

July 12, 2019

Mr. Thomas A. Cropper
President
California State University Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590-8181

Dear President Cropper:

This letter serves as formal notification and official record of action taken concerning California State University Maritime Academy (CSUMA) by the WASC Senior College and University Commission (WSCUC) at its meeting June 28, 2019. This action was taken after consideration of the report of the review team that conducted the Accreditation Visit to California State University Maritime Academy March 20 - 22, 2019. The Commission also reviewed the institutional report and exhibits submitted by California State University Maritime Academy prior to the Offsite Review (OSR), the supplemental materials requested by the team after the OSR, and the institution's May 28, 2019 response to the team report. The Commission appreciated the opportunity to discuss the visit with you and your colleague Dr. Graham Benton, Associate Provost and ALO. Your comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC.

Actions

1. Receive the Accreditation Visit team report
2. Reaffirm accreditation for a period of eight years
3. Schedule the next reaffirmation review with the Offsite Review in fall 2026 and the Accreditation Visit in spring 2027
4. Schedule the Mid-Cycle Review to begin May 1, 2023
5. Schedule a Progress Report to be submitted by March 1, 2021 to address
 - a. Building a culture of trust in the administration, including reviewing and revising communication strategies to:
 - i. Improve internal communication horizontally and vertically,
 - ii. Strengthen shared governance, and
 - iii. Ensure faculty and student inclusion in decision making
 - b. Working to identify principles of leadership that are instantiated in curricular and co-curricular offerings aligned with the institution's mission and culture.
 - c. Continuing to build on the progress that has been made in assessment and program review by focusing on faculty development and deliberate planning of assessment methods.
 - d. Assessing the current status of unity and diversity on campus using an objective method, for example, a confidential campus climate survey, as the basis for creating a clear set of goals and measures of achievement for the programs and services provided.
6. Schedule an Interim Report to be submitted by March 1, 2023 to address

- a. Building a culture of trust in the administration, review and revise communication strategies to:
 - i. Improve internal communication horizontally and vertically,
 - ii. Strengthen shared governance, and
 - iii. Ensure faculty and student inclusion in decision making
- b. Working to identify principles of leadership that are instantiated in curricular and co-curricular offerings aligned with the institution's mission and culture.
- c. Continuing to build on the progress that has been made in assessment and program review by focusing on faculty development and deliberate planning of assessment methods.
- d. Assessing the current status of unity and diversity on campus using an objective method, for example, a confidential campus climate survey, as the basis for creating a clear set of goals and measures of achievement for the programs and services provided.

The Commission commends California State University Maritime Academy in particular for the following:

1. the quality of its self-study and the openness with which the institution shared information that recognizes its strengths and identifies its challenges
2. its strong mission, vision, and strategic plans that align with WSCUC standards
3. the work done to evolve the program review procedure and the institution-wide learning outcomes assessment process
4. the steps CSUMA has taken to insure financial viability
5. the external accolades and awards, completion rates, internship opportunities, industry grants, and career attainments of graduates that Cal Maritime has achieved.

The Commission requires the institution to respond to the following in the next institutional report for reaffirmation, in a progress report as specified in this letter, and in an interim report as also specified in this letter:

1. In order to build a culture of trust in the administration, review and revise communication strategies to:
 - a. Improve internal communication horizontally and vertically,
 - b. Strengthen shared governance, and
 - c. Ensure faculty and student inclusion in decision making (CFRs 3.7 and 4.5)
2. Work to achieve a campus-wide consensus on a definition of leadership that integrates academic, licensure, commandant, student and student affairs perspectives. (CFR 4.5)
3. Continue to build on the progress that has been made in assessment and program review by focusing on faculty development and deliberate planning of assessment methods. (CFRs 2.6, 2.7, and 3.3)
4. Assess the current status of unity and diversity on campus using an objective method, for example, a confidential campus climate survey, as the basis for creating a clear set of goals and measures of achievement for the programs and services provided. (CFRs 1.4, 2.2a, and 4.6)

In taking this action to reaffirm accreditation, the Commission confirms that California State University Maritime Academy has addressed the three Core Commitments and has successfully completed the two-stage institutional review process conducted under the 2013 Standards of Accreditation. In keeping with WSCUC values, California State University Maritime Academy should strive for ongoing improvement with adherence to all Standards of Accreditation and their associated CFRs to foster a learning environment that continuously strives for educational excellence and operational effectiveness.

In accordance with Commission policy, a copy of this letter will be sent to the chair of California State University Maritime Academy's governing board. A copy of this letter will also be sent to Timothy P. White, CSU Chancellor. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the California State University Maritime Academy's website and widely distributed throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that California State University Maritime Academy undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Jamiene S. Studley
President

JSS/lw

Cc: Reed Dasenbrock, Commission Chair
Graham Benton, ALO
Adam Day, Board Chair
Timothy P. White, CSU Chancellor
Members of the Accreditation Visit team
Lori Williams, Vice President

December 21, 2022

Graham Benton
Associate Provost and
Interim Dean, School of Letters and Sciences
California State University Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590

Dear Dr. Benton:

A recent media report concerning allegations of sexual misconduct, harassment, racism, and hostility toward women and transexual individuals at Cal Maritime has come to our attention.

In connection with an Interim Report due in March '23, there is one related requirement to which you are to respond. Specifically:

4. Assess the current status of unity and diversity on campus using an objective method, for example, a confidential campus climate survey, as the basis for creating a clear set of goals and measures of achievement for the programs and services provided. (CFRs 1.4, 2.2a, and 4.6)

We now ask that this response be expanded to take into consideration the allegations cited in the media report and in internal reports from outside experts. In particular please address the following Standards in your response:

- Integrity and Transparency (especially CFR 1.7 - timely and fair response to complaints and grievances and CFR 1.8 - honest and open communication with WSCUC including notification of material matters)
- Student Learning and Success (particularly CFR 2.13 - appropriate student services planned, implemented and evaluated)
- Organizational Structures and Decision-making Processes (particularly CFR 3.6 - leadership is characterized by integrity and accountability)

In addition, it was reported that President Cropper announced his resignation effective in 2023. If this is the case, please include succession plans in your Interim Report.

Please let me know if you have questions.

Best regards,

Linda Petersen

Linda Petersen, Ph.D.
Vice President



Internal Communications Update

Communications Task Force

Task Force Membership

- Robert Arp, VP University Advancement & Executive Director CMA Foundation
- Donny Gordon, Chief of Police
- Sarah Kidwell, Sr. Director of Public Affairs & Communications
- Francelina Neto, Dean, School of Engineering
- Danielle Pelczarski, Deputy Commandant
- Jennifer Sonne, Webmaster & Social Media Specialist
- Julianne Tolson, Chief Information Officer
- William Tsai, Associate Professor, Mechanical Engineering

Task Force Update

- Analyzed messages sent from 1/1/18 -11/2/20 to
 - all_faculty
 - all_students
 - all_staff
 - all_POI
- Reviewed senders, subjects and recipients
- Mapped senders to sending departments
 - departments send through VP office
 - messages sent from individuals (past and present)
- Updated Internal Communication Guide

Messages to Students 2018-20

Month/Year	2018	2019	2020
Jan	37	53	47
Feb	44	56	46
Mar	51	47	52
Apr	70	63	27
May	9	11	33
Jun	6	21	26
Jul	7	25	26
Aug	25	51	64
Sep	31	37	70
Oct	50	68	74
Nov	39	53	5
Dec	26	30	
Grand Total	395	515	470

Messages to Faculty 2018-20

Month/Year	2018	2019	2020
Jan	45	75	58
Feb	58	82	70
Mar	72	69	90
Apr	89	85	48
May	29	40	42
Jun	34	63	40
Jul	45	58	37
Aug	63	79	91
Sep	51	79	107
Oct	68	91	90
Nov	63	61	5
Dec	47	42	
Grand Total	664	824	678

20-30 Proposed Senders 2018-20

Sender	2018	2019	2020	Grand Total
Academic Affairs	113	103	180	396
Academic Senate	10	18	53	81
Administration and Finance	106	162	78	346
Advancement	72	45	19	136
Advising	6	13	17	36
ASCMA	20	21	35	76
Commandant	61	105	50	216
Facilities	26	109	22	157
Financial Aid	5	10	5	20
Financial Services				
Human Resources	28	106	112	246
Information Technology	43		13	56
Marine Programs	7	10	1	18
Office of the President	86	93	34	213
Police Department`	3			3
President	27	34	57	118
Procurement				
Provost	41	48	10	99
Registrar	26	31	27	84
Safety and Risk Management	48	9	17	74
Student Affairs	67	96	118	281
Student Health			52	52
Grand Total	820	1024	908	2752

☐ Mapped individual all list senders to departments

☐ Add, remove, update or combine department accounts

☐ Moving proxy senders to have an account to send directly from

☐ Combine individual senders or functions to share a department account

☐ Can send from multiple department accounts if needed for different roles

Department mailboxes

- Send from department shared mailboxes for easier recognition of message sender, better security, and lower likelihood of a reply all mistake
- Monitor shared mailboxes for replies and questions – can setup automatic forwarding of messages received
- Use department email address on Website instead of individual email addresses
- Be on high alert for phishing attempts made to department accounts published on Website

Messaging Recommendations

- ❑ Use to: and cc: (FYI) so recipients will know the reason they and others received it
- ❑ Address message to all lists at once - so a person on more than one list will receive just one copy
- ❑ Make subject concise, unique, & mobile friendly
- ❑ Start or end the subject with how the recipient should process the message [ACTION REQUIRED]
- ❑ Keep message small – link to attachments
- ❑ Use targeted lists when available
- ❑ When using Reply All, consider if all recipients need to receive your reply before sending 😊

Combatting Messaging Fatigue

- Send calendar invitations so users can easily add to their calendar for reminders
- Combine multiple messages into a regularly scheduled digest / newsletter
- Make it easy for your visitors to filter subjects - without blocking the sender
- Consider other messaging options – digital displays, Website, Passport, social media, targeted opt-in lists

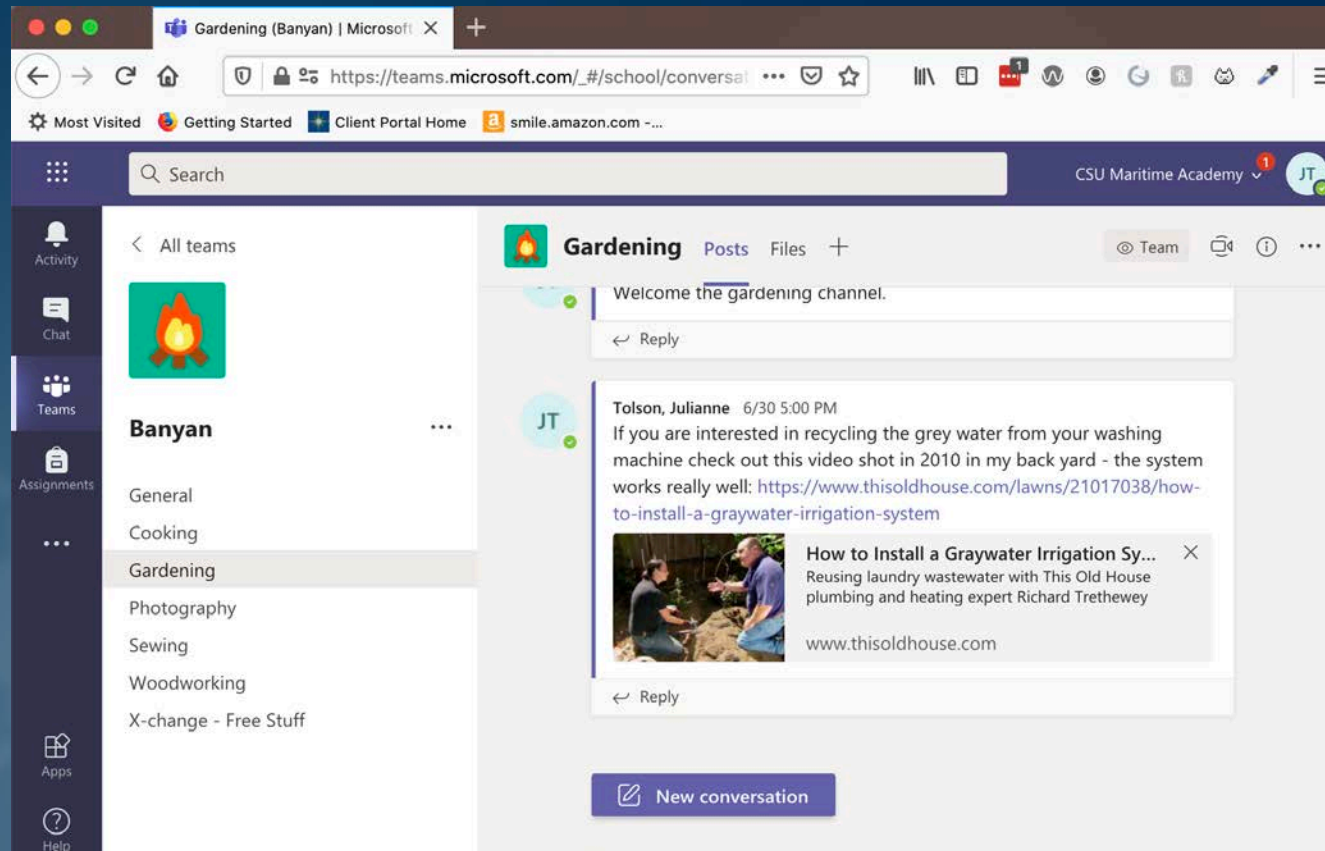
Progress is being made...

- Campus-wide broadcast All_Campus list for departments with permission to send to all_students, all_faculty, all_staff, and all_POI
- Auto-provisioned granular distribution lists for School of Engineering using PeopleSoft (pilot)
 - School, department, program
- Created an archive account to preserve messages sent to the campus-wide all_ lists
- Moved from cma_ lists to all_ lists

What's next...

- Transition to using department email addresses
- School of Engineering distribution list pilot
- Work to identify the on-campus population to target on-campus messages
- Explore use of Portal / Intranet and Digital Displays for announcements on- and off-campus
- Test use of Microsoft Teams for affinity group collaboration

Visit the Banyan...



Banyan: A traditional Royal Navy term for a day or less of rest and relaxation.

Questions and Suggestions

CAMPUS LEADERSHIP COUNCIL

Purpose & Membership

Purpose (proposed):

The Campus Leadership Council serves as the primary integrated planning body at Cal Maritime. The CLC is responsible for the effective coordination and communication of campus-wide strategic activities and decisions. Through collaboration, the CLC ensures that the planning process and decisions sustain the Academy's mission and core values, and directly align to the campus strategic goals.

2021-2026 CAMPUS STRATEGIC GOALS

A

Enhance **ACADEMIC EXCELLENCE** and expand research, scholarship, and educational opportunities.

B

Enrich the **CADET EXPERIENCE** through leadership development, engagement, and support services.

C

Achieve **ORGANIZATIONAL EXCELLENCE** through sustainable infrastructure, proven business practices, and professional development.

D

Broaden our **GLOBAL REACH** and **IMPACT** as a maritime university by cultivating partnerships, outreach and engagement.

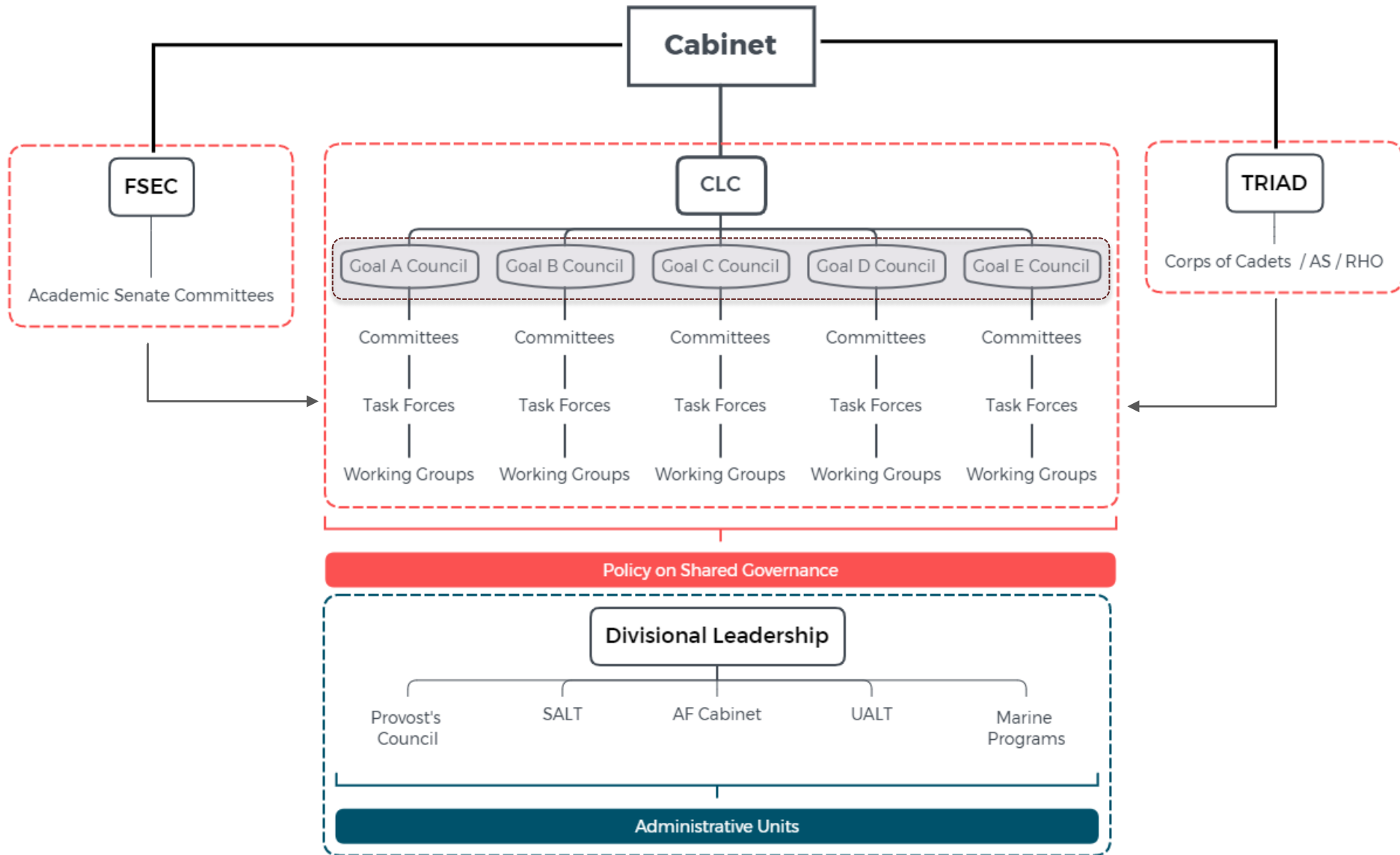
E

Promote **INCLUSIVE EXCELLENCE** in our campus community by fostering unity, wellness, and collegiality.

FIVE STRATEGIC GOALS = FIVE MASTER PLANS

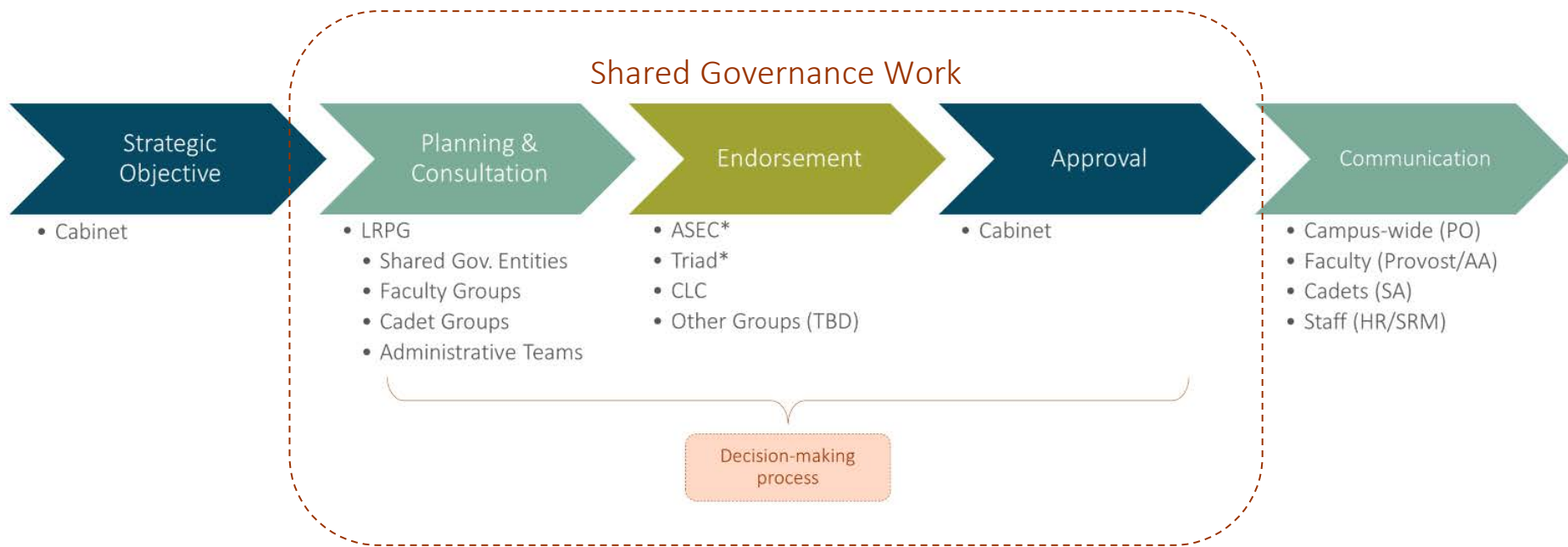
Proposed Shared Governance Org Structure

DRAFT



Long-Range Planning Group: Sp21 to Fa23

COVID-19 Response & Planning



* Written statements of endorsement required from Senate & Triad for Cabinet approval.
Approve as-is | Approve with modifications | Do not approve

Purpose (proposed):

The Campus Leadership Council serves as the primary integrated planning body at Cal Maritime. The CLC is responsible for the effective coordination and communication of campus-wide strategic activities and decisions. Through collaboration, the CLC ensures that the planning process and decisions sustain the Academy's mission and core values, and directly align to the campus strategic goals.

Shared Governance

Dinesh Pinisetty
Faculty Senate Chair
Date: 11/17/2020



Cal Maritime



Shared Governance

WASC Recommendation:

Building a culture of trust in the administration, including reviewing and revising communication strategies to:

- i. Improve internal communication horizontally and vertically,
- ii. Strengthen shared governance, and
- iii. Ensure faculty and student inclusion in decision making

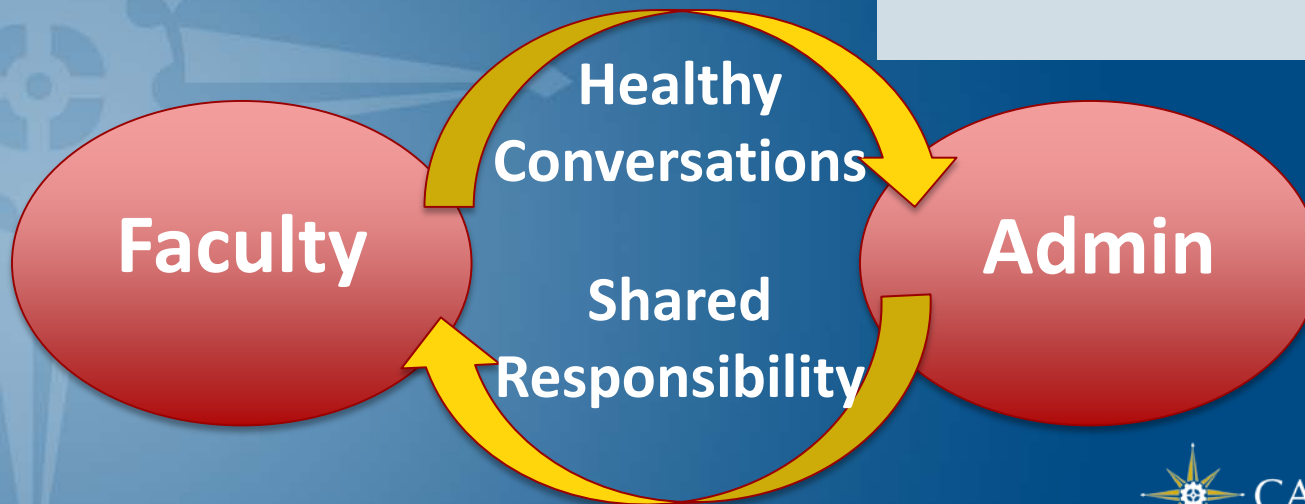
**GOVERNING
PRINCIPLES**

- **Collegiality**
- **Consultation**
- **Mutual Respect**
- **Trust**

The Past...

Faculty ↔ Administration

- Campus constituencies non-inclusion
- Lack of consultation
- Failure/Timing of communication
- No explanation of the rationale



The Present...

