch campus in Galveston with the same level of representation found at the home campus. This perspective aligns with Pratt and Foreman (2000) who say that an aspect constitutes part of an organization's identity when it is perceived to be fundamental. By declaring the importance of the Core Values, administrators are communicating them as central and fundamental to the whole organization. The expectation that the Core Values will be demonstrated at both the home and branch campus communicates to stakeholders the Core Values are not simply framed statements on a wall, but genuine markers of purpose and value that must find expression.

Mission

Another aspect of organizational purposes and values that consistently emerged during interviews with senior administrators is described as mission. The organization's mission category speaks to the goals of the University. These enable administrators to clarify the activities of the institution. As with the senior administrator perceptions regarding values, the organizational identity related to mission is expected to exist at the branch campus in Galveston along with the home campus in College Station.

Texas A&M University has a history in which the initials, A&M, stood for the words agriculture and mechanical. Students would come from the farms to learn. Recounting this heritage, Senior Administrator Kent said, "So if you want to work with your hands you go to A&M. That's what agriculture and mechanical is all about. [I]n 1962 that was still their thinking." Texas A&M began as an institution serving students from the farms and factories. These students were accustomed to long hours of manual labor and approached their studies with the same mentality. Administrators continue to embrace that heritage and champion it as a modern reflection of the University's purpose. Senior Administrator Leslie, a leader from the College Station home campus, summarized the thoughts of administrators:

> [I]t's more that land-grant history that we have of accessibility, …kind of expecting students to get here and roll up their sleeves and go to work, of having an attitude—even though they're not all from the farms anymore or anything like that—of, this is who we are, and we're not trying to be the most snobbish in the world.

Senior Administrator Garrett affirmed the mission of the organization in similar terms while linking it to the previously mentioned institutional Core Values:

> I think that A&M is what it is because of these very essential facts: [First], it has the tradition rooted in Core Values that are critical to…human excellence and selfless service. The second thing is…we're a land-grant university. So land-grants have still this very unique and privileged position in offering access to a broader group of people. It is A&M because of those two elements; and not only that, but we're all, as a group of administrators, recommitting ourselves to that combined mission.

While the A and the M no longer represent the terms "agriculture and mechanical", administrators embrace the history as part of the mission of the organization (Texas A&M University, 2015c), and that attitude is expected to exist at the branch campus in Galveston along with the home campus in College station.

The academics, likewise, have progressed far beyond topics relevant only to ranch-hands and proletarians. The academic side has rigorously improved, and now the core business is what happens between faculty and students (Senior Administrator Leslie Interview, October 2014). Texas A&M is an academic institution focused on teaching, research and service, and ensuring all of those are delivered under defined goals (Texas A&M University, 2010). Senior Administrator Felicia, a leader from the College Station home campus, summarized the academic efforts made by administrators when she said, "You know, for the whole University we have three particular goals: accountability, climate and equity." These three goals enable administrators to ensure the organizational mission is dispassionately delivered to every student at both campuses in ways that demonstrate justice and responsibility.

Senior administrators are keenly aware of the University's mission to produce high quality research as well. Senior Administrator Felicia said, “We’re a tier one, AAU research university, so that’s who we are.” The AAU is the Association of American Universities. The organization is comprised of 62 leading research universities and focuses on issues relevant to research universities and seeks to advance the standing of US research universities within the international community. Membership within the AAU is by invitation only and is considered the blue-ribbon award for institutions seeking recognition as a research-based university (American Association of Universities, 2014). Reflecting on the University’s membership within the AAU, Senior Administrator Garrett said:

> So, although we have in the US more than 4000 universities, the 62 universities that belong to the AAU contribute more than fifty percent of the knowledge production, the patents, and PhDs, and what have you. So that is a group of universities that are very unique…with respect to their impact on American society.

Faculty members, as well, care deeply about the quality of research, constantly looking for ways to improve the collective intellectual power of the University (personal observation, November 2014). Producing high quality research offers more to senior administrators than a status symbol. AAU membership indicates the University is a legitimate contributor to a significant chunk of the world’s knowledge and is leaving an indelible impact on culture, both locally and abroad; and this perceived reality serves as a key foundation to the University’s modern mission.

The concept of mission aligns with what Pratt and Foreman (2000) refer to as an enduring aspect of Organizational Identity. In fulfilling this aspect, the organization’s mission has persisted over time within the organization. The relationship between student and faculty is the primary work of the institution. All organizational members at both the home and branch campus are responsible to foster and advance this work; therefore senior administrators foster an institutional-wide culture based on the organization's mission of maintaining an academic focus placing the student first.

Designations

Another topic that emerged frequently during interviews with senior administrators was the University's federal "grant" designations. Senior Administrator Garrett stated it plainly when he said, "First of all, it's a land-grant, and sea-grant, and space-grant. So it has that mission and it fulfills the national mission of the land-grant universities." Texas A&M University is classified as a land-grant, sea-grant, and space-grant institution. These monikers are held tightly by senior administrators as central aspects of the organization's purpose, and values. These terms represent an important organizational heritage that goes back to the very inception of the institution.

President Abraham Lincoln signed the Morrill Act into law on July 2, 1862. The act provided thirty thousand acres of federal land to each United States Senator for the foundation of state universities that had as their goal teaching "agriculture, military tactics, and the mechanic arts as well as classical studies so members of the working classes could obtain a liberal, practical education" (Texas A&M University, 2015f, p. heading labeled "what", para. 1). The Morrill law came to be known as the "land-grant" act, and institutions initiated under the Morrill Act are considered land-grant universities.

In 1966, the United States Congress established the sea-grant. Its purpose was to combine public and private sector partners with the research arm of top American universities to promote sustainability of the economic and social benefits of the coasts, oceans and Great Lakes (National Oceanic and Atmospheric Administration, 2014).

In 1988, the United States Congress established the space-grant. Administered by the National Aeronautics and Space Administration, the goal is to encourage public engagement and fund education and research for the purpose of contribution to the nation's science enterprise (National Aeronautics and Space Administration, 2014).

On April 17, 1871, the Texas state legislature formed the Agricultural and Mechanical College of Texas under the terms of the Morrill Act of 1862, and the institution that would one day become Texas A&M University was born (Texas A&M University, 2015e), and thus its designation as a land-grant university. A century later, in 1971, Texas A&M University received sea-grant status followed by the space-grant in 1989. The University was among the first four in the nation to receive all three designations (Texas A&M University, 2015e).

Senior administrators' perceptions about the value of the land-grant designation, in particular, cannot be understated. The topic of land-grant status emerged often during interviews with administrators. Without exception, the land-grant designation was honored, revered and called upon as a central feature of the organization's purpose and value. Senior Administrator Matthew, a leader from the College Station home campus, identified the land-grant status as a favorite topic of conversation with both internal and external stakeholders (Senior Administrator Matthew Interview, July 2014). When asked what they most like to talk about when discussing the University with outsiders, Senior Administrator Felicia summarized the response of most administrators by answering unhesitatingly, “I would tell them about Texas A&M University, our land-grant heritage, our mission, our vision.”

Some senior administrators indicated that, nationally, the designation of land-grant status seems to have lost its value, implying universities do not appear enthusiastic in adopting the classification. Senior Administrator Leslie expressed pleasure that Texas A&M University not only retains land-grant status, but is proud do to so and accepts it as a defining aspect of the organization’s purposes and values when she said, “It's an even smaller set that has achieved … land-grant [status] and maintain pride in their identity as a land-grant university.”

Land-grant universities had the initial requirement of providing agricultural academics. A visitor to a land-grant campus should never be surprised to find horses, cows, pigs and other animals housed somewhere on the campus. Texas A&M is no different. Located only a few hundred yards from one of the main drives, the fragrance of Texas ranch-land wafts across the home campus due to the presence of ranch and farm animals in nearby pens. Senior Administrator Chantel, a leader from the College Station home campus, found these livestock pens to be a central aspect of the University’s purposes and values:

> And so…there’s just a different feel at Texas A&M because of the land-grant: the inclusion of agriculture in a lot of our programs. There’s pigs not too far away—than what you get at an urban campus that is also research centric and maybe at the same size. They just feel different.

Land-grant universities have expanded beyond the boundaries of agriculture, mechanical arts, and military tactics and are now seen as harbingers of higher educational access. Senior administrators at Texas A&M University embrace this effort and proudly declare the University as one in which the full measure of land-grant activity is demonstrated. Senior Administrator Garrett declared:

> Actually, this is a message of Interim President Hussey …that we have to be among the top land-grant universities. And what is the mission of a land-grant university, other than initially historically being— one of them being able to offer technical degrees in agriculture and technology, was actually to promote access to the broadest swath of the population as possible. And back in the 1800's this was not the case. Today this is not the case. Today even when we have less than 30% of the American population who goes to college who has a college degree of any sort. And that's a really tragic statistic.

The fact that Texas A&M holds designations in all three categories—land-grant, sea-grant, and space-grant—is not lost on senior administrators. Over and over these three phrases would surface as key statements of the organization's purpose and value. Senior Administrator Erin, a leader from the Galveston branch campus, volunteered, "We are sea-grant, land-grant and space-grant. And it's important for the economy of Texas." Likewise, Senior Administrator Pedro, a leader from the College Station campus, announced, during one interview, "[Y]ou know, we're one of the few schools that have a…space, land and sea-grant status."

Having encountered the phrase several times during interviews, the researcher at one point asked an emotive question. The conversation with Senior Administrator Emmitt was thus:

> Senior Administrator Emmitt: There are very few institutions that are land-grant, sea-grant, and space-grant institutions.
>
> Interviewer: Would you say there's a lot of pride around those three designations?
>
> Senior Administrator Emmitt: Yes, absolutely!

For senior administrators, the three designations carry more weight than a mere title.

They are invested in these words, define their roles around these words, and express pride in association with an institution bound to the land-grant heritage. Their pride is related to the long heritage the university has had with the “grant” status, the fact that few organizations possess these titles, and that their status as a land-grant institution means they make higher education accessible to the people of Texas.

One final note on this topic relates to the frequency in which land-grant was mentioned over the other two designations (sea-grant and space-grant). Senior administrators at Texas A&M University appear to hold a stronger connection with the land-grant designation than the sea or space-grant. As this surfaced in one interview, Senior Administrator Chantel responded by saying:

> Interviewer: How is the sea-grant and space-grant, in your opinion, less important than the land-grant?
>
> Senior Administrator Chantel: (pausing for reflection) I think they came later.

Perhaps the most salient conclusion to this statement references the inception of the institution. The university was later designated with the sea and space-grant classifications, but it was birthed out of the land-grant: the Morrill Act of 1862. Absent this important legislation, Texas A&M might never have existed. So it should hold no surprise that, to these senior administrators, the very foundation of the University’s purposes and values is bound to the granting of land.

Since the branch campus is a part of Texas A&M University, it is expected to hold the appropriate designations as well. Asked if this was really necessary, Senior Administrator Leslie responded:

> "Yes, absolutely. With the caveat and understanding that they are a special purpose campus. [T]hey cooperate with us on that [designation]. So I would say that the aspect that says you're going to have Ag and Engineering; they have Engineering; they don't have Ag, but they have all the other components."

Interestingly, not every administrator sensed the designations were replicated at the branch campus. Senior Administrator Chantel said, "I feel the marine focus of the campus, but not necessarily the sea-grant designation … somehow I don't pick up on that tie between the marine focus, … [and] the sea-grant designation." So, while there is a declaration and expectation that the branch campus participate in the designations of the University, behaviors at the branch campus produce a perception of misalignment in the minds of some senior administrators.

The designations by which the University identifies itself aligns with Pratt and Foreman's (2000) perspectives on defining organizational identity through distinctive aspects. Unlike most other universities, Texas A&M University holds all three "-grant" designations, which sets them apart from the majority of other institutions across the nation, certainly within the state of Texas. Furthermore, the ways in which they share these designations between campuses aligns with Hermanson's (1995) conclusion in that both branch and main campus administrators agree the best inter-campus relationships are built around appropriate interaction time, flexible policies and mutual trust. Merzer (2008) verified this, concluding that respect, communication, inclusion on decision-making, and collaboration are the elements contributing to a positive inter-campus relationship. Therefore, collaboration, flexibility and corporate decision-making are emerging, even at this early stage, as necessary factors to transmit the distinctive organizational identity of designations from the home campus to the branch campus.

Accessibility

Accessibility is an important quality for land-grant universities. Accessibility means that any qualified applicant can attend the University. Accessibility stands in contrast to the elitist university. Elitist universities focus on attracting a certain kind of person with the likelihood of becoming a doctor, lawyer, politician, etc. To sustain their elitist perception, these universities only accept a minuscule percentage from the thousands of applicants they receive each year. This produces a small club in which only a handful of people have experienced the opportunity to participate. Land-grant universities, however, focus on bringing higher education to the masses. Senior Administrator Chantel clarified it by saying, “But that notion of being the people's university: first rate education that's supposed to be accessible to any citizen within the state that qualifies to get in.” Texas A&M is the people’s university, and boasts an enormous population of graduates to emphasize the obtainability.

During the course of the interviews, Senior Administrator Garrett responded openly about accessibility. Texas A&M receives an enormous number of applications from students each year that won’t be accepted. Noting that the University declines thousands of applicants, the researcher asked Senior Administrator Garrett how Texas A&M University can claim to demonstrate accessibility. He responded:

> The accessibility is not so much everybody should get in. So access here in the US is also measured in financial terms. And in financial terms we’re still a great deal. Because of the quality of the degree with respect to the cost of that degree.

Even if every applicant was accepted, accessibility would still not be achieved, because accessibility is about opportunity rather than entitlement. Opportunity indicates the conditions for success have been assessed and met. The application process for Texas A&M University assesses a potential student's ability to achieve graduation success through the University's rigorous academic process. Commenting on the dialogue leaders have around this topic, Senior Administrator Chantel said, "Do we just throw our doors wide open and see who swims and who sinks, which brings with it some really horrific political implications?" The university's academic rigor is what enables it to continue offering a high quality educational experience. Ensuring students can successfully navigate those experiences without negatively modifying the rigor is a necessary exercise for accessibility.

Aligned with accessibility is the size of the institution. Senior Administrator Erin commented how large the University has become stating that admissions have increased to about 60,000 students, making it the largest university in the state of Texas (Senior Administrator Erin Interview, July 2014). Size impacts accessibility, because a large student body can create overcrowded infrastructure and classrooms. Senior Administrator Garrett viewed it this way:

> Oh, it's not a question of admissions. It's a question of size. So Texas A&M University is going to become very large indeed. And its increasing [the] admission of students, but its limited by size. It doesn't seem so, but it is limited by size.

Administrators perceive the University will continue to grow; however, it cannot sustain infinite expansion. The costs associated with building new dorms, classrooms and roads to serve an ever-growing student body is untenable. Yet, as the University grows and these items remain incomplete, each new student thins the shared resources among all other students. Senior Administrator Erin questioned this growth:

> And I don't deny that [we’ve] got needs, big time needs. Which brings into question, well how big should Texas A&M University be? I don't think anybody's got the real answer for that.

The lack of answers to this important question concerns administrators. The university’s status as a land-grant institution beckons them to ensure accessibility continues. But as accessibility enables more students to qualify for admission, existing students experience a narrowed accessibility among the shared resources. As administrators continue to search for these answers, their responses indicate accessibility is a central facet of organizational purpose and value declared by senior administrators.

Accessibility is a concept satisfying Pratt and Foreman’s (2000) perspectives on both central and enduring aspects of Organizational Identity. In the case of accessibility, senior administrators perceive it is a fundamental component of the University at both the home and branch campus. In addition, accessibility is perceived as a concept that has defined the University for a long time. Absent accessibility, senior administrators perceive the University would be a very different place to fulfill their work.

Culture

Culture is a somewhat indefinable quality that might best be described by organizational members as the unwritten rules people within the organization use to accomplish assignments, navigate relationships and fulfill the mission of the institution. Being unwritten, culture is a quality that must be learned through experience, since even group members are often unable to fully define the culture—they just know it.

Senior administrators perceived culture as one of the primary elements that make Texas A&M different from other institutions. Senior Administrator Pedro said, “It is a different place from most other higher ed campuses. You can see that in the culture." Senior Administrator Joshua, a leader at the Galveston branch campus, elaborated on the culture saying, "Obviously what sets Texas A&M apart [from] all other land-grant institutions is the traditions and the culture." Traditions, too, an important part of Texas A&M, offer a little insight into what is meant by culture, but will be addressed with more depth in another section. Attempting to give a little more clarity to the idea of culture, Senior Administrator Kent said, "But certainly the Aggie Spirit that you find here is unique to this place." While the term Aggie Spirit does not necessarily deepen an understanding of culture at Texas A&M, it does make clear that senior administrators recognize there is an intangible aspect guiding the organization's success. Former students often return as employees because they are eager to re-engage with the intangibility of the institutional culture (personal observation, August 2014). Despite its abstraction, culture is invested in the hearts of the A&M stakeholders, and it is decidedly Aggie in quality.

Senior administrators view the distinctive culture as a selling point. Senior Administrator Joshua identified culture as an area that draws students, saying, "A lot of students come because of the culture of Texas A&M. So I think there's certainly something there that draws them to Texas A&M." Once on campus, students are enculturated with the traditions, and the Aggie Spirit—that intangible quality which drives the feel and experience of both students and faculty. Senior Administrator Domingo commented on the enthusiasm of stakeholders saying, "I think that Aggies are almost fanatical to be Aggies. You know? It's really interesting." Senior Administrator

Pedro, agreeing with this sentiment said:

> And so, it definitely sets it apart. And while college campuses are very identifiable as a brand affinity to people who go there, TAMU kind of takes it to a new level. So there's something embedded in the culture here that's different from everywhere else.

Most senior administrators found difficulty in describing what is meant by culture. On several occasions interviewees agreed with the statement of Senior Administrator Emmitt, "[F]rom the outside looking in you can't understand it, and from the inside looking out you can't explain it." Senior Administrator Kent used greater depth in describing the Aggie Spirit:

> But there isn't anything like this particular thing. And its—the whole thing comes down to the Aggie Spirit. The Aggie Spirit has to do with— … the Aggie Code. Every university has a code of conduct. But here it really means something, you know. And the code of conduct at other universities is if you violate it, you get expelled. Here, if you violate it, it not only hurts you, but it hurts everybody else. Because you're hurting the image of an Aggie. But here, you do something like that and you're hurting Aggies all across the United States, the whole world of Aggies is hurt by your actions. You don't find that anywhere else. Anywhere else.

Senior Administrator Kent begins to touch on a few of the distinctive aspects of the culture at the University. Stakeholders are group members for life. Their status as an Aggie is not limited to their days as a student. Stakeholders operate by a code that encompasses more than behavior. Stakeholders are responsible to uphold the appropriate image, and failure to do so is a mark against every stakeholder. Senior Administrator Garrett elaborated even more:

> Because this place gives you this sense of identity like I've never seen before. You go to places like Ivies. They provide the students with a very strong sense of identity. It's different here. It is … more about the real sense of identity with what it means to have studied here. And there might be other universities that do

> that as well as A&M, but A&M, in my own experience, is the only one that does it the way I've ever experienced it.

Culture, then, is really about identity and the transference of the University identity into the student. This administrator implies that students do not adopt the institutional culture; they allow themselves to become immersed in its waters and, therefore, thoroughly transformed upon surfacing after graduation.

Administrators disagree as to the responsibilities campus leaders have in guiding culture. Senior Administrator Thomas cautioned against becoming too directive of culture saying, "[I]f you think about culture, you can't legislate it. [I]'s like the connective tissue to the body." Senior Administrator Lindsey disagrees, saying:

> I think the students can't drive the culture without support. Or you have to be careful at least to maybe steer the culture. Because culture can get out-of-whack. So, the leadership and the administration and the campus have to have that influence in the overall mix I think.

The different approaches can be attributed to the difficulty in defining culture. When its definition is unsure, culture is a difficult aspect to interpret.

Another expression of the institutional culture is termed *Aggie Cohesion*. Officially, an Aggie is a student at Texas A&M University (Texas A&M University, 2015c). Administrators view the label of Aggie as fundamentally accessible to individuals who attend the university. Nevertheless, having a family member who attended in the past provides a sense of enculturation to those who are not students (Senior Administrator Pedro Interview, August 2014). So, while achieving status as an Aggie is only available through organizational membership as a student, possessing the Aggie Spirit is accessible to any person who would ascribe affinity for the heart of the organization. Thus, staff, faculty, children and even students from other universities could claim ownership of the Aggie Spirit by connecting with the organization's character. This distinction is important because the aspect of Aggie Cohesion relates to the idea that Aggies are not bound by their geographical borders, but are united by their mutual values and character. They behave uniquely as Aggies because of shared beliefs.

One example of this unification apart from geography is found in the expanding nature of 21st century academic delivery mechanisms. The proliferation of online education has moved well beyond novelty. Texas A&M University offers online education in dozens of academic programs (Texas A&M University, 2013a). Online students are Aggies because they attend the university. Online students may lack the experiences that come through organizational student life, but that does not deny them the title of Aggie. Senior Administrator Kent characterized the scenario thusly:

> So, the idea of … you live and die … in College Station—the sacred ground—I think that's going to be diluted … just because of the way things are mov[ing]. And now with the internet, you're having people … in … Sydney, Australia and they get a degree from Texas A&M University, and they never set foot on the campus, and they're Aggies. So, I think over the years that's going to fade away and it's just kind of a residual thing, … that comes from the past.

Senior Administrator Kent recognizes that the changing ways in which students derive their education does not impact their Aggie status. They may live oceans away from the University, but the historically significant experiences of a student—the College Station campus life—is becoming less important. The Aggie Cohesion makes this possible through the behavior of like-minded, values-infused stakeholders.

The Aggie Cohesion extends beyond graduation. An Aggie is an Aggie for life. Senior Administrator Ezra said that there is no such being as an ex-Aggie: "We don't call them exes; we call them Former Students." They carry the heart of the University with them wherever they go functioning as eternal evangelists for the organization's values. Senior Administrator Ezra went on to say:

> I think another theme about the institution as a whole is … the camaraderie … of graduates and the reputation of graduates which … enhances their opportunities when they go out to both the public and the private sector. It doesn't end when you walk across the stage. I think that's a distinct advantage.

Aggies are certainly united in the recollection of their experiences on campus, but they are more deeply bonded by their association as an Aggie. The experiences of students might be similar, but certainly no two students share identical experiences—especially two Aggies from different generations. They lived as students in different eras, yet they experience a unique connection. Therefore, the bond cannot be found in experience but in association. Senior Administrator Kent commented:

> And the idea is anywhere in the world, there is that network [of Aggies]. Now you tell me where you're going to find any of that at any other university, anywhere. Doesn't exist. That's what makes the entire Texas A&M University totally unique among any university I've ever worked at and that I've seen anywhere else. Now, maybe some of the northeastern universit[ies], maybe Harvard and Yale, maybe they have that kind of thing. I don't know. But here in Texas, nobody's got that.

The post-graduation Aggie carries the same organizational embodiment as the senior cadet. They are linked by an inextricable organizational soul over which the institution has little influence.

The Aggie Cohesion is observable through the actions of stakeholders (e.g. when they support one another, or offer a nod of encouragement across a room). It is unique to Texas A&M University. Administrators observe nothing similar at any other institution; so it provides them with a distinctive symbol in which they discuss the organization with peers both inside and outside the university.

The extra level, and almost fanatical quality of culture is distinctive to Texas A&M University in the eyes of senior administrators. It provides a way for stakeholders to talk about the University in language that distinguishes it from other universities in Texas, around the nation, and across the globe. That administrators from both campuses referenced the distinctiveness of culture as a descriptor of the University's essence indicates unique culture is a universal objective of the institution.

Unity

Senior Administrators perceive the University to include both the home and branch campus. They are unified as one entity. While administrators may define parts of the branch campus as distinct and different from the home campus, stakeholders believe the branch campus is a part of the University and a contributor to the mission and purpose of Texas A&M. In defining the branch's unity, Senior Administrator Leslie said, "I think we know [the Galveston campus is] a branch campus, and I think that a lot of people—even our legislators—don't understand that means they are a part of us.

Part of the unification is found in the nickname for students at the University. An Aggie is a student at Texas A&M University (Texas A&M University, 2015c). Administrators perceive the label of Aggie is fundamentally accessible to individuals who attend the University. As students of the University, Galveston stakeholders are Aggies as well. Together, these students possess the heart of the University and carry with them the Aggie Spirit. The word may represent a student at the University, but it is perceived as an enduring label, not bound by time. The term emerged in the 1920's, but did not become the official student body nickname until 1949 when the yearbook changed its name (Texas A&M University, 2015c). Since then it has proliferated the culture of the institution and is used as a marker of identification throughout the organizational literature and structure.

Senior administrators at the University are in agreement that the students attending the branch are full-fledged Aggies. Senior Administrator Felicia said, “The students [at Galveston] understand that they are Aggies.” This is a common message coming from the Galveston campus and supported in College Station. Senior Administrator Chantel commented how they work tirelessly to ensure the Aggie Spirit and heart are embedded into the coastal campus, saying, “But that dedication to the identity of being an Aggie is there in Galveston.”

Senior administrators are not the only ones declaring students as Aggies. The students in Galveston have also adopted identification as Aggies. Senior Administrator Adrian has heard from students who project a sense that they want to be known by no other name: “There's no doubt on [the Galveston] campus [the] students … want to be known as Aggies.” An Aggie is an Aggie for life, whether they come from the College Station or the Galveston campus. Senior Administrator Kent spoke in awe at how students embrace their position as Aggies and adopt it for life, by saying, “You walk out of here, you walk out as an Aggie. And that never changes. You're always going to be an Aggie. The branch campus, through the efforts of administrators and the acceptance of students are embedding the Aggie Spirit onto the Galveston campus.