Faculty ↔ Administration

- Inclusion of campus constituencies
- Consultation
- Enhancing communication
- Explaining the rationale



IMPACT:

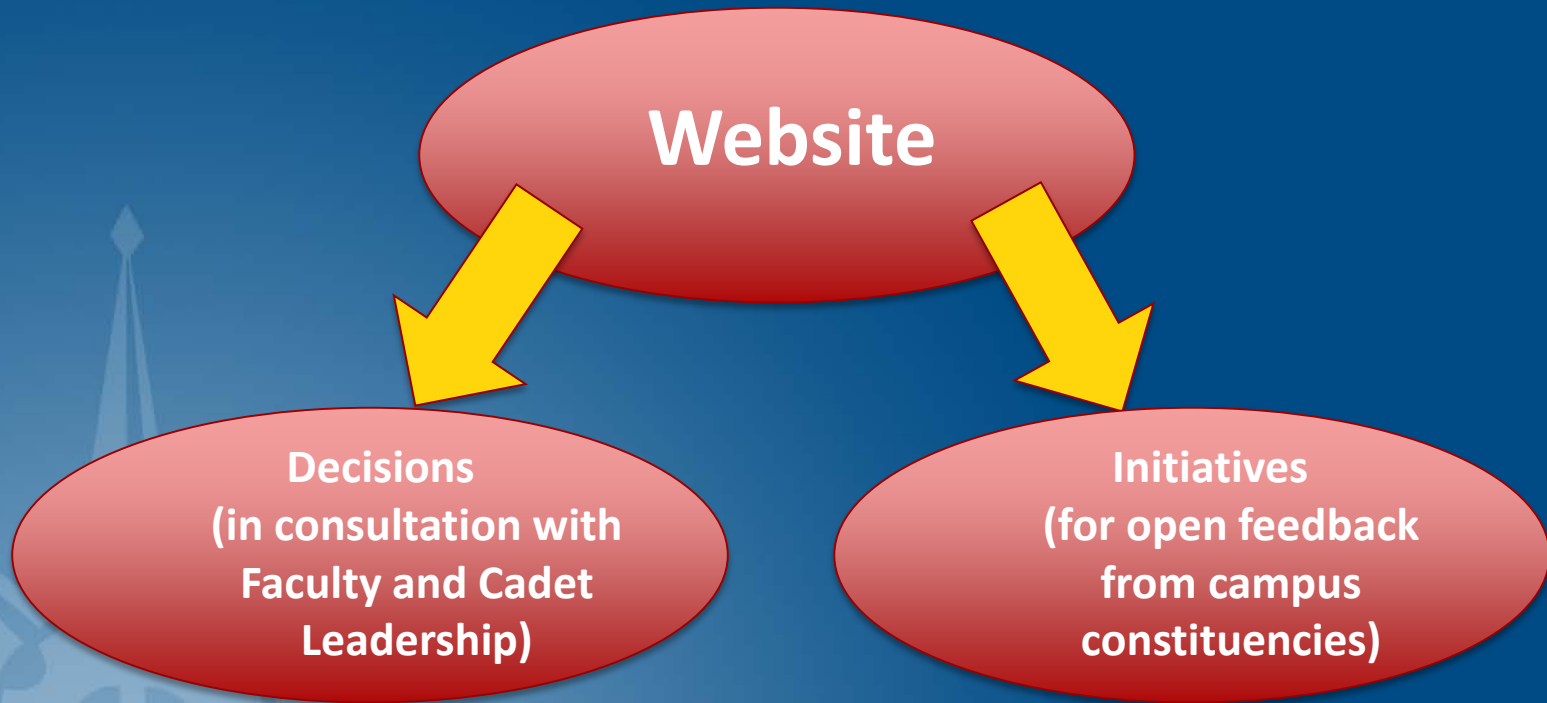
- Diverse Feedback
- Campus Constituencies Buy-in
- Effective Decision Making

SUCCESS:

- Wrapping Spring 2020 Semester
- Good progress in Fall Semester
- Plan for Spring 2021 Semester

Great Strides in Shared Governance

The Future...



Periodic Newsletters:

- **Office of President**
- **Academic Affairs**
- **Student Affairs**
- **Administration and Finance**
- **University Advancement**

**Transparency for
Future WASC Visits**

COVID-19 Response & Planning

Planning Guidance

“Cal Maritime's clear and enduring responsibility is to train, educate and develop graduates for positions of progressively challenging leadership responsibility in the global maritime profession. Students experience intellectual learning in high-technology classrooms and hands-on application of theory in modern simulators and laboratories as well as career-oriented internships. Graduates receive extensive coaching, mentoring and attention from a world-class faculty and staff.” Vision 2032

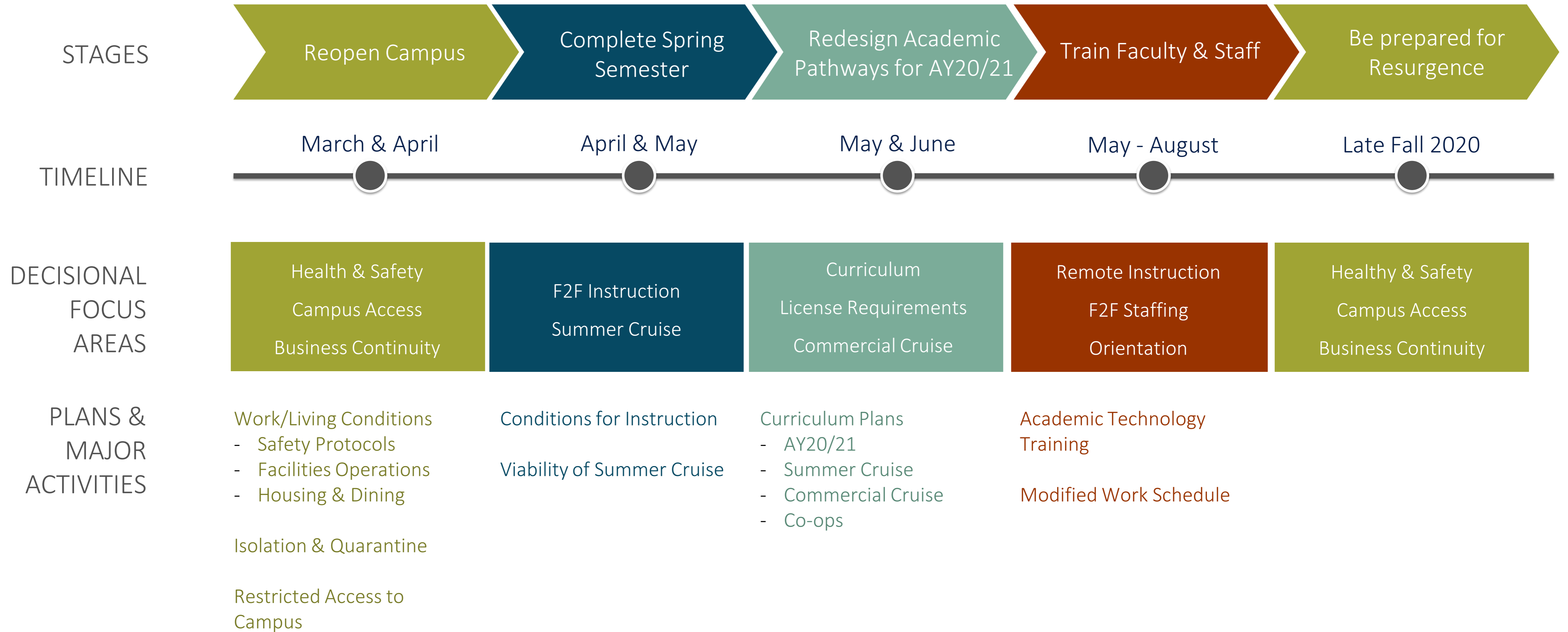
Objective 1: The health and safety of the campus community will be our top priority.

Objective 2: We will sustain our educational mission and ensure that all our cadets can graduate on time.

Objective 3: We will continue to assess and monitor the situation alongside public health and state and local officials.

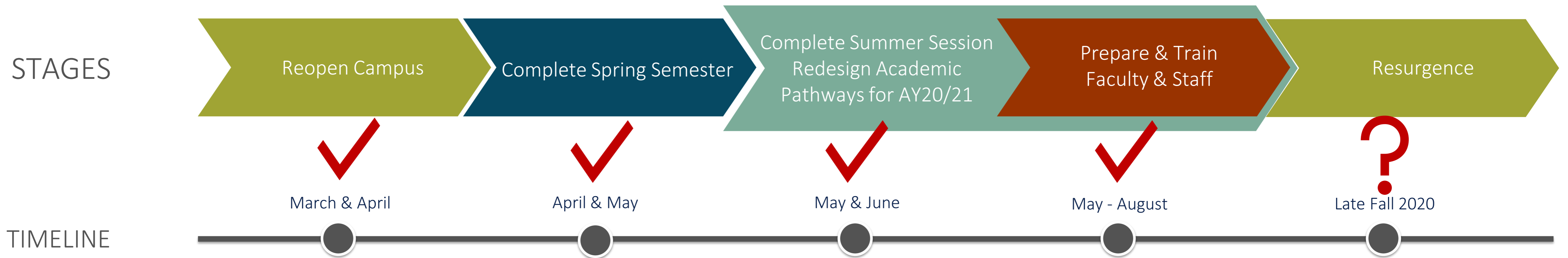
COVID-19 Response & Planning

Planning Overview of Activities

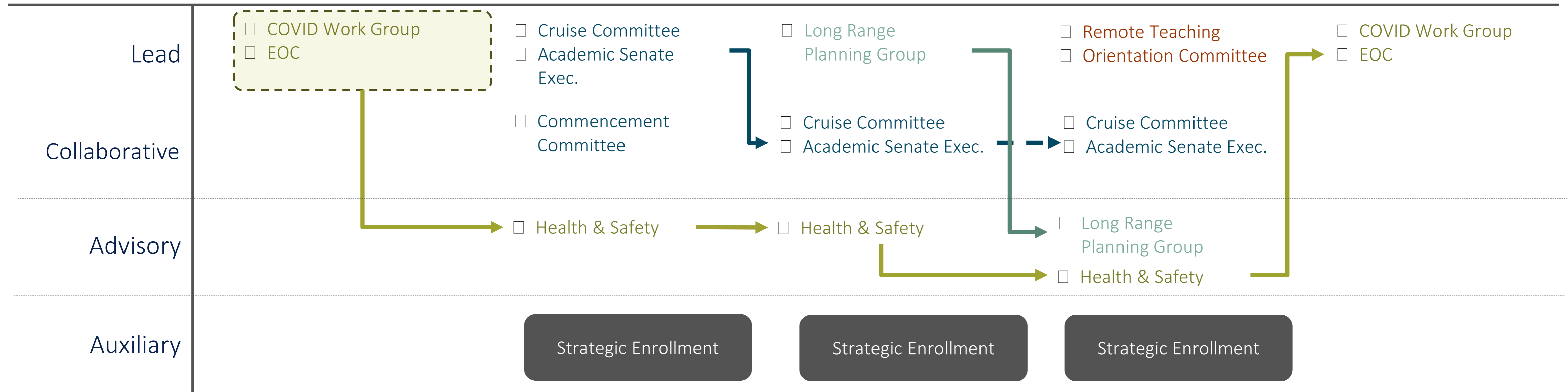


COVID-19 Response & Planning

Planning Groups & Org Structure



PLANNING GROUPS



Long-Range Planning Group

COVID-19 Response & Planning

Emerging Realities

- Sustained COVID impacts
- Enrollment challenges
- Burnout and exhaustion



New Priorities

- Planning beyond AY20-21
- Long-term planning aligned with enrollment planning
- Focused coordination of campus-wide planning efforts, using existing shared governance entities.

Long-Range Planning Group

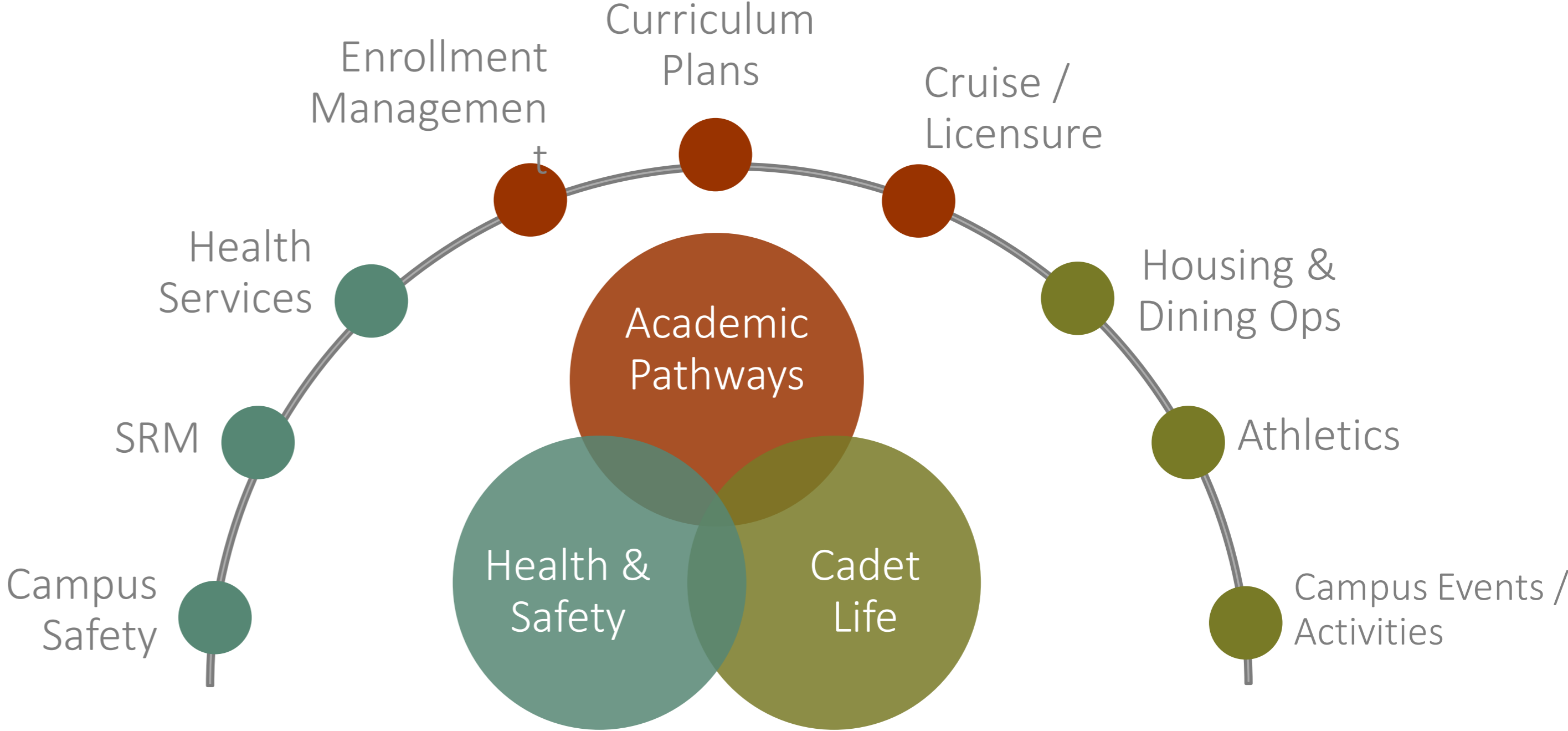
COVID-19 Response & Planning



Purpose & Scope

Serve as the chief coordinating body for Cal Maritime’s COVID-19 response and restoration planning efforts through the 2022-2023 academic year.

Three primary areas of planning:
Academic Pathways
Cadet Life
Health & Safety



Long-Range Planning Group

COVID-19 Response & Planning

Steering Membership

Academic Pathways

- Curriculum
- Cruise / Licensure
- Enrollment Mgt.

*Van Hoeck***

- Neto, Maier, Mandernack
- Pecota
- Benton

Cadet Life

- Housing & Dining Ops
- Athletics
- Cadet Activities

*Taliaferro***

- Goodrich
- Yoder
- TBD

Health & Safety

- Health Services
- Campus Safety
- SRM

*Dawson***

- Chou
- Gordon
- Dawson

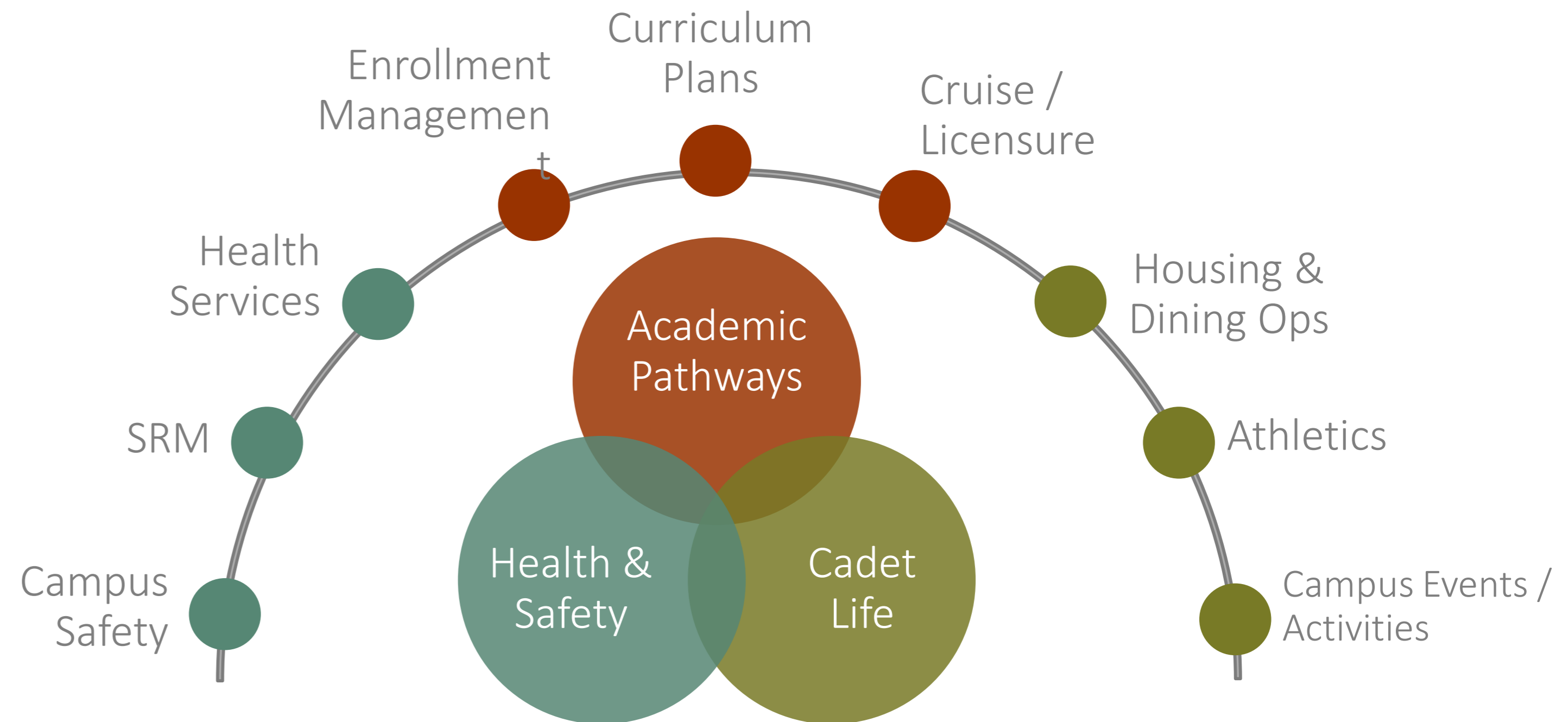
Advisory Membership

- Campus Leadership
- Senate Executive Committee
- Triad
- Strategic Communications
- Facilities Operations
- Information Technology
- Human Resources

*Timpson***

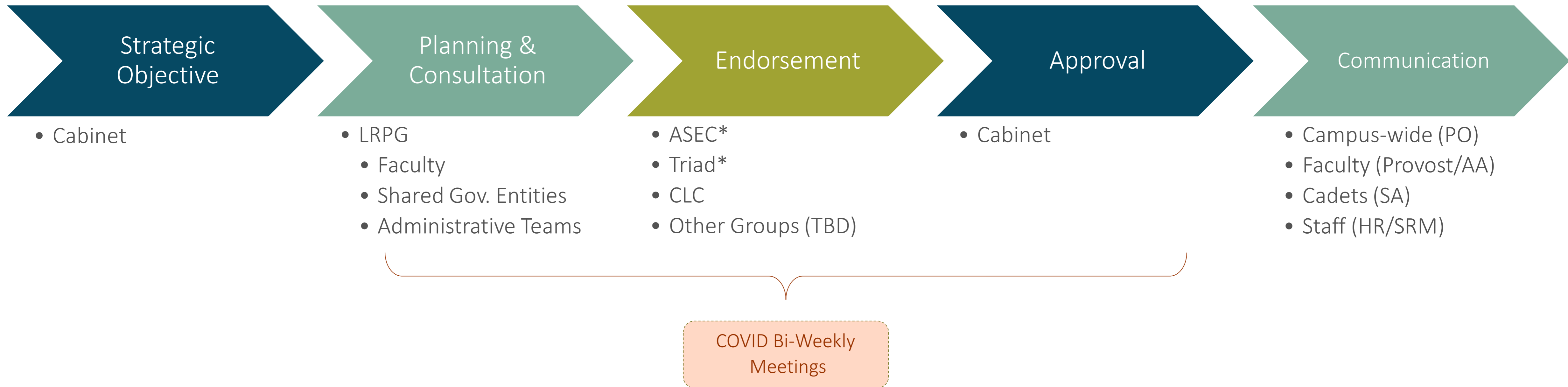
- Pinisetty
- Triad Rep
- Kidwell
- Aaberg
- Tolson
- Martin

***Lead Coordinators*



Long-Range Planning Group

COVID-19 Response & Planning



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Approve as-is | Approve with modifications | Do not approve

Long-Range Planning Group

COVID-19 Response & Planning

What remains unchanged?

- The deans will continue to work directly with faculty to develop curriculum delivery plans.
- The ASEC and the Triad will continue to be consulted throughout the planning process --- to establish shared understanding and endorsement of major decisions and plans.

What is new?

- Three major planning areas, with *academic pathways* serving as the keystone plan.
- Alignment of work between the enrollment planning group and the LRPG.
- Integration of shared governance work with LRPG.

Long-Range Planning Group

COVID-19 Response & Planning

9

Next steps (next few weeks):

- Build out comprehensive charge, scope, and deliverables. *Cabinet*
- Identify appropriate support groups from shared gov. entities. *Cabinet, CLC, ASEC, and Triad*
- Continue Summer Session planning efforts. *Cruise Committee, Deans/Faculty, Career Services*

Next Steps (next few months):

- Refine and formalize communications protocols. *Strategic Communications, University Affairs*
- Build master planning timeline and meeting schedules. *Lead Coordinators, University Affairs*

Transition planning to be completed over the next few weeks in order to begin this work in earnest at the beginning of the Spring 2021 semester.



Common Expectations of Cadet Leaders

Date: July 27, 2022

Essential Behaviors

- Serve as positive role models for all cadets, adhering to and promoting the Cadet Code of Conduct; university policies (e.g., Uniform and Grooming Standards Policy); and local, state, and federal law.
- Exemplify at all times and in all spaces the Cal Maritime values of dedication, honor, integrity, respect, responsibility, and trust.
- Create a consistent culture and experience of inclusion and belonging for every cadet, spanning the entire range of identities and backgrounds, through actions, interactions, and demeanor.
- Ensure equal access for all cadets to programs, services, and opportunities.
- Maintain appropriate academic standing – 2.5 semester GPA, unless otherwise indicated in position description – and good conduct standing.
- Keep staff informed about issues, concerns, or problems which arise that may compromise ability to fulfill leadership responsibilities.
- Maintain an appropriate public social media presence, regardless of whether identifiable or anonymous. Similarly, maintain appropriate standards in private electronic settings (e.g., group chats, Slack channels, and MS Teams), when such groups could reasonably be understood to derive from participants leadership roles.
- Assist with university-priority programs and events including, but not limited to, Orientation, Preview Day, and Cal Maritime Day.
- Check and respond regularly and in a timely manner to communication through CSUM email and other program-specific communication channels.
- Represent the cadet perspective when requested or directed through participation in campus committees and the university's shared governance process.
- Participate in program assessments to measure outcomes associated with both participant and Cadet Leader learning, growth, and development.
- Maintain appropriate confidentiality regarding information about individual cadets learned in the course of Cadet Leader responsibilities, including complying with the Family Educational Rights and Privacy Act of 1974 (FERPA) for educational records.
- Support, refer, and intervene as appropriate to assist cadets in need or in crisis, consistent with common and role-specific training.
- Cadet leaders are aware of Cal Maritime's commitment to community engagement and promote examples of how students can get involved (events, division/company activities, courses, etc.) and where to refer students who want to learn more
- Assist with other duties as assigned.

Training

- Participate in both program-specific and common Cadet Leader trainings, including up to two weeks prior to fall New Cadet Orientation.
 - Asynchronous virtual training options may be available for Cadet Leaders with documented academic conflicts (primary consideration) or other hardships (secondary consideration); consult the appropriate staff lead for programs to determine eligibility and available options.



- Complete CSU online trainings related to Title IX; discrimination, harassment, and retaliation (DHR); sexual assault and sexual harassment (SASH); FERPA; and other topics, as required. Engage actively with all trainings with the understanding Cadet Leaders may be responsible for delivering content to other cadets.

New Cadet Orientation

- Participate in New Cadet Orientation as a member of the “Orientation Team,” either as part of official duties for a Cadet Leader role (e.g., EOP Mentor or RHO) or as support staff for the overall program. Responsibilities outside of role-specific duties could include, but are not limited to:
 - o Facilitating group discussions;
 - o Leading campus tours and activities;
 - o Providing logistical support for event;
 - o Assisting with the check-in and move-in processes at the residence halls;
 - o Guiding new cadets’ family members through the first day of Orientation (i.e., move-in and Family Orientation); and
 - o Providing accurate responses to new cadets and family members about university resources and the New Cadet Orientation schedule.

Common Skills

These skills are relevant to all Cadet Leader roles, although they vary in how often they are needed. Depending on the Cadet Leader position, these skills may be a prerequisite or a commitment to training for the role. By the end of a Cadet Leader’s term of service, it is expected they demonstrate a high level of competence, developed through practice and development, of the following:

- Ability to mediate and de-escalate conflict;
- Ability to navigate complex and sensitive conversations around diversity, equity, and inclusion (DEI); Title IX; hazing; sexual assault and sexual harassment;
- Ability to speak comfortably and convey a message in front of an audience;
- Ability to manage personal wellness, to promote this skill in others, and to refer appropriately others to campus resources;
- Ability to maintain professionalism of Cadet Leader role while engaging with cadets, campus partners, external constituents, and families;
- Ability to understand power differentials in relationships and make ethical decisions;
- Ability to respond to needs with an understating of the marginalization felt by some cadets;
- Ability to apply equitably all policies and proactively work to address exclusion; and
- Ability to engage in the development of goals and priorities for cadet programs.

The point of contact for this document is Commandant David Taliaferro at dtaliaferro@csum.edu or 707-654-1006.

Edwards Leadership Program

In partnership with the Center for Creative Leadership



Welcome!

The Edwards Leadership Program, in partnership with the Center for Creative Leadership, is excited to be on this leadership journey with you!

Cadets at Cal Maritime are recognized for their leadership in every aspect of University life – academics, athletics, the Corps of Cadets, clubs and organizations, residential life, community service – the list is expansive!

Leadership has been a cornerstone of the Cal Maritime experience for over 90 years, and the Edwards Leadership Program is specifically devoted to providing cadets with a distinct leadership advantage. Our partnership with the Center for Creative Leadership leverages their 50 years of research and practice to emphasize four key concepts to develop that advantage:

- Effective Leadership
- Learning Agility
- Self-Awareness
- Values

In the context of your leadership development, we want to encourage you to consider how you will use your time, where you will devote your talents, and what you might do to discover your leadership style.

While it might be easy to continue familiar patterns, we want to remind you that your past does not define you. At Cal Maritime, you will author your own story, and in the process with your fellow cadets, you will help write the next chapter on leadership at Cal Maritime.

As the African proverb states, “If you want to go fast, go alone. If you want to go far, go together.”

Let’s go together!

David Taliaferro

Commandant of Cadets
California State University Maritime Academy



Edwards Leadership Seminar Series

In partnership with the Center for Creative Leadership



The leadership seminars shown below are the foundational concepts for the leadership development curriculum at California State University Maritime Academy. The content is grounded in research and provides a foundation for cadet development. The Center for Creative Leadership faculty worked with Cal Maritime volunteer facilitators to create a powerful learning environment for cadets to engage at the individual and group levels. The Seminar Series will also utilize cadets as Peer Coaches to enhance the transfer of learning before, during, and after each seminar.

Seminars

	Seminar	Learning Outcomes
Effectiveness	What is Leadership?	<ul style="list-style-type: none"> ○ Develop a clearer understanding about personal definition of leadership ○ Engage other participants in exploratory leadership conversations
	Direction, Alignment, Commitment	<ul style="list-style-type: none"> ○ Understand Direction, Alignment, and Commitment as the outcomes of effective leadership ○ Identify how Direction, Alignment, and Commitment show up in groups
Learning Agility	Mental Models	<ul style="list-style-type: none"> ○ Increase understanding of mental models ○ Learn how mental models your view of the world ○ Explore how mental models impact leadership and teams
	Learning Curve	<ul style="list-style-type: none"> ○ Understand the learning curve model and be able to map a personal experience to it ○ Navigate a difficult learning experience using the learning curve ○ Understand how you can better support others who are going through a learning experience
Self-Awareness	Receiving Feedback	<ul style="list-style-type: none"> ○ Learn to listen attentively to feedback and receive it with an attitude of appreciation ○ Learn to clarify feedback by asking probing questions and paraphrasing what was said ○ Develop a practice of seeking developmental feedback
Values	Social Identity	<ul style="list-style-type: none"> ○ Learn the definition of social identity ○ Understand the relationship between social identity and leadership ○ Deepen understanding of our/your own social identities ○ Be more aware of the factors that may influence social identity
	Rubicon Module	<ul style="list-style-type: none"> ○ Clarify core values ○ Explore connections between values, actions, and effective leadership



Schedule and Location

#	Date	Topic
1	Thurs, 10 Feb – 1100-1200	What is Leadership?
2	Thurs, 17 Feb – 1100-1200	Direction, Alignment, Commitment
3	Thurs, 24 Feb – 1100-1200	Mental Models
4	Thurs, 10 Mar – 1100-1200	Learning Curve
5	Thurs, 17 Mar – 1100-1200	Receiving Feedback
6	Thurs, 24 Mar – 1100-1200	Social Identity
7	Tues, 29 Mar – 1100-1200	Rubicon Module and Closing Ceremony

Locations:

Cohort 1 – Classroom 101

Cohort 2 – Classroom 102

Cohort 3 – Classroom 103

Frequently Asked Questions

1. What happens if I can't make it to one of the sessions? Do I still earn my Certificate in Leadership Studies?

If you cannot make it to a seminar, let your facilitators know. They will work with you to make up the assessments and discussion. Yes, you will still earn your Certificate

2. What is a Peer Coach?

A Peer Coach is an upperclassmen cadet who has received additional training from the Center for Creative Leadership to enhance the leadership learning inside and outside the seminar sessions.

3. Can I be a Peer Coach once I finish the Seminar Series?

Yes! Most of our new Peer Coaches this year participated in last year's Seminar Series

4. Is there homework? What is the time commitment?

There is some pre- and post- assessment questions that are meant to enhance the learning during the seminars. Including the one hour seminar, you should expect to have no more than 30 minutes of time required to complete both pre- and post- assessments

5. What is the Leadership Indicator for Students?

The Leadership Indicator for Students is the longitudinal assessment survey taken at the beginning and end of the entire Seminar Series. It demonstrates learning across three broad areas:

- Leading Self, Leading Others, and Changing Your Environment

6. What if I have more questions or ideas for the Edwards Leadership Program?

Great question! Contact your Facilitators or Peer Coach and we will setup time to chat.





Cadet Leader Training Schedule

August 2022

Schedule:

- 15 Aug – Move in / Pick up your t-shirt/shorts in Upper Res
- 16 Aug – Day 1 – Common Leader Training
- 17 Aug – Day 2 – Common Leader Training
- 18 Aug – Day 3 – Orientation Training
- 19 Aug – Home Day
- 20 Aug – Final Preparations and Schedule Review
- 21 Aug – Move in Day

Outcomes: (What do we want to see or demonstrate at the end of “training”)

1. Cadets understand the purpose of the Compass and all cadet leader organizations at Cal Maritime
2. Cadets practice daily wellness routine
3. Cadets demonstrate vulnerability through public speaking and getting to know one another
 - Cadets know how to contact appropriate staff for questions related to support services (i.e. COPS, Title IX, Conduct, etc....)
5. Cadets demonstrate proper instruction of Olee topics (classroom locations, email etiquette, wear of the uniform, formation, watch, etc....)

Daily Routine:

- 0630-0730: Morning Wellness
- 0730-0830: Hygiene
- 0830-0930: Breakfast
- 1030-1115: Meetings
- 1130-1300: Lunch
- 1300-1305: Spar/Public Speaking
- 1400-1500: Final Meeting Sessions (Large & Small Groups)
- 1500: Dismissal

Day 1: Common Leader Training

UO: PT (O) Uniform

- Wellness
- Compass Intro – Welcome and Purpose
- Staff Introduction/Orientation Teams Structure/Schedule
- Public Speaking and Improv
- Setting the Direction: Leadership Goals (22-23)
 - Come/for for the small groups
 - 3 questions to answer
 - Present answers on Day 2



Endstate: All cadets have practiced self-care, learned about each other and the staff through introductions, demonstrated vulnerability through public speaking, and participated in the direction setting of leadership efforts for 2022/23.

Day 2: Common Leader Training

UO: Health

- Wellness Part 2: OTCourse
- How to wear and teach the uniform Fashion Show
- Key topics and resources breakout groups – programming, conduct, Title IX, mental health
- Public Speaking and Improv Part 2
- Refining the direction and moving Out

Endstate: All cadets have continued efforts from Day 1, gained specific knowledge in changes to policies and procedures, and have a firm understanding of the leadership direction for 2022/23.

Day 3: Orientation Training

UO: Orientation Uniform

- Wellness
- Orientation Schedule Review and Teams Structure
- Overview Day Overview, Parking, Housing, Uniforms, and Capping Ceremony
- Classroom Locations and Walking Tour
- Res Hall/Div Time Training
- Swim Assessment/Athletics
- Online Topic Instruction – Watch, Formation, Email Etiquette, etc...



Center for
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LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy – Institutional Assessment (n = 88) - November 20, 2020



INTRODUCTION

Social-Emotional Leadership (SEL)

- ❖ *Social-Emotional Leadership* is CCL's® research-based framework that describes the dimensions and attributes that comprise effective student leadership.
- ❖ Students demonstrating SEL are in charge of themselves and their own actions (**Leading Self**), and can work well with others (**Leading with Others**) on projects that are important to them (**Changing Your World**).
- ❖ Students with higher levels of SEL are more engaged in school, feel a greater sense of belonging, and get better grades.

Social-Emotional Leadership Framework



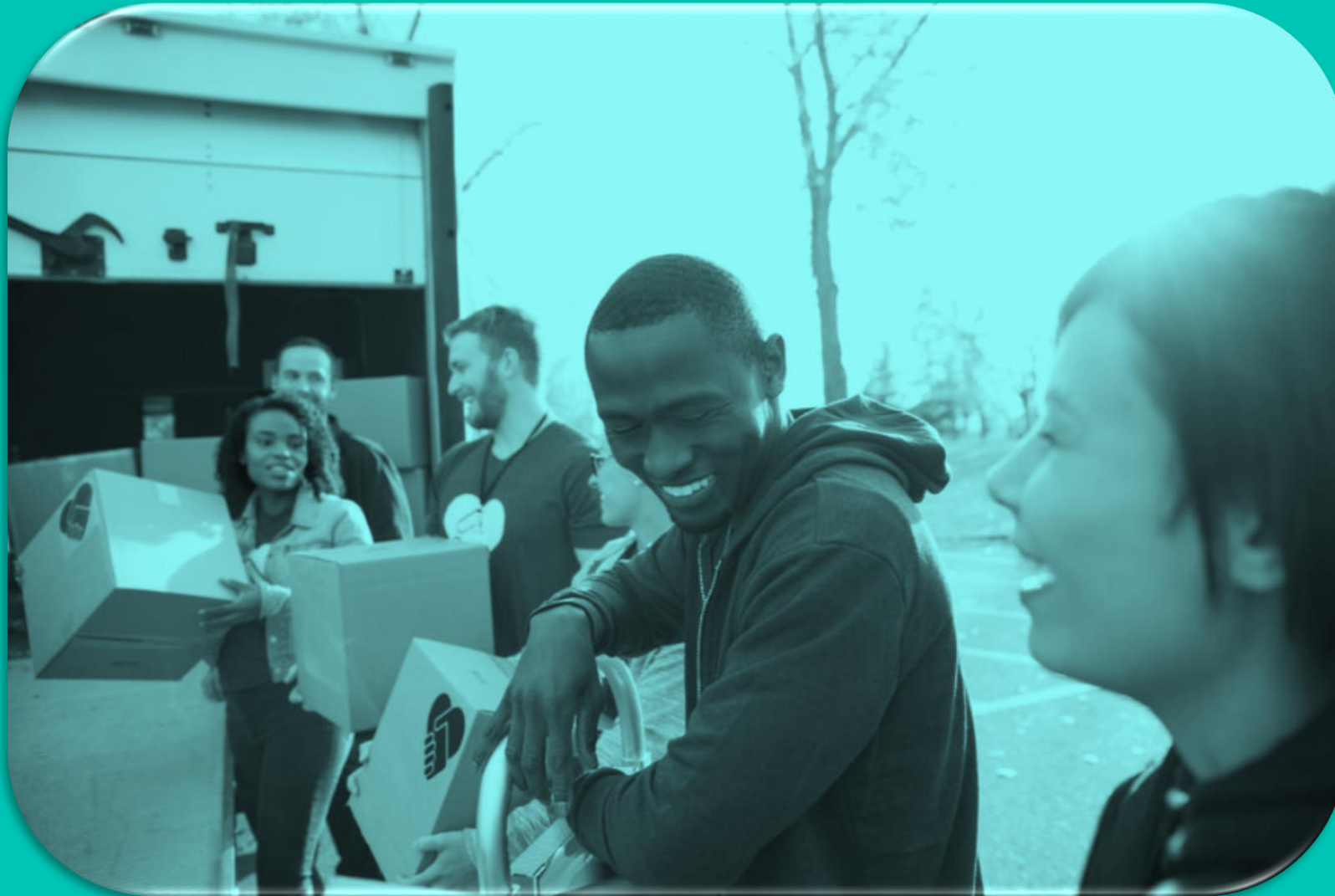
SEL Attributes

- ❖ Adults can actively encourage SEL development with students through developmentally appropriate experiences.
- ❖ **SEL attributes** refer to the key values, mindsets, and skills that will help students be more successful.

Dimensions	Attributes	Definitions
<i>Leading Self</i>	Self-Aware	Can describe what makes them who they are
<i>Leading Self</i>	Accountable	Takes responsibility for their actions
<i>Leading Self</i>	Resilient	Keeps trying if they fail at an important goal
<i>Leading Self</i>	Integrity	Stands up for what they believe in
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<i>Leading with Others</i>	Respectful	Treats other people the way they want to be treated
<i>Leading with Others</i>	Accepting	Respects the views of others
<i>Changing Your World</i>	Inspiring	Inspires others to follow their vision
<i>Changing Your World</i>	Motivating	Unites a group of people to work together towards a common goal
<i>Changing Your World</i>	Encouraging	Encourages others to take on leadership roles
<i>Changing Your World</i>	Confident	Steps up and take charge when it is needed

You can use this report to help you answer the following questions:

- Which leadership dimensions are considered most important?
- Which leadership attributes are considered most important?
- In which leadership dimensions and attributes do students rate themselves as most competent?
- In which leadership dimensions and attributes do observers (students and faculty) rate students as most competent?
- How aligned are your students' social-emotional leadership competencies with the attributes considered to be most important?
- Where should you consider focusing student leadership development efforts?
- How motivated are students and teachers to engage with social-emotional leadership development?



SURVEY DATA

Respondents



n = 68

Students



n = 3

Other Admins



n = 6

Faculty



n = 11

Staff



**n = No
respondents**

Other Adults

Participant Demographics Overview

Demographic	Group	Admin	Faculty	Staff	Student
Gender	Man	1	3	3	55
	Prefer to self-describe:	0	0	0	0
	Unspecified	0	0	0	0
	Woman	2	0	7	10
	Aggregated	0	3	2	2
Race/Ethnicity	Asian/Asian-American	0	0	0	7
	Black/African-American	0	0	0	0
	Hispanic/Latinx	0	0	0	10
	Multiracial	0	0	0	11
	Pacific Islander	0	0	0	0
	Unknown	0	0	0	5
	White/Caucasian	3	4	7	32
	Aggregated	0	6	6	2

*Note: Groups with fewer than 3 responses are combined in the Aggregate group

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
- What other characteristics or identities of those in your institution might play a unique role in the leadership culture?
- What policies are needed to allow everyone to actively contribute to the leadership culture in a positive way?

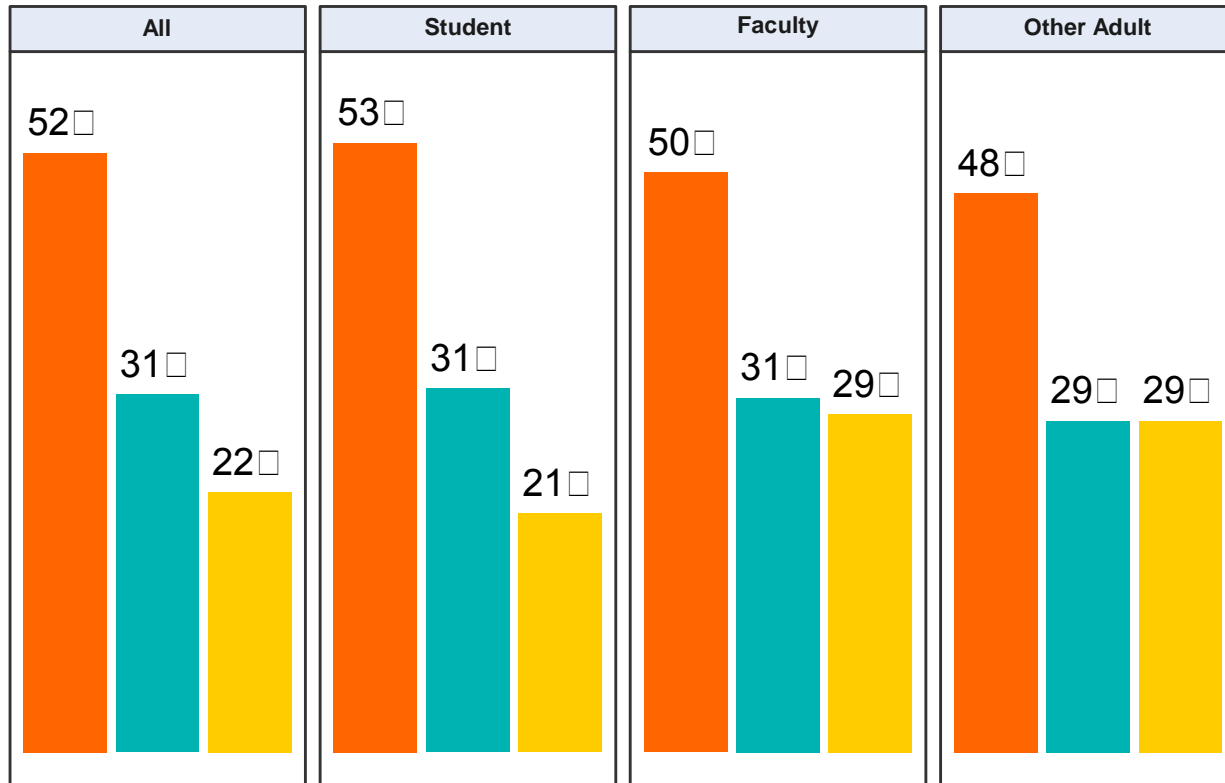
SEL Dimensions & Attributes – Importance and Competency Ratings

- **Importance Ratings:**
 - Participants were asked to select up to five values, mindsets, or skills (attributes) that they believe are most important for student leaders.
 - Attributes were aggregated to the dimension level to understand which dimensions are perceived as most important for student leadership.
- **Competency Ratings:**
 - Students rated themselves on each SEL attribute from 1 (does not describe me at all) to 5 (describes me all the time).
 - Students rated their peers on the SEL attributes from 1 (this describes almost none of my classmates) to 5 (this describes almost all of my classmates).
 - Faculty rated their students on the SEL attributes from 1 (this describes almost none of my students) to 5 (this describes almost all of my students).
 - The attributes were aggregated to calculate student competency scores for each SEL dimension.

Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World

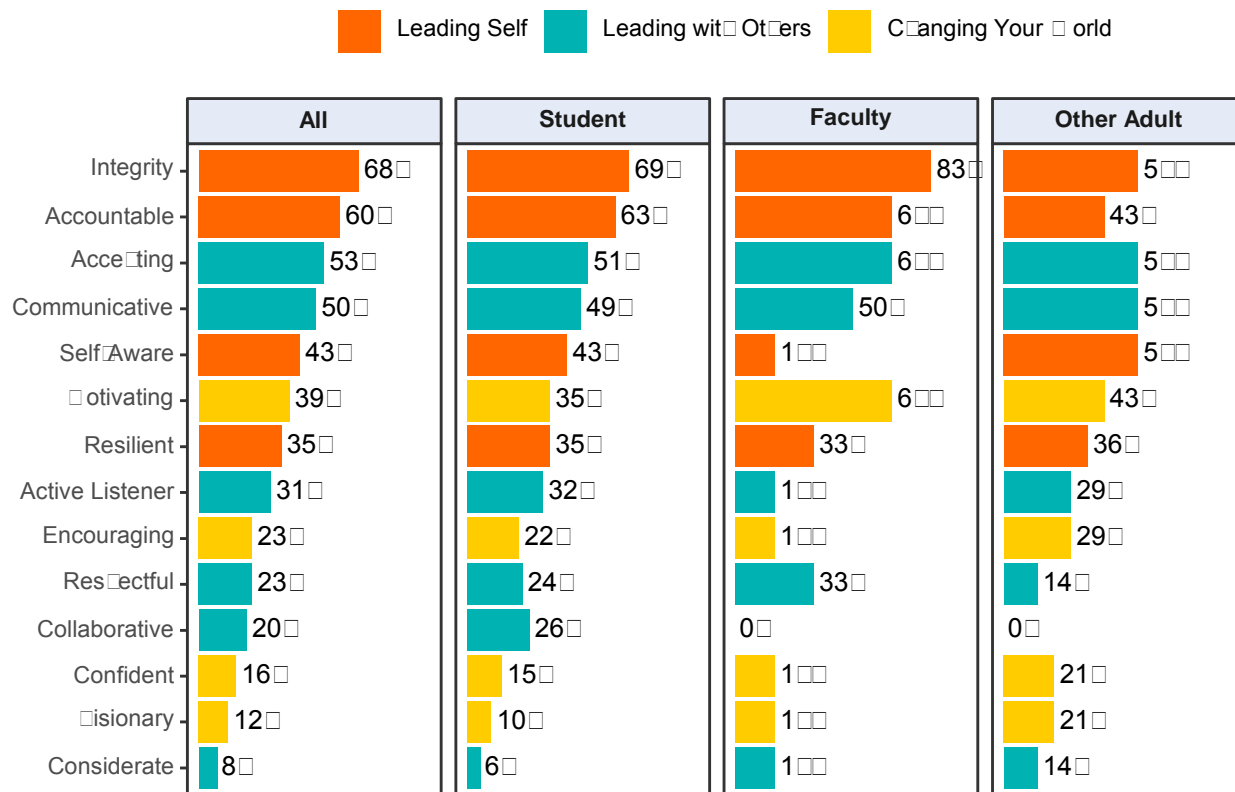


Reflection Questions

- How well do the most important leadership attributes align with your mission, culture, and values?
- What might be driving student, faculty, and staff beliefs about the importance of these attributes?
- What are the differences in the most important attributes between role groups? What do you think might be driving these differences?
- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

Which leadership attributes are considered most important?