Traditions

One of the more common topics to arise during interviews with senior administrators revolved around the traditions of the University. The traditions are a set of behaviors and beliefs adopted by those who carry the heart of an Aggie. Primarily intended for students of the University at both the home and branch campus, the traditions can also be demonstrated by anyone who wishes to display the unwavering spirit of Texas A&M. The university lists fourteen distinct traditions (Texas A&M University, 2015i), but senior administrators tend to speak of them as a whole, only occasionally referring to individual traditions.

The traditions at Texas A&M University provide an enchanting atmosphere to the institution. Within the organization they are embraced and revered; outside the organization the traditions are mocked and ridiculed. To spectators, the Aggie traditions may seem bizarre and pointless. To stakeholders they represent foundational experiences of the University. Many of the traditions at Texas A&M grew out of the military background of the institution. These traditions contribute to the magic of the Aggie Spirit (Texas A&M University, 2015k). They are physical actions embodying an emotional sentimentality. The Corps of Cadets is considered the guardians and keepers of the traditions (Texas A&M University, 2015j), but every Aggie is a custodian, accepting the transmitted traditions from the institution's academic ancestors and curating them for future generations.

Senior administrators are not blind to the influence of the traditions on the University. Even those administrators who are not Former Students avoid minimizing them as cute trinkets of bygone eras. Consistently, the traditions emerged during interviews as marker of organizational purpose and value. Senior Administrator Chantel said, “[M]any of the traditions that we have at A&M … really kind of grew out of that heritage [of being a military institution]. And they're still embraced now because they're so ingrained in our self-identity.”

While the traditions may have their root in the University’s military heritage, administrators perceive they have not diminished since the Corps of Cadets was made optional, and in fact they have expanded. Senior Administrator Erin said, “And since we went co-educational, [and created the] non-compulsory Corps, I think generally the student body has embraced almost all of those traditions and added to them.” The traditions of Texas A&M have an enduring quality that has made them sustainably relevant for decades, and compels administrators to recognize them as markers of the organization’s purposes and values.

Administrators have a perception not only about the influence of traditions, but what they mean as well. For Senior Administrator Emmitt, the traditions have a dual meaning:

> Traditions. When you say the word *traditions* here, it has a great deal of meaning; and we talk about big T and little t traditions. Big T traditions are ones we go back and find a historical context to. Little t traditions are ones the students seem to make up in the moment.

Since traditions are so revered at Texas A&M, there is an effort by students to initiate new actions that are transmitted from one class to the next in the hopes that in the future those actions will carry the weight of tradition. For Senior Administrator Emmitt, those attempts are tepid novelties likely to fade with time. The institution’s real traditions are seated in heritage surrounded by a narrative.

Other administrators find the authentic essence of the traditions in the Core Values of the institution. Describing the challenge connected with abusing traditions, Senior Administrator Lindsey said, “And it's so easy for them [students] to get caught up in the busy-ness or the activity of the tradition without talking about why we do the tradition. It's the values behind it that have to drive it.” Traditions, then, are seated in the Core Values. Outsiders may mock the institution’s traditions because they lack an understanding of the guiding principles, which is a rational response; traditions absent supporting values become bizarre and pointless.

The meaning of the traditions experiences longevity when stakeholders nurture their foundation. Senior Administrator Leslie reiterated this idea when she said, “It’s making sure you have the kind of students who are engaged. They own this University. They want it to be there. They want those traditions. That’s a big way of how student’s own universities is their traditions.” So, the traditions of Texas A&M University are based upon the institution’s Core Values and have an historical guiding narrative. In addition, they are nurtured by students who own and drive them.

As the interviews progressed, the conversation with several administrators explored the durability of those traditions, examining how long they could actually last. In particular, the discussion explored the possibilities of traditions shifting or changing. Since traditions are an important aspect of the University’s purposes and values, to what extent could those purposes and values stay intact if traditions were to change? Senior Administrator Leslie reflected:

> So traditions do stop happening. And so I can imagine, yes, that can happen [they come to an end]. Are we going to go and tell them, ‘by golly you have to do this?’ [She shakes her head no] We may tell them if you're going to do this you have to do it this way and at this time and stuff like that.

Senior Administrator Leslie went on to admit there is an extraordinarily slim likelihood all traditions could change with such dramatic, identity-changing effect (Senior Administrator Leslie Interview, June 2014).

Administrators generally felt reluctant to accept responsibility for the furthering and nurturing of those traditions. Senior Administrator Thomas, a leader from the College Station home campus, summarized this disdain, saying, “This other kind of stuff that we're really known for [like the traditions], that's yours [the student’s].” To reinforce this point, the University has a Tradition’s Council responsible for educating people about the traditions and creating awareness (Texas A&M University, 2015a). The council is comprised of students rather than administrators (Texas A&M University, 2015g). Founded in 1975, the council attempts to preserve the traditions by stoking the Aggie Spirit in the hearts of Aggies (Texas A&M University, 2015a). The transmission of traditions seems to be largely in the realm of students rather than administrators. However, Senior Administrator Emmitt envisioned a problem if the traditions were to wane: “I think if some of the traditions at Texas A&M University … weren't adhered to, you would see lots of concern.” So, administrators feel some responsibility to nurture the traditions, if only minimally so.

Finally, administrators discussed the durability of traditions by examining the ease with which they can be changed. Senior Administrator Adrian said, “Changing tradition is something that can be quite challenging.” Traditions in any organization do not change easily, but the Traditions Council and the Corps of Cadets make this especially true at Texas A&M. One example where a tradition experienced dramatic change is in Bonfire. The tradition of Bonfire began in 1909 when Aggies burned a pile of trash as a way to express their burning desire to beat the University of Texas during the annual football game. Each year thereafter, save for 1963, Bonfire was built with greater complexity and burned at the University. In 1999, as Bonfire was under construction, the log stack collapsed injuring 27 and killing 12 Aggies (Texas A&M University, 2015d). After the collapse, the University ended the official Bonfire, closing a University-sponsored tradition that lasted for 92 years. The crisis surrounding the injured and dying students brought a nearly century-old tradition to a close. Reflecting on the causes of its demise, Senior Administrator Lindsey said:

> We were doing an activity over and over again without asking ourselves, ‘Are we steering the Core Values?’ There were a lot of practices … that were going on that weren't part of the Core Values. The Core Values were the teamwork, and doing something bigger than yourself, and the camaraderie, and the spirit. [But we] let fatigue, and safety issues, and alcohol, and other things … in there without questioning [them]. That's where we … weren't steering. It's easy for hazing to come along. That's not the Core Values.

On the impact of significantly altered traditions like Bonfire, Senior Administrator Lindsey concluded, “I heard former students say, ‘If you don't have Bonfire, there's nothing.’ I was like, ‘Oh my! If Texas A&M is only because we could build a big bonfire, then that's not … Texas A&M either.” Senior Administrator Lindsey brought clarity into the conversation by shifting the focus of the traditions back onto the Core Values. According to her, while the traditions offer an aspect of purpose and value, the fullness of organizational purpose and value cannot be located within the traditions themselves. The traditions are only an expression of the Core Values, so if one wanted to really understand the University, they would need to examine the Core Values. The traditions of Texas A&M do not change easily. They demonstrate durability over time, but they are subject to appropriate change when situations arise.

The concept of traditions aligns with Pratt and Foreman's definition of enduring and distinctive Organizational Identity. Many of the traditions have existed from the University's inception. Most of the traditions are rooted in the early days of the institution. Furthermore, the traditions, themselves, position the University as distinct from most other institutions of higher education. Almost every school has a set of traditions in which students participate, but none of them have the depth of meaning or history embedded into the traditions of Texas A&M. Administrators from both campuses regularly spoke of the University's traditions. Administrators at the branch campus view the traditions as identity components to be instituted at the branch. The traditions were never addressed as components of identity that were only appropriate for the College Station home campus. The traditions, then, serve as the final component of purposes and values that are perceived by senior administrators to serve as a universal organizational identity across both the branch and home campus of Texas A&M University.

Subtheme B: Narrow Aspects

Senior Administrators at Texas A&M University have declared that, as a branch of the University, the Galveston campus should demonstrate purposes and values of the whole University. Aspects declared to exist at the branch campus include the Core Values of the institution, the organizational mission of educating students, participating as a land-grant institution by making higher education available to the people of Texas, and celebrating the time-honored University traditions. At the same time, many administrators have determined that the branch campus operates with a special focus, and should therefore demonstrate a set of purposes and values that are unique to that campus. These are subthemed under the main theme of Objectives as Narrow Aspects.

Senior Administrator Ezra summarized the perspective of many administrators regarding the Galveston branch campus when he said, “I think a peculiar problem in reference to what [we’re] talking about is being a special purpose institution. [Galveston is] different than perhaps other branch campuses may be because we've got a mission and it's relatively narrow as compared to other institutions.” Senior Administrator Ezra’s summary identifies the Galveston campus with a set of narrow purposes and values that are different from the main campus.

Pratt and Foreman (2000, p. 20) say that Multiple Organizational Identity is present when different perceptions exist about the central, distinctive and enduring aspects of the organization. Since administrators perceive the branch campus in Galveston to operate with a unique set of purposes and values in addition to those from the home campus, Pratt and Foreman’s theories on Multiple Organizational Identity is appropriate. This subtheme identifies the purposes and values that are distinct at the branch campus and thus provide a unique perspective of components that are central, distinctive and enduring at the branch campus.

Size

Many people assign their personal identity to the shape and size of their body.

Organizational stakeholders can ascribe the same kind of meaning to the size of an organization's body. The size of Texas A&M University's body was an oft-mentioned refrain. When senior administrators mention size, they generally referenced the number of students admitted into the University. Likewise, the size of the branch campus in comparison to the main campus was a commonly mentioned distinction.

Texas A&M University's home campus in College Station is enormous. Against the Galveston branch campus, the size is hardly comparable. Senior Administrator Thomas noted, "Our College of Engineering is [almost] ten times bigger than the … size of the Galveston campus." Boasting over 50,000 students, the home campus of Texas A&M University provides a clear distinction between home and branch campus. Senior Administrator Thomas, in comparing the two campuses, went on to say:

> Well, I think the most obvious one is scale. I mean, … from nuclear reactors to a large animal veterinary clinic, to practically every-crop-that-you-can-think-of test facilities, to performance studies. I mean, it's scope and the volume [of activity at the home campus is overwhelming, and] quite frankly is hard to [find] replicated across the country.

The sheer number of academic enterprises occurring at the home campus is almost incalculable. The volume of effort is in proportion to the number of students, faculty, staff, and administrators conducting research and work throughout the breadth of academic programs available on the home campus. Such wide scope in programming is made possible by the size of the College Station student body. Senior Administrator Emmitt, noting the size of available programming, said, "[At the home campus], you have students who are from a variety of colleges. They're Business, they're Engineering, they're Architecture, they're Liberal Arts, they're Ag[riculture]. So you have a broader spectrum of students [in College Station].

The size of the home campus, and the breadth of programming available in College Station, does not come without problems. A larger student body size requires the support of more staff and faculty. More academic programming demands infrastructure and processes to accomplish tasks across the campus. Functioning in the environment can be challenging due to the complexity of process and the number of individuals with which one must interact to accomplish work. Senior Administrator Lindsey characterized the organizational complexity by saying, “I can see why it's more difficult, because you've got so many different entities, or so many different people in order to maintain the communication and such. It's more difficult.” The challenge in navigating home-campus operations also makes the home campus unique from the branch campus, albeit in a less positive manner.

The Galveston branch campus is dwarfed in size by the home campus. With Galveston operating a student body size of about 2,000, the size difference creates a distinctive cultural difference between the two campuses. Senior Administrator Lindsay said, “Well, I think the biggest cultural difference is just size. Two thousand people is very different than fifty thousand plus people”. The size difference impacts policies, procedures, workflows and communication. Senior Administrator Lindsey discussed how the smaller size enables tighter work groups at the branch campus. “[T]he way we interact, the way we communicate, even policy kinds of things are—we push on each other a lot more, we know more about each other. That size is really distinctive.” Size causes a distinction between the branch and home campus without external effort on the part of administrators. Senior Administrator Kent summarized the perception that the Galveston campus stakeholders are victims of the distinction, saying, “I think the biggest difference is the size. The size forces you to be different whether you want to be or not. When you're 2,200 students compared to fifty-something thousand.” Senior Administrator Kent’s use of the word “force” implies that senior administrators are managers of circumstances, which cause the size difference, rather than perpetrators who make purposeful decisions to keep the branch campus small.

But senior administrators characterize the size as a benefit rather than a hindrance. They perceive the smaller campus is an advantage to the purposes of Galveston. Senior Administrator Adrian mentioned how the smaller campus enables students to have a more personal relationship with faculty members, saying, “Size. Huge difference. What do you get with … a smaller size? Number one, you get smaller classes [that give] a better ability with your faculty to know who you are, and to engage with your faculty.” The smaller campus also enables students to connect better with one another within their classes. Senior Administrator Adrian went on to describe how the familial relationship is extended when students know one another:

> [O]ne of the selling pieces is our size. [W]e have some students that come here as freshman who went to high schools where their high school graduating class is almost as big as this campus. [T]hey come here and its just the small size … of our classes.

The smaller campus is also attractive to students that want the products offered by a large institution, but would prefer to study on a smaller campus. Senior Administrator Kent referenced the fact that some students who transfer out of Galveston up to College Station return because the environment is demonstrably different:

> There is also a percentage … of … students who do go up there and after a semester or a year, come back here, because they didn't like the largeness. [T]hey missed the camaraderie they had with their professors or with the community – the small campus atmosphere here. They miss that sort of thing.

Senior Administrator Domingo, reflecting on the same idea said, "[T]he interesting thing about this campus is that its large enough and connected to the main campus in such a way that we can give you all the opportunities that a large Tier 1 school has."

While the Galveston campus is adopting ways to grow the campus, they still harness the small campus size as a selling point. Senior Administrator Garrett addressed the apparent discrepancy in which campus growth would remove the benefits available in a smaller campus:

> If you're referring to size – small size being an advantage – and when do we lose that. I don't know exactly. Like I said, any liberal arts [university]…swells up to about 3000 I think – not that bigger ones don't. [M]ost of the ones I see are around that number, so there must be something around that number that is actually functional.

Ultimately, small, is a matter of comparison. To the College Station campus, Galveston is always likely to be smaller and thus able to offer the benefits of a smaller campus through proper planning and administration.

Branch Campus

Another purpose and value unique to the Galveston campus is that it is an arm of the University's body—it is a branch campus. The Galveston campus of Texas A&M University is not an institution to itself, but is instead an extension of Texas A&M University. The campus offers degrees "under the name and authority of Texas A&M University at College Station" (Texas A&M-Galveston, 2010a, para. 1). The Chief Executive Office of the campus reports to the President of Texas A&M University

(Texas A&M-Galveston, 2014). New employees are taught from the very beginning of their employment that the Galveston campus is a branch of College Station (personal observation, July 2014). The alignment, structure, and operation of the campus indicate it is a branch campus. The campus receives its academic authority from Texas A&M University and according to Senior Administrator Matthew, is the key variable defining the campus as a branch of the University:

> The students enjoying the traditions, the students having that other education, the students being more involved in the community or campus activities. All of that is a positive, but that doesn't have to happen for a campus to carry a branch title. When you look at the legal definition or the physical definition of what really makes Galveston a branch campus, it's the academic offerings.

Senior Administrator Joshua, a leader at the Galveston branch campus, highlighted how administrators at Galveston understand the status and definition of the campus by saying, "We strive to be another jewel in the crown [of Texas A&M University]." Senior Administrator Domingo offered that the campus "needs to stay as a branch campus." While the campus's status as branch is not perceived by administrators as inferior to the home campus, there is an ongoing effort to ensure the branch campus is remains that: an extension of the home campus.

A Special-Purpose Campus

The Galveston branch is defined as a special-purpose campus. The phrase "special purpose" holds an important meaning for senior administrators, in that it is one of the defining characteristics of the campus. Senior Administrator Thomas noted how the branch campus's legislative charter actually declares the uniqueness: "It is by statute a special-purpose institution. If you look at the enabling statute for A&M at Galveston it lists that, and that's one of the things that we certainly sell." Senior Administrator Leslie summarized the clarity College Station administrators have of Galveston's special-purpose status: "They are a special purpose campus. [T]heir folks [focus] on the marine sciences and marine technology. So they've always had a subset focus and not as comprehensive a focus." Senior Administrator Lindsey summarized a similar awareness of the administrators at the branch campus: "[T]he water invades everything we do. Even though we represent, in our majors, all of the colleges now. So, we have liberal arts and agriculture, and engineering, and science, and business, and the whole spectrum. It's the water." Senior administrators, then, declare Galveston as a special-purpose campus with a focus on marine science and maritime affairs.

Little interest exists in transforming the campus into an academically wider institution. Several reasons are apparent for this disinterest. The first is that administrators are very clear: the special purpose, marine focus is a fundamental definition of the branch's purposes and values. Senior Administrator Kent implied that a removal of the marine focus would leave little left to distinctively promote:

> But at the same time, I would not ever say OK well let's become a full-blown university here. Let's start offering … theater, and let's start offering radio/TV, and let's bring in an architecture school, … let's put a pharmacy school in here. No, it's not what we are. I always believe in knowing what you are, be it the best you can be. And that's what I think we're striving to do here. So I don't see anybody really wanting to … get rid of that special purpose.

Senior administrators at Galveston have little interest in removing the special-purpose focus of the campus because to do so would strip them of a deeply-embedded purpose. The focus on marine science and maritime affairs at the exclusion of other academics enables Galveston stakeholders to clearly identify how they are both similar to, and different from, the home campus. This distinction, rather than being a burden or embarrassment at the branch campus, is instead a point of pride.

A second reason to avoid removing the special purpose of the Galveston campus involves the linking of the branch campus's special purpose with the name and brand of Texas A&M. Senior Administrator Thomas identified how this expression provides the branch campus a unique combination to advance the Galveston mission: "[B]ut the real cherry on the top for them is that they are Texas A&M with this special purpose and therefore these values are ingrained within what they do." To remove the special purpose would force the Galveston campus to compete directly with College Station for student enrollment. While both campuses would have the University's name and academics, Galveston would stand disadvantaged because it does not have access to the same level of resources as College Station (e.g. Football stadiums, student experiences and history). The attraction of College Station would far exceed that of Galveston. With the special purpose intact, administrators are able to narrowly focus and promote an environment that is thoroughly characterized as Texas A&M, but distinctively unique as a maritime institution.

Within the branch campus's special purpose, they remain an active and functioning part of the entire university. By definition, when one references Texas A&M University, they are including the Galveston campus; just as when someone says, "I know that person," they are including the arm as part of the person. Senior Administrator Garret summarized this inclusive view by comparing the branch campus to one of the colleges on the home campus:

> But I hesitate to say different, because of the word *university*. We are an operational unit of A&M, so are we different, really, than the College of

> Geoscience in our mission? We're not, the College of Geoscience also has a strong, central focus and so do we. So in a sense … although I want to say we are different because we have a special focus, … we're no different than any college and we shouldn't be.

While the home campus may be nestled among the expansive ranch-land of Texas, the Galveston campus extends Texas A&M University into the sea. Galveston campus academics, instruction, and activities involve sea-going vessels that require students to conduct many of their studies upon the water.

For a branch campus administrator, the sea provides an ideal teaching location just like the large auditoriums in College Station. During research, an audio recording surfaced for an upcoming commercial. It summarizes well the perceptions senior leaders at Galveston have of the University's boundaries.

> Audio: The Ocean is a wondrous world teeming with life, mystery, and adventure. Yet 95% remains unknown. At Texas A&M-Galveston we teach and inspire, through Aggie Values, tomorrow's ocean engineers, scientists, business leaders, and maritime officers to unlock the career opportunities on our vast oceans. Aggieland does not stop at the water's edge.

As an integral part of Texas A&M, the branch campus in Galveston provides the University with a unique extension upon the ocean.

Perhaps one of the more powerful expressions of the branch campus's special purpose came in the midst of one interview. Recalling the words of General Douglas MacArthur's Farewell Speech at West Point, Senior Administrator Erin, connected the military heritage of the University with the special purpose of the branch campus:

> [I was] reminded … of MacArthur's farewell speech at West Point, when at the end he said, and the Corps, and the Corps, and the Corps. Here you could say, and the sea, and the sea, and the sea. That's what it's all about.

The Campus and Ike

On September 12, 2008, Hurricane Ike stormed into the Texas coast slamming Galveston with a bulls-eye hit. About three-quarters of the island were submerged under water. Only two days before, the Galveston campus closed in preparation for the impending storm (Texas A&M-Galveston, 2010b). Galveston Island, being un-navigable, the branch campus opted to move classes away from the coast for the fall semester. This became a make-or-break time for the campus. Great doubt existed as to the sustainability of Galveston through the Ike crisis. The first question administrators at both the home and branch campuses needed to answer was where the Galveston students would move their classes. The answer became obvious: the entire branch campus—staff, administrators, faculty and students—moved their beloved campus up to College Station. Senior Administrator Pedro summarized the significance of this event for Galveston stakeholders, noting that the storm has become a central marker of the campus's values: "I think the Hurricane [Ike] situation galvanized that campus and brought it closer together as an entity."

Administrators at Galveston worked constantly in those early hours after leaders made the decision to move. The level of teamwork necessary to accomplish such a daunting task is a tremendous memory for many of the administrators who experienced the crisis. Finding new offices was critical, locating student housing became a priority, and communicating with students and staff was paramount. Senior Administrator Garrett reflected on how some Galveston stakeholders never believed success was possible:

> I was really dependent on leadership … and [was surprised the] main campus [was] allowing this to happen. And I never believed it, when I heard we're going

> to be moving to [the] main campus [and] resume [our] classes in a week and we'll be back in January. And I said, 'Ok'. I'll spare you all the adjectives I had in my mind. It's never going to work. And we were back in January. And we only realized how exceptional it was a few years later.

Across the branch campus, the crisis of Ike regularly surfaced during interviews. Administrators identified the storm as one of the most central, defining moments for the campus. Several administrators who were on campus during the storm are still employed at the Galveston branch. They tell others the story, and use Ike as a symbol for what a little campus can accomplish—not simply because they worked together, or labored endlessly, but because they wove the Core Values of the University into a seemingly impossible situation. Senior Administrator Joshua summarized the event's impact:

> I guess as we go through and talk about the teamwork after Hurricane Ike—You know the fact that we were able to take the entire campus and relocate to College Station in ten days was, I think, a pretty impressive thing. And that really spoke to the teamwork of taking care of everybody. [Some Galveston] Vice Presidents [had] their houses … completely … underwater. But everybody dropped everything to take care of the students and … really worked a huge amount of hours through those ten days to … start class literally ten days later. I think that really speaks to the teamwork that we hope to get out of our students and model for our students. But when the rubber met the road I think that [the team] really did a great job.

Hurricane Ike was a recent crisis faced by Galveston campus stakeholders. But the recent occurrence has not diminished the disaster from becoming a mythical account, albeit one wrapped in reality. The event's impact and subsequent meteoric rise into organizational myth positions the crisis as a story that will last for generations, long after every administrator has fulfilled their days at Galveston. History will surely honor the administrators who nurtured the campus through deep and troubling waters, and gave the campus a central value during a difficult time.

A Tribal Campus

Senior Administrators at Galveston view the campus as a tribe of people. This tribal perspective is identifiable through several aspects. Among the first tribal components is their quick identification as a family. Senior administrators at Galveston see the campus as more than an educational environment or a place to work, it is the central hub of their extended family. They work among family, teach to family, and play as if they are family.

While "family" is a term that emerged through the interviews, it is also a behavior practiced by, and felt among, administrators. Senior Administrator Garrett described the environment saying, "I have never been in a place, and I have been in several places before, that has that much commitment to its people, to each other." New employees are provided with information on where to turn if they need counseling-like services for issues like grief, home problems and troubles with coworkers (personal observation, July 2014). Like all families, there is argumentation within the Galveston family. But administrators demonstrate no fear or lack of trust in their fellow Galveston family members when discussing conflict. Senior Administrator Adrian described how conflict even seems a source of energy or betterment:

> So that family piece. That idea where you can argue and fight it out and push and shove and maybe even wrestle, but at the end of the day you realize you're fighting for the same objective and … that wrestling is about trying to refine [the objective] to be the very best.

The campus, as a place of familial existence, is important to the senior administrators at Galveston. Rarely did that term emerge from administrators at the College Station campus.

The family environment enables Galveston administrators to adapt in the accomplishment of their work. The familiar relationship among administrators at Galveston means a quick phone call or email can solve many problems. Because of the campus's student body size, administrators tend to wear multiple hats of responsibility. Senior Administrator Domingo identified how one phone call might be able to solve problems that would take a week's worth of communication at the College Station campus:

> Culturally that has a great impact on the fact that we're able to be very nimble because of our size. And we can operate inside the A&M bureaucracy in a way that people find amazing at times. How are you able to do stuff so quickly? Well, because when we set our mind to it, there's only a few people involved. We go and do it. We carry out our own great ideas. That's, I think, one of the biggest cultural aspects of administration here: if we have a great idea, the only people that are going to carry it out is us. So we get it done. And we get it done so that it works.

When administrators at Galveston must enter the machine of the College Station campus, they described a jolting sensation. Not used to the day-to-day mechanics of decision-making and work accomplishment, the College Station processes can be a frustrating experience for administrators at Galveston. Senior Lindsey commented that, "We aren't used to some of the rigidity in College Station … because of our flexibility on this end, some of the rules or the processes or—they have deadlines for everything."