Percent of Respondents Who Selected Each Attribute As One of the 'Top 5 Most Important Attributes for Student Leadership' by Role



The All category is an aggregation of all respondents

Reflection Questions

- How well do the most important leadership attributes align with your mission, culture, and values?
- What might be driving student, faculty, and staff beliefs about the importance of these attributes?
- What are the differences in the most important attributes between role groups? What do you think might be driving these differences?
- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

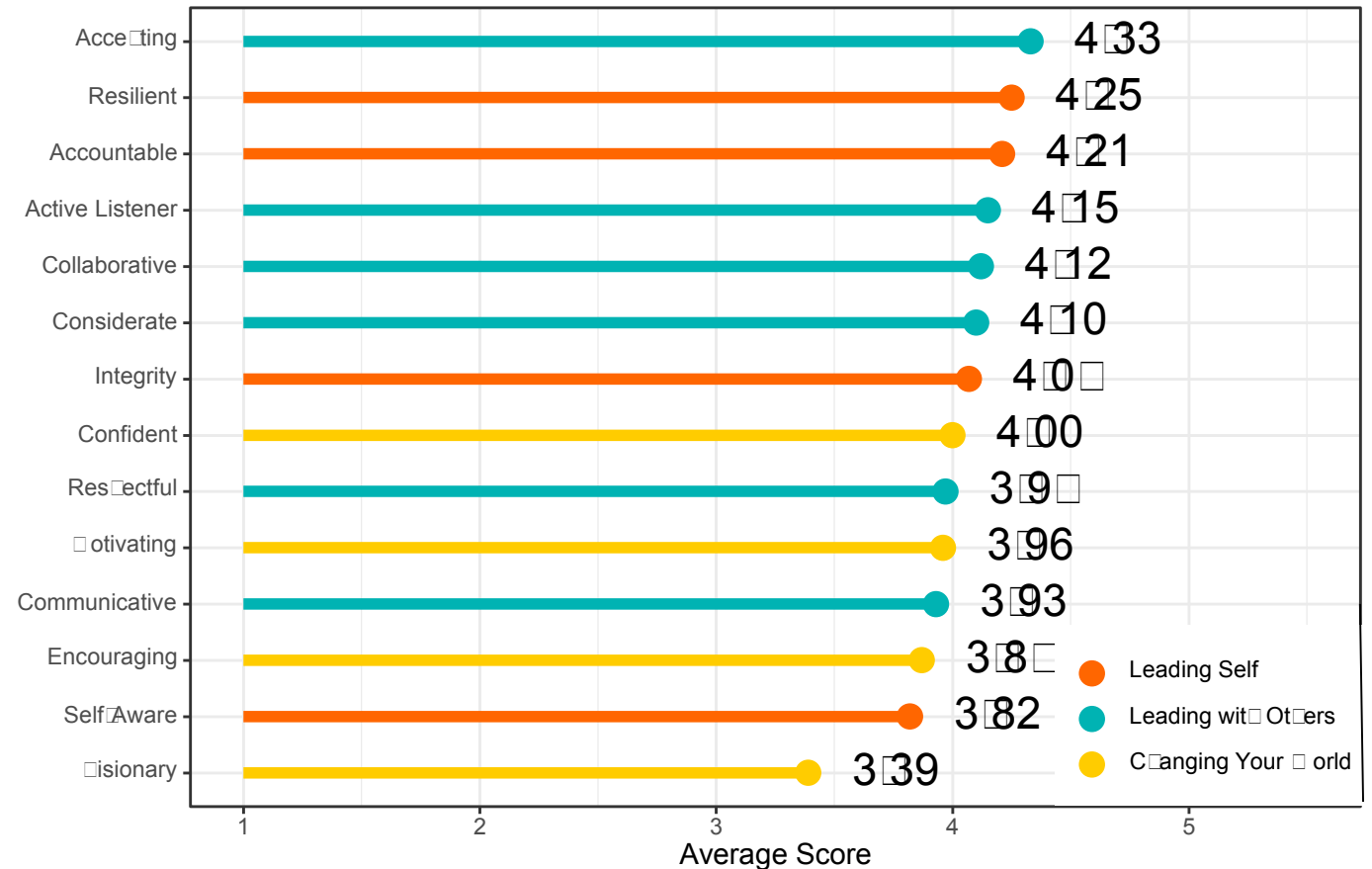
In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.09

Leading With Others =
4.1

Changing Your World =
3.8

Student Self-Rating on SEL Attributes

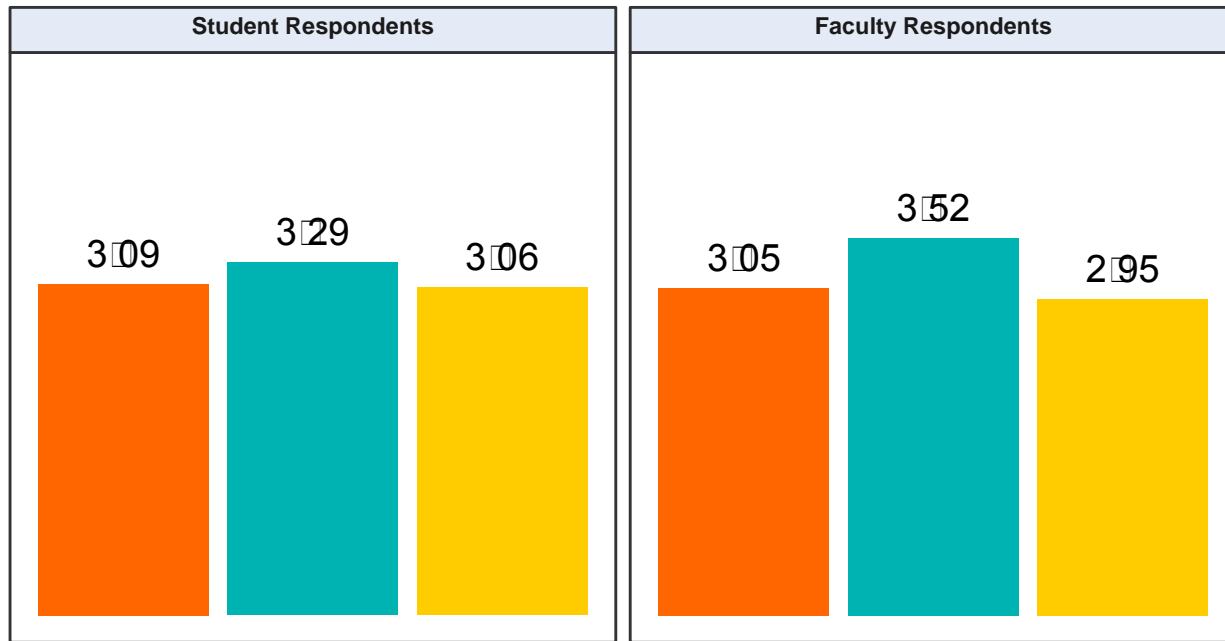


Scored from 1 (This does not describe me at all) to 5 (This describes me all of the time)

In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



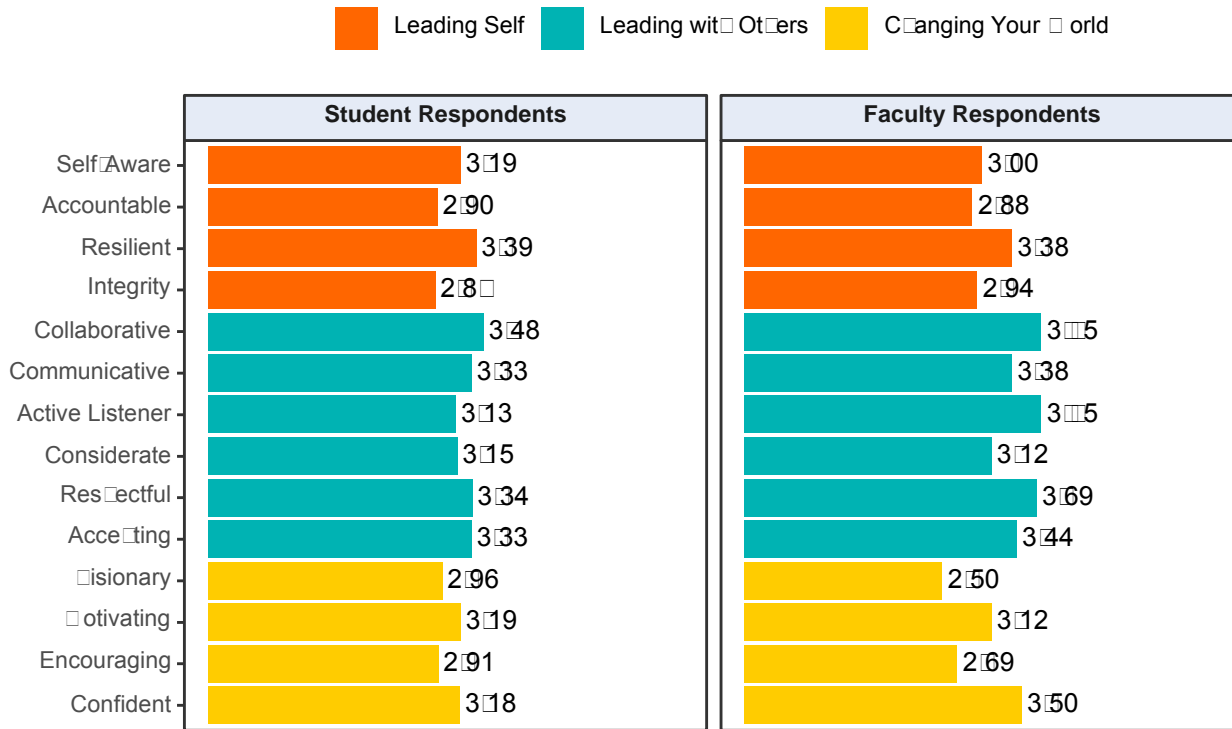
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Reflection Questions

- In which leadership dimension are students seen as *most* competent in by each rater group?
- In which leadership dimensions are students seen as *least* competent in by each rater group?
- What are the similarities and differences between how each rater group views student competencies in each social-emotional leadership dimension?
- What would culture look like if students were highly competent in each leadership dimension?

In which leadership attributes do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Attributes



Amount of students demonstrating SEL

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Reflection Questions

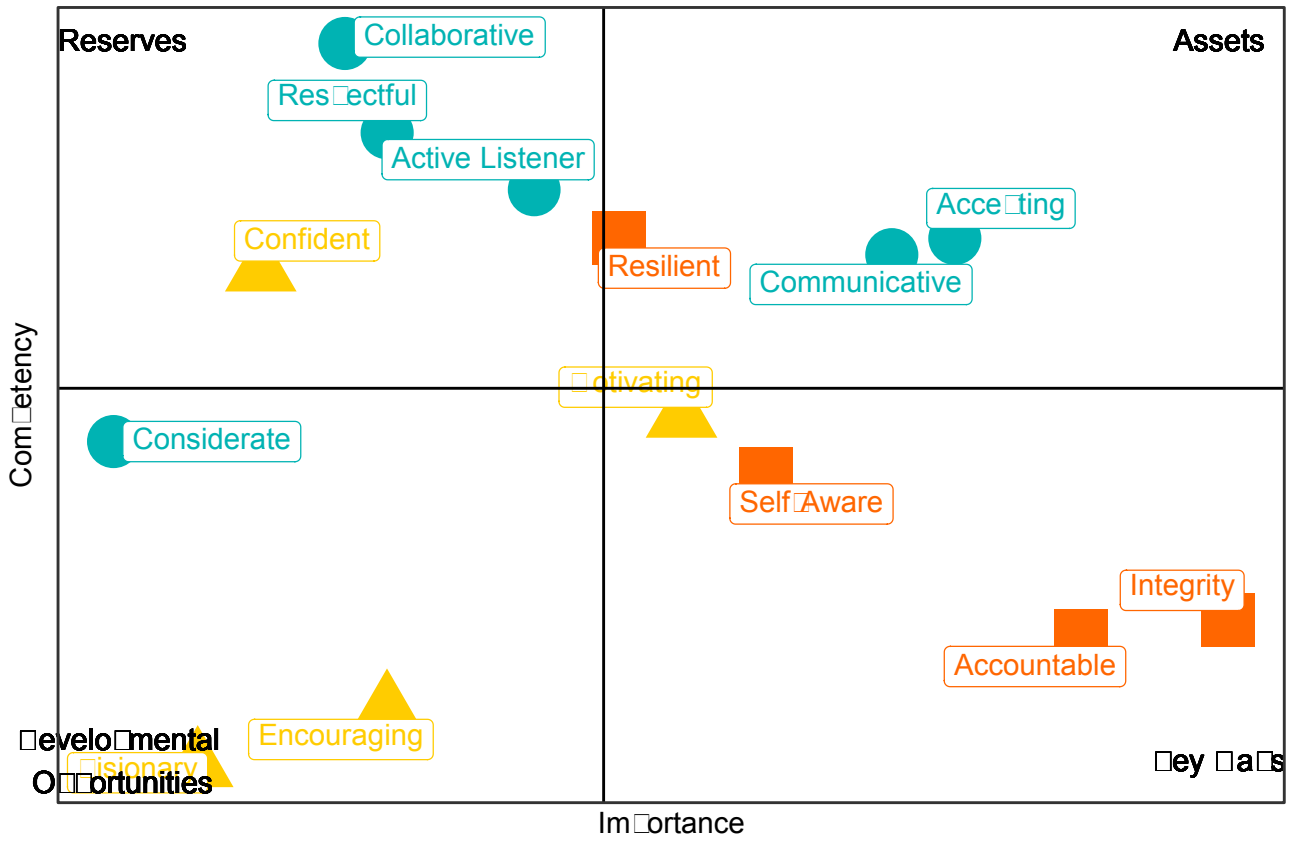
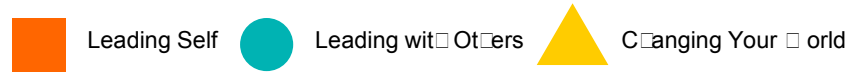
- On which leadership attributes does each rater group (Students, Faculty) rate students highest?
- On which leadership attributes does each rater group rate students lowest?
- Are there differences between how students rate themselves (Slide 11) and how observers rate students? Why do you think these differences exist?
- For each attribute with a lower rating, describe specific behaviors that would indicate competency in this attribute.

Leadership Gap Profile

- A **gap analysis** helps visualize the relationship between rated student competency and importance of the SEL attributes in terms of quadrants.
 - The **Reserves** quadrant includes attributes that are considered to be student strengths, but are considered less important for student leadership.
 - The **Assets** quadrant includes attributes that are considered to be student strengths, and are also considered more important for student leadership.
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 - The **Key Gaps** quadrant includes attributes that are considered to be areas of needed growth, and are also considered more important for student leadership.
- The lines dividing each quadrant represent the mean scores for Competency (horizontal line) and Importance (vertical line).

How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

Leadership Gap Profile



Reflection Questions

- What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?
- What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?
- How might the attributes represented in the *Assets* or *Reserves* quadrants support student leadership development efforts?

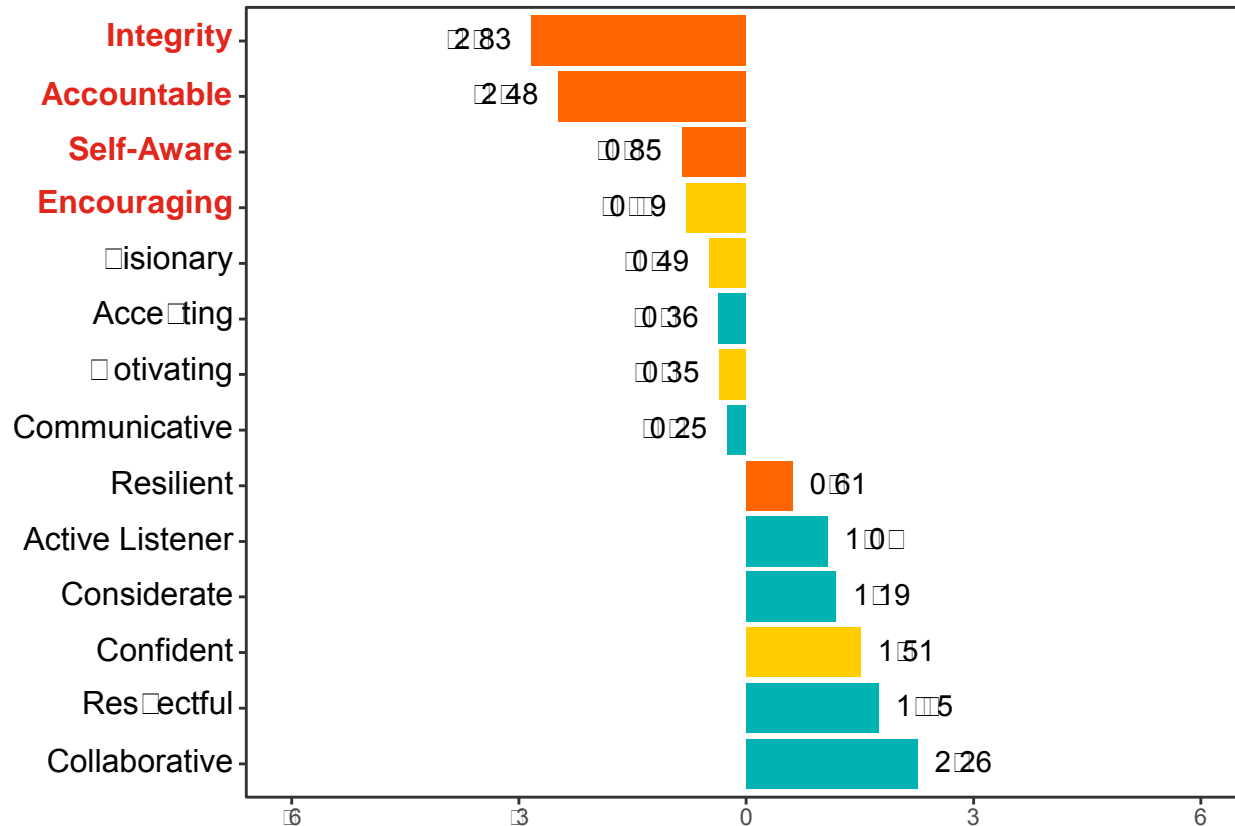
Student Leadership Attention Index (SLAI)

- The **SLAI** helps answer the question of where to focus leadership development efforts by mathematically combining the most important leadership attributes as described by all respondents with the level of competency that students currently have in each attribute (as rated by teachers and peers).
- The **SLAI** is best interpreted as a relative measure of priority to guide leadership development efforts. Though the scores range between -6 and +6, these numbers are standardized and have no value in themselves other than as a comparison.
 - A **lower** index score indicates an attribute that merits attention, as it is both rated as important and students are perceived to have lower levels of competency in this area.
 - A **higher** index score means that either the attribute is rated as less important or the competency ratings are higher.
- The attributes in red represent the areas you may wish to focus student leadership development efforts.

Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
- Which attributes in each dimension (Leading Self, Leading with Others, Changing Your World) require the most focus?
- Which SEL attribute merits the least focus (i.e., has the most representation at the bottom of the graph)?

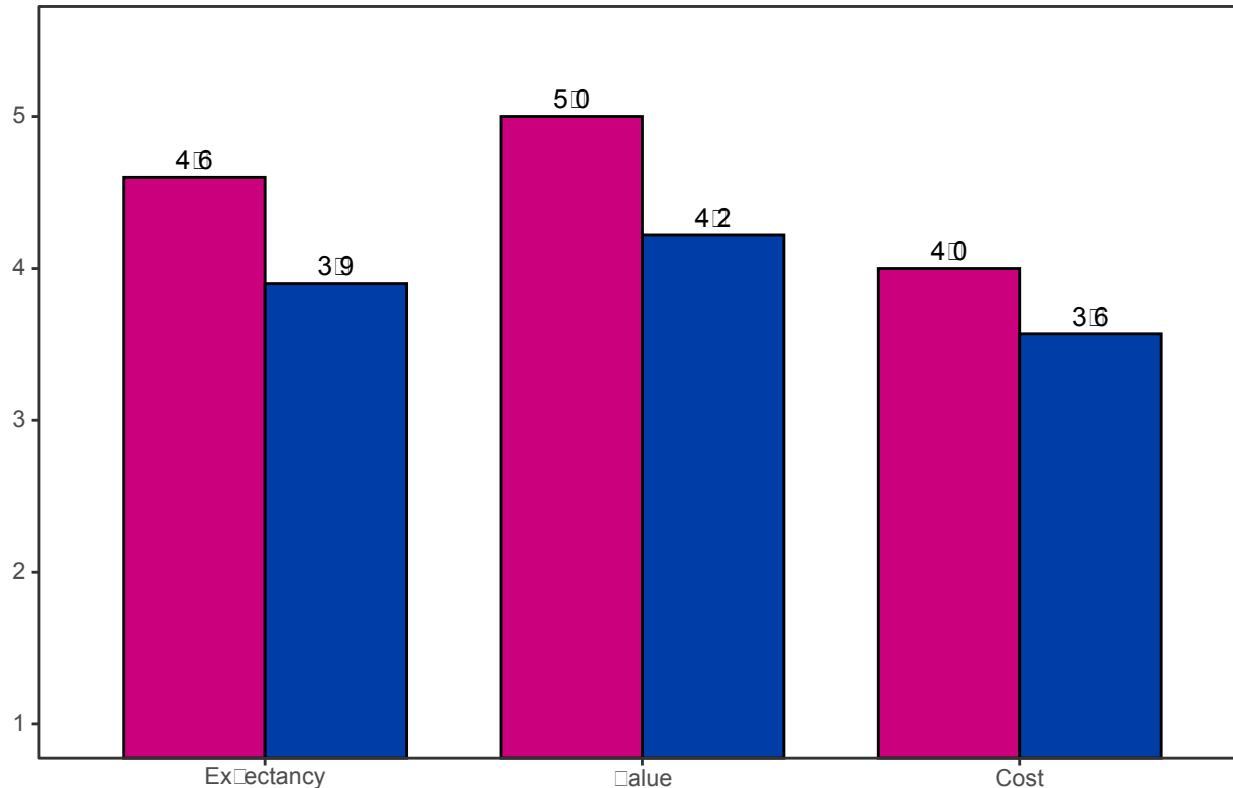
Motivation for Leadership Development

- Lack of motivation leads to lack of participation in, or facilitation of, leadership development activities.
- Factors that determine student's motivation:
 - **Expectancy** - do they think they have the ability to be a leader?
 - **Value** - do they think leadership is valuable for their success in school?
 - **Cost** - do they think they have the time to put into being a leader?
- Factors that determine faculty motivation:
 - **Expectancy** - do they think they can successfully develop student leadership?
 - **Value** - do they think leadership is valuable for student success?
 - **Cost** - do they think they have the time to put into developing student leadership?
- Low motivation (*scores under 3*) should be addressed prior to beginning leadership development work. Consider sharing research on the value of student leadership or the ability of leadership development to change leadership behaviors.

How motivated are students and teachers to engage with Social-Emotional Leadership development?

Average Student and Faculty Scores on Motivation Variables

Faculty Student



Reflection Questions

What are the implications of this information?

- How do you think motivation scores might affect students' Social-Emotional Leadership development?
- How could you address and improve motivation for students and/or faculty?

About the Center for Creative Leadership (CCL)



EXPERIENCE

We have five decades of experience in leadership education, and pioneered the field of leadership development. We continue to lead and innovate in the field with cutting-edge solutions that fit your needs.



EXPERTISE

With the largest, globally-managed network of coaches and faculty in the industry and teams of full-time, dedicated researchers, we're committed to creating the results that matter for you.



GLOBAL REACH

Our diverse work with organizations in every industry gives us a breadth of global understanding as we bring leadership solutions to six different continents in more than 48 different languages.



PRESTIGE

As the only organization ranked in the *Financial Times* Top Ten providers of executive education for 17 consecutive years, we offer proven results for investing in leaders worldwide.

2018 FINANCIAL TIMES

TOP10
WORLDWIDE

EXECUTIVE EDUCATION



Center for
Creative
Leadership®

LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy - 15 (n = 87) - January 07, 2022



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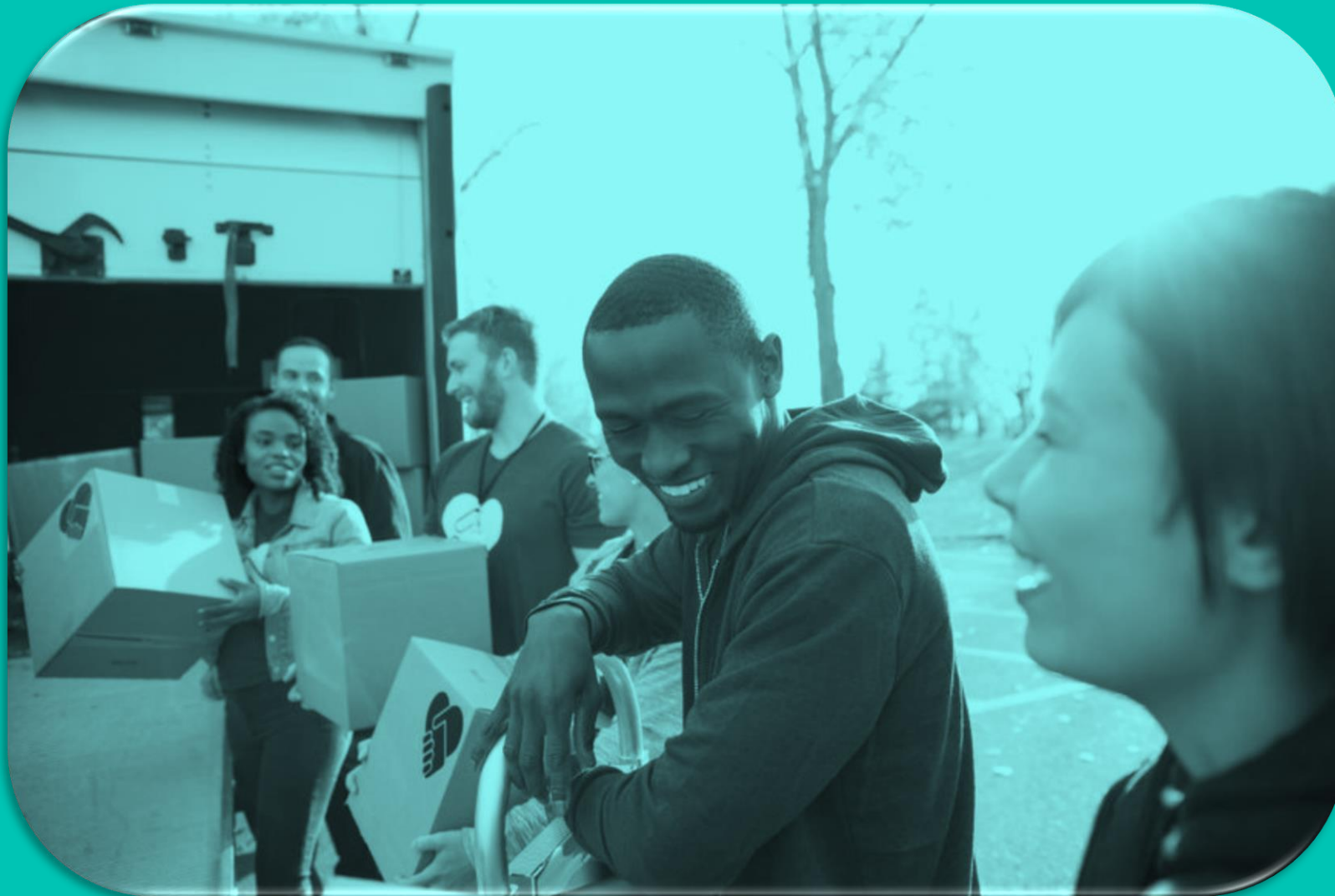
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SURVEY DATA

Respondents



n = 74

Students



n = No
respondents

Other Admins



n = 12

Faculty



n = No
respondents

Staff



n = 1

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty	Other	Student
Gender	Man	8	0	39
	NA/Prefer not to respond	0	0	0
	Woman	2	0	19
	Aggregated	2		1
Race/Ethnicity	Asian/Asian American	0	0	0
	Hispanic/Latinx	0	0	3
	Multiracial	1	0	18
	NA/Prefer not to respond	3	0	10
	Prefer to self-describe	0	0	0
	White/Caucasian	8	0	32
	Aggregated	4		2