The type of growth experienced at the Galveston campus is different than the College Station campus. Emerging often was the refrain that Galveston is a growing campus, and that mantra was one of the aspects that provided a tribal feel to the campus. Unlike the College Station campus, Galveston does not have thousands of applicants each year. It may be a growing campus, but measured by dozens rather than hundreds or thousands. Galveston administrators have been given a mandate to grow the campus, which itself is distinctive from College Station. While College Station administrators are focused on managing overgrowth, Galveston administrators are trying to find new students. Senior Administrator Ezra commented on his assignments to ensure the campus grows, “I’ve been told that we've got to grow to 3,000 [students].” The campus is growing, but not at the pace some administrators feel is necessary in order to reach the objective. Senior Administrator Kent expressed concern that the campus would miss the growth objectives, “I’m doubting that we're going to make it, because we have about 2 1/2 years left … and we've gained probably 300 students. [W]e’ll be at maybe 2,600 in five years rather than the 3,000.” Extending the thought further, Senior Administrator Kent commented on one of the problems the campus may face if it grows too large: “There is desire for us to be bigger and to be more. That would be really easy for us to do, but we would lose our special purpose.” As the campus grows, it draws more students with a diversity of interests and Galveston will find itself challenged to develop new programs that, perhaps, could cause the campus to drift from its special-purpose status and feasibly lose its tribal feel.

As part of its participation in the University’s traditions, the Galveston campus hosts a handful of events. Due to the number of students and resources available, however, these events are unique from the College Station campus. Their ability to produce unique events contributes to the tribal feel on the campus.

Asked if unique activities were necessary, Senior Administrator Lindsey responded, “Well, I think we have to create our own events. I think it's not only good or bad, it's a necessity.” Distinctive events are a simple way the Galveston campus can demonstrate its uniqueness from the College Station campus while still embracing the universal objectives found in the traditions. Senior Administrator Felicia agreed that unique events were necessary, saying, “Oh that's highly appropriate and highly encouraged actually.” Senior administrators at both campuses are in agreement that the branch campus needs to express its own flavor in the fulfillment of certain universal objectives.

Two events Galveston mentioned as unique and embraced at the branch campus was the graduation bell and Sea Camp. Upon graduation, the Galveston campus has a distinctive tradition they use to symbolize the movement of an individual from a student to a Former Student. Senior Administrator Domingo described the event, saying, “There's a little tradition that's unique to us: … we ring the ship’s bell, 8 bells, to signify the end of the watch and the end of your time here.” While this event is small, it is distinctive to the Galveston campus. Ships are not present at the College Station campus; bells upon ships are not present at the College Station campus; and the Galveston campus has discovered a way to embed an important graduation symbol into a significant moment. This creative exercise allows the branch campus to express its distinction without violating Core Values or infringing upon university-wide markers of purpose and value.

Another event unique to Galveston is Sea Camp. Designed to reach out to children, Senior Administrator Joshua described how Sea Camp has turned into a powerful recruitment tool for the campus:

> Sea Camp is an outreach program [for children] anywhere from 6 years old … all the way up to 18. And it's one-week program. It was a brainchild of one of our former presidents and it's ended up feeding us students. It's a neat program because it brings in high school teachers from across the state and gives them tools to use about the environment and marine [sciences], so that they can go back and educate their classrooms. But at the same time, they're doing it for kids that are coming here which is getting their feet wet on the whole environmental field. So I can't tell you how many staff and students that we have here that started coming to Sea Camp … as a young kid, and kind of moved through the cycle.

These distinctive events at Galveston enable the branch campus to establish itself as part of the University, but different from the College Station campus in a tribal environment.

The final aspect that contributes to a distinctive tribal feel on the campus is the unique term used to describe the Aggies at Galveston. Senior Administrator Leslie, who is an administrator at the College Station home campus, made this term very clear when she said, "So they call themselves, and many of their alumni call themselves, the Sea Aggies." The term Sea Aggies is equivalent in many minds to the term Aggies: it is simply a way to describe the student from Galveston. But in recent years, the term has felt derisive to stakeholders in Galveston. Rather than providing a term of distinction, many at the Galveston campus believe it is a term of separation. Senior Administrator Kent, who works at Galveston, believes the term divests the branch campus from the group, categorizing them as the other:

> So when you label us Sea Aggies, I know in your mind, administrator, you're thinking that makes us special. It makes us this group here in Galveston, and that we're different and we're special. But that difference is causing us, when we go there [to College Station] to be seen as lesser. So, difference doesn't mean better necessarily. It can also mean lesser. And so they say well when we go up there they say, 'You're an Aggie?',
>
> 'Yeah I'm an Aggie.'

‘Well, where do you go?’

‘I go to Galveston.’

‘Oh, a Sea Aggie. Yeah, well you're not a real Aggie.’

‘Yeah I am, I'm a real Aggie.’

‘No, no, not if you go to Galveston. You're not a real Aggie, you're a Sea Aggie.’

Galveston students are Aggies. The Galveston campus is part of the University, so when students are called Sea Aggies rather than Aggies, it feels pejorative, and Galveston stakeholders perceive College Station students are attempting to eliminate them from the group. During his interview, Senior Administrator Garrett, a leader at Galveston, refused to use the term “Sea Aggie.” He commented, “And I'm [purposely] not using Sea Aggies because that's making us different. And we're not. And our students do not like Sea Aggies, the word. They do not like to be associated to this word. They're Aggies.” While this thought about the Sea Aggie term emerged several times throughout the interviews, the Galveston website has not yet adopted the same expulsion of the term. At the time of this dissertation, Sea Aggies could be found throughout the website. This presentation provides a conflicting message. Galveston has the Sea Aggie Band (Texas A&M-Galveston, 2010c). Students travel atop the Sea Aggie Walkway (Texas A&M-Galveston, 2010e). Even prospective students are introduced to the campus through the Sea Aggie Preview (Texas A&M-Galveston, 2010d). Campus administrators, therefore, seem to find themselves wrestling with the Sea Aggie terminology and the extent to which it should define the campus and the students who attend Galveston.

Nevertheless, senior administrators perceive the Galveston branch campus has a central value of being tribal. Students, faculty and staff at Galveston are all participants of the tribe and senior administrators are unafraid to use familial terms in describing their relationship with one another. Their responses indicate that the familial and tribal aspects of the Galveston branch are values they wish to embed more deeply into the campus and will find ways to protect the value in the face of change or adaptation.

Theme I Discussion

Theme one explores the primary objectives at Texas A&M University. Two sub themes help to contextualize the data: universal objectives and narrow objectives. The universal objectives are the purposes and values represented at all campus locations. The narrow objectives are the purposes and values found primarily at the branch campus in Galveston. In all cases, data was drawn from the perceptions of senior administrators.

The universal objectives at Texas A&M University include the following:

1) Values: the six Core Values of the institution.
2) Mission: Texas A&M is an academic institution focused on teaching, research and service; and the primary function of the organization is what happens between faculty and student.
3) Designations: the University has been designated as a land-grant, sea-grant & space-grant university.
4) Accessibility: as a land-grant university, one of the institution's primary .objectives is to make higher education accessible to the people of Texas
5) Unity: The institution, and the components of which it is comprised, are one entity. The branch campus is not a separate institution.

6) Traditions: The University is clothed in a rich heritage. The traditions embody the beliefs of those who carry the heart of an Aggie.

The narrow objectives, which can be found at the branch campus in Galveston include the following:

1) Size: The branch campus is uniquely different from the home campus in terms of student enrollment, faculty presence and resources
2) Branch Campus: the Galveston campus is different from the home campus in that it is defined as an extension of the University. The life of Texas A&M flows from the home campus to the branch campus, not the other way.
3) Special Purpose Campus: the Galveston campus is different from the home campus in that it is focused only on marine science and maritime affairs. Degree programs outside of that spectrum are not at the branch campus.
4) The Campus and Ike: The branch campus was dramatically influenced by Hurricane Ike, and the experiences of administrators through that crisis have formed some of the values that impact the campus.
5) Tribal Campus: The branch campus is different from the home campus in that the culture is more familial. Where the home campus is perceived to function bureaucratically, the branch campus functions relationally. The branch is a tribe of family members.

Senior Administrators at the branch campus have a different conceptualization of Texas A&M than do administrators at the home campus. At the College Station campus, administrators perceive the University is a gargantuan, teaching, serving, and research organization that stretches across the state of Texas, with thousands of students regularly clamoring to enroll. At the Galveston campus, administrators perceive the University is a bureaucratic, stale infrastructure that can impede their efforts to fulfill the roles of teaching, serving and research. Both campuses' perceptions are on students: the College Station administrators perceiving the University offers a diverse array of degrees and experiences; the Galveston administrators confident the branch campus offers a tight-knit, personal solution to a big and overwhelming University.

Different conceptualizations of the University's objectives means administrators are likely to experience two sets of behaviors in their interactions. The first is that there will be a tendency for each campus to function differently. Administrators at the branch campus expressed a dislike for the bureaucracy of the home campus and an affinity for the family environment at the branch. Galveston administrators will make every effort to sustain that tribal feel since they regard it as a central definition of who they are. This will cause Galveston administrators to behave in ways that indicate difference and distinctiveness. College Station administrators, on the other hand, view the home and branch campus as one large entity. Branch campus stakeholders will have to compete for resources, space and finances the same as home campus stakeholders; if the branch campus does not perform, they are under the same consequences as those at the home campus. Special purpose, for College Station administrators, does not mean special treatment.

Different conceptualizations of the University's objectives also means there will be a tendency for the campuses to function separately. Galveston campus stakeholders will want to function only in their narrow special purpose and resist efforts to assimilate. Behaviors and conversation from Galveston campus stakeholders may even imply a desire to be their own institution, apart from the main University. This situation, in fact, has historically been demonstrated at the branch campus, though administrators now report a more unified experience. College Station administrators will tend to think about the whole institution rather than the branch campus. This will cause the College Station administrators to appear as if they are forgetting about the branch campus. Rather than forgetting about Galveston, however, administrators simply view the branch as another of the many components that make up the entity of Texas A&M. The branch will not receive prioritized treatment, which again, will appear as if decisions which impact the branch campus are being made apart from Galveston administrator input. So the branch campus will tend to operate separately from the home campus; meanwhile the home campus can give the impression of excluding or separating out the branch campus by operating holistically.

Accessibility is an important theme emerging from higher education literature. Morrill (1991) believes, higher education has faced the consequences of decisions made decades ago when many leaders found virtue in the idea of removing colleges from urban settings. This resulted in accessibility issues in which underprivileged populations, who could most benefit from higher education, were centered in urban areas and unable to reach the college campus. Texas A&M University is an example of this movement. Situated in the ranch land of central Texas, the College Station home campus is removed from any semblance of an urban setting. But Texas A&M has overcome the location problems by embracing its land-grant designation. One of the goals of the land-grant institution is to transform higher education from enrolling only elite students to making the institution universally accessible. Administrators at Texas A&M embrace this as one of the driving values of the whole University and one that should be expressed at all campus locations.

Tierney (1988) says that culture is reflected by the work that happens in the organization, how that work is accomplished, and who does it at both the pragmatic and symbolic levels. Texas A&M University and the home campus in College Station have developed an organizational culture embedded in its identity that reflects the purposes and values of the institution. The relationship between student and faculty is the primary work of the institution. All organizational members are responsible to foster and advance this work. But the experiences students have while enrolled at the University are important too, though secondary to academics. The existence of the University's heritage and traditions deepen the organizational culture and draw students from around the globe. Part of that heritage lies in the military instruction embedded into the land-grant designation. The core of Aggie culture is found in shared beliefs, and is available even to those who are not students. This cohesive Aggie Spirit inducts any person into the organizational culture who is willing to bear the heart of an Aggie. Each of these aspects has become synonymous with the organizational culture of the University and the home campus, and has become embraced by stakeholders and students.

Specialization was one of the values emerging from the branch campus literature. The Galveston campus, as a special-purpose institution, fulfills that description but also extends it. For example, the Galveston campus is defined as a special-purpose campus whose focus is on marine science and maritime affairs. Penn (2007) found that specialty campuses provide a swift solution when the specialty field is in danger of worker shortage. Galveston administrators believe the Texas economy hinges on the state's success as a significant contributor to the maritime industry. They are, therefore, driven to ensure graduates from the Galveston campus are contributing to the industry in meaningful ways.

The Galveston campus also extends the branch campus literature because most specialty schools tend to fall in the medical arena (Gordon & Grundy, 1997; Knapp et al., 2009; Penn, 2007; Webber et al., 2007). The Galveston campus is decidedly non-medical in its course offerings, yet demonstrates a successful set of academic programs in the marine sciences and maritime affairs. This indicates that specialty branch campuses do not necessarily need to focus on only a medical field, and that other specialties may receive benefit from a branch campus focus.

The branch campus was also distinctive in its survival of Hurricane Ike. The hurricane provides yet another example of Clark's (1972) organizational saga. Hurricane Ike has become a symbol of unity and victory in the face of certain defeat for the branch campus. Many administrators from the Ike days still work at the Galveston campus and have helped to disseminate the saga across the campus.

The data indicates multiple conceptualizations of University purposes and values exist between the home and branch campus. The branch campus is a specialty institution focusing on marine science and maritime affairs while the home campus provides an enormous number of degrees from a dozen colleges. Furthermore, the home campus declared a greater demonstration of the land-grant designation and embracing of the value of accessibility. Interestingly, the branch campus has a tendency to omit some purposes and values that are transmitted from the home campus. For example, although the campus is nestled against the Gulf of Mexico, the sea-grant designation of the University is not hosted in Galveston; and some administrators do not see a reflection of the sea-grant on a campus where the designation should be easily visible. In some cases, where there existed a drift from declared purposes and values, the University abolished those practices. For example, when the Galveston campus had a set of marks and logos that were different from the College Station home campus, those references were eliminated from use. The home campus and branch campus are both part of the same University and share much in common across both campuses, but fundamental distinctiveness between the two campuses indicates a multiple set of objectives, which according to Pratt and Foreman can be managed successfully.

Theme II - Linking: Transmission Processes

The first theme of this study identified the purposes and values senior administrators perceive to be important about the home and branch campus of Texas A&M University. The second theme begins to explore how the purposes and values from the home campus interact with the purposes and values from the branch campus. At this juncture the main purpose of this study is emerging. Again, the purpose of this study is to understand how senior administrators transmit a university’s purposes and values from the home campus to the branch campus. In order to accomplish the purpose, this study examines the nature of the inter-campus relationship: exploring the ways the University's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective.

Theme II is categorized under the title of *Linking*. In using the term of linking, this study proposes that the purposes and values of the home campus are transmitted to the branch campus through processes of linking. In this way, the purposes and values of the home campus are linked to the purposes and values of the branch campus. The purposes and values of the home campus do not overwhelm or nullify the purposes and values of the branch campus, but instead are linked to, and layered upon them. Through linking, senior administrators are able to functionally exist amid two sets of purposes and values.

Theme II is grounded in the work of Pratt and Foreman (2000) who identify four responses for managing organizations in which stakeholders perceive more than one identity. The four responses are not linear steps to follow. Rather, they are discreet managerial options available to administrators who lead organizations with multiple identities. In addition, managers are not limited to only one of the four approaches. "[O]rganizations and their managers can move back and forth among the responses" (Pratt & Foreman, 2000, p. 26). In fact, organizational leaders may find themselves brewing a complex stew of identity management from each of the four responses based upon the unique variables in their organization.

With this in mind, the second theme has four subthemes that explore how senior administrators manage between the home and branch campuses the purposes and values identified in Theme I. The first subtheme will examine the ways in which senior administrators perceive they eliminate or remove certain purposes and values when they are harmful (Subtheme A). The second subtheme will identify how senior administrators perceive they keep the two sets of purposes and values separated from one another (Subtheme B). The third subtheme will explore how senior administrators perceive they unite the purposes and values from the home campus to the purposes and values of the branch campus (Subtheme C). And the fourth subtheme will explain how senior administrators perceive they ultimately connect the two sets of purposes and values, allowing space for each set to exist but decidedly linked to one another (Subtheme D).

Subtheme A: Deletion

The title of *Deletion* for the first subtheme is drawn directly from the work of Pratt and Foreman (2000). Deletion is described as one of the four options leaders have available to them as they manage organizations with multiple identities. At Texas A&M University, senior administrators do not often use deletion as a response to multiple sets of purposes and values.

Deletion happens when the organization erases all but one of its organizational identities. The response of deletion occurs when managers are not interested in addressing more than one identity. Pratt and Foreman (2000) provide a guiding principle for this response by saying deletion is appropriate when stakeholders do not support the various identities, the strategic value for those identities is low, and when the identities are not compatible with one another, are not interdependent, and are not widely distributed throughout the organization. Deletion enables organizations to focus on their primary mission more cohesively, but risks dividing key constituents (Pratt & Foreman, 2000). In the case of this study, deletion could be observed when administrators eliminate certain purposes and values from the branch campus so that only the home campus's purposes and values are present.

An important example of how administrators use deletion is found in the nickname ascribed to Galveston students. Senior Administrator Leslie had stated, "So they call themselves—and many of their alumni call themselves—the Sea Aggies." The term Sea Aggies is equivalent in many minds to the term Aggies: it is simply a way to describe the student from Galveston. But in recent years, the term has felt derisive to stakeholders in Galveston. Rather than providing a term of distinction, many at the Galveston campus believe it is a term of separation, divesting the branch campus from the group, categorizing them as the other. Galveston students are Aggies. The Galveston campus is part of the University, so when students are called Sea Aggies rather than Aggies, it feels pejorative and they perceive College Station students are attempting to eliminate them from the group. Garrett, in his interview, clearly indicated his aversion to the term: "And I'm [purposely] not using Sea Aggies because that's making us different. And we're not. And our students do not like Sea Aggies, the word. They do not like to be associated to this word. They're Aggies."

Senior administrators at the Galveston campus are using deletion as a response to the term of Sea Aggie. This response is available to senior administrators because the stakeholders at Galveston do not adhere to the term. The lack of adherence means the term will not be found distributed throughout the organization. As described in Theme One: Objectives, however, the Sea Aggie term can still be found on signs and websites.

Despite this muddled communication, stakeholders at the Galveston campus have spurned the term and senior administrators are choosing to respond by deleting the value represented in Sea Aggie.

Another area in which senior administrators used deletion as a response can be found in the University's approach to the disaster surrounding Bonfire. The institutional values guiding the very foundation of Bonfire had begun to slip. Lindsey identified how students were participating in unsafe and dangerous ways, "There were a lot of practices and things that were going on that weren't part of the Core Values." The response to the disaster was severe due to the life and death consequences of the value violation. The tradition was abolished and converted into a memorial. Senior Administrator Leslie reflected on how students continue to accept the deleted response, "[T]he student body doesn't really think about having Bonfire. They remember it. They commemorate it, but they don't really think about having Bonfire. So traditions do stop happening." In the case of Bonfire, deletion was appropriate to alleviate the emergence of a new, hideous value: one that condoned the use of unsafe practices in a dangerous environment.

Deletion was used as a response to the branding at Galveston. Branding in this context refers to the physical logos and colors, which express the campus through artistic elements. At one point the Galveston branch campus had a logo that was different from the main University logo. But many leaders thought the branch campus would have greater value in being identified with the whole University rather than a unique subset.

For some administrators, the separation indicated by a distinctive logo is not a recognition of the branch campus's value or contribution, but symbolized the campus was unworthy to be considered part of the home campus. Senior Administrator Pedro found little rationality in the branch campus choosing to use anything but the primary university logo:

> They used to have their own little sea wave thing, which set them apart; and we said no, you're a part of TAMU, but we need to emphasize the location: you're at Galveston. Because separating yourselves like that caused you to be diminished as something less and not part of the whole. So over the last three or four years with that brand integration, that they're part of Texas A&M University I think has helped them.

The brand and logo implicitly align the branch campus to the universal values of mission, accessibility, and designations. In exhibiting a different logo, administrators perceived the branch campus was losing out on an important symbol of the University. Since this did not align with stated purposes and values, administrators responded with deletion and removed the branch's ability to use separate branding.

According to Pratt and Foreman (2000), in order for deletion to serve as an effective method of addressing multiple aspects of purpose and values, organizational stakeholders must not value one set of the values nor must they be spread across the organization. Deletion has been used so rarely by senior administrators because neither of these factors are readily manifest at the branch campus. In fact, senior administrators at Galveston actively look for ways to layer the purposes and values from College Station into the branch campus. Domingo described the instability Galveston would face if they tried to jettison all of the purposes and values of the College Station home campus, saying:

> [T]here is no … benefit [in becoming autonomous]. It's actually very detrimental because of the way it's currently set up. It would never happen. Let me put it that way. It would never work. I mean you can't just take a public school on state land

> and say, "Hey we're going to be private now." Somebody would probably notice. But you know I don't think any of the large oceanographic or marine biology research stations are private. They do have a lot of external funding sources, but they're not private. I would stay a branch campus for sure.

Administrators at Galveston, generally, do not view separation from Texas A&M University as an acceptable approach. There is, therefore, no indication that Galveston stakeholders no longer wish to be Aggies. In truth, the Aggie term is widely spread across the branch campus and is a term of endearment rather than aversion. Adrian identifies a clear sense that students have embraced their identity as fully adopted Aggies: "There's no doubt on [the Galveston] campus [the] students … want to be known as Aggies. The Aggies in Galveston are Aggies for life. Kent spoke in awe at how students embrace their position as Aggies and adopt it for life, by saying, "You walk out of here — you walk out as an Aggie. And that never changes. You're always going to be an Aggie." Therefore, deletion has a very small representation as a response to the multiple sets of purposes and values between the home and branch campuses.

Subtheme B: Compartmentalization

The second subtheme is titled *Compartmentalization* and finds its name in the work of Pratt and Foreman (2000). They describe compartmentalization as a response organizational leaders can harness to manage multiple identities within an organization. At Texas A&M University, senior administrators made statements that indicate they use compartmentalization as a way to manage the two sets of purposes and values at the home and branch campus. While the subtheme of compartmentalization appears more often than the subtheme of deletion, it is not as prevalent as the remaining two sub themes in this category.

Compartmentalization happens when the organization chooses to maintain all of its identities without attempting to unite them. In other words, all of the multiple organizational identities are kept intact and they are separated so that they do not touch, cross or mix. Pratt and Foreman (2000) provide a guiding principle for this response by saying that compartmentalization is appropriate when stakeholders support the various identities, the strategic value for those identities is high, and when the identities are not compatible with one another, are not interdependent, and are not widely distributed throughout the organization. Compartmentalization allows organizations to reach a more diverse group of constituents, but it leaves open the risk that conflict could occur between identities (Pratt & Foreman, 2000).

Interestingly, at Texas A&M University, two types of compartmentalization emerged during this study. Senior administrators find ways to purposefully keep the purposes and values of the branch campus separate from those at the home campus as Pratt and Foreman describe. Several comments made by senior administrators indicate they deliberately treat the branch campus's purposes and values separately. However, another style of compartmentalization emerged as well: a type of response that is best described as accidental compartmentalization. In these cases, the end result was the same: the purposes and values at the branch campus were kept separate from those at the home campus. Nonetheless, senior administrators did not make purposeful decisions to compartmentalize. Instead, they took a set of actions or followed a set of protocols not intending to compartmentalize the two sets of purposes and values, yet the end result mirrored a compartmentalized response. This subtheme will look at both the purposeful and accidental response of compartmentalization.

Purposeful Compartmentalization

When senior administrators at Texas A&M University encounter decisions that involve the two sets of purposes and values between the home and branch campus, on occasion they choose a purposeful compartmentalized response. For example, the Galveston branch campus is defined as a special-purpose campus, different from the home campus. In compartmentalization, administrators choose to leave this aspect of the branch campus purpose fully intact within the organization, and separate from the purpose of the home campus. Senior Administrator Thomas indicated the branch's legislative charter actually declares it to be a unique institution, saying, "It is by statute a special-purpose institution. If you look at the enabling statute for A&M at Galveston it lists that, and that's one of the things that we certainly sell." Senior Administrator Leslie reiterated the nature of that special purpose is very clear to the administrators at the home campus in College Station, saying, "They are a special-purpose campus. [T]heir folks [focus] on the marine sciences and marine technology. So they've always had a subset focus and not as comprehensive a focus." Senior Administrator Lindsey indicated the nature of the special purpose is known to the administrators at the branch campus as well, saying "[T]he water invades everything we do. Even though we represent, in our majors, all of the colleges now. So, we have liberal arts and agriculture, and engineering, and science, and business, and the whole spectrum. It's the water."

In each of these statements, administrators are indicating they do not intend for the purpose of the home campus to become the purpose of the branch campus. In effect, the two purposes are kept separate. The home campus will continue to function in ways that enable it to fulfill its purpose, while the branch campus fulfills its own unique purpose. Thomas identified the compartmentalized purpose at the branch campus an important aspect, even saying the branch's purpose is a selling point. Senior Administrator Leslie's response that the branch campus has always offered a subset focus implies they will continue to do so into the foreseeable future.

Administrators also choose a compartmentalized approach in regard to some of the events at the branch campus. The Galveston campus conducts a handful of distinctive events that separates the campus from College Station. Asked if such activities were necessary, Senior Administrator Lindsey responded, “Well, I think we have to create our own events. I think it's not only good or bad, it's a necessity.” Distinctive events are a simple way the Galveston campus can demonstrate its uniqueness from the College Station campus while still embracing the overarching purposes and values of the University. Administrators at College Station are in full agreement with the need for unique events. Senior Administrator Felicia said, “Oh, [unique events at Galveston are] highly appropriate and highly encouraged actually.”