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
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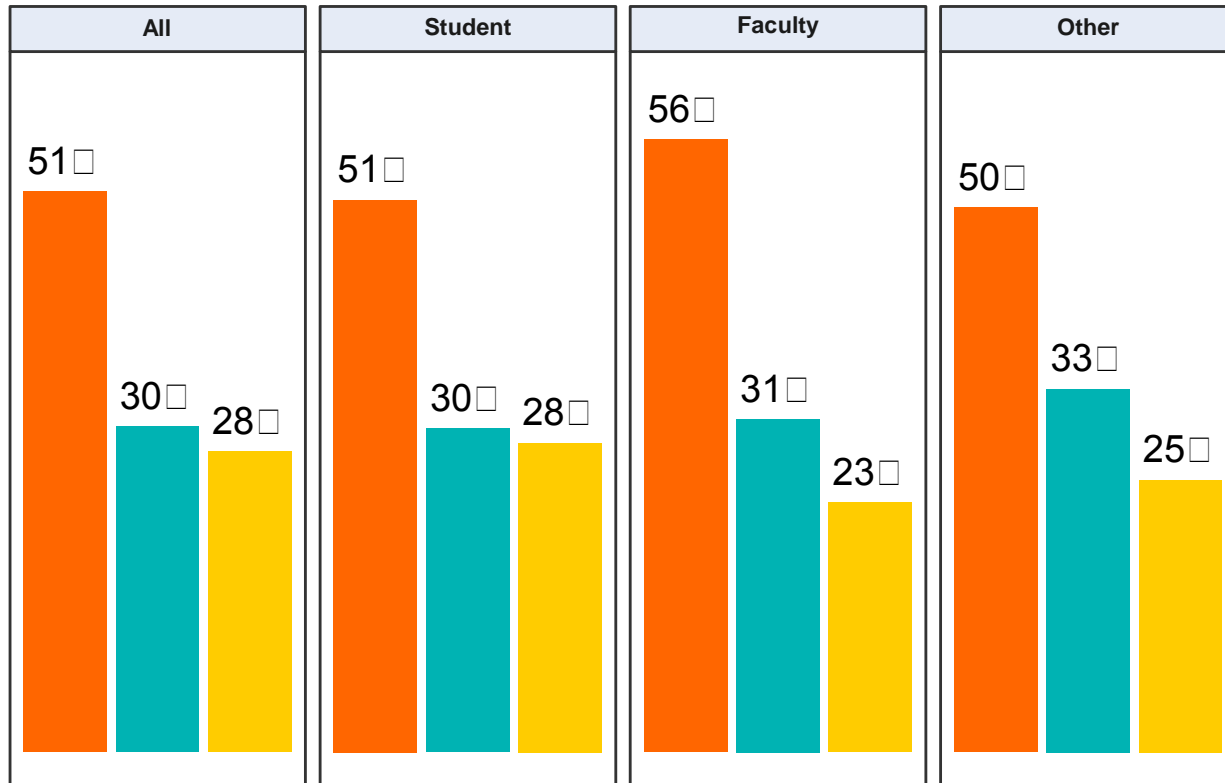
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Leading Self Leading with Others Changing Your World

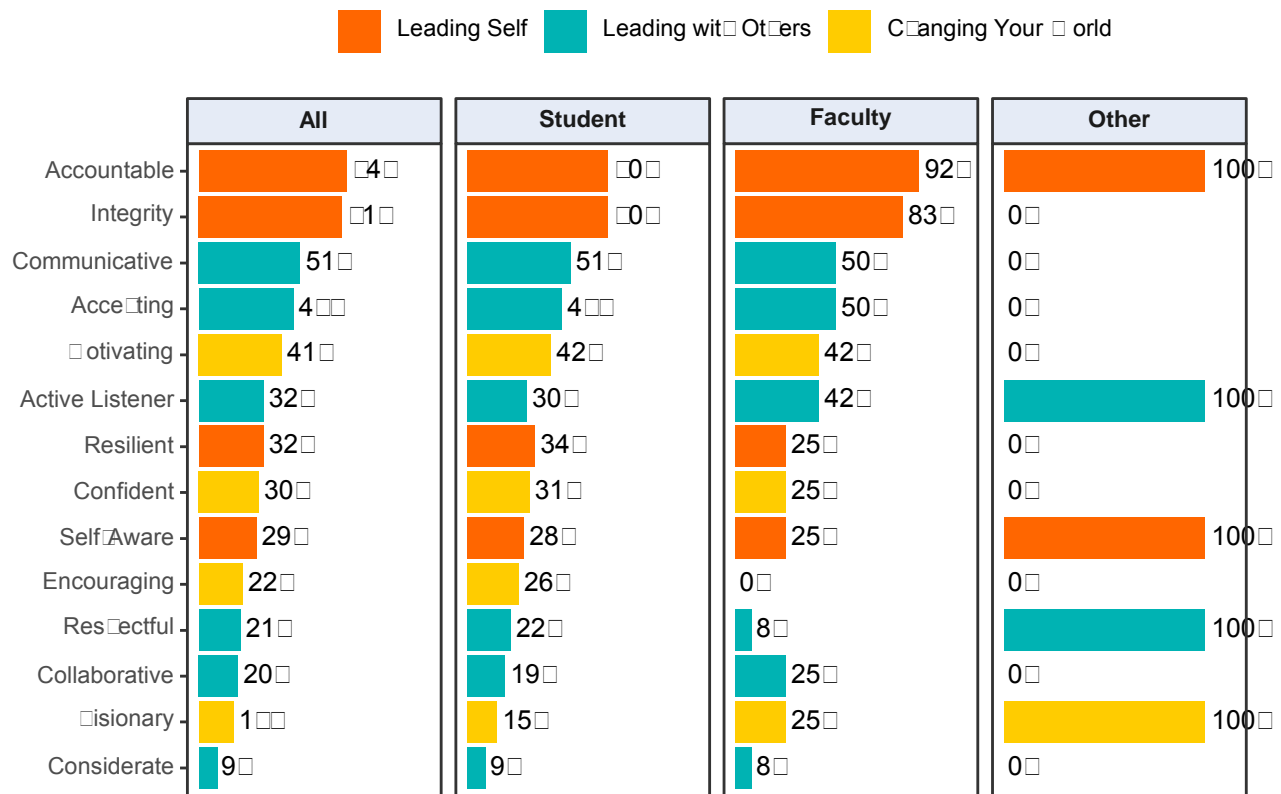


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Reflection Questions

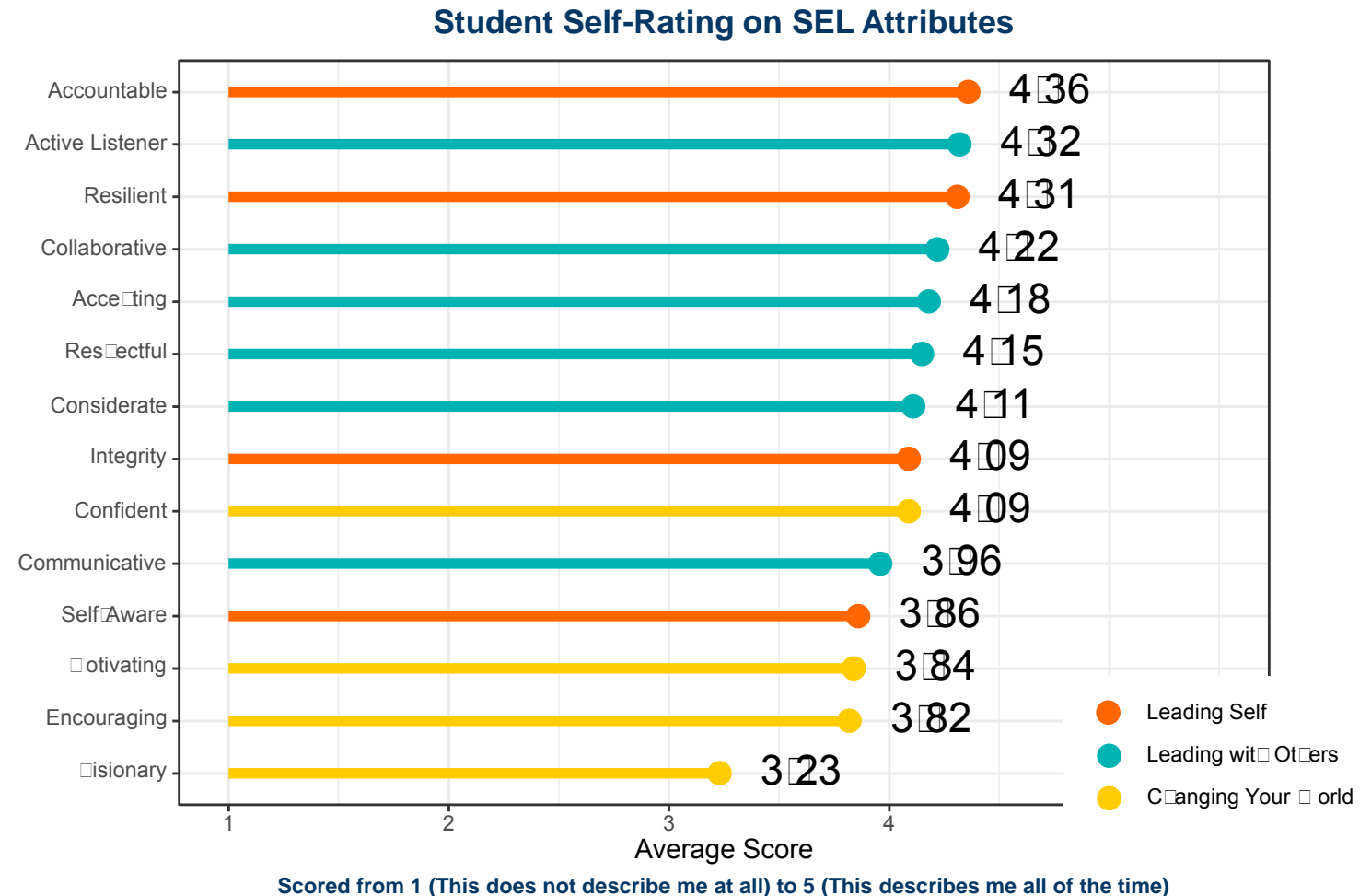
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In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.16

Leading With Others =
4.16

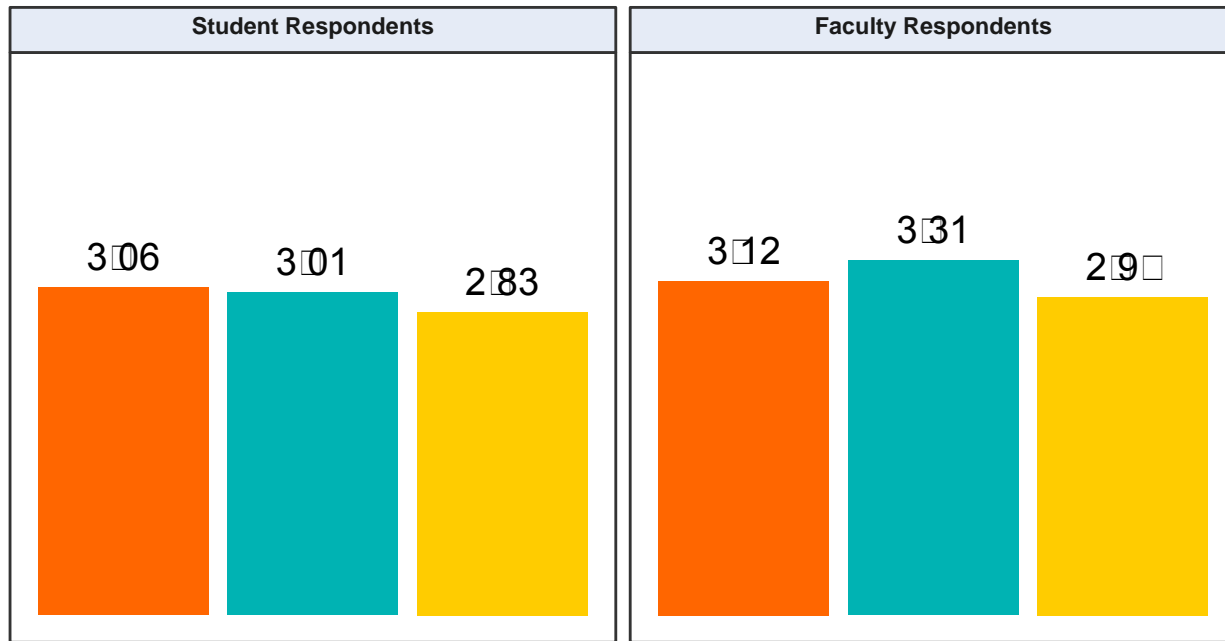
Changing Your World =
3.75



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



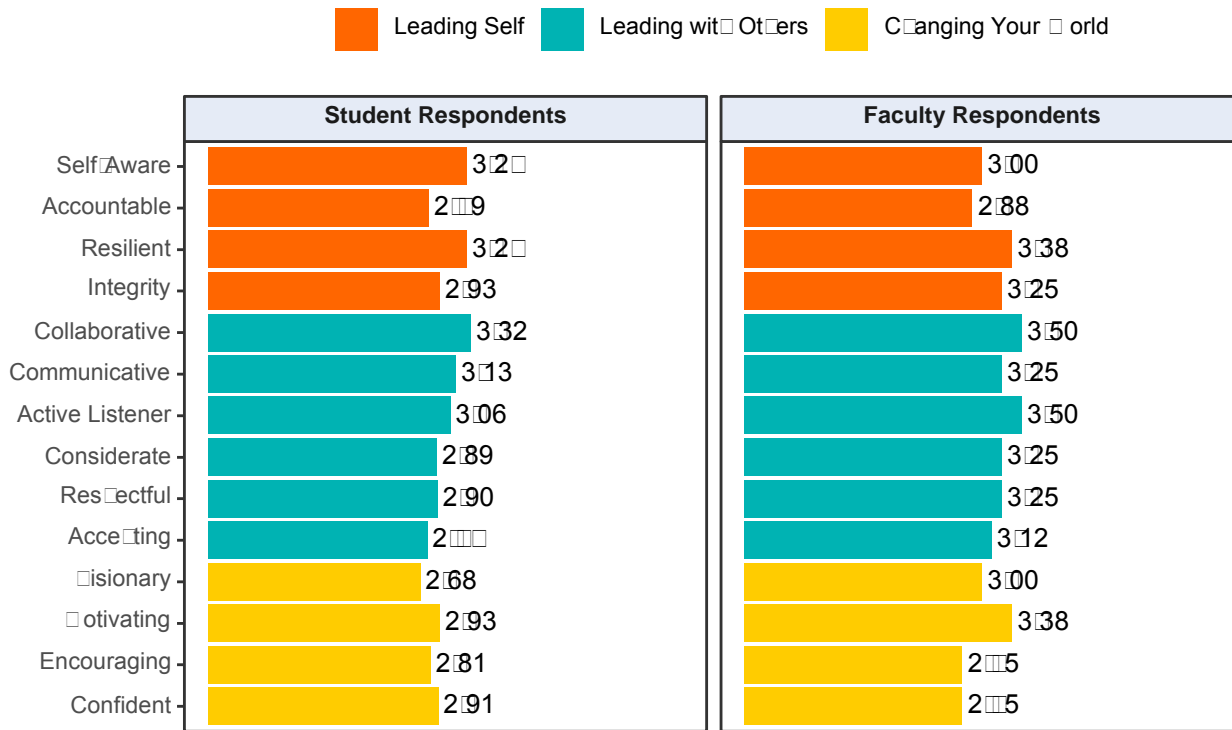
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Reflection Questions

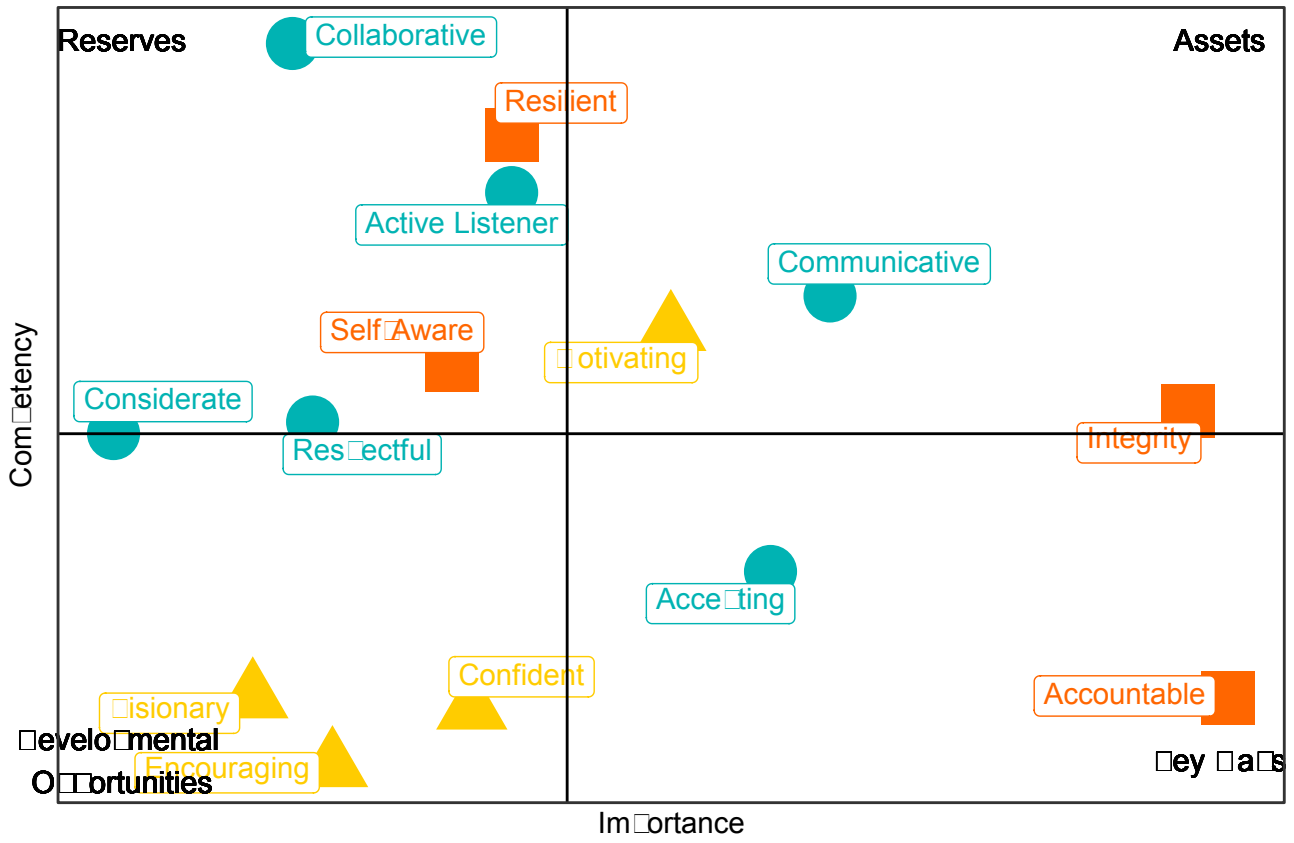
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How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

Leadership Gap Profile



Reflection Questions

- What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?
- What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?
- How might the attributes represented in the *Assets* or *Reserves* quadrants support student leadership development efforts?

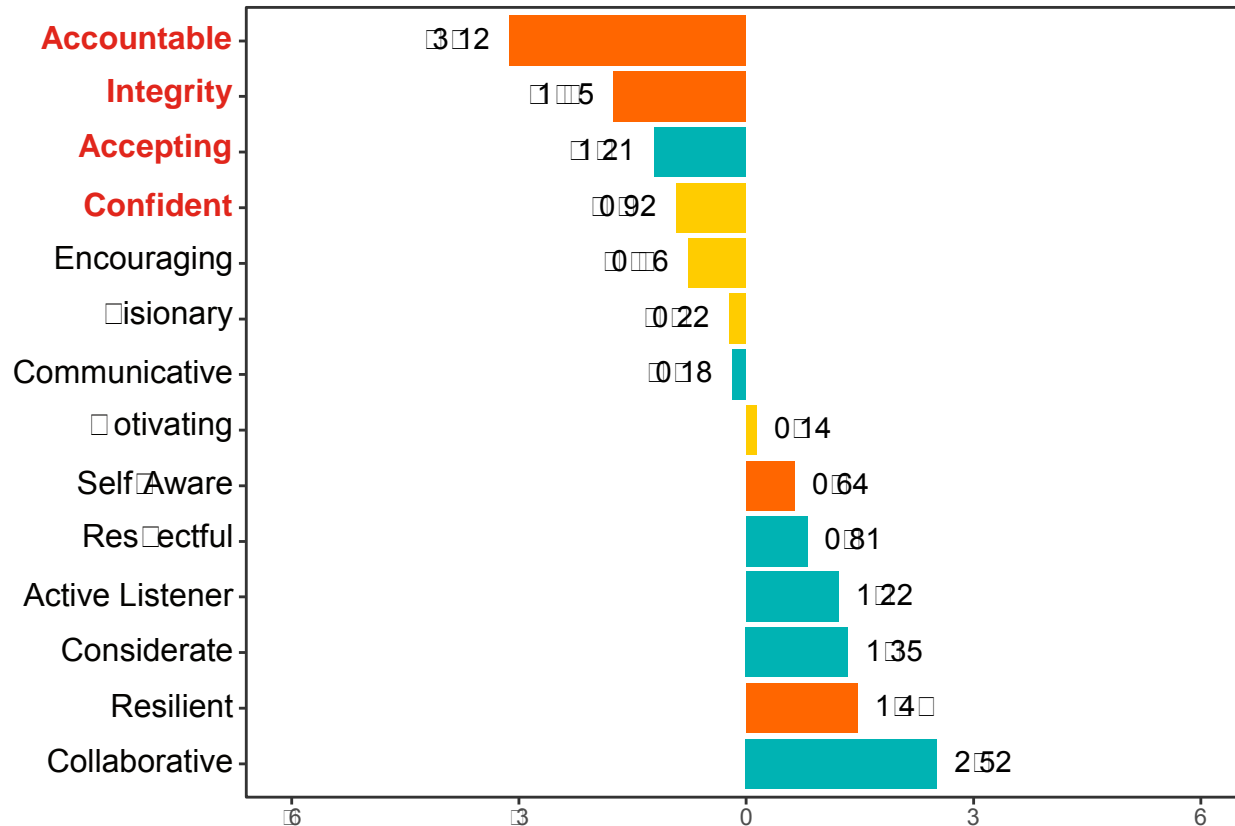
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- The **SLAI** is best interpreted as a relative measure of priority to guide leadership development efforts. Though the scores range between -6 and +6, these numbers are standardized and have no value in themselves other than as a comparison.
 - A **lower** index score indicates an attribute that merits attention, as it is both rated as important and students are perceived to have lower levels of competency in this area.
 - A **higher** index score means that either the attribute is rated as less important or the competency ratings are higher.
- The attributes in red represent the areas you may wish to focus student leadership development efforts.

Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
- Which attributes in each dimension (Leading Self, Leading with Others, Changing Your World) require the most focus?
- Which SEL attribute merits the least focus (i.e., has the most representation at the bottom of the graph)?

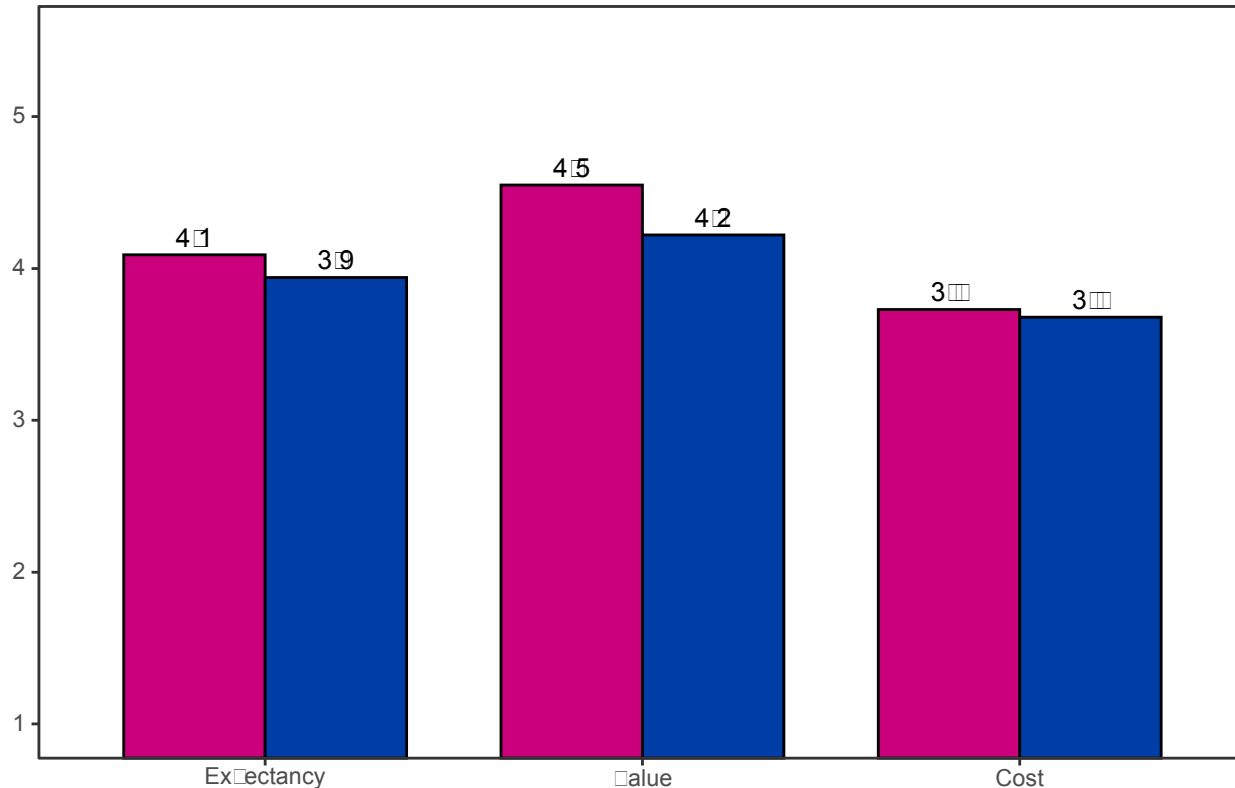
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How motivated are students and teachers to engage with Social-Emotional Leadership development?

Average Student and Faculty Scores on Motivation Variables

Faculty Student



Reflection Questions

What are the implications of this information?

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- How could you address and improve motivation for students and/or faculty?

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EXPERIENCE

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EXPERTISE

With the largest, globally-managed network of coaches and faculty in the industry and teams of full-time, dedicated researchers, we're committed to creating the results that matter for you.



GLOBAL REACH

Our diverse work with organizations in every industry gives us a breadth of global understanding as we bring leadership solutions to six different continents in more than 48 different languages.



PRESTIGE

As the only organization ranked in the *Financial Times* Top Ten providers of executive education for 17 consecutive years, we offer proven results for investing in leaders worldwide.

2018 FINANCIAL TIMES

TOP10
WORLDWIDE

EXECUTIVE EDUCATION



Center for
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Leadership®

LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy - 15 (n = 57) - January 07, 2022



INTRODUCTION

Social-Emotional Leadership (SEL)

- ❖ *Social-Emotional Leadership* is CCL's® research-based framework that describes the dimensions and attributes that comprise effective student leadership.
- ❖ Students demonstrating SEL are in charge of themselves and their own actions (**Leading Self**), and can work well with others (**Leading with Others**) on projects that are important to them (**Changing Your World**).
- ❖ Students with higher levels of SEL are more engaged in school, feel a greater sense of belonging, and get better grades.

Social-Emotional Leadership Framework



SEL Attributes

❖ Adults can actively encourage SEL development with students through developmentally appropriate experiences.

❖ **SEL attributes** refer to the key values, mindsets, and skills that will help students be more successful.

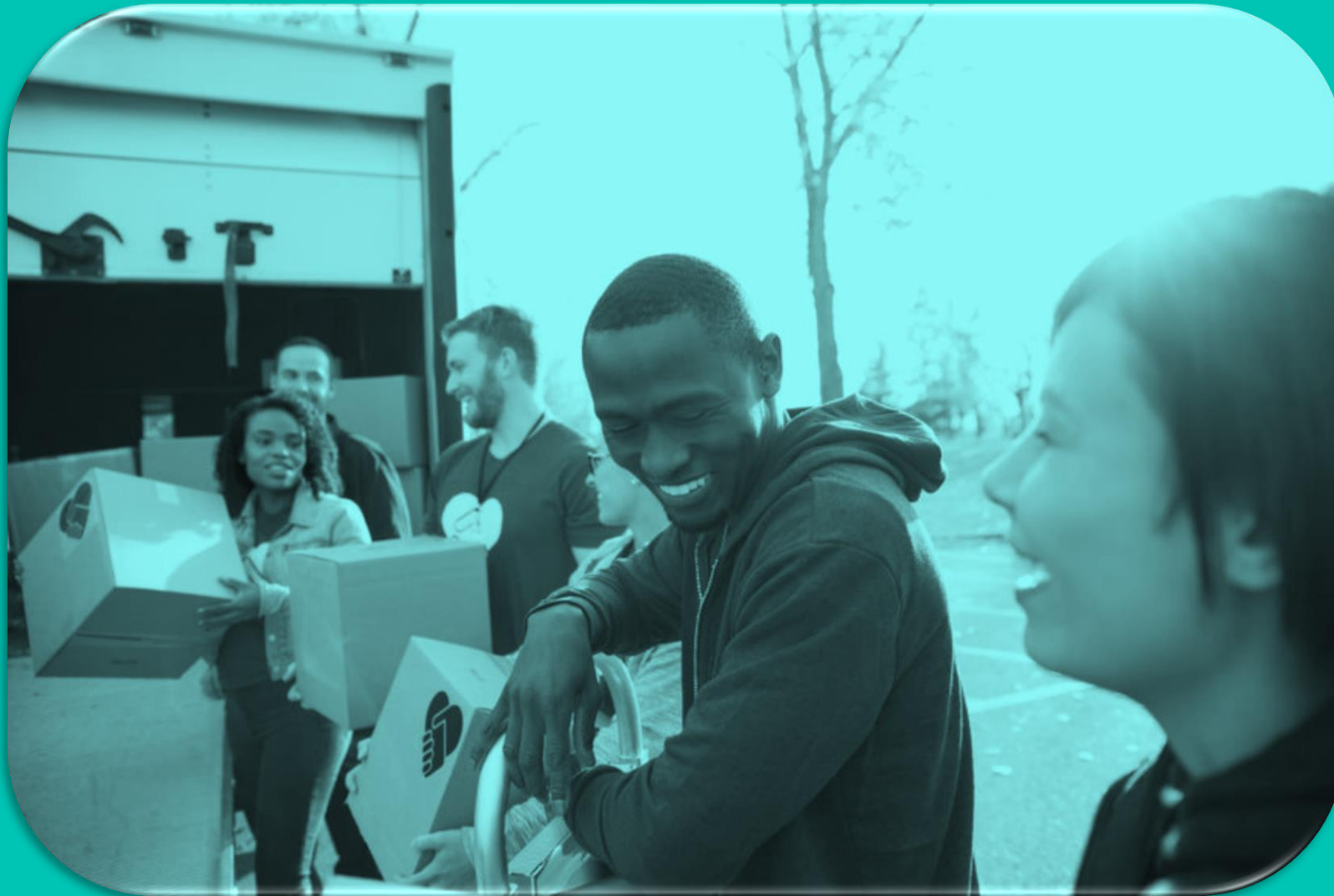
Dimensions	Attributes	Definitions
<i>Leading Self</i>	Self-Aware	Can describe what makes them who they are
<i>Leading Self</i>	Accountable	Takes responsibility for their actions
<i>Leading Self</i>	Resilient	Keeps trying if they fail at an important goal
<i>Leading Self</i>	Integrity	Stands up for what they believe in
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You can use this report to help you answer the following questions:

- Which leadership dimensions are considered most important?
- Which leadership attributes are considered most important?
- In which leadership dimensions and attributes do students rate themselves as most competent?
- In which leadership dimensions and attributes do observers (students and faculty) rate students as most competent?
- How aligned are your students' social-emotional leadership competencies with the attributes considered to be most important?
- Where should you consider focusing student leadership development efforts?
- How motivated are students and teachers to engage with social-emotional leadership development?



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SURVEY DATA

Respondents



n = 41

Students



**n = No
respondents**

Other Admins



n = 16

Faculty



**n = No
respondents**

Staff



**n = No
respondents**

Other Adults

Participant Demographics Overview

Demographic	Faculty	Student
Gender		
Man	13	23
NA/Prefer not to respond	0	0
Non-binary	0	0
Prefer to self-describe	0	0
Transgender	0	0
Woman	1	8
Aggregated	5	4
Race/Ethnicity		
Asian/Asian-American	1	3
Hispanic/Latinx	0	0
Multiracial	1	9
NA/Prefer not to respond	3	6
Pacific Islander	0	0
White/Caucasian	11	19
Aggregated	4	2

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
- What other characteristics or identities of those in your institution might play a unique role in the leadership culture?
- What policies are needed to allow everyone to actively contribute to the leadership culture in a positive way?

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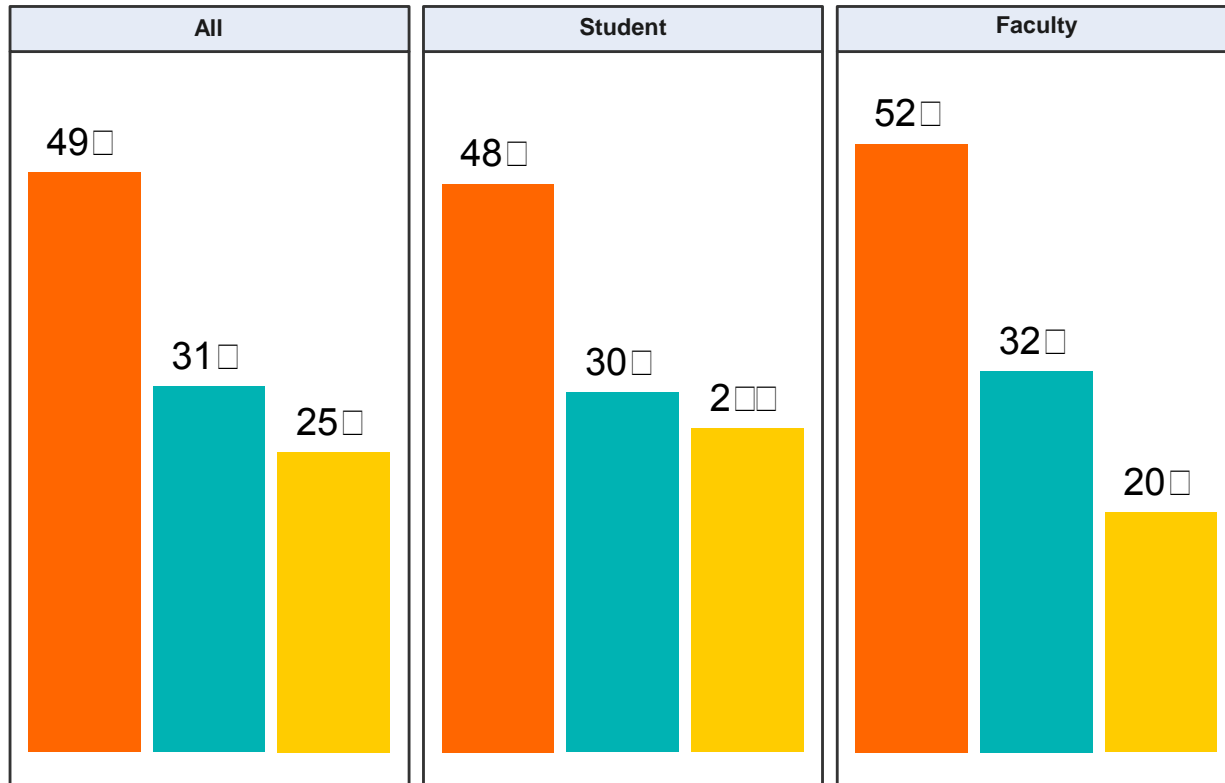
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- **Importance Ratings:**
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 - Faculty rated their students on the SEL attributes from 1 (this describes almost none of my students) to 5 (this describes almost all of my students).
 - The attributes were aggregated to calculate student competency scores for each SEL dimension.

Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World



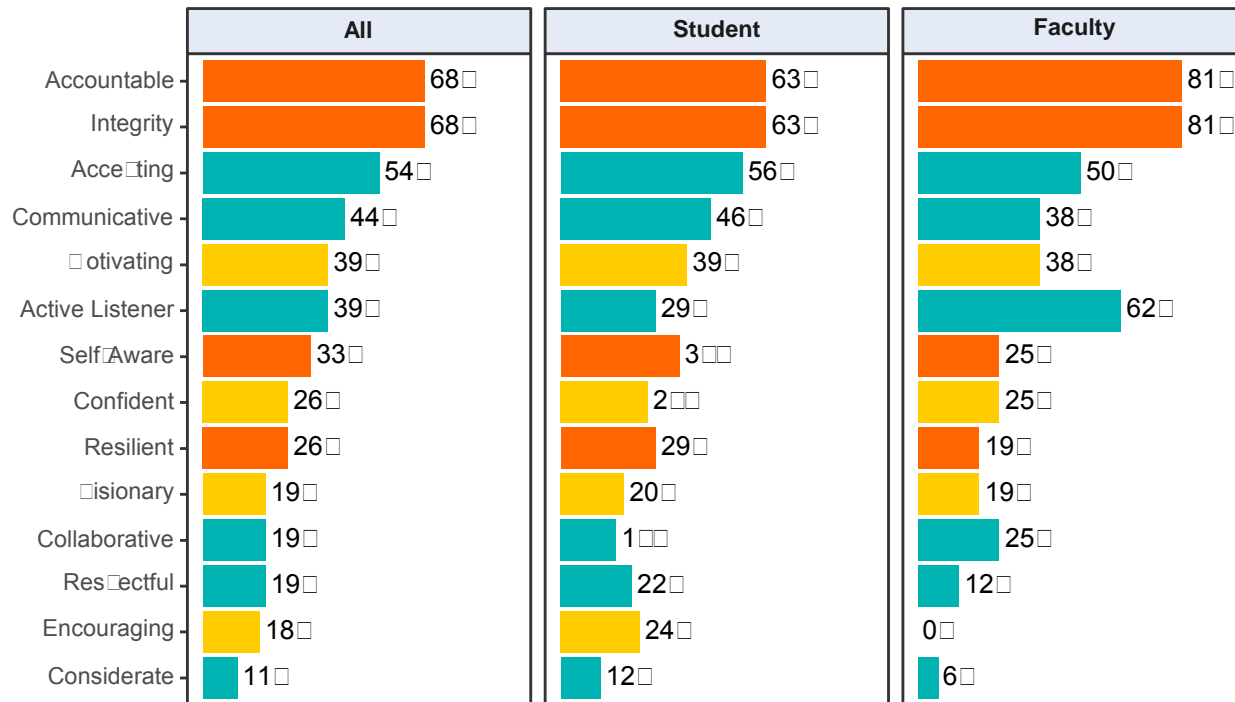
Reflection Questions

- How well do the most important leadership attributes align with your mission, culture, and values?
- What might be driving student, faculty, and staff beliefs about the importance of these attributes?
- What are the differences in the most important attributes between role groups? What do you think might be driving these differences?
- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

Which leadership attributes are considered most important?

Percent of Respondents Who Selected Each Attribute As One of the 'Top 5 Most Important Attributes for Student Leadership' by Role

Leading Self Leading with Others Changing Your World



The All category is an aggregation of all respondents

Reflection Questions

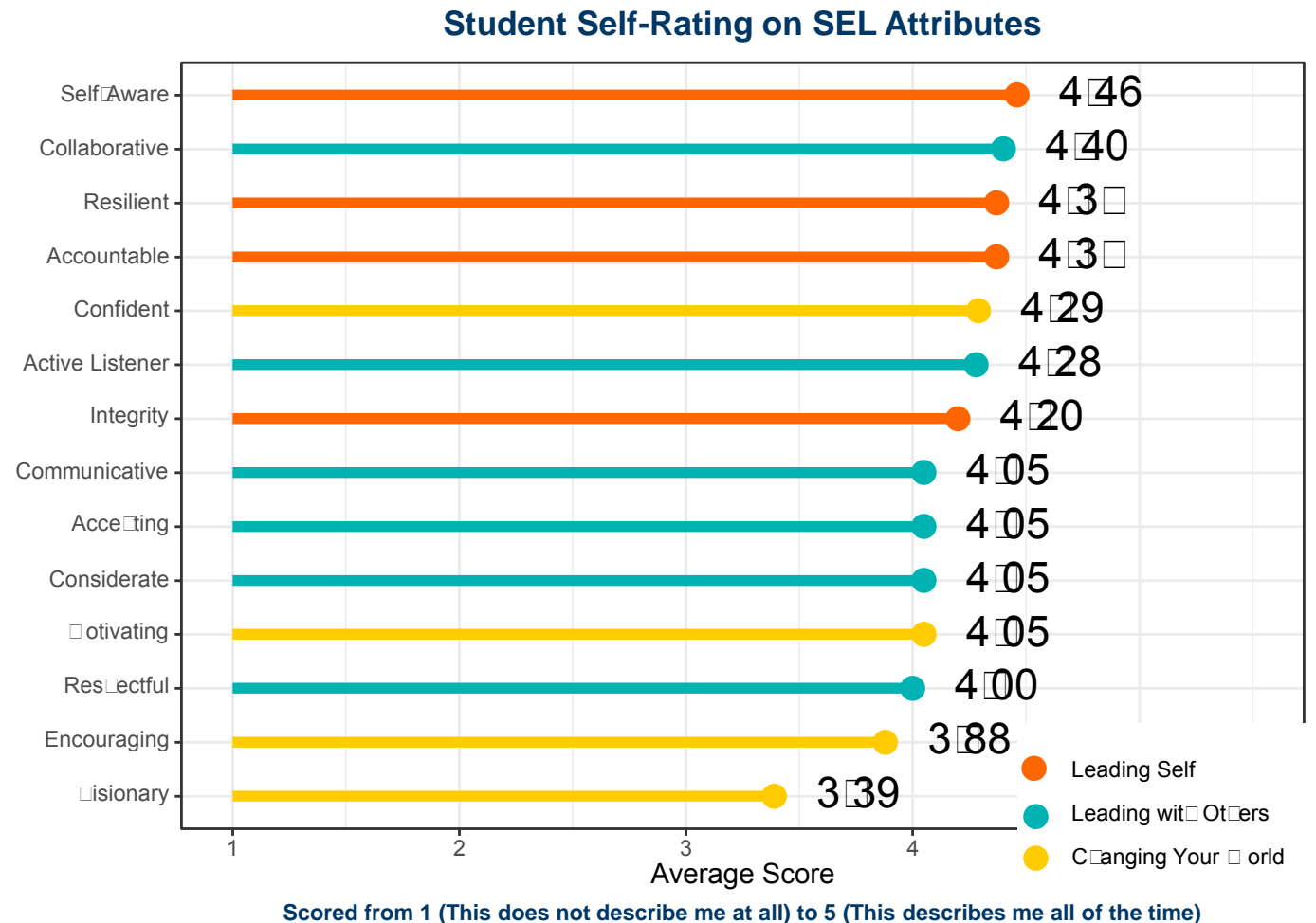
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In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.35

Leading With Others =
4.14

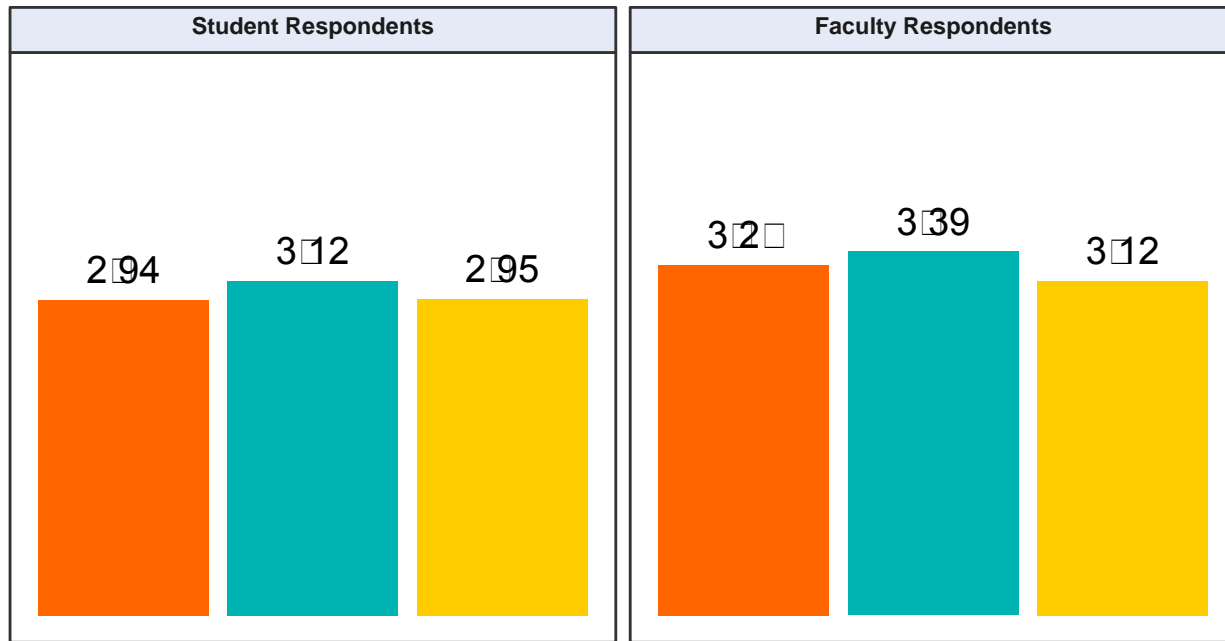
Changing Your World =
3.9



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



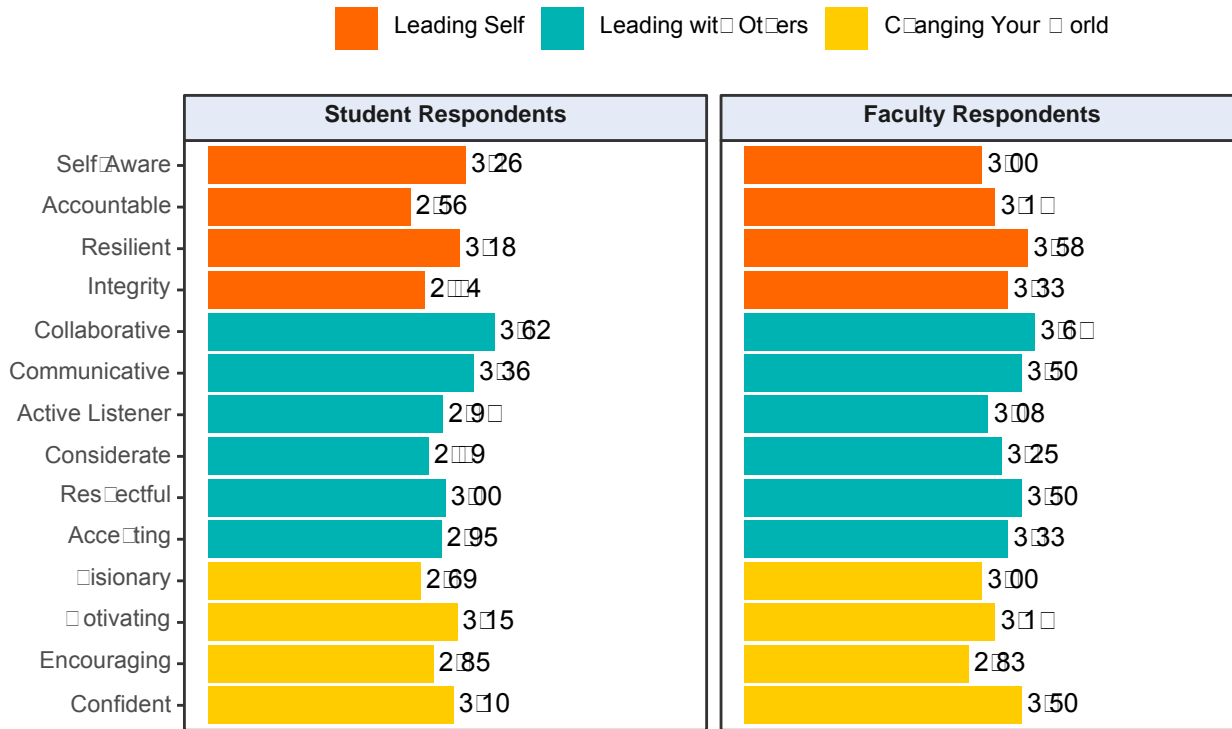
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Perceptions of Students' Competency in the SEL Attributes



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Reflection Questions

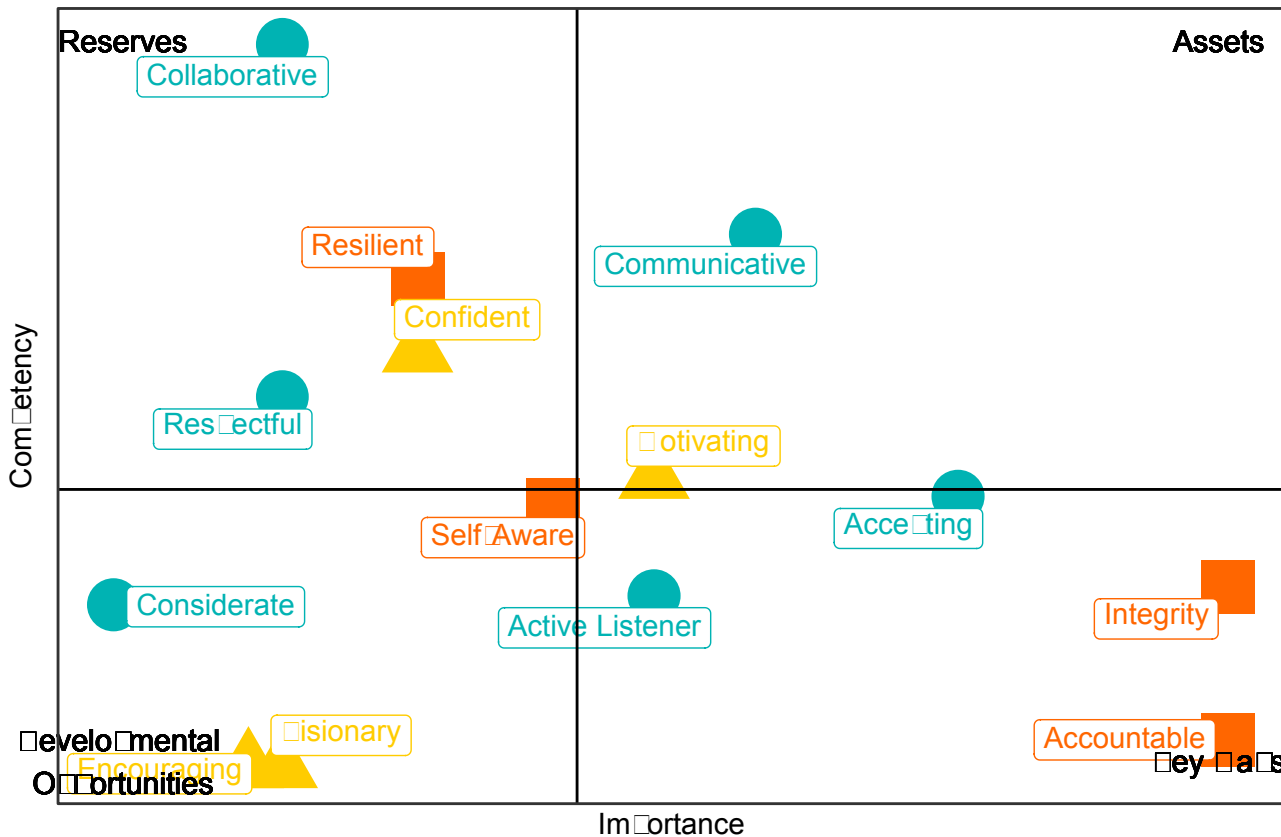
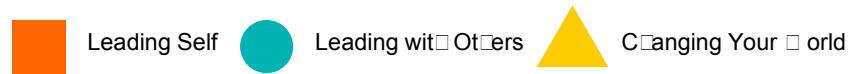
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- A **gap analysis** helps visualize the relationship between rated student competency and importance of the SEL attributes in terms of quadrants.
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How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