Again, in making no attempt to insist that the events at the branch campus mirror or duplicate the events at the home campus, senior administrators are choosing to compartmentalize purposes and values. While one might argue that the differing events from both campuses are grounded in the same set of values, there is a more profound meaning embedded in the fact that different events actually exist. The reason different events happen between the two campuses is because the home and branch campus are different. The value driving the different events could be called “celebrating uniqueness.” For senior administrators, it is more important that the distinctiveness of the branch campus is clear and visible than it is that the branch campus be perceived as a smaller duplicate of the home campus. The distinctiveness at the branch becomes useful for senior administrators as a selling point to attract students who might not otherwise wish to attend Texas A&M University.

This practical use aligns with the benefits of compartmentalization advanced by Pratt and Foreman (2000, p. 26). They say that compartmentalization enables an organization to reach a more diverse set of constituents. In this case, senior administrators are using compartmentalization for that very purpose: to attract more students. As they keep certain aspects of purpose and value at the branch campus (like events) separate from the home campus, senior administrators are creating a product (student experience) designed to be different from the home campus in College Station. In so doing, they diversify their offerings and demonstrate to prospective students that Texas A&M offers both a large campus experience and a small campus experience. Students, then, are able to choose a location based on their preferred style of experiencing college and their major.

Accidental Compartmentalization

In responding to the presence of multiple purposes and values with compartmentalization, administrators willingly choose to separate those purposes and values, virtually acknowledging and celebrating the significance they bring to the organization. Other occasions of compartmentalization seem to happen more by accident than choice. For example, one of the distinctive aspects of the branch campus is the campus's size. Administrators at Galveston harness the size as a campus selling point. However, the campus stays small not because administrators decided to keep it small, but as a result of decisions made elsewhere.

This is illustrated in the ability students have to transfer from one campus to another. Some students may choose to attend the Galveston campus because they were not accepted at the College Station campus. University policy says those students may transfer to College Station later in their academic career. Galveston naturally loses registration numbers as students transfer from the branch campus to the home campus; the loss of students will keep the Galveston campus small. Keep in mind, administrators in Galveston are not actively looking for students they can move to maintain a small campus. They do not reject thousands of applicants to cultivate small class sizes; yet through the transfer process, the Galveston distinctiveness of campus size is seemingly trumpeted accidentally. Senior Administrator Joshua highlighted the puzzle:

> I don't know [that the ability to transfer is] a huge selling point we try and market, because there's always been a challenge with people using us as kind of this stair-step up to College Station. And I think that works out very well for the students, but it's not really in our mission.

The branch campus value of small class sizes—which is different from the home campus value of large size and desirability—is compartmentalized in the act of student transfers, but is done so without an active choice on the part of administrators. The student may leave the branch campus to attend the home campus, but it happens contrary to the desires of administrators at the branch campus. Senior Administrator Ezra commented that in these cases, administrators do not perceive they are losing a student:

> [I]f you come [to Galveston] and you want to major in Marine Biology and you're here a year and then [say], “Nah. I want to go into accounting, or I want to be a biologist,” you’ve got to leave. So that doesn't mean we're losing somebody.

The tribal environment stakeholders at Galveston enjoy is another purpose and value aspect that seems to experience accidental compartmentalization. Among the components that senior administrators expressed, a tribal environment was their identification as a family. Senior administrators at Galveston see the campus as more than an educational environment or a place to work, it is the central hub of their extended family. They work among family, teach to family, and play as if they are family. Senior Administrator Garrett commented that it is also a behavior practiced by, and felt among administrators: “I have never been in a place, and I have been in several places before, that has that much commitment to its people, to each other.”

Like all families, there is argumentation within the Galveston family. But administrators demonstrate no fear or lack of trust in their fellow Galveston family members when discussing conflict. To them, conflict even seems a source of energy or betterment. The family environment enables the administrators at Galveston to function with adaptability and agility in the accomplishment of their work. The familiar relationship among administrators at Galveston means a quick phone call or email can solve many problems.

Compartmentalization is the response at Galveston because there is little, if any, attempt by administrators to insist Galveston stakeholders expand their processes or introduce the level of bureaucracy experienced at the College Station campus. But again, the compartmentalization seems to be the result of other decisions rather than a conscious decision to enable and celebrate the Galveston tribal and family value. Senior Administrator Lindsey implied that the nature of the two campuses has produced distinct operational values by happenstance rather than purpose when she said, “We don’t even have our head in the game at the same time their deadlines are coming along or the process is the same because we just don’t quite operate in the same way.” That they do not operate in the same way indicates the value of systemic control represented at the home campus is not prioritized as highly for administrators at the branch campus. Galveston administrators prioritize family operations above systemic control. Senior Administrator Domingo indicated he does not understand the need for systemic control by saying, “The biggest problem with the bureaucracy in an organization of this size is the fact that the people who can change the bureaucracy to make it more efficient would most likely be the people that wouldn’t have a job.” Others would argue the level of bureaucracy at the home campus is due to the complexity of the College Station environment rather than a function of job security, which only serves to reiterate the point. College Station administrators have not declared a familial environment as a poor working environment—as something to avoid. They are not purposely fashioning the working environment in College Station away from tribal experiences and toward callousness. Instead, the value of efficiency in the face of enormous size, bewildering complexity and requirements of function at College Station is prioritized over family. Nevertheless, administrators at College Station have not insisted Galveston administrators become more bureaucratic; nor have Galveston administrators insisted College Station administrators operate more like a family. The result is a compartmentalization of values that enable both to exist simultaneously without touching, albeit accidentally.

In some cases administrators at Galveston perceive the separation that comes from compartmentalization positions them as alienated outcasts who must fight for and defend their status as group members at Texas A&M. The compartmentalization effect at Galveston can cause administrators to feel alienated rather than liberated in their work. The perceptions of administrators at Galveston may not be far from the operational reality. Senior Administrator Thomas said, "[O]ne of the challenges for the College Station based administrator in relation to Galveston is out-of-sight-out-of-mind." An unintended consequence of compartmentalization is negligence. To reiterate the point, Senior Administrator Thomas indicated Galveston administrators are responsible to eliminate the potential negligence: "Galveston will need to take the initiative, because if they don't, then they will get lost, because the main campus won't think of them." Some administrators in College Station have a tendency to compartmentalize the Galveston campus not by celebrating their uniqueness, but by forgetting their presence. This sense of isolation, alienation, maybe abandonment, and perhaps even a charge to make-bricks-without-straw is certainly perceived by Galveston administrators, and unconsciously hastened by College Station administrators. This idea is perhaps most encapsulated in the words of Senior Administrator Leslie. Reflecting on exactly how much of the home campus's purposes and values should transmit to the branch campus, Senior Administrator Leslie highlighted the level of compartmentalization:

> I'm thinking about the branch campus thing. And the way I'm trying to answer your question is running through my mind: 'Well, since Galveston is a branch

> campus … what are those things that absolutely, because it's a branch campus of Texas A&M University, should … have to be transferred or thought of that way.' And the answer is well, not much.

According to Pratt and Foreman (2000), compartmentalization is an effective and beneficial means managers can use to address multiple sets of purposes and values in an organization. At Texas A&M, administrators have used behaviors that can be categorized as compartmentalization. These behaviors have served as a technique for managing the organization's two sets of purposes and values: those at the home campus and those at the branch campus. Through behaviors that reflect compartmentalization, administrators have directed the branch campus to hold certain aspects of organization-wide purpose and value, while enabling the branch campus to demonstrate a local set of purposes and values. Compartmentalization does not happen with every purpose and value—only those that have been defined as decidedly unique and distinctive to the branch campus. As such, administrators use compartmentalization as a management technique more often than the subtheme of deletion, but not as often as the other two sub themes in this category.

Subtheme C: Integration

The third subtheme is entitled *Integration*, and references attempts by senior administrators to combine the two sets of purposes and values from the home and branch campus. Senior administrators implement integration through value embracing, value immersion, bidirectional transmission of purposes and values, and duplication of the home campus's essence. Each of these aspects will be discussed with greater depth below.

This subtheme is drawn from Pratt and Foreman's (2000) perspective on multiple identities. They say administrators can manage multiple identities within an organization through an integrated response. Senior administrators at Texas A&M University regularly reported behaviors that can be classified as integrative.

Integration happens when the organization combines multiple identities into a totally new one. Pratt and Foreman (2000) provide a guiding principle for this response by stating that integration is appropriate when the strategic value of multiple identities is low, but the resources needed to functionally operate them is high. Integration builds organizational morale by thinning the number of identities demanding attention from stakeholders. Fewer identities results in focused organizational action and efficiency.

The downside to integration, however, is that the organization is no longer able to benefit from the flexibility offered through multiple identities (Pratt & Foreman, 2000). Administrators at Texas A&M University reported behaviors that are integrative in nature as a response to multiple purposes and values between the College Station home campus and the Galveston branch campus. While the University is not practicing a merger or acquisition, or creating a distinctly new educational institution, stakeholders are practicing behaviors that integrate the facets of the two purposes and values into a singular whole. Senior administrators address multiple purposes and values through four versions of integration: embracement, immersion, bidirectional transmission, and sameness. Each of these is discussed in detail below.

Embracement

Embracement is a term this study uses to describe senior administrator actions of bringing together aspects of the two sets of purposes and values, and encouraging stakeholders within the University to embrace those aspects.

For example, senior administrators perceived culture as one of the primary elements that makes Texas A&M different from other institutions; they want to see the Aggie culture embraced at both the home and branch campus. Senior Administrator Pedro's brief statement indicated the University is unique because of culture when he said, "It is a different place from most other higher ed campuses. You can see that in the culture". Senior Administrator Joshua connected the University's traditions to culture, saying, "Obviously what sets Texas A&M apart [from] all other land-grant institutions is the traditions and the culture." Calling the culture a spirit, Senior Administrator Kent reiterated the its distinctiveness: "But certainly the Aggie Spirit that you find here is unique to this place." The use of the term Aggie Spirit makes clear that senior administrators recognize there is an intangible aspect guiding the entire organization's success. This intangibility is expected to be embraced at all University locations. Former students often return as employees at both the home and branch campus because they are eager to re-engage with the intangibility of the institutional culture (personal observation, August 2014). Despite its abstraction, culture is invested in the hearts of the A&M stakeholders, and it is decidedly Aggie in quality.

The embracement of culture is found in the way Galveston stakeholders replicate various aspects of the College Station culture. This behavior implies Galveston stakeholders embrace the culture described by senior administrators. In so doing, the traditions, events and culture of the home and branch campus are integrated. Senior

Administrator Pedro summarized the impact of this integration on Galveston's ability to operate: "I think Galveston has a good understanding of [the culture] because they emulate a lot of what we do here."

The Galveston campus also embraces the traditions of Texas A&M University. Senior Administrator Garrett declared the connection: "We share the same traditions." That the Galveston campus embraces University Traditions should come as no surprise to any visitor because it is visible on the branch campus: members of the Corps of Cadets moving about, seniors wearing their Aggie Ring, a proud display of Aggie maroon. Senior Administrator Leslie highlighted how the students know and embrace the traditions of the University. "[T]he students that are there at Texas A&M Galveston, many more of them like and know a lot about the traditions behind Texas A&M University."

Embracement specifies the ways in which the essence of the home campus is integrated into the branch. As a stakeholder at the branch campus adopts aspects of the home campus's essence—the values and purposes—they share ownership of that essence. It becomes a part of who they are. The value integration is perceived as authentic and natural because it is already being expressed through the personality of the stakeholder. For example, Senior Administrator Pedro describes the impact embracement had on the Chief Executive at the Galveston campus: "I would say that that culture has been brought to Galveston based upon my understanding of the situation there; … Admiral Smith understands what this campus is about and promotes that culture down there." The situation to which Senior Administrator Pedro speaks involves the CEO of the Galveston campus at the time of this study's data collection. Admiral Smith is a Former Student of Texas A&M who was a member of the Corps of Cadets. He embraced the identity of College Station as a student; so when the time arrived for him to lead the Galveston campus, his previous embracement was reflected in very natural and authentic demonstrations of the College Station purposes and values.

Embracement enables senior administrators to transmit purposes and values to the branch campus by creating environments in which the home campus's essence is embodied and adopted. According to Pratt and Foreman, embracement as a form of integration means organizational morale increases because branch campus stakeholders can focus on being Texas A&M University rather than some other higher educational institution. The culture and traditions have already been defined, so branch campus leaders need only to emulate and implement. They can focus on advancing the campus mission, rather than waste human resources on unnecessary development.

Immersion

Immersion is the concept of deep involvement with the purposes and values from the home campus. Senior Administrators use immersion to baptize stakeholders into the home campus values and purposes they wish to integrate. Immersion is the equivalent of swimming for hours in a pool. The experience impacts the body of the swimmer: wet hair, wrinkled skin, and a chlorine fragrance. So too, immersion influences the totality of the person being immersed into purposes and values.

Immersion is effective for senior administrators. When Senior Administrator Pedro struggled to define the home campus's essence, he called on the idea of immersion to describe the transmission process:

> If you've never eaten a banana, and you had to make somebody understand what it's like to eat a banana: what it tastes like, the act of peeling the banana back, you could describe it to them all you wanted, and they would get an idea. But until they actually did it for themselves, they wouldn't truly understand it.

The College Station campus offers a set of purposes and values that are best experienced rather than described. For many administrators, any study will be incomplete in its ability to fully capture the essence of the University because it is impossible to understand apart from experience. Senior Administrator Domingo, who is not a Former Student of the University, described how he came to understand the purposes and values of the institution:

> I was thrown into the deep end of the pool. Osmosis. Really. I mean I looked up some of the stuff on the website and thought yeah that's pretty cool. I like traditions. I'm a traditional kind of guy. But, you know, through osmosis.

For immersion to be effective, administrators believe stakeholders must become embedded into the organizational purposes and values and receive constant exposure to them. Senior Administrator Lindsey said integrated immersion is the result of repetitive experiences: “I think it has to be reiterative. It just has to be constant and it has to be embedded.” Senior administrators at the Galveston campus practice this concept as they integrate the traditions, events, and culture of the College Station campus into the life of the Galveston campus. Senior Administrator Garrett summarized the process by saying, “[V]ery rapidly you can change a culture; but what's happening is that we're incorporating people very rapidly into that culture.” They key word in Senior Administrator Garrett’s thought is incorporation. The administrators and leaders at Galveston are embedding the branch campus students into the culture of the College

Station campus in a way that thoroughly influences and transforms their experiences as a student at the University."

In using immersion as a form of integration, senior administrators are able to fulfill Pratt and Foreman's (2000) guiding principle, who say that integration is beneficial when the cost to operate multiple identities is too high. Integrating the purposes and values of the home campus into the branch campus eliminates the human, financial, and time costs associated with sustaining independent traditions, events, and culture. In this way senior administrators utilize immersion as a form of integration to transmit purposes and values from the home campus to the branch campus.

Bidirectional Transmission

Another form of integration, in which administrators combine the home campus set of purposes and values with the branch campus set of purpose and values, is termed *bidirectional transmission*. This phrase describes the process whereby The College Station campus is influenced by the Galveston purposes and values, and the Galveston campus is, likewise, influenced by the College Station purposes and value. Much of the discussion up to this point has focused on Galveston's adoption of the College Station essence. In bidirectional transmission, the influence is felt at both campuses.

In the past decade, the University, as fulfillment of its universal organizational mission, undertook the rewriting of a safety plan. It was expected to be implemented at both the home and branch campus. Senior Administrator Emmitt described how the College Station administrators invited administrators from Galveston into the conversation, including their voice in the decision-making process:

> And the writing of that [plan] we purposely made it so that it could be handed off to Galveston and they could use it and plug right into it. So they were part of the committee, and we made it that way and handed them a version of it right off the bat. So that's one way we try to share resources and get at problem solving.

This invitation is a demonstration of bidirectional transmission because the overture offered to Galveston administrators was more than observational; they were participants. The new safety plan reflects their input. They were builders of the document that will be implanted at both campuses. The end result is a plan and set of processes that reflect both the purposes and values of the Galveston campus along with those at the College Station campus. Through bidirectional transmission of the safety plan, the College Station campus is influenced just as deeply as the Galveston campus.

This same process happened with the re-working of the University's core curriculum, also a function of universal organizational mission. Within the past decade, the University undertook a process to rewrite the curriculum document that guide academics throughout the University. Senior Administrator Chantel described how, once again, administrators at Galveston were invited to contribute their voice to the curriculum document:

> We recently went through the process of developing a new core curriculum; Galveston was part of that. And working with the colleges to make certain they were getting everything they needed. And now that we've got a new set of courses to serve as our core making sure people know how to do the implementation, and working through some of the devily little details that pop up and that sort of thing.

The final product represents a combination of the purposes and values of each campus. In the case of academics, the purposes and values are only minimally different. For example the Galveston campus is a special-purpose institution that focuses on marine science and maritime studies. The College Station campus offers a much more broad program, but both must align for effective institutional fulfillment.

Bidirectional transmission is a form of integration that allows senior administrators to transmit the purposes and values of the home campus to the branch campus. In this form of integration, the home campus's purposes and values are adjusted similarly to the branch campus's purposes and values. Bidirectional transmission indicates that one campus's set of purposes and values is not necessarily prioritized over the other. This form of integration aligns with Pratt and Foreman's (2000) guiding principle that integration is an appropriate response when the strategic value of having multiple identities is low. A high strategic value is not likely present when the same institution possesses two different core curriculums or two different safety plans. Administrators are acting wisely to include voices from both campuses in the decision-making process. Such action means both campuses will own the resulting product and will feel responsibility to ensure appropriate implementation. The use of bidirectional transmission by senior administrators indicates they find a higher strategic value in the implementation of university-wide policy than the demonstration of two different sets of campus purposes and values.

Sameness

Sameness is the final form administrators use to integrate multiple sets of purposes and values between the home and branch campus. Sameness is not simply the duplication of home campus purposes and values at the branch. Rather than interpreting duplication as two discreet sets of purposes and values that look and function with similarity, sameness is better described as one set of purposes and values that extend across both campuses. In sameness, certain aspects of organizational purpose and value exist at both locations simultaneously. Sameness produces analogous stakeholder behavior and experiential consonance on both campuses, along with inseparability between campuses. Senior Administrator Lindsey encapsulated the idea of sameness as an integrative form:

> So, if we're going to assess the writing skills of undergraduates, we have to make sure that [the] umbrella crosses both campuses and both spectrums because you have one core curriculum; the core curriculum is the degree. You know all those things, they have to be similar. More than similar. They have to be the same.

Sameness is indicated by analogous behavior at both campuses. In other words, where sameness exists, the behavior of stakeholders at one campus should replicate the behavior of stakeholders at the other. Since the same purpose and value is distributed across both home and branch campus, stakeholder behavior should be somewhat predictable to senior administrators with only minor variation. Senior Administrator Thomas perceived replicated behavior between the home and branch campus due to the Core Values, saying, “And my sense historically, both as a student who worked with the students … in Galveston, … and now as an administrator for A&M, I really do think [Galveston students] embrace [the Core Values]. And there’s really no separation [of behavior between the campuses].” The Core Values are not just duplicated at the branch campus, they are spread equally across both the home and branch campus. The branch’s Core Values are not copies; they are the same Core Values. As Galveston students embrace those values, they tend to behave in like-fashion to students in College Station who have embraced the Core Values. It is this very observation—the same behavior traits—that enables Senior Administrator Thomas to perceive that the Core Values of College Station are the Core Values of Galveston. He is not observing similar or like-minded behavior. He is observing analogous behavior—the kind of behavior that causes him to think, "those are our Core Values."

In the concept of sameness, the organizational purposes and values are stretched so intently across both campuses that separating them from one campus would equate to dismemberment. Senior Administrator Thomas described the level of sameness across certain aspects of purposes and values as though an anatomical piece were trying to leave the human body:

> …and by being a branch, they just simply cannot [go off on their own]…It would be almost as if you are—because it is a branch—an appendage wanted to move to another body. It may be possible to transplant it, but I think—you can't have separate academic processes."

Fully integrated organizational purposes and values are not easily divested, and there is a sense—though questions remain from some administrators—that the Galveston campus is fully established as part of the University's body. Aspects of purpose and value, like the core curriculum and Core Values, extend across both campuses so that sameness exists and is inseparable.

Sameness also indicates an experiential consonance between campuses. In sameness, stakeholders have an experience at the home campus similar to that at the branch campus. Since the branch campus is fundamentally different in a number of ways (like size, complexity, and academic offerings) it should seem impossible that stakeholders would have similar experiences between campuses. But experiential consonance does not necessarily mean that the experiences a person would have at one campus on Monday would be replicated at the other campus on Tuesday. Instead, the branch campus can follow the same life-cycle trajectory as the home campus. In other words, the branch campus of 2015 may be very much like the home campus of 1940; therefore stakeholders who participated in 1940 would describe an experiential consonance on the branch campus of 2015. Senior Administrator Joshua relayed a story describing experiential consonance:

> [We had a gentleman come on our campus [who] was an old school Ag. And he walked around and talked with the students. I had a chance to visit with him. And he said 'You know, this campus is very much like College Station was when I was in school there. It was very small, very close knit. A lot of folks were the same: they came from mostly farms, and they were all going into the military, so [there was] a lot of that close-minded real heavy emphasis on traditions.' And he's like, 'I see a lot of that here.'

For this visitor, the current Galveston campus seems the same as his beloved College Station campus from days gone by. The branch campus may not be able to provide stakeholders with all the resources currently available at the home campus, but because of integrated purposes and values, it is following a similar life-cycle trajectory, therefore the experience is the same.

Sameness aligns with Pratt and Foreman's (2000) guiding principle that integration thins the number of organizational identities which produces focused action from stakeholders. Since sameness is about spreading purpose and value across the campuses rather than duplicating purpose and value between them, the number of purpose and value sets is naturally decreased. This allows administrators to focus on fulfilling the organizational mission rather than managing another aspect of purpose and value. Using sameness as a form of integration, senior administrators are able to transmit purposes and values from the home campus to the branch campus.

Subtheme D: Aggregation

The fourth and final subtheme under the thematic category of Linking is entitled *Aggregation*. In this fourth subtheme, senior administrators transmit purposes and values by linking together the purposes and values from the home campus to the purposes and values of the branch campus. In this way each campus is able to retain a distinctive essence while remaining connected to institutional objectives. Senior administrators create similar environments at each campus, link the environments together from each campus, and focus on finding authentic methods to demonstrate linkages as forms of Aggregation; each of these will be discussed in depth below.

This subtheme is drawn from Pratt and Foreman's (2000) work on Multiple Organizational Identity in which they propose four types of responses to the presence of multiple identities within an organization. These responses are not made along hard lines, and in fact, "organizations and their managers can move back and forth among the responses" (Pratt & Foreman, 2000, p. 26). At Texas A&M University, senior administrators reported a frequent use of behaviors that are classified as Aggregation.

According to Pratt and Foreman (2000), Aggregation is typified by the organization's attempt to keep all of the identities intact while simultaneously enforcing links between them. In order for managers to successfully use Aggregation, they must identify important relationship connecting the identities. Pratt and Foreman (2000) offer a guiding principle in using Aggregation, stating it is appropriate when organizational stakeholders support the various identities, the strategic value for those identities is high, resources needed to functionally operate the identity is low, and the identities are highly compatible, they are interdependent, and the identities are widely distributed throughout the organization. In using Aggregation as a response to multiple identities, the organization is benefited by a decrease in conflicting demands. Using Aggregation also has a downside in that there may be costs associated with organizing, linking and maintaining multiple identities (Pratt & Foreman, 2000).

Senior Administrators at both the home and branch campus reported a frequent use of Aggregation as a response to multiple sets of purposes and values between the campuses. In this process, administrators are enabling each campus to retain a distinctive essence by forging links between the two sets of purposes and values. Senior administrators at Texas A&M University address multiple sets of purposes and values between the campuses by utilizing three forms of aggregational links: similarity, authenticity, and connections.

Similarity

Aggregation is a response senior administrators make to the existence of multiple purposes and values between the home campus and the branch campus. In using aggregation, administrators accept and celebrate the different sets of purpose and value at each campus and look for ways to link them through relationships, processes and events. Similarity is one of the approaches administrators take to aggregate the campuses. Similarity means that the purposes and values at one campus are comparable, complementary or parallel to the purposes and values at the other campus. Similarity is different from Sameness as described in *Integration*. In Sameness, there is an overriding value-system that surrounds both campuses. Any changes to the value system impacts both campuses. In Similarity, there is not an overriding value-system directing each campus. Instead, each campus retains its own set of purposes and values to express distinctiveness, but aligns with a similar set at the other campus. In describing the two campuses, Senior Administrator Domingo said, “[The two campuses are] very similar in culture and identity [within] that culture.” The similarity of which Senior Administrator Domingo speaks indicates a cultural linkage exists between the two campuses. Those cultures are not identical, but they are similar. A student from the home campus would recognize the culture at the branch campus, but would notice the cultural expression is distinctive because of campus location, focus and size. Senior Administrator Garrett reiterated this idea, saying of the campuses that they are “not identical, but they are similar, meaning they're the same type of activities but in a different context. And … probably with different sizes.” In this case, the activities are similar, but the context in which those actives occur becomes a distinctive facet. The campuses can have similar culture and similar activities, but one of the areas that makes them different is the context in which they happen. Similarity, then, becomes critically important to ensuring values and purposes between campuses are aggregated.

One of the areas in which the Galveston branch has established similarity is in the appointment of several senior administrators who are Former Students of Texas A&M University. Not every administrator at Galveston is a Former Student nor is that credentialing a prerequisite for future hires. Those who are Former Students, however, bring an invaluable level of experience and understanding about the University to the branch campus. These administrators have experienced and participated in the purposes and values of the home campus and can purposefully implement those same environments at the branch campus. In describing his experience as a Former Student at the University, Senior Administrator Joshua said:

> [They] asked me to move over [here]. I also came from College Station, [and had a] big background in the Aggie traditions. We just started looking at what other kinds of traditions we could set here to further tie us to the [College Station] campus.