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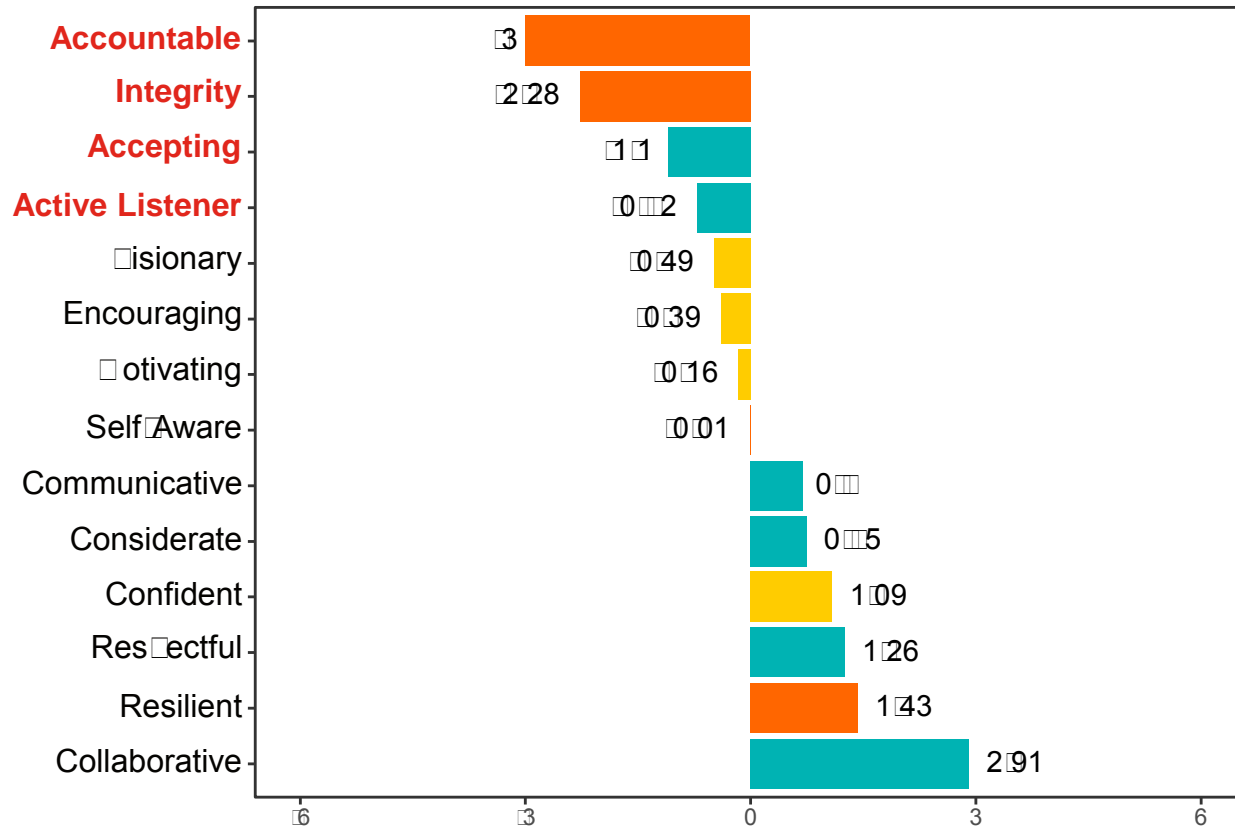
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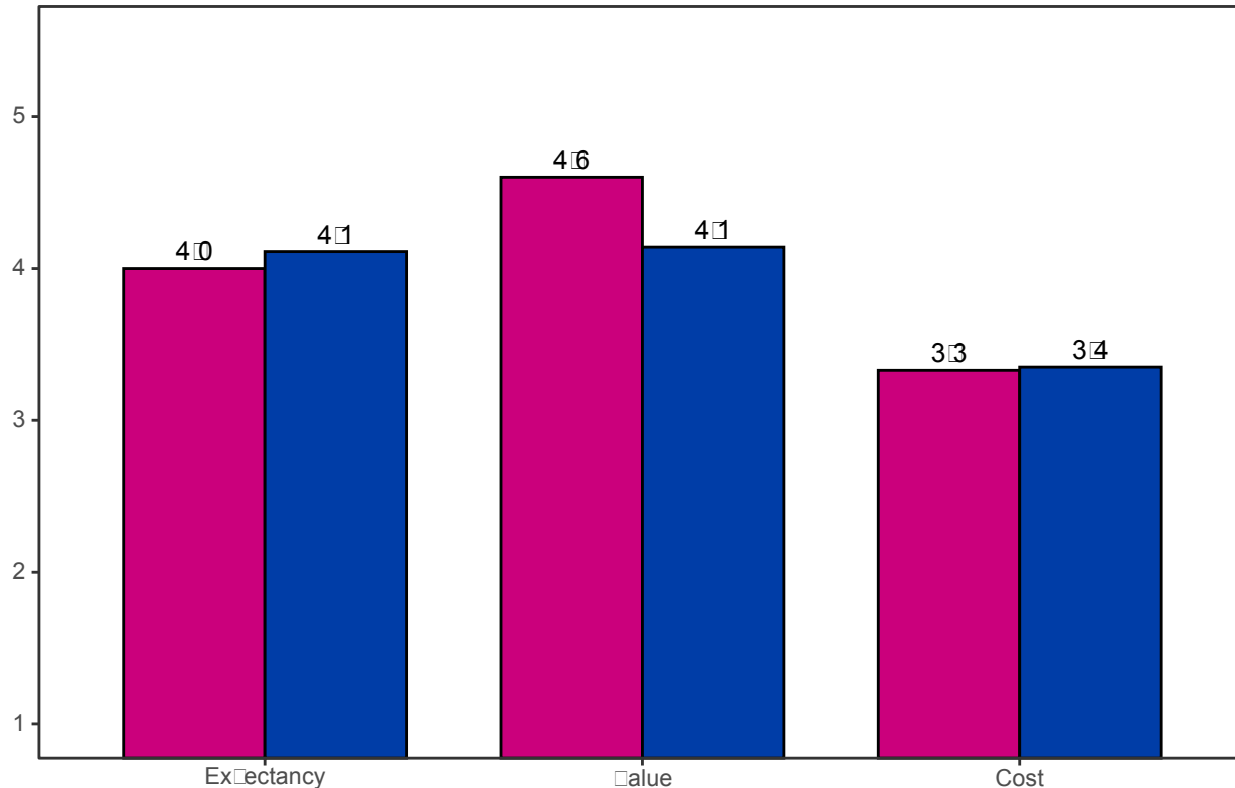
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2018 FINANCIAL TIMES

TOP10
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LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy - 15 (n = 144) - January 07, 2022



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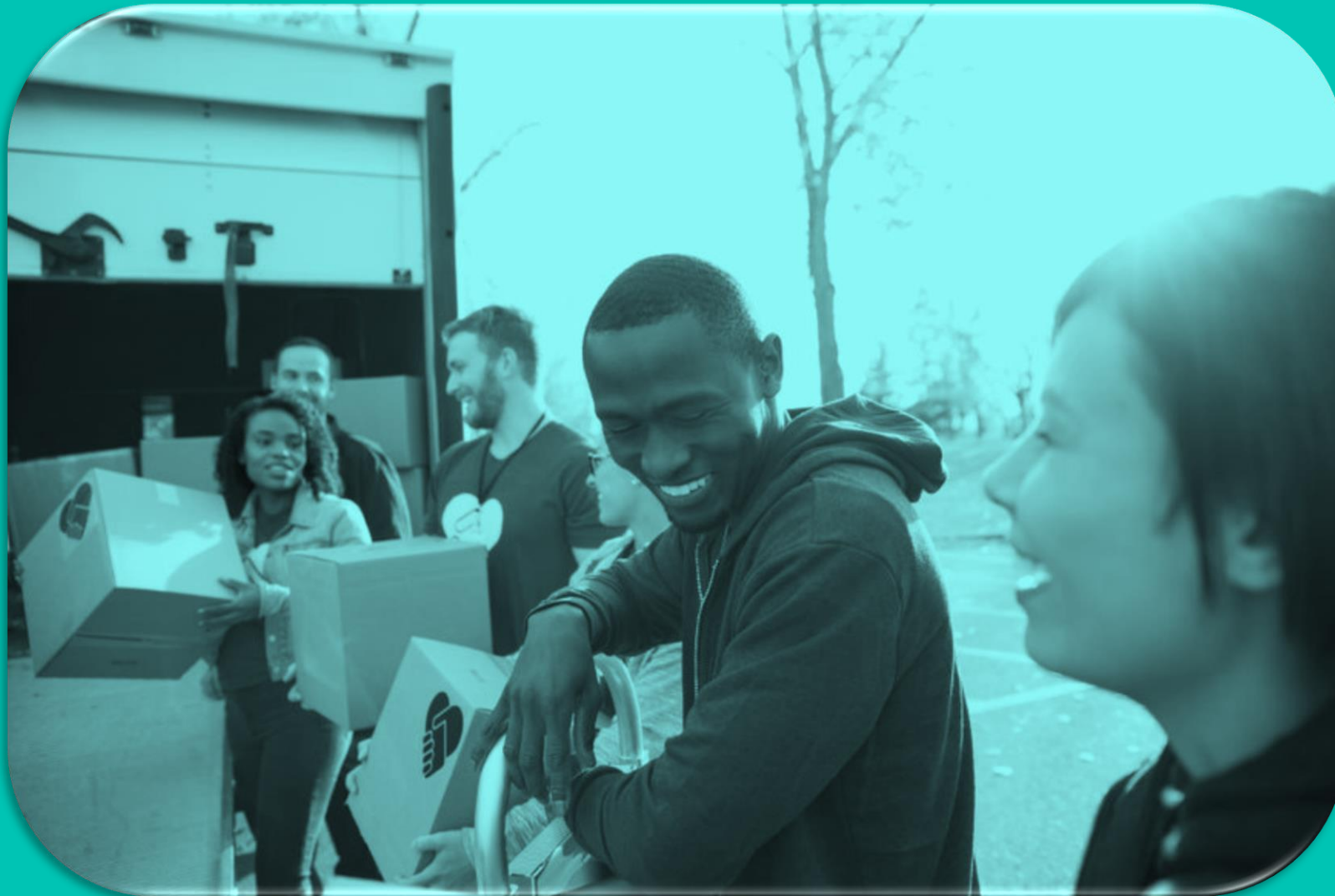
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SURVEY DATA

Respondents



n = 115

Students



**n = No
respondents**

Other Admins



n = 28

Faculty



**n = No
respondents**

Staff



n = 1

Other Adults

Participant Demographics Overview

Demographic	Gender	Faculty	Other	Student
Race/Ethnicity	Man	21	0	62
	NA/Prefer not to respond	0	0	3
	Non-binary	0	0	0
	Prefer to self-describe	0	0	0
	Transgender	0	0	0
	Woman	3	0	23
	Aggregated	4		3
	Asian/Asian American	1	0	5
	Hispanic/Latinx	0	0	5
	Multiracial	2	0	23
Gender	NA/Prefer not to respond	6	0	23
	Pacific Islander	0	0	0
	Prefer to self-describe	0	0	0
	White/Caucasian	19	0	51
	Aggregated	5		2

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
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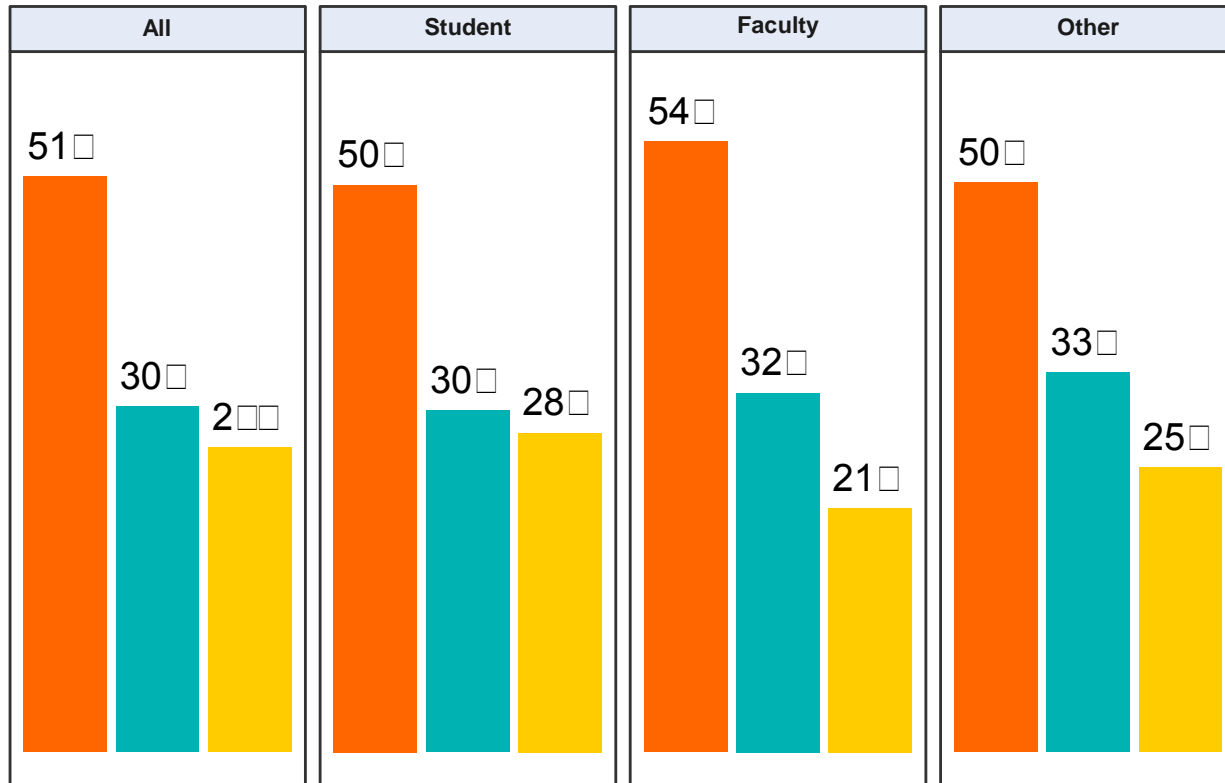
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Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World



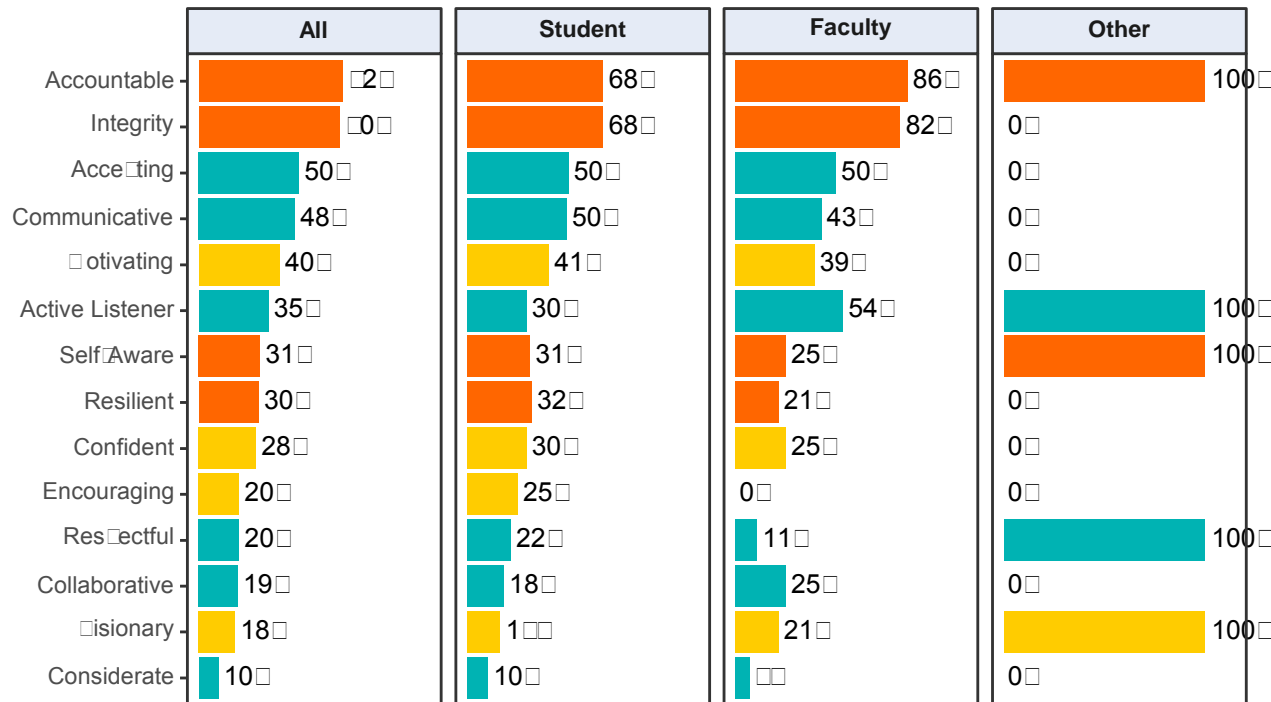
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The All category is an aggregation of all respondents

Reflection Questions

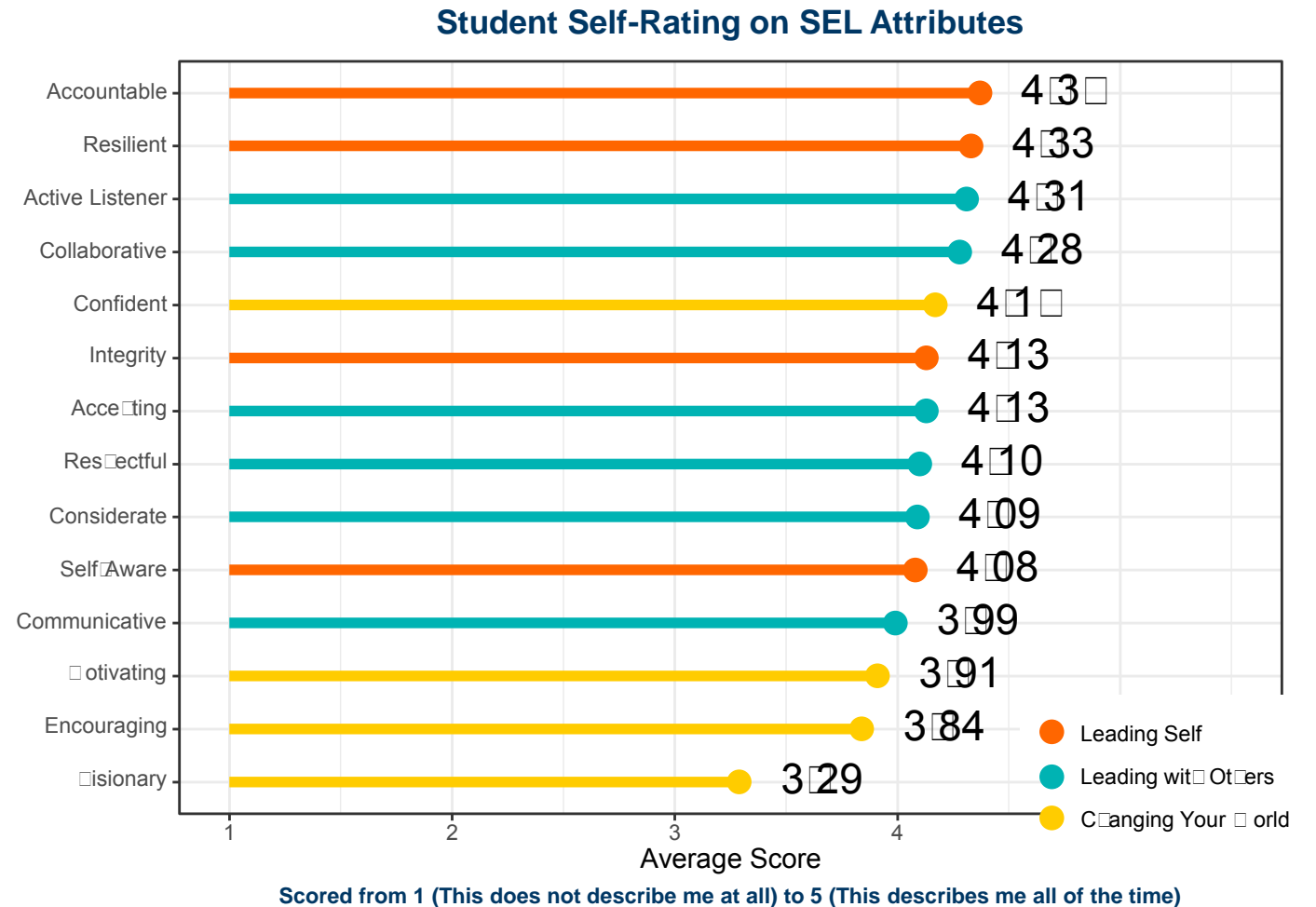
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In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.23