Senior Administrator Joshua has been able to bring a similarity of purpose and value to the branch campus. His involvement at the home campus provided him a set of knowledge and experiences that have proven beneficial in implementing appropriate purposes and values at the branch campus. Through Similarity, the distinctive purposes and values of the branch and home campus could continue to exist, yet still both adequately represent Texas A&M University.

Administrators have also been able to utilize Similarity in the area of governance structures. For example, senior leader choices for the branch campus are at the discretion of the Galveston campus decision makers. Senior Administrator Leslie put it this way: "[C]ertainly we're not going to get involved with [Galveston] picking department heads. And [we won't] pick an Associate Vice President to help their team and stuff like that." While College Station offers the Galveston administrators flexibility in choosing their leadership, Aggregation in the form of Similarity emerges in that the choice of Galveston campus leadership must eventually pass through the home campus decision-making process. Senior Administrator Leslie went on to say, "[They pick their own campus leaders], but it comes through us…because it has to go all the way to the Board of Regents—our system does that." In this way, the branch campus still has autonomy in choosing its distinctive leaders, but the branch campus operates along similar decision-making processes.

Similarity as a form of Aggregation aligns with Pratt and Foreman's guiding principle. They state Aggregation is an appropriate response when stakeholders support the identities at each location. In the case of cultural distinctiveness, stakeholders from the branch campus embrace their campus culture as much as the stakeholders at the home campus in College Station. Administrators, then, only look to ensure Similarity in the cultures rather than substitute one for the other. Senior administrators at the University take note of the deeply embraced areas of purpose and value and choose to celebrate that distinctiveness by ensuring they are similar. This allows senior administrators to transmit the purposes and values of the home campus to the branch while sustaining an environment in which the branch campus can remain unique.

Connections

Among the most important aspects of Aggregation is identifying how the purposes and values at one campus will remain similar to those at the other campus. Senior administrators accomplish this task by linking one set of purposes and values to the other. Appropriate departmental connections is an example of such linkage. That is, a department at the home campus that is linked directly with an equitable department at the branch campus. In this way, both campuses utilize similar processes and provide students with similar experiences while still enabling each campus to express its distinctiveness. Senior Administrator Adrian commented on the connection between

Student Life Departments at each campus, saying “But the relationship between the Student Affairs folks here in Galveston and the Student Affairs folks in College Station has always been very strong.” Senior Administrator Matthew reiterated the importance of departmental connection by highlighting the relationship between the home and branch campus finance and administrative departments:

> The finance and administrative are very linked up. On our two campuses a lot of the activity that used to be done on the Galveston campus, like, billing and a lot of the financial activities, has all been transferred over to College Station. So, they have the same ID cards and they talk to the same people here on our campus for assistance when the students have problems.

Through this inter-departmental connection the support structure of the Galveston campus is linked into the College Station structure. Students at both campuses possess identical cards that declare their membership within the organization, yet their expression within the organization is distinct because of the different campuses.

The departments responsible for organizational promotion at each campus were also described as connected to one another. Senior Administrator Pedro discussed the union, saying, “Our news and media team is in tune with what they're producing down there. And some of the stories that are coming out [our team] can help them share and report on the … positive[s].” The linking between the two campuses in regards to promotion and advancement enable the organization to present a seamless message while allowing each campus to operate distinctively within their defined purposes and values.

As already discussed, campus cultures provide another facet where senior administrators perceive a connection occurs. Senior Administrator Domingo believes the culture at the Galveston campus is not a separate entity from the one in College Station, saying, “[T]hink of it, too, as a subculture within the main campus.” For Senior Administrator Domingo, the culture at Galveston is connected to the culture at College Station. Branch campus culture exists as a function of the home campus. Furthermore, the administrators take minimal responsibility in driving the cultures. Senior Administrator Pedro spoke of the need for students to lead culture, echoing an authentic form of Aggregation:

> You know, I think a lot of times those are things that are nice to do's, and those administrators that are responsible for student life encourage and build that, but I think it takes on a life of its own where the students lead it--I think the students lead that more than the administrators.

According to Senior Administrator Pedro, the linking occurs minimally through a University department, and more intentionally through student initiative at both campuses. This extends into the events in which students participates. Senior Administrator Domingo noticed the campus cultures are linked during the Texas A&M football games, when the Corps of Cadets from Galveston travel into College Station to attend the event: “I think it's good … they bring the cadets and students in here for the football games too, because I think it makes them feel, particularly the student body, … connected as a part of that yet separated differently.”

But even in Senior Administrator Domingo’s comment there is a hint that responsibility for connection also lies with administrators. Stating that cadets and students are brought into the games implies someone or something brought them. While Senior Administrator Adrian indicated there is no formal transportation from Galveston traveling to the games, students and stakeholders do create an informal caravan (Senior

Administrator Adrian Interview, July 2014). The "bringing" of which Senior Administrator Domingo refers is less of a connection in formal transportation structures, and more of a personal connection senior administrators feel to link the two campuses together. For example, Senior Administrator Joshua commented that he feels an enormous responsibility to connect Galveston campus stakeholders into the purposes and values of College Station (Senior Administrator Joshua Interview, July 2014). Once again, the idea emerges that Aggregation is a shared responsibility between stakeholders and administrators. Connections, therefore, serve as a fundamental form of aggregating the home and branch campuses together.

Connection as a form of Aggregation aligns with Pratt and Foreman's perspective on Multiple Organizational Identities. They state that Aggregation is an appropriate response to multiple identities when those identities are highly compatible and interdependent. In the case of Connection, senior administrators have demonstrated that the purposes and values they seek to link are compatible and interdependent. The cultures at the two campuses are not identical, but they are comparable and compatible with one another. This compatibility has enabled senior administrators to link together cultural expression like Aggie football and traditions. The branch campus's use of several Former Students as senior administrators indicates interdependence between the work of campus leaders as culture custodians and value integration. The branch campus benefits from senior administrators who are fully-invested Former Students. Using Connection as a form of Aggregation enables senior administrators to link the purposes and values of the home campus to the branch campus, which therefore enables them to co-exist while each continues to express their distinctiveness.

Authenticity

In Aggregation, the quality of the linkage between home and branch campus is important for long-term success. Weak links between purposes and values will not last neither the test of time nor the trials of conflict. At both the branch and home campus, administrators perceive that links between campuses need to be authentic.

Authenticity means administrators are looking for the most natural, real, and genuine links between campuses. Manufactured links are unable to accomplish long term Aggregation. The more forced or mechanical a link appears, the more likely the linkage will be ineffective.

In describing how values and purposes are transmitted to the branch campus through Aggregation, Senior Administrator Thomas focused on the need for authenticity, saying, “Again, it’s got to be organic.” In other words, stakeholders at the most fundamental level of the branch campus must desire for the purposes and values of the home campus. Administrators cannot legislate transmission of every purpose and value from the top of the organization.

Students sit at the most elemental level of the organization. Texas A&M University exists because of students. Senior Administrator Leslie reported that students are the foundation of the University. She perceives the core business of each campus is what happens between the faculty and the students (Senior Administrator Leslie Interview, June 2014). Therefore, anything organic and authentic must include the elemental level of the student body. Authenticity and student participation are connected. If senior administrators attempt to force links between the two campuses, Aggregation will not effectively take place. If senior administrators can encourage students to authentically embrace the links between campuses, Aggregation has a much greater likelihood of becoming embedded.

Once authentic linkages are in place, there must be a combined effort among the campus stakeholders to implement Aggregation. Both students and administrators are responsible to nurture and implement Aggregation. Senior Administrator Lindsey initially spoke about the student side of responsibility, saying:

> [Y]ou have to change the mindset as you come to the University, that you're not going to be spoon-fed, and you're not going to be directed. You have to take ownership. You have to take self-directedness. So if you expect to have integrity, and excellence, and selfless service, and respect, and loyalty, you have to choose those things now for yourself. So you have to own it.

Referencing the responsibility of leadership to authentically nurture the links, Senior Administrator Lindsey also said, “I think that the identity and the culture is bigger; it's embedded in the students, it's embedded – it's big and it's broad. But if the leadership and the administration is not aligned to it, it's sending mixed messages.” Interestingly, a handful of administrators do not believe senior leadership has any role in an authentic nurturing process of the purposes and values. Senior Administrator Thomas summarized the thoughts of these administrators saying, “[T]hat's not my job, that's [the students’] job. I mean our job is educating you and providing the resources to educate you. This other kind of stuff that we're really known for [like traditions and culture], that's yours.” While Senior Administrator Thomas’s perception was not widely held among campus leadership, interpreting his comments as a complete disconnect from responsibility is overstated. Rather, his statement should be understood to reflect the importance students have in authentically Aggregating the purposes and values from the home campus to those at the branch campus.

Pratt and Foreman (2000) identify elevated costs and extended time factors as challenges in using Aggregation as a response to multiple organizational identities. Senior Administrators at Texas A&M seem to have addressed those challenges by recruiting students to help authentically transmit purposes and values through Aggregation. The costs are relatively low because administrators simply harness the usual means of communication in drafting students into the transmission process. While the time factor will never be fully resolved, partnering with a large student body in an authentic response of Aggregation can shorten the implementation process. Through these means, Senior Administrators have been able to link the purposes and values at the home campus with those at the branch campus and provide a method for effective transmission of those purposes and values while ensuring each campus can still function with distinctiveness.

Theme II Discussion

Theme two explores the ways in which senior administrators transmit the purposes and values of the home campus to the branch campus while establishing a branch campus that envisions another perspective. This theme provides insight into how the purposes and values of a 100-year old institution awash in history and tradition, like Texas A&M University, are transmitted to the comparably young special-purpose branch campus in Galveston.

To understand how organizational values and purposes were transmitted between campuses, the theory of Multiple Organizational Identity (Foreman & Whetten, 2002; Pratt & Foreman, 2000) was utilized. Multiple Organizational Identity proposes four types of responses to organizations that possess more than one identity: compartmentalization, delegation, integration and aggregation. These categorizations are not made along hard lines, and in fact, "organizations and their managers can move back and forth among the responses" (Pratt & Foreman, 2000, p. 26). Organizational leaders can manage multiple identities; this management is an important function when competing identities are present (Foreman & Whetten, 2002).

In the case of Texas A&M, the values and purposes of the University are transmitted between the campuses primarily through the responses of Integration and Aggregation. This means that administrators insist certain purposes and values exist at the branch campus through Integration, and allow the branch campus to sustain its own set of non-competing purposes and values by linking them to the home campus. Pratt and Foreman describe Integration as a response that combines multiple identity sets into a totally new one. Aggregation, on the other hand is a response that attempts to keep all of the identities while simultaneously enforcing links between them (Pratt & Foreman, 2000). As already discussed in theme one, stakeholders at the home campus have a different conceptualization of the University than stakeholders at Galveston. By integrating and aggregating those conceptualizations—the purposes and values from each campus—senior administrators are able to provide a structure that transmits the purposes and values of the home campus to the branch campus while establishing a branch campus that envisions another perspective.

Integration and Aggregation align with Hermanson's (1993) perspective that administrators at all campuses expect an inter-campus relationship that fosters respect, support, cooperation, and equitable treatment. Integration and Aggregation support positive inter-campus relationships through improvement of constituent morale and decreasing conflicting demands (Pratt & Foreman, 2000). Integration and Aggregation also provide a solution for Valentino's caution that inter-campus relationship challenges tend to emerge over questions of campus ownership and primary decision-making (Valentino, 2011). Aggregation, in particular, promotes the use of linkages between campuses. So, branch campus administrators have responsibility for the decision-making on their campus, but operate through the linkages provided in Aggregation. In so doing, both campuses are able to functionally represent the purposes and values of the institution while operating within their own distinctiveness.

Deletion is minimally used as a response to multiple identities between the College Station and Galveston campuses. Deletion happens when the organization erases one or more of its multiple identities (Pratt & Foreman, 2000). The minimal presence of Deletion is appropriately exercised. According to Merzer (2008) home and branch campus administrators have demonstrated a difference in the way they perceive the inter-campus relationship, so caution must be exercised on issues of respect, communication and authority. Deletion may cause branch campus administrators to feel powerless and disrespected since the choice of Deletion is often managed by the home campus.

Compartmentalization is moderately used as a response to multiple identities between the College Station and Galveston campuses. Compartmentalization happens when the organization chooses to maintain all of its identities without attempting to synergize them (Pratt & Foreman, 2000). In other words, all of the multiple organizational identities are kept intact and they are left separate. Brown (2010) warns that campus success is directly tied to the level of resources it is able to acquire.

Compartmentalization makes the resources of one campus inaccessible to the other. Therefore, where Compartmentalization is used as a response to multiple sets of purposes and values, Galveston is unable to access the resources at College Station. The limited success of the branch campus in terms of output and growth may be tied to administrator practices of Compartmentalization.

Integration and Aggregation are the primary methods of transmitting the purposes and values of the home campus to the branch campus while establishing a branch campus that envisions another perspective. Through Integration and Aggregation, the objectives of Values, Mission, Designations, Accessibility, Unity, and Traditions are brought together into a cohesive expression on both campuses while strategic links are made in the branch campuses narrow objectives.

Theme III - Monitoring: Transmission Alignment

While the first two themes of this study explored the nature of the home and branch campus essences, and how those are transmitted between the campuses, Theme III addresses how senior administrators monitor the transmission of purposes and values. Theme III examines the processes established to ensure the linking aspects discussed in

Theme II actually take place. As in Theme II, senior administrators are not always consciously aware of the perceptions they discuss which contribute toward purpose and value transmission. Nevertheless, themes of perceptions and behaviors emerged from the data that indicate senior administrators take steps to monitor and sustain the transmission of purposes and values from the home campus to the branch campus.

The data from this theme is grounded in Pratt and Foreman's (2000) theory on multiple identities within organizations. They borrow from Organizational Identity (Albert & Whetten, 1985) in their discussion of how organizational members respond to multiple identities. Organizational members have two approaches in how they hold to multiple sets of identities within an organization: a holographic approach and an ideographic approach.

The holographic approach describes organizational members who behave in ways that demonstrate they hold to the whole organization's identity. Holographic organizational behaviors will manifest a synthesis of organizational identities, attempting to combine those identities rather than separate them (Pratt & Foreman, 2000).

In contrast, the ideographic approach describes organizational members who behave in ways that demonstrate how they conceptualize a different identity of the organization than what is held in other areas. Ideographic behavior will manifest a separation of organizational identities, attempting to highlight the distinctive aspects rather than trying to combine them into a unified whole (Pratt & Foreman, 2000).

Theme III examines senior administrator perception of organizational stakeholder behavior. As discussed in Theme II, administrators transmit purposes and values primarily through Integrative and Aggregated responses. Therefore, senior administrator efforts indicate a desire for holographic behavior within Pratt and Foreman's (Pratt & Foreman, 2000) framework. In other words, the actions of senior administrators indicate they primarily try to combine and link the two sets of purposes and values, so they expect stakeholders to behave in likeminded ways. Theme III explores the extent to which member behavior is aligned with a desire for combined or linked purposes and values. Two subthemes emerge in this theme. The first subtheme identifies how organizational members behave in ways that align with combining the two sets of purposes and values (Subtheme A). The second subtheme explores organizational member behavior that challenges a combined approach to multiple purposes and values (Subtheme B).

Subtheme A: Aligned Behaviors

Through the responses of Compartmentalization, Integration and Aggregation, Senior administrators have defined the ways in which they wish to transmit purposes and values between campuses. At times, their responses indicate how a purpose or value from the home campus in College Station is to exist at the branch campus. Other times, their response indicates the branch campus is responsible to create, nurture and implement its own set of purposes and values. The choice of their response is dependent upon the desired result. Each of these senior-administrator-defined responses has been addressed in the discussion under Theme II about Linking.

Ensuring those senior-administrator-defined responses is embedded over time becomes a function of Theme III: Monitoring. Senior administrator responsibilities do not end upon declaration of what should happen with a purpose or a value. They must also monitor to ensure the declaration is more than written or verbal enunciation. The purpose and value declarations made by senior administrators must become campus stakeholder executions. Therefore, senior administrators observe the behavior of campus stakeholders to ensure the execution of declared purpose and value transmission is aligned with their stated goals. The topics discussed in Subtheme A explore the ways in which campus stakeholder behaviors align with senior administrator desires to combine the two sets of purposes and values between campuses.

Relationship

Texas A&M University functions as a result of relationships. For this section, *relationships* references stakeholders whose assignments require them to work together or connect. Relationships are necessary between student and faculty, faculty and administrators, and senior administrators among themselves. Relationships and their effectiveness provide a measuring stick for assessing the health of the organization. Senior administrators use relationships as a way to monitor stakeholder alignment to the declared purposes and values of the University.

The Galveston campus serves as a branch, an arm, of the University. The Galveston campus is, technically and structurally, an extension of the College Station campus. Senior administrators have declared that important aspects like values, traditions, and accessibility should be transmitted to the branch. In other words, the branch campus draws these purposes and values from the home campus—the

University's arm does not create its own purpose. Therefore, senior administrators monitor stakeholder behavior to ensure the Galveston campus is not morphing into another body part—it should remain an arm. Senior Administrator Leslie defined the inter-campus relationship saying, "[T]hey are a branch campus of [College Station]. So they are under us." Senior Administrator Kent echoed that behavior, describing the organizational relationship by saying, "[T]his campus is a campus of College Station, so I would see me as having some kind of a dotted-line responsibility to them." Senior Administrator Thomas reflected on the challenge leaders have experienced in monitoring the alignment of purpose and value, saying often the degree of alignment is a function of the University President: "Part of that question begs the question. And that is, how tightly coupled is the branch campus to the main campus? And that varies from administration to administration."

To whatever degree, the branch campus is coupled to the main. Ultimately, the Galveston campus does not exist apart from the home campus at College Station. The nature of the organizational relationship is that one campus derives sustenance from the other: Galveston receives organizational oxygen from College Station. Therefore, administrators monitor stakeholder behavior for signs that the branch campus is regarded as the branch campus, not its own institution or an entity apart from the University.

The relational aspect extends into the financial realm. Interestingly, the Galveston campus has its own funding formula with the State of Texas. Senior administrator Thomas described the nature of that formula, saying "So for our programs at Galveston we get—so, for say every dollar [College Station receives,] we get 1.5 for Galveston."

Senior Administrator Thomas went on to say that about 23% of the College Station campus budget is supported by the state while the Galveston campus receives about 36% of its budget from the state. "The rest," he said, "has to be through fees, tuition, gifts, grants, other contracts." The accounting for these dollars comes through the College Station campus, so senior administrators monitor stakeholder behavior to ensure the appropriate dollar amount is delivered to the Galveston campus. Finishing his thought, Senior Administrator Thomas reiterated the College Station financial relationship with Galveston, saying, "I would suspect that every dollar, every formula dollar, is pushed back into Galveston." While this unique funding formula, itself, presents challenges, which will be discussed in a later section, financial means are necessary for the branch to fulfill the mission passed along from the main campus. Apart from finances, the Galveston campus would become unable to complete Senior Administrator Leslie's summarized mission statement: "[T]he core business [of the University] is what happens between faculty and students." Senior administrators, then, are quick to monitor the financial relationship for aligned purpose and value transmission.

Since much of the organizational structure is based upon relationship, the administrative structure naturally follows along. Senior Administrator Emmitt described the inter-administrator relationship, saying, "You have some pretty healthy interactions between the two campuses consistently. In person, by phone and otherwise." The relationship between administrators at each campus has grown over the years and continues to broaden. Senior Administrator Adrian, a long-time stakeholder has observed an extended improvement of the inter-administrator relationship, saying, "You know in the course of my career here at the University, I have really seen a growing relationship … —as a branch campus that's 150 miles away—between the branch campus and the mother campus.” Senior Administrator Thomas views relationship as a primary means for the administrators at one campus to hear and understand the problems faced by contemporaries at the other campus, saying, “[T]hat empathy that has to be created can only occur when there is a strong relationship.”

As a source of conflict resolution, relationship is invaluable to administrators on each campus. The relationship purpose and value transmission to remain aligned with leader declarations when agendas from either side collide. On conflict management, Senior Administrator Lindsey asserted the necessity of healthy relationship between administrators, saying, “[If] the relationship is cultivated, then the conflicts are minimized. If the relationship is broke or if the relationship doesn't exist, then you've got compromised organization.” When the organization becomes compromised, alignment with senior-administrator-declared purposes and values becomes incredibly difficult to maintain. Therefore, leaders utilize relationship as a barometer to measure the health of alignment in the transmission of purposes and values.

Despite relationships serving as a critical tool in monitoring effective alignment, there are pockets of instability. Sometimes the relational weakness manifests in a lack of clarity. Senior administrator Kent commented on the challenges he has faced in knowing with whom he should connect, saying “Well, … that's a good question. [B]ecause it's unclear exactly what my relationship is with College Station.”

Most often the relational weakness is observed in a notable imbalance between administrators from the branch campus and those at the home campus: Galveston campus administrators fulfill a wider array of responsibilities, and thus must relate to a large number of administrators at College Station. Put simply by Senior Administrator Garrett: “I have a number of different peers [at College Station].” Branch campus administrators must relate to a broader spectrum of people at the home campus than faced by their College Station contemporaries.

Senior Administrator Domingo numbered the amount of people with whom he must relate at the College Station campus in order to do his job in Galveston: “My job is probably split up between five different people in College Station.” Senior Administrator Lindsey offered the same reflection: “[I]f you took these four people and then looked at them as a group, [those] would be my [contemporaries] there.”

The larger number of relational connections faced by Galveston administrators means more phone calls, meetings and time away from the campus and students. This proves frustrating for Galveston administrators who feel a constant pull away from the core business of the University: the activity between student and faculty.

Another pocket of relational instability is in the previously described transfer process that happens between the Galveston and College Station campuses. University policy says branch campus students may transfer to the home campus later in their academic career. Galveston naturally loses enrollment numbers as students transfer from the branch campus to the home campus; the loss of these students is one of the aspects keeping Galveston campus small. The University does not lose the transferred student, but the loss of an enrolled student is counted against Galveston; Senior Administrator

Erin said they are expected to replace the student with a new enrollee, “We have to make up the 170 or 200 students that move to the main campus. And some of them move to the main campus because … that's where the glory is.” Admittedly the addition of the branch campus introduces challenges into the management environment, and Senior Administrator Erin was quick to admit friction is likely to arise in the relationship, saying, “I think it’s difficult for any university that has a branch campus how you administer that and how you go forward. And I think there’s a natural… friction.” That friction is natural in such connections—it offers hope for long-term relationship building.

Maintaining relationship across a broad structure of individuals can prove challenging for senior administrators in terms of communication, time and availability. Relationship remains important for administrators in maintaining alignment with declared purpose and value transmission, but overcoming the obstacles in navigating relational clarity and diversity lingers as a challenge.

Collaboration

Senior administrators use collaboration as a way to monitor stakeholder alignment to the declared purposes and values of the University. For the purposes of this section, collaboration references more than stakeholders who work together. Collaboration occurs when one stakeholders embeds their effectiveness upon the success of another stakeholder. Collaboration is more than stakeholder connections; collaboration is viewed as stakeholders who are intertwined, who make decisions together, and allow success to be measured by the effectiveness of the team.

Collaboration has not always been effectively implemented at the University. Senior Administrator Thomas recognized that home and branch campus leaders have not always worked closely together, saying, “And yes, the main campus should spend more time and attention to [Galveston].” While isolated decision-making characterized past behaviors, collaboration has dramatically increased according to Senior Administrator Pedro. Stakeholders appear to have embedded it so deeply, that collaboration is also spoken of in future terms. Senior Administrator Joshua referenced how the home and branch campus are likely to collaborate with the new Law School in Fort Worth, saying:

> And they've even talked about even potentially looking down the road doing some kind of collaboration with the Law School and starting to [get] more into maritime law and doing some of those types. We might have some of those students come down here.

Senior administrators perceive collaboration is a growing trend at the University, and thus find it a sufficient tool in monitoring alignment to declared purpose and value transmission.

Collaboration does not imply there is never disagreement or conflict between stakeholders. Collaboration does not mean that administrators go-along-to-get-along and temper their actions. But stakeholders may conduct themselves differently based on their perception of the issues. Senior Administrator Domingo noticed how occasional conflict emerges due to perceived differences among stakeholders, but rather than restraining collaboration, conflict inspires it, saying, “We might fight tooth and nail, [but then] … we go [get] lunch at the cafeteria. It's a good time.” Conflict may indicate divided opinions among stakeholders on solutions to problems; but Senior Administrator Garrett expressed pleasure at their ability to creatively solve problems, saying, “And we have a great deal of collaboration and peers that really listen and help us solve our problems. [W]e’re creative people, so we always find solutions to our problems.” Conflict could cause stakeholders to drift from the declared purposes and values of the University. Rather than working through conflict, some stakeholders may find it easier to disengage from collaborative environments and pursue their own agendas. As senior administrators declare the University’s agenda through purpose and value transmission, the depth of collaboration becomes a useful tool in monitoring alignment.

Collaboration has been a useful tool to help administrators bridge academic gaps. Senior Administrator Joshua commented that home and branch campus leaders have collaborated to ensure the Galveston campus is able to provide a large selection of degree options and classes that are equitable to those at the College Station campus: “So … as you talk about collaboration across degree fields, this campus has everything.” The academic collaboration has enabled the campuses to ensure a tight connection exists between the campuses. Even the degree plans are similar between campuses. Collaboration has become such a cherished value of stakeholder behavior: leaders expect it demonstrated from students. As part of the learning outcomes for undergraduate students, collaboration is a required norm (Texas A&M University, 2010).

In addition, methods of addressing failing students are similar at each campus due to collaboration. Senior Administrator Chantel said that, while processes may have initially been developed for the College Station campus, collaboration enables transmission of appropriate modifications for the Galveston campus:

> So, how do we take this process that we really kind of developed for the College Station campus, how do we make certain that they're implementing appropriately

> at Galveston. And so there was just a lot of collaboration in making certain that how we established the process here would also work for them in Galveston.

Collaboration has served as a beneficial tool for administrators to monitor as they ensure stakeholders are implementing Integration and Aggregation in the area of academics.

One area where stakeholders demonstrated behavior contrary to collaboration was in a strategic plan of Texas A&M University. Vision 20/20 was an effort initiated by President Ray Bowen in 1997 to become ranked among the top ten universities in the nation by the year 2020 (Texas A&M University, 1999). The vision continues to be discussed and taught at College Station. New employees receive instruction about Vision 20/20 and what their responsibilities are in its fulfillment (personal observation, August 2014).

However, Senior Administrator Leslie commented that Galveston had little contribution towards the strategic planning of Vision 20/20, saying, "So, I think if you look at Vision 20/20, Texas A&M University Galveston, even though it was a part of us, it was not really included in that conversation." In fact, Galveston's contribution was so small it cannot be found within any aspect of the plan. "It should be mentioned that the Texas A&M University – Galveston branch campus, because of its special mission, did not participate in the Vision 2020 process. It will create its own vision and plans (Texas A&M University, 1999). So, while Galveston did not participate in the plan, Senior Administrator Leslie observed they are expected to contribute toward the excellence demanded within the document:

> But what [Galveston has] been doing is raising their heads and saying we deserve more. So they got people's attention, and those people said why don't you give

> Galveston more. And we said, happy to do it. Here's your performance metrics, Galveston. [C]ome and compete.

The idea that the branch campus does not need to participate in strategic planning but should contribute to its fulfillment is the result of failed collaboration. The implication is that the branch campus is not influential enough to contribute to the plans, but is large enough to impact the University's ability to fulfill the goals.

Collaboration is a powerful medium to accomplish tasks. In a diverse environment like Texas A&M University, stakeholders functioning as intertwined units is one of the key facets they have used to monitor stakeholder alignment to the declared purposes and values of the University.

Meetings

Conversations and collaboration must occur within a context. Meetings provide the framework in which communication happens. The frequency and content of meetings provide a measurable behavior senior administrators can assess in monitoring stakeholder alignment to declared purposes and values. Senior Administrator Leslie emphasized the importance of stakeholders gathering together: "I think its because we meet with each other regularly." Meetings provide a bridge across the 150-mile river separating the home campus from the branch campus.

The frequency of meetings between administrators depends upon the context. Some of those meetings are very common: "Every week [I'm] on the College Station campus" (Senior Administrator Garrett, July 2014). Other meetings occur every other week (Senior Administrator Kent, August 2014), while some only happen once during a month: "So he and I have one-on-one meeting at least once a month" (Senior

Administrator Leslie, June 2014). Meeting frequency is sometimes simply perceived as an occurrence that happens often: “[T]he CEO at Galveston regularly attends meetings up here” (Senior Administrator Emmitt, June 2014). No rules exist as to meeting frequency, yet they are clearly a regular function of operation among stakeholders. Meetings that occurred with more regularity tended to produce less apparent conflict among administrators. For example, Senior Administrator Leslie and Senior Administrator Garrett both described weekly meetings as part of their collaborative efforts. The level of inter-campus conflict they encountered was low while their productivity appeared high.

Phone and email conversations allow meetings to happen less frequently face-to-face while still accomplishing a communication objective. Senior Administrator Lindsey described the phone conversation as an employed communication method in addition to her regular direct meetings: “Well, I meet in person at least three times a month. And by phone or email multiple times per week.” Senior Administrator Joshua also found benefit in phone and email communication. “And generally what we'll try and do is if we have our [inter-campus] meeting, I'll schedule all my other meetings to coincide [with] that. But [we use] a lot of [other communication:] email, voice mail.” Both email and voice email provide a valuable method to maintain a regular flow of communication across the 150-mile separation between home and branch campus. Traveling that distance for a meeting may be improbable due to planning irregularities. Certain times of the year, such as the beginning of school, make travel impractical. Perhaps, even, the content under discussion may not warrant the effort needed for seven hours of travel and meeting time. In these cases, phone and email conversations provide the same level of collaboration and connection without the physical toll on the body.

Meetings accomplish a number of goals, among them the means to avoid conflict. Senior Administrator Leslie utilizes meetings to ensure stakeholders are all aiming for the same goal, saying, “I could have a brand conflict with the college of engineering or the college of education, but we meet regularly enough and talk about it.” Senior Administrator Joshua said meetings enable leaders to ensure the nuances of each campus fit into the big picture of overall alignment:

> You know [we’re] really trying to keep things aligned. I serve on … the rules committee. [Our University rules, even though our student rules are stand-alone student rules, they're pretty much the College Station rules with a few nuances—lCollege Station doesn't have anything about jumping off the bridge into the shipping channel. So, those types of things. And when you start getting into … some of the new Title IX, just making sure we're all … following the same beat – if you will.

Meetings, then, serve as an effective mechanism for collaboration. Whether they take place on the phone, through email or in a face-to-face context, meetings enable senior administrators to monitor the transmission of purposes and values

Some senior administrators reported negative meeting experiences. Senior Administrator Felicia was grateful for the occasions to gather, but wished for more: “The nature of interaction at the Galveston campus from my vantage point as well – I wish I had more opportunities.” Senior Administrator Domingo indicated infrequent meetings produced collaborative advice rather than collaborative decision-making, “But in terms of a daily interaction, there really isn't one. But I would say it's mostly collaborative advice.” Senior Administrator Pedro reported that the level of interaction was minimal to non-existent, “Apart from Executive Meetings and a cordial relationship, I would say we have limited interaction.” Interestingly, as this study progressed and administrators participated in follow-up interviews, some of them began to report an increased frequency of gathering. While they would not attribute this study as the motivator of change, they did recognize the importance of connecting and made purposeful efforts to make appropriate schedule adjustments (Senior Administrator Domingo, November 2014).

Of particular interest was meeting location. Almost every meeting occurs at the College Station campus, which requires administrators in Galveston to travel the 150-mile distance in order to attend. Senior Administrator Felicia indicted traveling to Galveston appears as an infrequent occurrence, “[In the last five years], I've been to their campus twice for extended visits, a whole day's visit.” Senior Administrator Ezra said the travel direction to College Station presents an organizational challenge for the Galveston campus, “Somebody from this campus is in College Station everyday. Which means if the Admiral [Galveston CEO] wants to reach out and touch them he can’t.” Put another way, bringing the entire executive team of the Galveston campus together on a typical workday is difficult because one of them is usually attending a meeting in College Station. Since Galveston administrators are constantly meeting in College Station, communication and transmission of purpose and value has an avenue to occur. However, Galveston administrators have less opportunity to meet with one another to strategize the implementation of those transmitted purposes and values. Transmission of purpose and value may occur, but campus implementation may struggle.

Subtheme B: Challenging Behaviors

The previous subtheme looked at the extent to which campus stakeholders executed the purpose and value declarations made by senior administrators. Subtheme B explores the obstacles that cause campus stakeholders to stumble in their execution of senior-administrator-declared responses for purpose and value transmission. These are behaviors and beliefs demonstrated by campus stakeholders that ultimately serve as challenges in implementing full Homogeneity. These challenges to Homogeneity disrupt the efforts of senior administrators to effectively monitor their declared responses for purpose and value transmission.

Pratt and Foreman describe synergy as the effort organizational leaders make to connect multiple identities within an organization. Leaders can use high-synergy or low synergy in their response to multiple identities. High synergy would indicate a deep connection between identities within an organization. Low synergy is represented in superficial and shallow connections, but the identities are connected, if only loosely. The choice of level depends upon the compatibility of the identities and the interdependence of stakeholders. Where identity compatibility is clear and interdependence is fused, a high-synergy response is appropriate. Likewise, where organizational identities are muddled and stakeholders demonstrate scattered affiliation, leaders would be wise to employ a low-synergy response.

The challenging behaviors discussed in this subtheme impede senior administrators from implementing even a low-synergetic response. Rather than choose the opposite of synergy (a response described as plurality) as a reaction to conditions, senior administrators navigate these challenges attempting to inspire synergetic behavior from campus stakeholders in the transmission of purposes and values. This subtheme will discuss three primary challenges in the form of Independence, Funding, and Siloing.

Independence

The branch campus in Galveston is not independent of the home campus in College Station. The two campuses are structurally and legally bound. Yet, historically there has been an undercurrent of conversation about the Galveston campus becoming independent, and for some administrators there is a perception that it continues into the present. The independent conversation creates a challenge in maintaining homogeneity with declared purposes and values.

The history of the branch campus contributes to the confusion of independence. Senior Administrator Thomas said that in previous years, the Galveston campus has existed as its own institution, as a department of College Station, and also as a branch of Texas A&M: “It has gone back and forth as a free-standing institution, and recognized by the State of Texas, and then as a branch.” These undulating markers of existence are not easily separated from the modern campus in Galveston. College Station administrators perceive that the stakeholders in Galveston continue to wrestle with who they are. Senior Administrator Pedro commented on whether the Galveston campus should remain as a branch or become its own free-standing institution, saying, “So they struggle with which one am I today [branch campus or independent institution]. And that identity has got to be difficult. I think it's better aligned with us as opposed to an independent small, maritime, … community college.” But branch campus administrators do not sense the same internal conflict. At several points, Galveston administrators insisted they were, and viewed themselves as, part Texas A&M University (Senior Administrator Joshua Interview, July 2014).

Because of several aspects, including the nature of their funding and the special purpose of the campus, Galveston must occasionally operate under its own identity. Senior Administrator Pedro admits this can be a conflict, “Well, the Galveston identity conflicts because at times they have to be … almost their own university for certain things.” The state of this duality is cumbersome for most causal observers and a nuisance for both branch and home campus administrators at the University.

Little structure seems to be in place for correcting misalignment at the branch campus. Senior Administrator Chantel said, “Now that gets interesting, because I have very little enforcement ability. [I]f there were something that were really getting out of kilter, my best plan of action—or course of action—would be to work through [our leadership].” Senior administrators at the home campus more often serve as coaches or guides to their counterparts at the branch campus. This relationship feeds the perception that the branch campus is pursuing independence.

Home campus administrators find themselves constantly questioning which version of the branch campus is attending a particular meeting, the independent branch or the integrated branch. Senior Administrator Thomas said understanding the difference can be challenging: “[I]t’s that fine line between their own campus identity along with what do they want to be a part of on the main campus.”

Other administrators make space for both to exist simultaneously believing a balance can be had. For Senior Administrator Emmitt there is no question of the branch campus existing as independent or integrated, it is both integrated and independent:

> I think both are true. When I've talked to them, both are true. They really take great pride in the independent identity they have, and they take great pride in the shared identity they have. And they seem to do a very good job of balancing the two in my opinion.

The special-purpose nature of the branch campus can generate perceptions of academic independence. Senior Administrator Leslie said, "And I'm sure that some faculty would argue [we're] not fully replicating [the academics of College Station], too." As the branch focuses only on marine science and maritime affairs programs, aligning with every facet of academic programming with the College Station home campus becomes confusing. Senior Administrator Leslie described the condition in a deeper sense, saying, "Sometimes…it's more judgmental up here [in College Station]. [People might say] that they [Galveston] really don't pull us up. They are really pulling us down, and that's not entirely unfair, but it's not entirely fair." The challenges faced by the special-purpose campus in Galveston are related to metrics like graduation rates, faculty output, and student retention. Keeping up with the broad-based focus of College Station has proven challenging for the little branch campus, and the inability do so can create perceptions of independence.

Administrators in Galveston agree with the simultaneously present identities. While they are not pursuing an independent structure, they recognize that aspects of their function demand distinctiveness, of which they celebrate. But Senior Administrator Adrian said they also clearly see their connection to College Station and express a strong bond to the University:

> [H]ow do you maintain that identity of who you are … the Galveston campus and everything … we do what we feel like is important to who we are, but also maintain … we're a part of Texas A&M University? Because you don't want to oversell one or the other. I think there's a delicate balance there. And I don't know that it's ever going to be easy.

Some administrators at Galveston believe they have recognized the source of their conflict with College Station. Having chosen to go their own way too many times, Senior Administrator Garrett believes there is lost trust between the two campuses which generates conflict when decisions arise:

> [W]here we generate conflict between each other is in our capacity, or in our propensity—and I want to say past propensity, because I really hope it's going to be past—propensity to do things our own way, and solve things the way we want to solve it, without going through rules and procedures and … approaches … that are accepted on the main campus. We've done that for quite some time.

The conversation of branch campus independence is an aspect that contributes toward a challenge in maintaining homogeneity in purpose and value transmission. Stakeholders have demonstrated a tendency to split into two groups: the-branch-campus-wants-independence, and the-branch-campus-wants-to-integrate. While the solution for this conflict remains elusive, leaders do indicate a commitment to search, discover and uncover ways to deepen homogenous behavior and ensure campus stakeholders execute the purpose and value declarations made by senior administrators.

Funding

The Galveston branch campus has a unique funding formula that makes it similar to an independent campus, yet it is legally and structurally tied to the home campus in College Station. The presence of this funding formula, and the ways in which dollars make their way to the Galveston campus contribute to obstacles that cause campus stakeholders to stumble in their execution of senior-administrator-declared responses for purpose and value transmission.

In funding, the State of Texas treats Galveston like a separate entity. According to Senior Administrator Lindsey, at the Galveston campus, "[W]e are a separate state agency. So we have a separate state agency code." This enables the branch campus to function a little bit differently. Senior Administrator Domingo characterized the difference by saying the Galveston campus is less reliant on the home campus to budget funds for them because the State of Texas contributes dollars to their yearly budget:

> Organizationally, although we're a branch campus, we receive separate funding. We're a separate line item on the budget. We don't depend upon College Station for our funding. If we did it would make things very different. We wouldn't be able to remotely have a separate identity.

The presence of the state agency code serves to separate the branch campus from the home campus even though senior administrators have declared the two campuses are aligned.

As a branch campus, however, Galveston must maintain connection to the home campus. Senior Administrator Chantel declared Galveston cannot simply divest from College Station and undertake their own initiatives:

> I think a lot of [the reason for the organizational structure] probably grew out of the funding model that has been used, and Galveston having been on a separate state budget has had to, just for their own funding purposes, maintain a kind of separate but part [of]—like a dotted line type of affiliation with—the College Station campus.

But the connection between Galveston and College Station is much tighter than a dotted line. The chief executive of the branch campus directly reports to the president of Texas A&M (Senior Administrator Leslie Interview, June 2014). The academic authority at

Galveston comes directly from College Station. So the structure and inter-campus relationship is integrated and aggregated, but the funding situation can produce a challenge in maintaining alignment to those senior administrator-defined responses.

With its own line item in the state budget, the Galveston campus would seem to swim in cash. Only 36% of the Galveston budget is supplied by the state; the remainder must come from tuition, gifts, grants and other sources of income (Senior Administrator Thomas Interview, June 2014). With a small student body, Galveston is forced to function with a tight budget; Senior Administrator Joshua said this produces a different environment from the College Station campus:

> [J]ust as it’s a great deal for students to be able to get the smaller class sizes and the lower rate, it's also hard to fund a lot of … things, because we don't have the funding [coming from] … higher tuition rates. So a lot of times [we’ve] been operating on pretty tight budgets to … get the needs vs. all the nice things such as the symbols and even the recreational stuff we'd like to have for our campus.

These tight budgets impact the look and feel of the branch campus even down to the landscaping. According to Senior Administrator Joshua, “We haven't had the resources and the funds to do much, even with landscape. It's terrible. We acknowledge it.” Senior administrators have not made a declaration about the landscaping at Galveston matching or aligning with the landscaping at College Station. Because of the line item budgets and the presence of the state agency coding, behavior exists around funding which creates a perceivable distinction between the campuses.

Siloing

Another of the challenges faced by senior administrators is stakeholder tendency to silo. Siloing is narrow-focused mentality. It is the equivalent of putting blinders on a horse so the animal can only see what lies directly ahead. While the blinders on a horse are intended to focus, in an organization they conceal context, which can lead to narrow decision-making.

Siloing was observed in some of the strategic planning of Texas A&M University. Vision 20/20 was an effort initiated by President Ray Bowen in 1997 to become ranked among the top ten universities in the nation by the year 2020 (Texas A&M University, 1999). The vision continues to be discussed and taught at College Station. New employees receive instruction about Vision 20/20 and what their responsibilities are in its fulfillment (personal observation, August 2014). But Galveston had little contribution towards the strategic planning of Vision 20/20. Senior Administrator Leslie said, “So, I think if you look at Vision 20/20, Texas A&M University, Galveston, even though it was a part of us, it was not really included in that conversation.” In fact, Galveston’s contribution was so small it cannot be found within any aspect of the plan. “It should be mentioned that the Texas A&M University – Galveston branch campus, because of its special mission, did not participate in the Vision 2020 process. It will create its own vision and plans (Texas A&M University, 1999). So, while Galveston did not participate in the plan, Senior Administrator Leslie highlighted that they are expected to contribute toward the excellence demanded within the document:

> But what [Galveston has] been doing is raising their heads and saying we deserve more. So they got people's attention, and those people said why don't you give Galveston more. And we said, happy to do it. Here's your performance metrics, Galveston. [C]ome and compete.

The idea that the branch campus does not need to participate in strategic planning but should contribute to its fulfillment is the result of a siloing mentality. The implication is that the branch campus is not influential enough to contribute to the plans, but is large enough to impact the University's ability to fulfill the goals.

Siloing is also visible in the general thought process of home campus administrators. Senior Administrator Pedro noted that Galveston, positioned 150 miles from the home campus, is prone to neglect, saying, "This place can swallow up your time. And when they're offsite, unseen, [Galveston] can tend to be forgotten. That's a negative." Distance is only one reason the Galveston campus experiences a siloing mentality. Senior Administrator Thomas commented that autonomy and budget authority also contribute to the mindset: "[B]ut at the same time, because of the differences and the distance, the proximity issue, they get forgotten. The main campus will forget about Galveston simply because of proximity, budget authority, … the autonomy that they certainly have." Furthermore, some of the structures in place cause the Galveston branch campus to slip into obscurity when decisions are under consideration. Senior Administrator Joshua quipped:

> You know unfortunately, quite often, because of the reporting structures being what they are, quite often Texas A&M University Galveston doesn't even make it onto people's radar. So I think a lot of it is your out of sight out of mind.

Siloing is not observed throughout the entirety of the organization; it is not a permeated effect visible at every turn. However, certain aspects of the organization demonstrate siloing behaviors, which impede implementation of senior administrator declarations for purpose and value transmission.

Theme III Discussion

Theme III explores how senior administrators monitor the implementation of purpose and value transmission. Theme II identified how senior administrators transmit the purposes and values identified from Theme I. Through organizational structure, communication, and behavior, senior administrators have declared the purposes and values that will be prioritized. They have also pronounced management responses intended to sustain cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective. But in order for purpose and value transmission to actually happen, stakeholders must carry out the declarations of senior administrators. For example, when the organization declares that the University traditions are a prioritized value, senior administrators respond to that declaration by integrating the traditions into the branch campus. At that point, they need a way to monitor stakeholders to ensure the declaration and the responses are moving in the desired direction.

To understand how senior administrators monitor the transmission of declared purposes and values, an aspect of Pratt and Foreman's (2000) theory on multiple identities within organizations was used. Referencing aspects of Organizational Identity, they say stakeholders within an organization can hold to multiple sets of identities within an organization two ways: holographic behaviors and ideographic behaviors.

Holographic behavior is found in stakeholders who hold to the whole organization's identity. These behaviors will be demonstrated by members in ways that show they are attempting to combine the various sets of organizational identities. (Pratt & Foreman, 2000).

In contrast, ideographic behaviors are found in stakeholders who hold to only one of the organization's multiple identities. These behaviors will be demonstrated by members in ways that show they favor one of the organization's identities over the others. Rather than trying to combine the various sets of organizational identities into a unified whole, ideographic behavior will focus on only one aspect. (Pratt & Foreman, 2000).

At Texas A&M University, senior administrators are monitoring stakeholder behavior for signs they are sustaining a holographic approach. That is, senior administrators monitor organizational members to ensure they behave in ways that align with combining the two sets of purposes and values. Not every stakeholder behavior needs to demonstrate a combined approach. For example, some aspects of purpose and value will only be found at the branch campus—such as the campus's designation as a special-purpose campus—and in those cases, there is no expectation for a combined approach. However, on the universal objectives, such as the Core Values and the organizational mission, stakeholders must demonstrate behavior that indicates they are combining or linking those to the branch campus.

Administrators' seeking behavior that demonstrates linked or combined purposes and values aligns with what Weik (1976), Bidwell (1965), and Birnbaum (1988) refer to as tight coupling. It embodies a centralized style of governance in which autonomy is restricted and decisions are more narrowly bound by policy and formal lines of communication. According to Hoy and Miskal (2007), tight coupling may cause organizations to lose influence on how well the work is done, but they are able to maintain close inspection on those who complete the tasks. Stakeholder behavior aligning with linked or combined purposes and values provides administrators with a strong sense of who is fulfilling the work. For example, a tight connection exists between the campuses on academic affairs. Degree plans are similar so the academic expectations and experiences will be alike. Due to the tight coupling, if the home campus changes academic course, the branch campus will be able to follow suit. This enables stakeholders to undertake a big-picture focus on academics rather than simply focusing on their own campus.

While the administrators at Texas A&M monitor for behavior that aligns with combined or linked purposes and values, stakeholders are challenged to sustain it. Weik (1976), Bidwell (1965), and Birnbaum (1988) refer to this as loose coupling. Loose coupling proposes certain organizational parts need flexibility to address diverse variables in their work environments. Weik (1976) offers 15 conceptualizations of what is meant by loose coupling. One of those definitions most applicable to the study now under investigation is, "the observation that an organization's structure is not coterminous with its activity" (Weick, 1976, p. 5). In other words, loose coupling can mean some of the products or services offered by an organization are not always aligned with what the organization is structured to deliver.

This dissertation is advancing another coupling idea. Uniting purposes and values with the concept of coupling, a loosely coupled organization would be one in which an organization's purposes and values is reflected in only some parts of the organization. Therefore, a 16th definition for Weik's (1976) loose coupling could be "the observation that an organization's purposes and values are not manifest in all areas of the organization." The very nature of loose coupling indicates changes made to one organizational part will minimally influence another part that is only loosely connected. For example, a tendency of siloing existed when Texas A&M University's Vision 20/20 strategic planning process was initiated. Galveston was not a part of the conversation, and instead was required to develop its own plan. With loose coupling in place regarding strategic planning, the Galveston campus is negligibly influenced as the University moves closer to fulfilling the Vision 20/20 objective of becoming ranked among the top ten universities in the nation. In many cases Galveston is far behind College Station in terms of output. Different methods, outside of the Vision 20/20 strategic planning initiative, had to be developed that would more tightly couple Galveston to the academic improvements of the College Station campus, but time was lost in that revelation and Galveston is now in catch-up mode as it tries to break free from failed collaboration.

Stakeholders at Texas A&M use phrases that align with senior-administrator declarations about linking or combining the purposes and values of the home campus with that of the branch. Galveston administrators use phrases like, "we are Texas A&M," while College Station administrators in referencing the branch campus say, "they are us." These declarations are analogous to Clark's (1972) organizational saga. Organizational sagas are stories that unite members of an organization. A saga describes a set of beliefs held tightly by organizational members that has an historical basis and sets the organization apart from other organizations. As administrators make their declarations they are telling a story. These short phrases are loaded with overtones that refer to a time in which the campuses were functionally independent. Through their short sagas, administrators are implying that the relationship has changed, and now they are united.

Stakeholder behaviors are also present, which indicate there are other occasions in which administrators are not making a declaration about purpose and value transmission. For example, one ideographic behavior is found in the way Galveston is treated with respect to students who transfer from the branch campus to the home campus. College Station administrators expect Galveston to retain high enrollment numbers, so Galveston administrators are held accountable to replace students who transfer out to the College Station campus. Administrators have not declared the two campuses are in competition for students, yet the expectation and the silence implies otherwise. While this seems irrational for Galveston administrators, they deal with it because it is embedded into the organizational culture. This experience aligns with Birnbaum's (1988) thoughts on organizational culture, which says that administrators are constantly attempting to make sense of their surroundings while making rational decisions. There is often a conflict between the sense-making and the decision-making. When rationality is sacrificed for sense-making, the culture is blamed: "that's just the way it is." At Texas A&M organizational culture is the culprit of much ideographic behavior in the inter-campus relationship.

Senior administrators at Texas A&M University take steps to monitor and sustain the transmission of purposes and values from the home campus to the branch campus. Administrators monitor how stakeholders bridge the culture from one campus to another. They observe the consistency of collaboration on key organizational issues, and administrators survey the working environment to ensure stakeholders stay engaged with one another through communication and timely meetings. Challenges exist within these aligned behaviors but also in other major areas. The branch campus receives separate funding which creates a tendency to drift away from aligned purposes and values. The status of the branch as a special-purpose campus also generates an independence, which emerges as Galveston stakeholders try to protect that unique value and purpose. Overall, the monitoring of purpose and value transmission has been successful for senior administrators because the inter-campus relationship reflects cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective.

Summary

This chapter began by comparing the relationship between a home and branch campus to the relationship between the human body and its arm. The aim was to understand how one part of the University's brain (the senior administrators from the home campus) communicate and collaborate with the other part of the brain (the senior administrators from the branch campus) to make sure the arm (the branch campus) has the DNA (purposes and values) of the body (Texas A&M University).

Three themes emerged from the data. The DNA of the body was identified through Theme I: Objectives. Two sets of objectives were identified: those that are universal for the home and branch campus, and those that are only demonstrated at the branch campus.

Senior administrators allow this duality to happen through the discoveries in

Theme II: Linking. This theme identified the ways senior administrators respond to the duality. Through the primary responses of Integration—which combines the purposes and values of each campus—and Aggregation, which links together the purposes and values of each campus—senior administrators sustain a cohesive set of purposes and values across both campuses. Through the response of Compartmentalization—keeping separate the two sets of purposes and values—senior administrators generate an environment in which the branch campus is able to hold its own set of objectives without interfering with the fundamental essence of the University.

Senior administrators track the implementation of these responses through Theme III: Monitoring. Stakeholders demonstrate a set of behaviors that align with the desired responses, though even with these there is occasional drift. Stakeholders also demonstrate behaviors that make alignment with those responses challenging. Through monitoring, administrators can make management adjustments to ensure the University's values and purposes are transmitted from the home campus to the branch campus.

In the previous pages, this chapter has featured the complex issues surrounding organizational structure between a home and branch campus of a major university. If higher education leaders are intent to open niche branches that express the institution's flavor, it is evident administrators must become competent navigators of organizational complexity. Apart from this expertise many small branch campuses are destined to fail amidst their isolation and disconnectedness from major higher education resources. The final chapter of this dissertation posits a structural thesis to guide administrators in their decision-making.

CHAPTER V

SUMMARY, RECOMMENDATIONS, AND CONCLUSION

This study focuses on the transmission of purposes and values from a home campus to a branch campus of a major state university: a topic of concern for higher educational leaders. Many multi-campus administrators question how to organize the inter-campus relationship (Dengerink, 2001). Disagreement and confusion exist on how to position the branch campus in relation to the main campus (Dengerink, 2001; McGuinness, 1991; Schwaller, 2009). Apart from well-structured collaboration, the goals established by the University risk abandonment at the branch campus (Merzer, 2008).

The main and branch campuses of a university are partners in achieving the organization's mission. But branch campus location, resources and size present challenges for senior administrators in fulfilling the values and purpose of the University. To what extent should the branch campus be like the main? How much flexibility should the branch campus have in developing its own purposes and values? How can leaders ensure the branch campus is more integrated, rather than simply possessing the University's name?

One way to answer these questions is to interview senior administrators regarding the nature of the inter-campus relationship, exploring the ways the University's home campus sustains cohesive purposes and values across the organization while establishing a branch campus that envisions another perspective. This study examines the perceptions of fifteen senior administrators from a major state university's home and branch campuses.

This study reveals how senior administrators work together to transmit purposes and values between campuses. Campus leaders make declarations about the purposes and values that should exist at both campuses, and those that are appropriate at only the branch. Using management responses of integration, aggregation and compartmentalization, they work together in transmitting those purposes and values. They, then, monitor the behavior of stakeholders and make management adjustments to ensure the University's values and purposes are transmitted from the home campus to the branch campus.

The data were collected from senior administrators at Texas A&M University—the home campus in College Station and the branch campus in Galveston. Since this study utilized a naturalistic instrumental case study as its research methodology, the findings may not transmit to every higher educational setting. However, the perceptions senior administrators at Texas A&M have about how values and purposes are transmitted to the branch campus may prove beneficial in helping multi-campus leaders build effective inter-campus relationships. Texas A&M was selected as the data source for this study because it holds a university-defined branch campus in Galveston separate from the home campus in College Station. In addition, the Galveston campus has a purpose and focus unique from the College Station campus. Adding to the benefit was the one-of-a-kind culture and tradition of the College Station campus. With a reputation for deeply embedded student experiences, and a cult-like following from graduates, the University provided a prime location for the examination of purpose and value transmission.

Multiple Organizational Identity as advanced by Pratt and Foreman (Pratt & Foreman, 2000) provided the theoretical framework for this study. Building upon the theories of Organizational Identity and Organizational Symbolism, Pratt and Foreman (Pratt & Foreman, 2000) theorize that an organization possesses multiple identities when various components within an organization have different conceptualizations about what is distinctive, central and enduring about the organization. They say that organizational leaders can manage multiple identities within the organization through four management responses. *Deletion* eliminates one or more of the identities. *Compartmentalization* lets the various identities exist, but keeps them separate so they do not touch. *Integration* involves the combining of conceptualizations into a new identity. *Aggregation* allows the separate identities to exist, but links them through various strategies. Furthermore, the behavior of stakeholders within the organization, even outside of senior leadership, contributes to identity management: "just as organizational identities can influence individual behavior, individual behavior can influence organizational identities" (Pratt & Foreman, 2000, p. 21). This indicates home and branch campus administrators are not powerless victims to the existence of multiple identities between campuses; rather, they serve as contributors to organizational identities through purposeful management and collaboration.

The purpose of this chapter is to bring the study to a close by drawing conclusions from the key findings and make recommendations for future practice and research. This chapter is divided into four primary sections. The first section will provide a summary of the key findings from this study's themes. Section two will organize the key findings into a set of conclusions centered around a matrix and provide recommendations for practice. The final two sections will identify recommendations for future research, and provide a concluding statement.

Summary of Findings

Across both campuses, six purposes and values emerged as universal. That is, administrators perceive they are to be held and demonstrated at both campuses. The first purpose and value is defined as the Core Values of the institution, which serve as the foundation for all other aspects of purpose and value. For most administrators, activities or programs not tied to one of the institutional Core Values are prime targets for elimination.

Second, senior administrators know that the mission of the organization is what happens between faculty and students. The University is a higher educational institution first and foremost rather than a military institution, or club.

Third, holding all three designations as a land-grant, sea-grant, and space-grant institution is viewed as distinctive for senior administrators. These designations set them apart from other universities in Texas and across the United States.

Fourth, as a designated land-grant institution, administrators at Texas A&M University take pride in making higher education accessible to the masses. Any person qualifying for admission has a place at Texas A&M.

Fifth, the culture of the institution is viewed as distinctive. From the rigor of educational programing to student experiences, senior administrators view Texas A&M as a unique American institution.

Finally, the traditions of the institution are held closely as institutional values. Most traditions, having been created during the University's infancy, possess a long heritage that serve as defining aspects of Texas A&M.

At the branch campus, five purposes and values emerged as narrowly implemented. That is, administrators perceive they are to be held and demonstrated at only the branch campus in Galveston. The first is the campus's size. The branch campus is dwarfed in comparison to the home campus in College Station—both in terms of landmass and student enrollment. The size difference produces resource disparity. Branch campus administrators, however, harness the small size as a selling point to attract future students. While administrators from both campuses desire for the Galveston campus to grow, there appears no expectation for the branch to reach the size of the home campus.

Second, the Galveston campus is defined as a branch. When administrators spoke of the University or Texas A&M, they always referenced the home campus. The College Station campus is the educational source, while the Galveston campus serves as an extension.

Third, the branch campus has a special-purpose focus. The educational programming in Galveston is only intended to focus on marine science and maritime affairs. Students wishing to pursue other degrees will only find them at the College Station campus.

Fourth, administrators at Galveston, in particular, view the campus as a large family. This value drives informal organizational decision-making and provides a tight working relationship between staff, faculty, and students.

Finally, Hurricane Ike striking the campus has reinforced the tribal atmosphere of the campus. Many administrators view the response to the Hurricane's aftermath as a physical demonstration of the campus's values.

Senior Administrators at the branch campus have a different conceptualization of Texas A&M University than do administrators at the home campus. At the College Station campus, administrators perceive the University is an enormously-sought-after institution stretching across the state of Texas, and focus on teaching, serving and research. At the Galveston campus, administrators perceive the University is a bureaucratic, stale, infrastructure that can impede their efforts to fulfill the roles of teaching, serving and research. Administrators at both campuses are focused on students: the College Station administrators perceiving the University offers a diverse array of degrees and experiences; the Galveston administrators are confident the branch campus offers a tight-knit, personal solution to a big and overwhelming University.

Senior Administrators strongly perceive the six purposes and values of Texas A&M University are the foundational rocks upon which the University is built. These perceptions are not simply internalized beliefs, but aspects externally communicated to peers and other stakeholders. Whether they use websites, personal meetings or other tools, senior administrators are making declarations about these six purposes and values as drivers of the institution. This contributes to the culture of the institution and fosters a cohesive nature that bonds Aggies together, both student and supporter.

The values and purposes of the institution are primarily transmitted through integration and aggregation. This means administrators are combining and linking the two campuses together in purposeful ways. Compartmentalization is moderately used by administrators, both purposefully and accidentally, as a response to multiple values and purposes. In these cases, administrators allow the purposes and values of the branch campus to exist separately from the home campus. Deletion is only minimally used as a response to the presence of multiple organizational values and purposes. Rarely have administrators eliminated a branch campus value; however, in instances like a confusing brand, administrators found deletion as the most appropriate response.

Purpose and value transmission is not the sole domain of senior administrators. They can declare which purposes and values to transmit, and manage in ways that support transmission, but stakeholders within the institution are responsible to demonstrate behaviors that align with those purposes in values. Senior administrators drive the organization toward the desired destination, but organizational stakeholders are the engines providing power. Therefore, senior administrators monitor stakeholders to ensure behavioral alignment with desired purpose and value.

Stakeholder behavior generally aligns with the senior administrator desires to combine and link the purposes and values of the home campus with that of the branch campus. The Core Values of the branch campus are combined—that is, they are the same—with those at the home campus. The mission of the branch campus—what happens between faculty and student is of preeminence—is identical to that of the home campus. The accessibility of the home campus—that all those who qualify may enroll—is mirrored at the branch campus. For other universal objectives, the campuses are linked. The behavior surrounding culture at the branch campus is not identical to that at the home campus because of campus size and resource disparity; however the two cultures are linked by an Aggie cohesion that allows for variability in expression. Likewise the behavior related to traditions at the branch campus is not identical to that at the home campus. However, both campuses celebrate the same traditions while allowing distinctiveness of expression.

Challenges exist regarding the alignment of stakeholder behavior to combine and link the purposes and values of the branch campus with those of the main. The branch campus receives separate funding from the state of Texas, which creates a tendency in stakeholders at Galveston to drift from aligned purposes and values. The status of the branch as a special-purpose campus also generates an independence, which emerges as Galveston stakeholders try to protect their unique value and purpose.

Conclusions and Recommendations for Practice

The purpose of this study was to understand how senior administrators transmit a university's purposes and values from the home campus to the branch campus. In understanding the transmission process, the results of this study can enable home and branch campus leaders to organize the inter-campus relationship for long-term success. After evaluating the data and reflecting on the themes, this researcher developed a matrix to make sense of the key findings from this study. The Transmission Matrix developed by this researcher provides the most cohesive understanding of how purposes and values are transmitted between the College Station home campus and the Galveston branch campus. Furthermore, the following Transmission Matrix developed by this researcher provides a lens that home and branch campus leaders might use to organize the inter-campus relationship for long-term success.

Transmission Matrix

The Transmission Matrix developed by this researcher is a way of examining the key findings from each of the themes in a united framework. The Transmission Matrix is visible in Table 4.

The matrix is divided into four quadrants. On the left hand side of the matrix lie the dimensions of organizational statements. At the bottom left corner of the matrix are the declared statements of the organization. Declared statements are dimensions of the inter-campus relationship that administrators verbally identified as aspects of who they were as an organization. An example of a declared statement is when Senior Administrator Domingo said, "Texas A&M … is very deeply rooted in traditions, very deeply rooted in…its Core Values."

At the top left corner of the matrix are the dimensions of the inter-campus relationship where administrators are silent about their organizational purposes and values. While administrators made many comments about who they are as an organization, the number of areas in which they were silent could be countless. The reason is that stakeholders in an organization tend to talk about who they are, rather than who they are not. For example, Texas A&M University is not a bank, a church or a rock band, and no administrator felt compelled to clarify it as a university as opposed to anything else outside of Senior Administrator Leslie's common refrain that "the core business of the University is what happens between faculty and student." The distinction between declared statements and those that are silent is important because of the behaviors of organizational stakeholders.

Table 4: Transmission matrix.

		Demonstrated	Absent
Statements of the Organization	Silent	Contaminants Response: Abolish	Forecasts Response: Investigate
		Catalysts Response: Transform	
		Assets Response: Preserve	
	Declared	Corpus Response: Celebrate	Contraventions Response: Correct

Behavior of Stakeholders

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Along the bottom of the matrix lie the behaviors of stakeholders. At the far left are demonstrated behaviors. These are actions administrators observe, or make themselves as related to the organizational purposes and values. An example of a demonstrated behavior is when Senior Administrator Adrian said that a large part of the student body consistently accepts and participates in the University traditions and culture (Senior Administrator Adrian Interview, July 2014).

At the far right of the matrix are dimensions of behavior that are omitted. Omitted behaviors are absent actions that were mentioned by administrators, or behaviors that are not observed. An example of an omitted behavior is when Senior Administrator Leslie said, “And I’m sure that some faculty would argue [we’re] not fully replicating [the academics of College Station], too.”

By using the Transmission Matrix developed by this researcher, this study is able to understand which aspects of organizational purposes and values are declared by administrators, and the extent to which organizational stakeholders act in accordance with those declarations. The matrix also highlights stakeholder behavior that seems to be embraced as a purpose or value but has not been declared as such. Finally, the matrix provides a lens that home and branch campus leaders might use to organize the inter-campus relationship for long-term success.

Corpus

At the bottom left quadrant of the Transmission Matrix is the category this researcher calls the Corpus. In this quadrant the organization has made declarations about the purposes and values of the organization, and stakeholders demonstrate behaviors in accordance with those purposes and values. The great majority of purpose and value transmission falls into the Corpus. The organization declares itself as deeply rooted in traditions, and stakeholders actively demonstrate traditions across both campuses. The organization declares itself as an institution of higher education, and stakeholders actively participate in teaching, research and service at both campuses. The Corpus is the core of purpose and value transmission and is the area to which administrators would want all aspects of the inter-campus relationship to reside.

Recommendations for Practice

When the organization has declared certain purposes and values, and the stakeholders at the campuses demonstrate behaviors in accordance with those purposes and values, the organization is manifesting dimensions of the Corpus. Administrators can ensure sustainability of the Corpus by celebrating their existence through acknowledgment and accolade. Since the Corpus is the core and the desired location for all aspects of the organization, celebration is an appropriate response. When a dimension has been declared and administrators observe aligned behavior, it is time to celebrate. Celebration can occur through newsletters, convocations, awards and other elements of acknowledgement. Many administrators at Texas A&M University are already celebrating known aspects of purpose and value that lie in the Corpus through the elements mentioned.

Contraventions

At the bottom right quadrant of the transmission matrix is the category this researcher is calling the Contraventions. A contravention is a violation of an organizationally declared rule or truth. Within the quadrant of Contraventions are those dimensions of value and purpose that have been declared by the organization, but stakeholders demonstrate sparse behavior—or it is simply absent—to support the value.

An example of a Contravention is when the organization declares “We’re a tier one, AAU research university, so that’s who we are” (Senior Administrator Felicia Interview, October 2014). But statements about the branch campus indicate behavior in violation of this value. “[Galveston has] a commitment to academics that is admirable.

I’m not going to suggest that it’s the same as the commitment [at College Station]” (Senior Administrator Emmitt Interview, October 2014). In this case the organization has declared itself as tier one, AAU research university, but the branch campus has not yet risen to a production level that would support that statement.

Another example of a Contravention in the inter-campus relationship is when the organization declares through the phrase of Senior Administrator Garrett, “First of all it's a land-grant, and sea-grant, and space-grant. So it has that mission and it fulfills the national mission of the land grant universities.” But statements about the branch campus indicate behavior in violation of the sea-grant purpose and value. For instance, Senior Administrator Chantel said, “I feel the marine focus of the campus, but not necessarily the sea-grant designation … somehow I don't pick up on that tie between the marine focus, … [and] the sea-grant designation.” Once again the organization has made a declaration—“we are a sea-grant designated university”—but according to one administrator, the branch campus has not demonstrated behavior aligned with that designation.

Recommendations for Practice

When the organization has declared certain purposes and values, but the stakeholders at the campuses do not demonstrate behaviors in accordance with those purposes and values, the inter-campus relationship is manifesting dimensions of Contraventions. Administrators can shift these into appropriate behaviors by correcting the dimensions through identification and accountability.

In addressing aspects of the organization that appear in the Contraventions, the most appropriate response is correction. Once the violating aspect is known, administrators can begin to make appropriate adjustments to bring the violation into alignment. Correction is already happening with the academic misalignment. Through core curriculum enhancements, communication and collaboration, administrators at both campuses are working to correct the academic output value violation. As new aspects of the inter-campus relationship appear in the Contraventions, identification and correction become important for maintaining long-term success.

Assets

The top left quadrant of the Transmission Matrix is divided into three areas. The closest to the Corpus is a category this researcher is calling Assets. Assets are those aspects in which the organization is silent about its value or purpose, but organizational stakeholders are behaving as if it is a declared value. In the case of Assets, the behavior is beneficial to the organization despite the lack of declaration.

An example of an Asset is in the area of governance. Senior Administrator Chantel identified her likely behavior in the face of a hypothetical crisis, saying, "Now that gets interesting, because I have very little enforcement ability. [I]f there were something that were really getting out of kilter, my best plan of action—or course of action—would be to work through [our leadership]." The organization is silent on authority to enforce academic alignment or processes for handling value and purpose drift. Nevertheless, this administrator demonstrated behavior that would benefit the organization.

Recommendations for Practice

When the organization is silent on certain purposes and values, but stakeholders at the campuses behave as if it is a declared value, and those behaviors are beneficial to the organization, the organization is manifesting dimensions of Assets. Administrators can harness the power of Assets by preserving the behavior and shifting the purposes and values in which the organization was silent into declared purposes and values.

Preservation is an appropriate response to aspects that are categorized as Assets. Administrators can adjust imbalance by preserving the behavior and adopting it as a declared value. This response aligns with Pratt and Foreman's (2000) perspective about aggregation as a way to address multiple identities. Through aggregation, links are created between the identities. In the case of the preservation response, Assets are linked to the Corpus through organizational declaration of the demonstrated value. The benefit to aggregation includes a decrease in conflicting demands, and preservation minimizes the depth of conflict by providing a response in the absence of declared values by the organization.

Catalysts

Situated above Assets, in the top left quadrant, is the category this researcher calls the Catalysts. Catalysts are like Assets in that Catalysts are those aspects in which the organization is silent about its value or purpose, but organizational stakeholders are behaving as if it is a declared value. In the case of Catalysts, it is unclear if the behavior is beneficial to the organization. If left unchecked the behavior may damage the organization.

An example of a Catalyst comes from one of the ideographic tendencies of siloing. Siloing was identified as a behavior that administrators have in which they focus narrowly on their area. Branch campus neglect was identified as one of the instances of siloing. "[B]ut at the same time, because of the differences and the distance, the proximity issue, they get forgotten. The main campus will forget about Galveston simply because of proximity, budget authority, … the autonomy that they certainly have" (Senior Administrator Thomas Interview, June 2014). The organization is silent in the value of including the Galveston branch campus in absolutely every decision of the College Station home campus. The behavior of administrators is a tendency toward neglect. There is a possibility that, over time, this behavior will damage the organization.

Recommendations for Practice

When the organization is silent on certain purposes and values, but stakeholders at the campuses behave as if it is a declared value, and the benefit of those behaviors to the organization are unknown, the inter-campus relationship is manifesting dimensions of Catalysts. Administrators can move Catalysts into dimensions of the Corpus by transforming the undesired behavior into appropriate behavior and shifting the purposes and values in which the organization was silent into declared purposes and values.

Transformation is the appropriate response to aspects that are categorized as Catalysts. Transformation shifts a Catalyst into the Corpus. In the example cited above, both the silent declaration, and the behavior of administrators requires transforming. Branch campus neglect and isolation should not be a normal experience of stakeholders, and the organization has an opportunity to clarify a missing value declaration.

Transformation aligns with Pratt and Foreman's (2000) perspectives on integration as a response to multiple identities. Integration happens when the organization combines multiple identities into a totally new one. Transformation fashions a new, productive value out of silent declarations, and potentially damaging behavior. Integration benefits the organization by improving morale of the constituents: with fewer identities demanding their attention, constituents are prone to greater organizational action. Transformation, too, improves stakeholder morale by formalizing a confusing value and reshaping a potentially detrimental behavior.

Contaminant

Situated above Catalysts, in the uppermost left quadrant, is the category this researcher is calling the Contaminants. Contaminants are like Catalysts and Assets in that Contaminants are those aspects in which the organization is silent about its value or purpose, but organizational stakeholders are behaving as if it is a declared value. With Contaminants, however, the behavior is destructive to the organization, and if left unchecked will devastate the organization.

An example of a Contaminant is Senior Administrator Pedro's comment about the separate branding the Galveston campus once possessed: "[Galveston] used to have their own little sea wave [logo], which set them apart; … we said no, you're a part of Texas A&M University. Because separating yourselves … caused you to be diminished … and not part of the whole." Up until that point, the University was silent but accommodating in allowing the Galveston campus to have unique branding.

Recommendations for Practice

When the organization is silent on certain purposes and values, but stakeholders at the campuses behave as if it is a declared value, and those behaviors are detrimental to the institution, the organization is manifesting dimensions of Contaminants. Administrators can jettison Contaminants from the organization by abolishing their behavior and shifting the purposes and values in which the organization was silent into declared purposes and values.

Recognizing the damage to the whole if one part of the organization is marketed as something separate, the Texas A&M organizational response to Contaminants was abolition. Preservation was certainly an unacceptable response, and no amount of transformation can salvage a behavioral aspect doomed to cause organizational chaos. When Contaminants enter an undeclared, silent value system, the only appropriate response is to abolish them from the organization while filling the silence with a declared value or purpose.

Abolition aligns with Pratt and Foreman's (2000) perspectives on deletion as a response to multiple identities. Deletion happens when the organization erases one or more of its multiple identities. Within the inter-campus relationship matrix, abolition jettisons an aspect of the inter-campus relationship that is deemed harmful to the organization. Deletion enables organizations to focus on their primary mission more cohesively, but risks dividing key constituents. Abolition offers the same benefit as a response to inter-campus Contaminants but faces similar constraints since some stakeholders may find the abandonment of a comfortable practice reprehensible.

Forecasts

In the upper right hand quadrant lies the category this researcher calls the Forecasts. The upper right quadrant is the coalescing of silent value statements from the organization and omitted behaviors from organizational stakeholders. This quadrant may seem like a superfluous addition, but this study proposes Forecasts are one of the most important dimensions of the Transmission Matrix.

In the Forecasts quadrant, the organization is silent in its value declaration, and the organizational stakeholders are not demonstrating a behavior; but for the organization to be healthy into the future, the missing value and aligned behavior need to be present. Here lie the organization's blind spots. The quadrant of the Forecasts is the area administrators must explore in order to be prepared for the next life cycle of the organization. The institution's ability to cope with future problems and challenges is in the unknowns of the Forecasts.

Higher education is a changing, albeit slow, environment. In recent years, higher education has shifted from an elite framework—only admitting the best of the best—to a universal system (Nickerson & Schaefer, 2001). The universal system has changed the demographic of the typical student (Mills & Plumb, 2012). Changes in funding have forced higher education institutions to seek alternative ways to pay for the commodity of educating those masses (Moodie, 2007). Each of these areas present challenges for higher education administrators. These aspects test the future of the organization. The values and purposes administrators form in light of these challenges, and others, and the behaviors they ask from stakeholders in facing such obstacles, influence the long-term health of the organization.

Recommendations for Practice

When the organization is silent in its value declaration, and stakeholders at the campuses are not demonstrating a behavior, but both the declaration and the behavior should be in place, the organization is manifesting dimensions of Forecasts. Administrators can ensure Forecasts do not turn into Contaminants or Contraventions by investigating emerging trends and positioning the organization to address those trends by demonstrating effective stakeholder behavior aligned with new purposes and values.

The response to the quadrant of the Forecasts is investigation. Without an eye on this sector, the organization is not positioned well to address new challenges as they emerge. Administrators must remain focused not only on the present, but become prognosticators of the future as well. The concept of Forecasts and their investigation contributes to the futuristic theme from the branch campus literature. The futurist perspective looks at branch campuses through the lenses of time, forecasting requirements for their impact, viability and success years and decades into the future (Bird, 2011; Krueger et al., 2011; McGuinness, 1991; Schackner, 2013). By investigating emerging trends, administrators can position higher education institutions to demonstrate effective organizational behavior aligned with new purposes and values.

Recommendations for Future Research

This study looked at the transmission of purposes and values between the College Station home campus and the Galveston branch campus. Senior administrator perspectives were the primary lenses through which this study drew conclusions and made recommendations for practice. While senior administrator perceptions are important and necessary to understand the functions of a higher education setting, other stakeholders within the organization have experiences and thoughts related to purpose and value transmission. Future research can explore transmission processes from a student perspective or faculty member perspective to achieve an even deeper understanding of the factors contributing to inter-campus relationship that will achieve long-term success.

This study utilized a qualitative approach to explore purpose and value transmission between the College Station home campus and the Galveston branch campus. Because it was a naturalistic study, interviews with senior administrators were the primary method of data collection. In order to maintain a manageable set of data, the interview pool was kept small—15 senior administrators in total. Future research exploring purpose and value transmission using a quantitative approach would broaden the data collection pool and provide a more thorough understanding of the inter-campus relationship across various levels of the organization.

This study limited the exploration of purpose and value transmission to the College Station home campus and the Galveston branch campus. Texas A&M University also has an international branch campus in Doha, Qatar. The variables present in an international branch campus provide new lenses for investigating purpose and value transmission. Future research that undertakes an examination of the College Station home campus and the Qatar branch campus could highlight aspects of inter-campus relationship this study was not able to uncover.

This study limited the exploration of purpose and value transmission to Texas A&M University. The University is also part of the Texas A&M University System. The System has values and purposes it distributes to its own institutional members. The locations of the universities within the System are more numerous and spread more diversely across the state of Texas. Future research exploring purpose and value transmission between each of those universities and the System could reveal aspects of inter-campus relationship that are appropriate at a systemic level and serve the needs of the six university systems in the state of Texas.

Because this study undertook the exploration of purpose and value transmission from a qualitative perspective, it makes no efforts to generalize the results of the study. Therefore, the Transmission Matrix may or may not be an appropriate tool to understand the inter-campus relationship in other environments. Future research using the Transmission Matrix as a framework could provide evidence that it is a beneficial tool in understanding the complexities of a multi-campus organization.

Because this study undertook the exploration purpose and value transmission from a naturalistic perspective, the Transmission Matrix is a qualitative product and has not been identified as valid in a quantitative approach. Future research that assesses the validity of the tool and develops instruments for implementation could prove beneficial for organizations that do not wish to expend the time or costs in exploring the inter-campus relationship through a qualitative lens.

The Core Values of Texas A&M were described often by senior administrators as foundational aspects to the University's organizational identity. While several administrators could only name two or three Core Values, many were able to enumerate all six during interviews. Future research exploring the extent to which a person's title and responsibilities contribute to their ability to recite organizational facts could prove helpful. Such a study would equip institutional leaders with data necessary for the prioritization of management decisions related to purpose and value transmission.

Implications

For Texas A&M University

Texas A&M University possesses a unique culture, rigorous academics, and deeply embraced traditions. In its efforts to transmit those purposes and values to the branch campus in Galveston, the University has points of stumbling in the inter-campus relationship. Finding the means to smooth the relational road will ease the movement of purposes and values. The Transmission Matrix outlined in this study provides a model to structure the inter-campus relationship for long-term success. By employing the Transmission Matrix, senior leaders at Texas A&M University can balance the home campus's need to transmit prioritized values with the branch campus's need to own and direct the activities at the Galveston campus.

For Higher Education

The need for successful inter-campus relationship is not limited to Texas A&M University. Other institutions of higher education have employed branch campuses as doors of accessibility (Nickerson & Schaefer, 2001). How to structure the inter-campus relationship remains a primary question for leaders at those institutions (Dengerink, 2001). The Transmission Matrix developed by this researcher, and outlined in this study, provides a framework for inter-campus relationship structure throughout the higher educational landscape. In particular, as leaders look to the future and strategize goals and objectives, the quadrant of Forecasts can inform senior administrators about the impending challenges to their local campuses specifically, and to higher education in general.

For K-12 Education

The Transmission Matrix offers implications outside the higher education field. Leaders in the K-12 environment will find the Transmission Matrix helpful in the day-to-day roles faced by district administrators.

Educational environments that focus on K-12 instruction are goal-directed (Hoy & Miskel, 2007). That is, school district leaders develop purposes for the system that are intended to be achieved over the course of one or a series of school years. These purposes may be collaboratively developed, board driven, or formulated out of the superintendent's office. Regardless of their source, the distribution of purposes across the school district is a matter of organizational administration. The Transmission Matrix can assist K-12 leaders in their administrative function by helping them to monitor the status of organizational purpose. By ensuring the district's purpose is always squarely located within the quadrant of the Corpus, educational leaders can rest assured their organization is marching toward the desired outcome.

Schools are cultural bastions with distinctive values that influence stakeholder behavior (Hoy & Miskel, 2007). These values are shared among organizational members and dispersed as identity markers for the campus, the community, and the district. Inducting new members into the organizational culture is paramount to ensuring the desired outcomes are sustained long-term. The Transmission Matrix can assist district and campus leaders to develop stakeholders who fully embrace the organization's values as they hire new teachers and staff in the work of the school. The quadrants of Assets, Catalysts and Contaminants provide valuable measures of feedback to ensure new stakeholders are demonstrating the intended organizational values.

Schools are structural systems with divisions of labor (Hoy & Miskel, 2007). In urban settings, particularly, school systems divide instruction across elementary, intermediate, and high schools. These structural constructs can be complex to navigate and communicate within. The complexity creates barriers in the transmission of centrally defined purposes and values. The Transmission Matrix can assist district leaders as they attempt to spread systemic values across the entirety of the district. The quadrants of the Corpus and Contraventions can assist school administrators in finding purpose and value drift, and redirecting stakeholder behavior towards actions that support defined objectives.

For Organizations in General

Organizations are seeking to define themselves and ensure their constituents and customers recognize the central, distinctive and enduring aspects of their efforts (Albert, et al., 1985). Organizational leaders commonly use symbols as a tool to convey their identity. The Transmission Matrix can assist those leaders in that effort, whatever the nature of their organization. As leaders direct and declare the revered symbols of the organization, the Transmission Matrix can help them ensure the appropriate symbols are deeply embedded. Furthermore, the Transmission Matrix provides a framework within which stakeholder behavior can be legitimately considered as important contributions to organizational symbols and identity. This collaborative give and take enables organizations of every flavor the opportunity to excel in customer service and employee relations.

Concluding Statement

Texas A&M University stands among the most distinctive institutions of higher education in the world. While providing a rigorous and respected academic environment, the University supplies students with an experience, culture and traditions that are mocked and ridiculed outside the organization, but embraced and revered within. Many have said outsiders could never understand the University, and insiders could never explain it. This investigation has made an attempt to explain the inexplicable so that others might understand how the home and branch campus coexist. Though situated in a history of awkward interaction, the home and branch campus of Texas A&M have entered into an era of contemporary, purposeful relationship. Through deliberate efforts, administrators have structured an inter-campus relationship that allows the peculiar traditions and culture of Texas A&M to seep into the Galveston branch campus while providing space for Galveston to exercise their own distinctiveness. This examination should provide to administrators at Texas A&M University, and others who navigate the challenges of multi-campus systems, information and tools for sustaining a successful long-term inter-campus relationship. While the novelty of extension campuses is becoming a norm in higher education, the innovative inter-campus structures used by Texas A&M University contribute to its longevity as a unique American institution.

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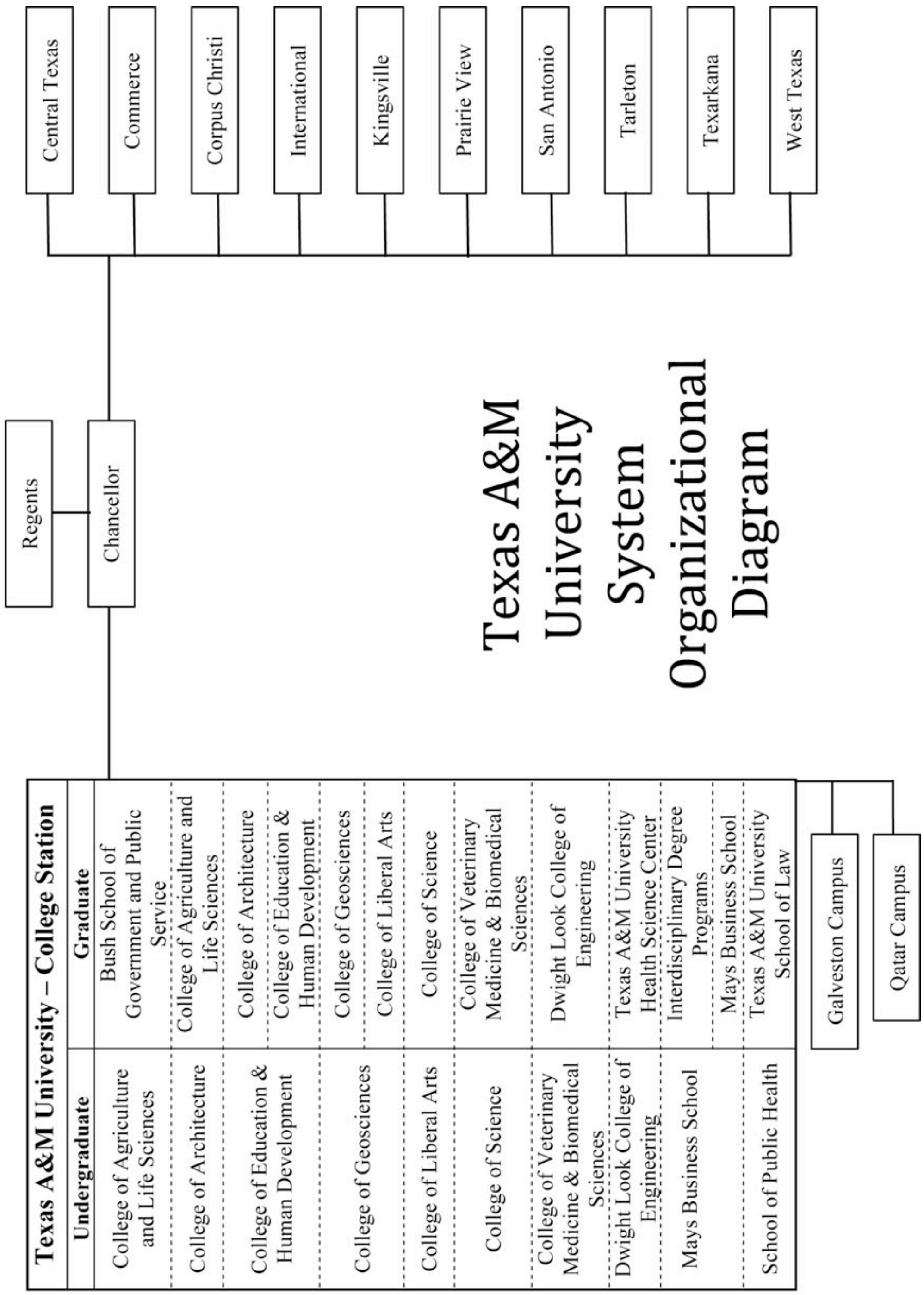
APPENDIX A

TEXAS A&M UNIVERSITY SYSTEM ORGANIZATIONAL DIAGRAM



Note. Adapted from the institutional website (Texas A&M University System, 2015d). Copyright 2015 by The Texas A&M University System.

APPENDIX B

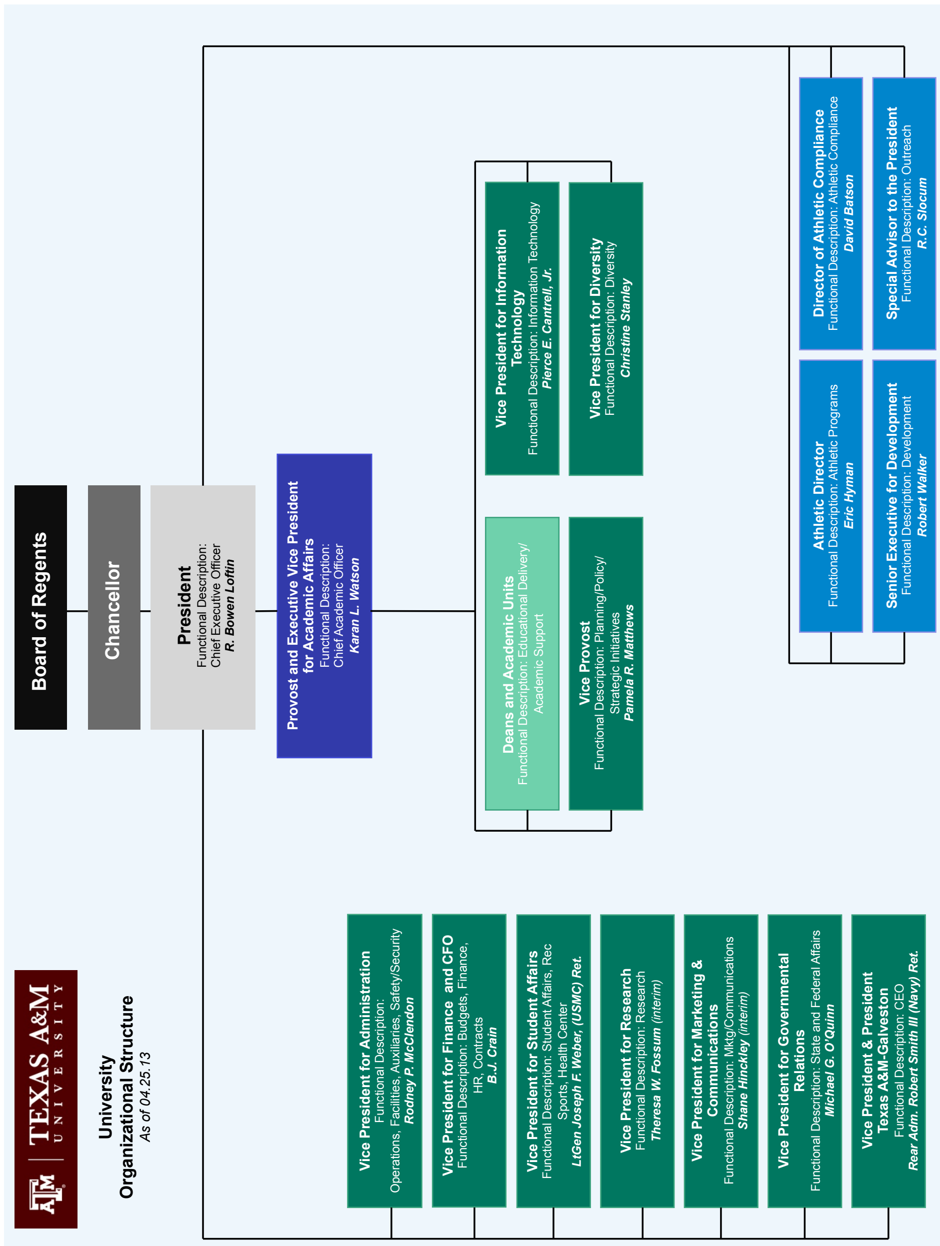
LIST OF SENIOR ADMINISTRATORS INTERVIEWED FOR THIS DISSERTATION

Senior Administrator	Campus	20 Years or More	Former Student
Chantel	Home	More	No
Emmitt	Home	Less	No
Felicia	Home	More	Yes
Leslie	Home	More	No
Matthew	Home	More	Yes
Pedro	Home	Less	No
Thomas	Home	More	Yes
Adrian	Branch	More	Yes
Domingo	Branch	Less	Yes
Erin	Branch	Less	Yes
Ezra	Branch	Less	Yes
Garrett	Branch	Less	No
Joshua	Branch	More	Yes
Kent	Branch	Less	No
Lindsey	Branch	More	Yes

APPENDIX C

TEXAS A&M UNIVERSITY, COLLEGE STATION CAMPUS ORGANIZATIONAL

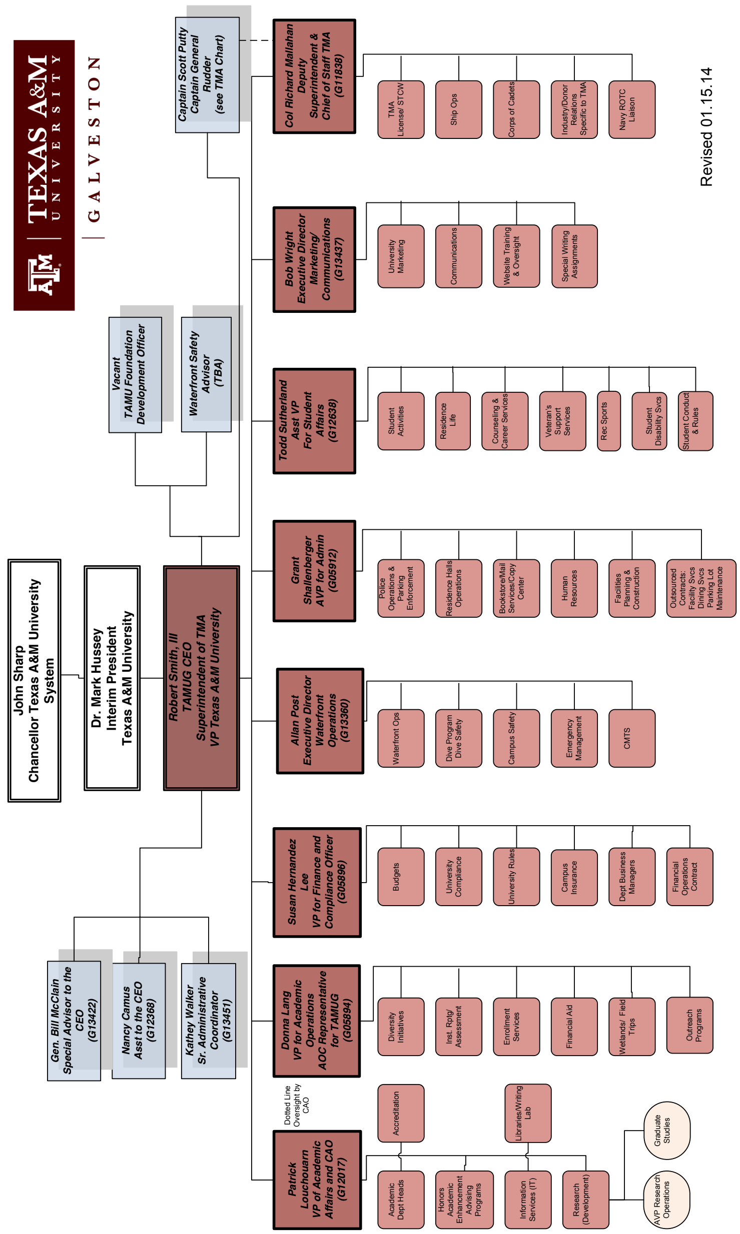
CHART USED FOR INTERVIEW INVITATIONS



Note. Organizational chart taken from institutional website (Texas A&M University, 2013b). Copyright 2013 by Texas A&M University.

APPENDIX D

TEXAS A&M UNIVERSITY AT GALVESTON ORGANIZATIONAL CHART USED FOR INTERVIEW INVITATIONS



Note. Chart drawn from institutional website (Texas A&M University-Galveston, 2014). Copyright 2014 by Texas A&M University.

APPENDIX E

GUIDED INTERVIEW QUESTIONS

The following guide will be used during the interview process. Not every question needs to be asked; rather, this document serves to lead the researcher towards information salient to the research questions and allow the researcher to probe using unplanned questions when the interviewee reveals new information.

A. Pre-Interview Instructions

1. Obtain consent
2. Explain that the study is interested in understanding the organizational symbols and organizational identity of both campuses.
3. Explain that organizational symbols reveal the ideology, culture and identity of the organization. This interview will ask questions to uncover administrator perceptions of the verbal and mythical aspects of symbolism.
4. Explain that organizational identity (brand) answers the question "who are we as an organization?" This interview will ask questions to uncover administrator perceptions about what is distinctive, central and enduring to the organization.

B. Guided Interview Questions

1. When you speak with outsiders, what aspect of TAMU's brand/culture do you most like to talk about?
2. When you speak with a new TAMU/TAMUG employee what aspect of brand/culture do you think is most important for them to know?
3. What makes Texas A&M different from other universities in Texas?
4. What makes the College Station campus different from the Galveston campus?
5. What are special terms at this organization that only insiders understand?
6. Which of those terms are expected to exist at both the College Station campus and the Galveston campus?
7. What structures are in place to ensure these terms exist on both campuses?

8. What is your role in ensuring these terms exist on both campuses?

9. Whom do you consider as particularly meaningful persons for this organization—past or present?

10. Which events are celebrated in this organization?

11. Which events are expected to be celebrated at both the College Station campus and the Galveston campus?

12. What structures are in place to ensure these events are celebrated on both campuses?

13. What is your role in ensuring these events take place?

14. To what extent is the Galveston campus able to create its own special terms?

15. To what extent is the Galveston campus able to honor its unique persons?

16. To what extent is the Galveston campus able to create unique events that are celebrated?

17. What scenarios can you recall in which the culture at the Galveston campus conflicted with the culture at the College Station campus?

18. How did administration address the conflict?/How have the two campuses been able to avoid brand/culture conflict?

19. What brand/culture conflicts between campuses do you see coming on the horizon?

20. What steps are administrators taking to address this conflict?/How do administrators ensure future brand/culture conflicts do not arise?

APPENDIX F

OBSERVATION PROTOCOL

Location:
Date:
Time of Day:
Length of Activity:

Note: Individual names, positions, or titles should not be included in descriptions.

1. Which of the following symbols are mentioned by participants or observed in the setting? Include both descriptive and reflective notes.

1a. Jargon

1b. Proverbs, traditional sayings, slogans, or metaphors

1c. Meaningful Persons

1d. Nicknames for people or equipment

1e. Legends, cautionary tales, or personal narratives

1f. Jokes, or humorous anecdotes

1g. Beliefs, superstitions, or rumors

1h. Rhymes, poetry, or songs

1i. Ceremonial speech

1j. Play, recreation, or games

1k. Practical jokes, or initiation pranks

1l. Celebrations, festive events, or parties

1m. Gestures

1n. Rituals or rites of passage

1o. Staff meetings, retreats, or ceremonies

1p. Customs, or social routines

1q. Techniques for doing a job

1r. Architecture, design of workspace, or office furnishings

1s. The quality and allocation of equipment

1t. Organization charts, manuals, or newsletters

1u. Bulletin boards including their location, contents, and aesthetics

1v. Posters, photographs, or memorabilia on display

1w. Costume, company uniforms, or standard attire

1x. Personal items made at work

1y. Decoration of one's workspace or equipment

1z. Other Symbol

2. How do participants respond to the demonstrated symbols in Question 1 (do not record names of individuals)?

3. How is the perceived brand/culture of TAMU expressed in the observation setting?

4. How is TAMU College Station characterized as similar or distinct from TAMU Galveston?

5. What organizational characteristics do observation participants appear to hold as distinctive? Include both descriptive and reflective notes.

6. What organizational characteristics do observation participants appear to embrace as central or important? Include both descriptive and reflective notes.

7. What organizational characteristics do observation participants appear to hold as long-lasting or enduring? Include both descriptive and reflective notes.

8. Include additional pertinent descriptive and reflective notes regarding the observation setting.

APPENDIX G

SAMPLE OF INFORMED CONSENT

Project Title: Senior University Administrators' Perceptions of the Inter-Campus Relationship Based on the Organizational Symbols and Organizational Identity at Their Home and Branch Campus

You are invited to take part in a research study being conducted by Robert A. Brewer, a researcher from Texas A&M University and self-funded. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?
The purpose of this study is to understand the complexities of how administrators distribute a university's brand to a branch campus. Furthermore, this study seeks to understand how a branch campus successfully creates a distinctive identity while adhering to the university brand.

Why Am I Being Asked To Be In This Study?
You are being asked to be in this study because you serve as a senior administrator at either a home or branch campus.

How Many People Will Be Asked To Be In This Study?
Senior university administrators are being invited to participate in this study. Occasionally, an interview participant may recommend additional senior administrators not initially identified for the research as people who have information relevant to the study. Up to 40 people may participate in this study.

What Are the Alternatives to being in this study?
The alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?
You will be asked to participate in an interview by Robert A. Brewer. Your participation in this study will last up to 90 minutes and includes 1 visit. The researcher will transcribe the audio from the interview, which will be sent to you for your review. You will also be asked to participate in a 15-minute phone call 7 days after you receive the interview transcript to ensure the transcript accurately reflects your responses and follow-up on any additional questions.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?

The researchers will make an audio during the study so the interview can be transcribed to allow for analysis. If you do not give permission for the audio recording to be obtained, you cannot participate in this study.

________ I give my permission for [photographs/audio/video recordings] to be made of me during my participation in this research study.

Are There Any Risks To Me?
The things that you will be doing are no greater than risks than you would come across in everyday life. You may choose to share sensitive and confidential information during the interview. Although the researchers have tried to avoid risks, you may feel that some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

If you suffer any injury as a result of taking part in this research study, please understand that nothing has been arranged to provide free treatment of the injury or any other type of payment. However, all needed facilities, emergency treatment and professional services will be available to you, just as they are to the community in general. You should report any injury to Jean Madsen, PhD at *(personal information withheld from dissertation appendix).* You will not give up any of your legal rights by signing this consent form.

Will There Be Any Costs To Me?
Aside from your time, there are no costs for taking part in the study.

Will I Be Paid To Be In This Study?
You will not be paid for being in this study.

Will Information From This Study Be Kept Private?
The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Jean Madsen, PhD and Robert A. Brewer will have access to the records.

Information about you will be stored in encrypted computer drives protected with a password. This consent form will be filed securely in a locked safe.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?
You may contact the Principal Investigator and Doctoral Committee Chair for Robert A. Brewer, Jean Madsen, to tell her about a concern or complaint about this research at *(personal information withheld from dissertation appendix)*. You may also contact the Protocol Director, Robert A. Brewer at *(personal information withheld from dissertation appendix).*

For questions about your rights as a research participant, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

What if I Change My Mind About Participating?
This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on your relationship with Texas A&M University.

STATEMENT OF CONSENT
I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

______________________________ ______________________________
Participant's Signature Date

______________________________ ______________________________
Printed Name Date

INVESTIGATOR'S AFFIDAVIT:
Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

______________________________ ______________________________
Signature of Presenter Date

______________________________ ______________________________
Printed Name Date