Leading With Others =
4.15

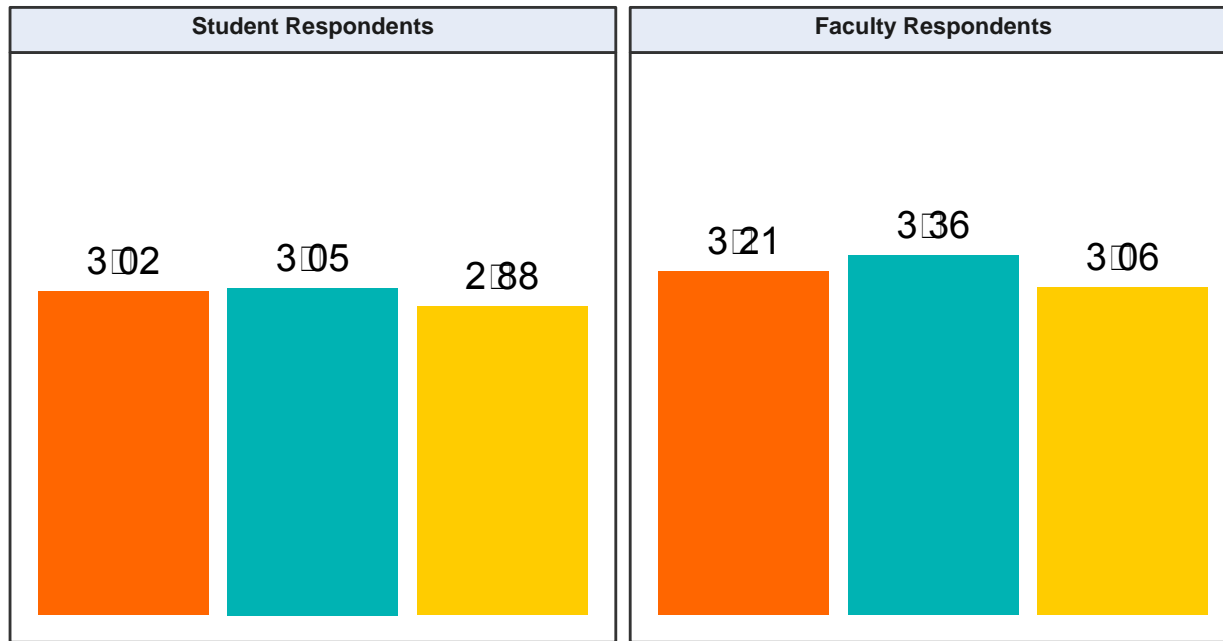
Changing Your World =
3.8



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



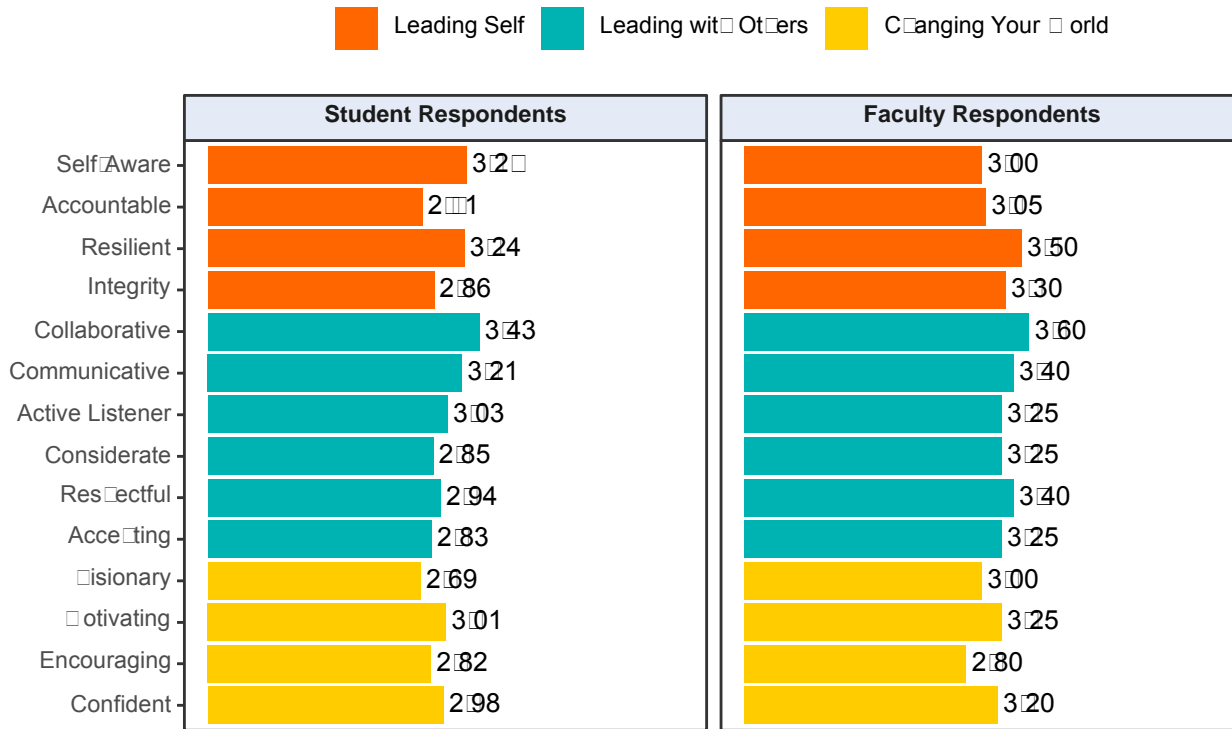
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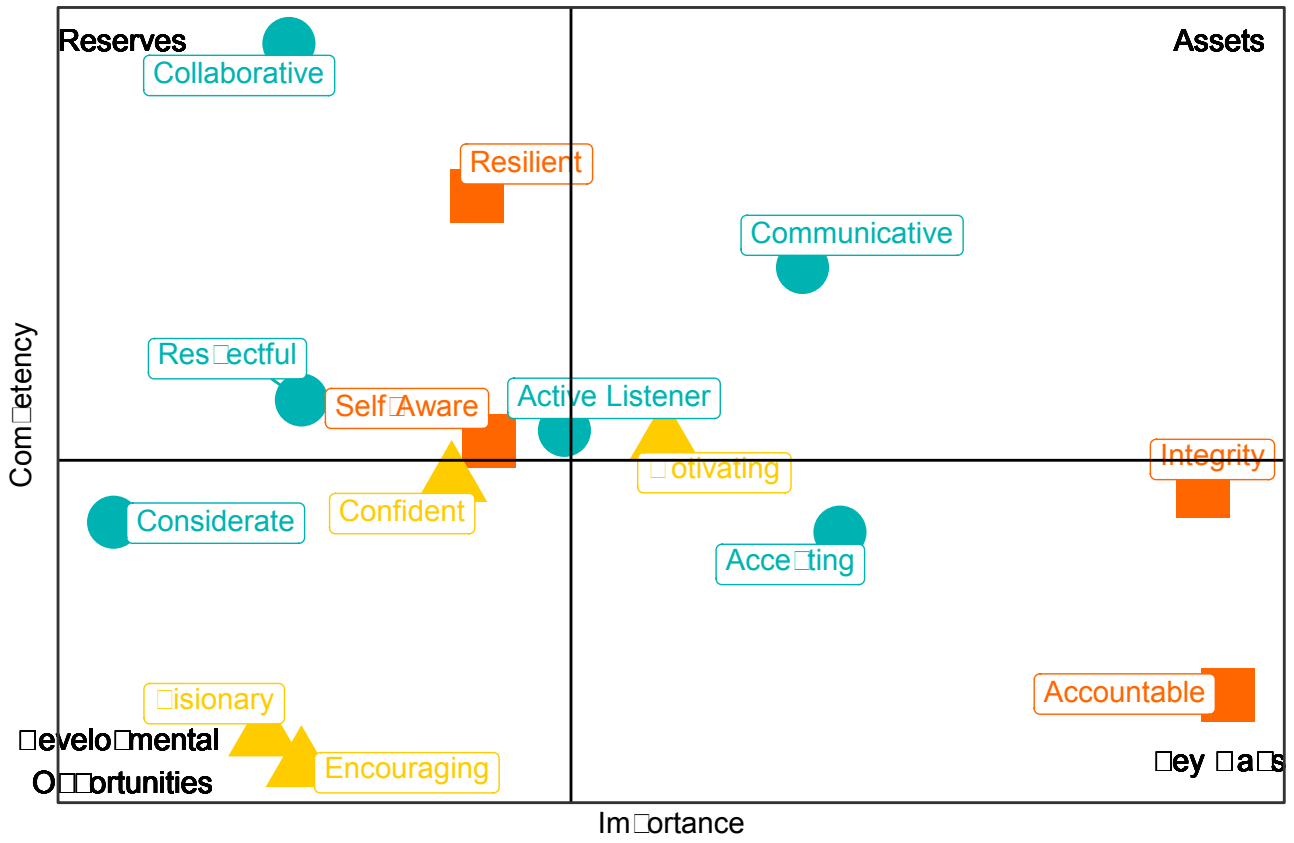
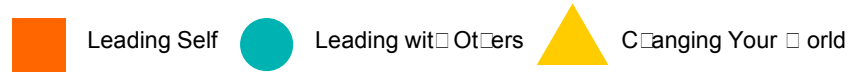
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How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

Leadership Gap Profile



Reflection Questions

- What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?
- What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?
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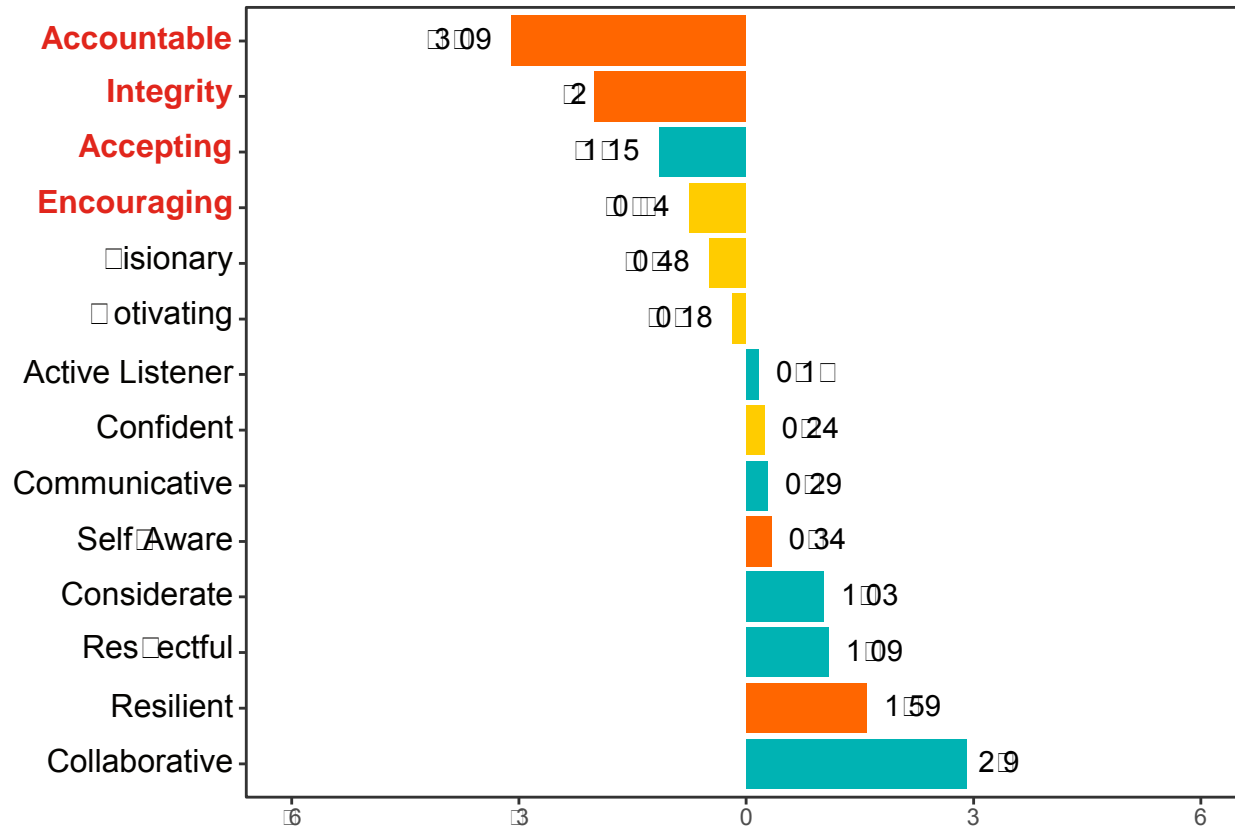
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Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
- Which attributes in each dimension (Leading Self, Leading with Others, Changing Your World) require the most focus?
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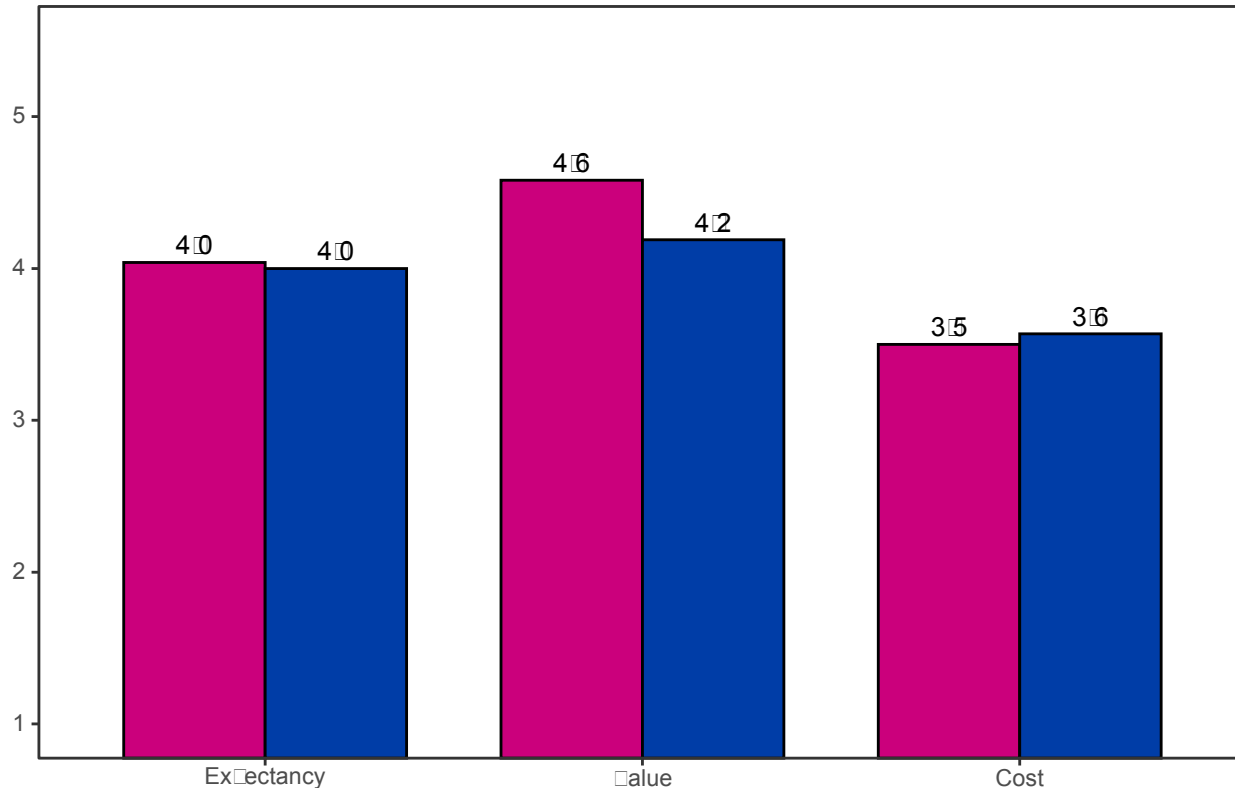
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How motivated are students and teachers to engage with Social-Emotional Leadership development?

Average Student and Faculty Scores on Motivation Variables

Faculty Student



Reflection Questions

What are the implications of this information?

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EXPERIENCE

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EXPERTISE

With the largest, globally-managed network of coaches and faculty in the industry and teams of full-time, dedicated researchers, we're committed to creating the results that matter for you.



GLOBAL REACH

Our diverse work with organizations in every industry gives us a breadth of global understanding as we bring leadership solutions to six different continents in more than 48 different languages.



PRESTIGE

As the only organization ranked in the *Financial Times* Top Ten providers of executive education for 17 consecutive years, we offer proven results for investing in leaders worldwide.

2018 FINANCIAL TIMES

TOP10
WORLDWIDE

EXECUTIVE EDUCATION



Center for
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LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy - 15 (n = 52) - June 09, 2022



INTRODUCTION

Social-Emotional Leadership (SEL)

- ❖ *Social-Emotional Leadership* is CCL's® research-based framework that describes the dimensions and attributes that comprise effective student leadership.
- ❖ Students demonstrating SEL are in charge of themselves and their own actions (**Leading Self**), and can work well with others (**Leading with Others**) on projects that are important to them (**Changing Your World**).
- ❖ Students with higher levels of SEL are more engaged in school, feel a greater sense of belonging, and get better grades.

Social-Emotional Leadership Framework



SEL Attributes

- ❖ Adults can actively encourage SEL development with students through developmentally appropriate experiences.
- ❖ **SEL attributes** refer to the key values, mindsets, and skills that will help students be more successful.

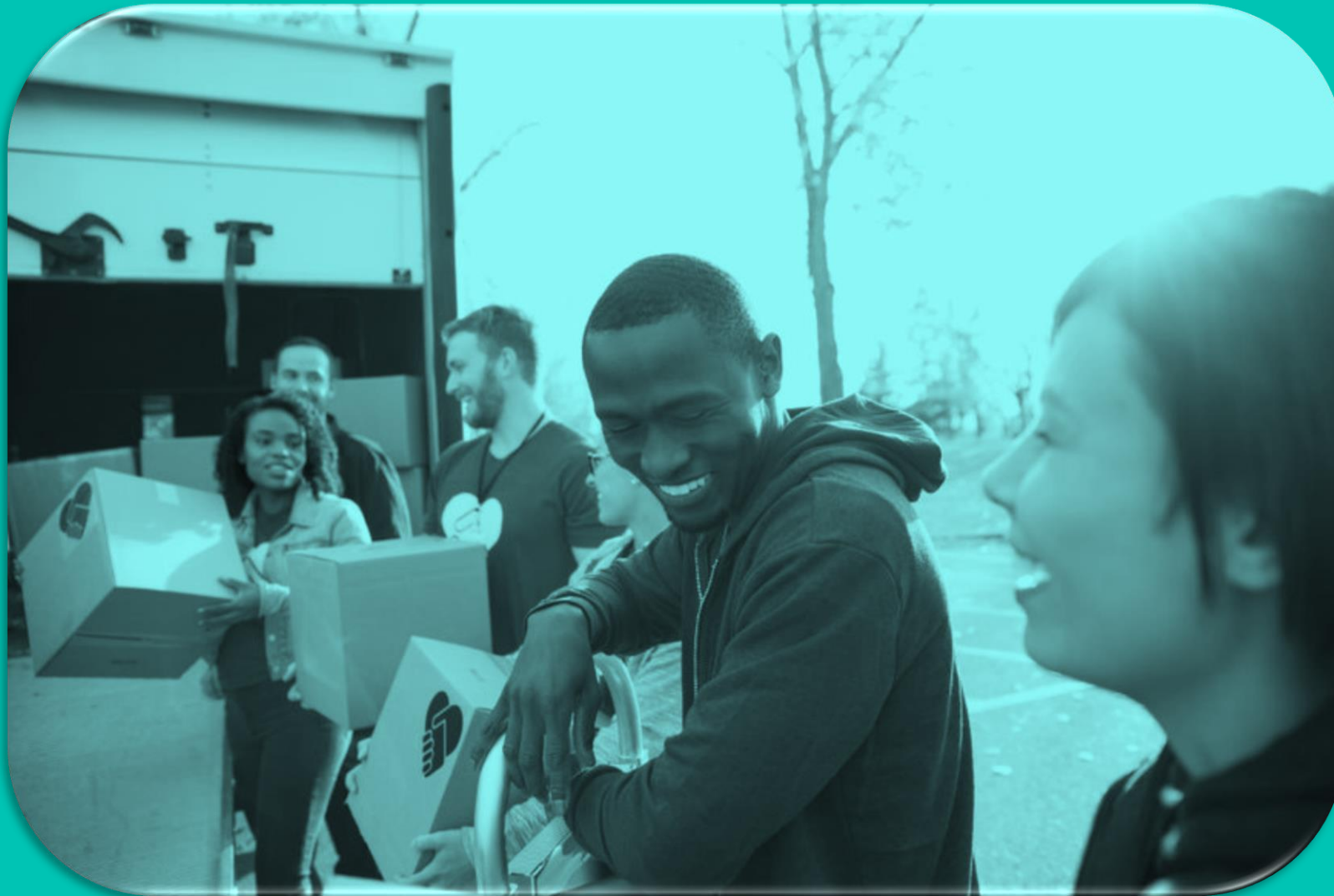
Dimensions	Attributes	Definitions
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You can use this report to help you answer the following questions:

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- Where should you consider focusing student leadership development efforts?
- How motivated are students and teachers to engage with social-emotional leadership development?



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SURVEY DATA

Respondents



n = 48

Students



n = No
respondents

Other Admins



n = 4

Faculty



n = No
respondents

Staff



n = No
respondents

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty	Student	Admin	Staff
Gender	Man	2	31		
	NA/Prefer not to respond	0	0		
	Woman	1	9		
	Aggregated	3	1	0	0
Race/Ethnicity	Asian/Asian American	0	0		
	Hispanic/Latinx	1	4		
	Multiracial	0	0		
	NA/Prefer not to respond	1	8		
	Native American	0	0		
	Prefer to self-describe	0	0		
	White/Caucasian	2	24		
	Aggregated	0	3	0	0

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
- What other characteristics or identities of those in your institution might play a unique role in the leadership culture?
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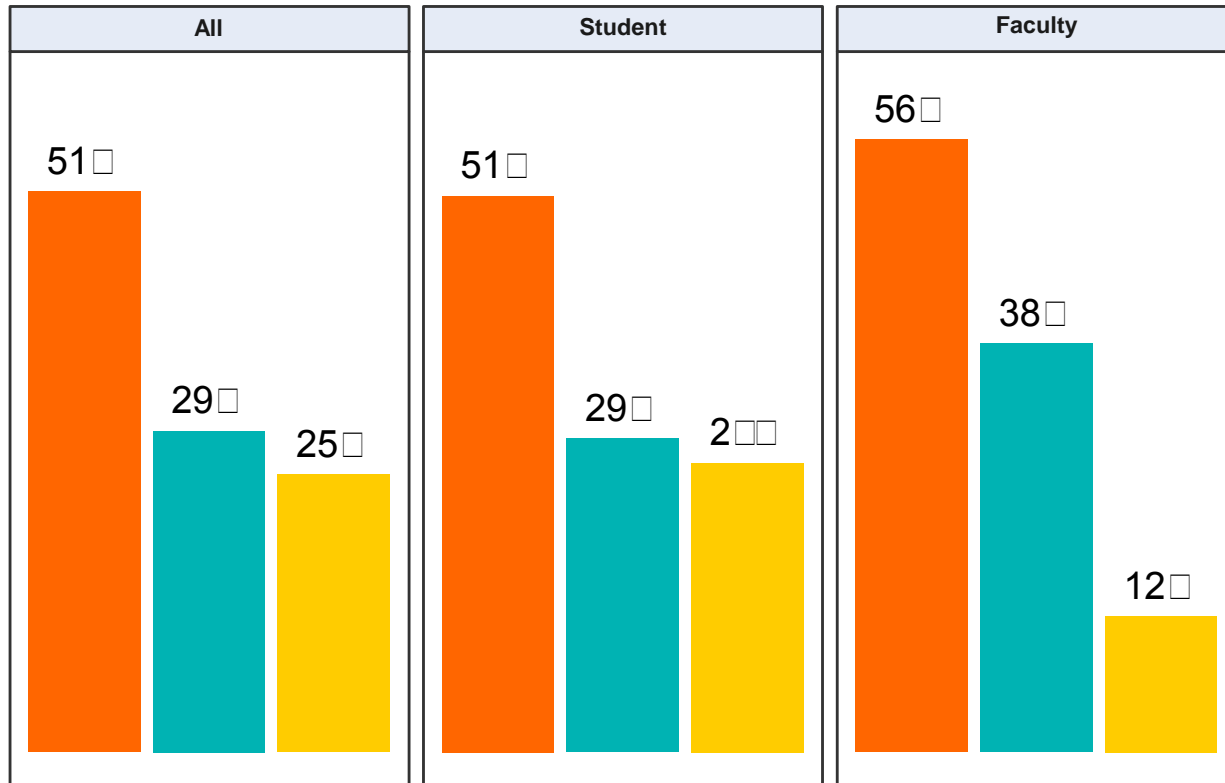
SEL Dimensions & Attributes – Importance and Competency Ratings

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 - Participants were asked to select up to five values, mindsets, or skills (attributes) that they believe are most important for student leaders.
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 - Faculty rated their students on the SEL attributes from 1 (this describes almost none of my students) to 5 (this describes almost all of my students).
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Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World

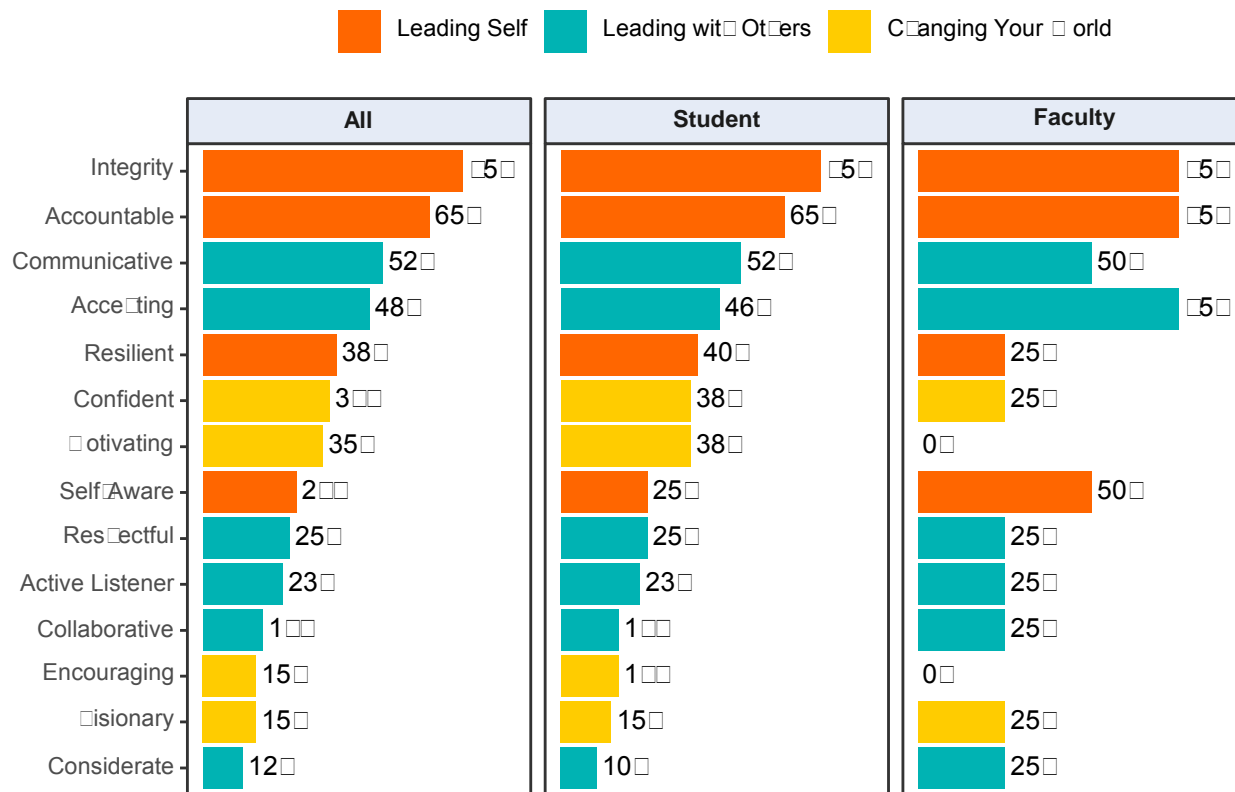


Reflection Questions

- How well do the most important leadership attributes align with your mission, culture, and values?
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- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

Which leadership attributes are considered most important?

Percent of Respondents Who Selected Each Attribute As One of the 'Top 5 Most Important Attributes for Student Leadership' by Role



The All category is an aggregation of all respondents

Reflection Questions

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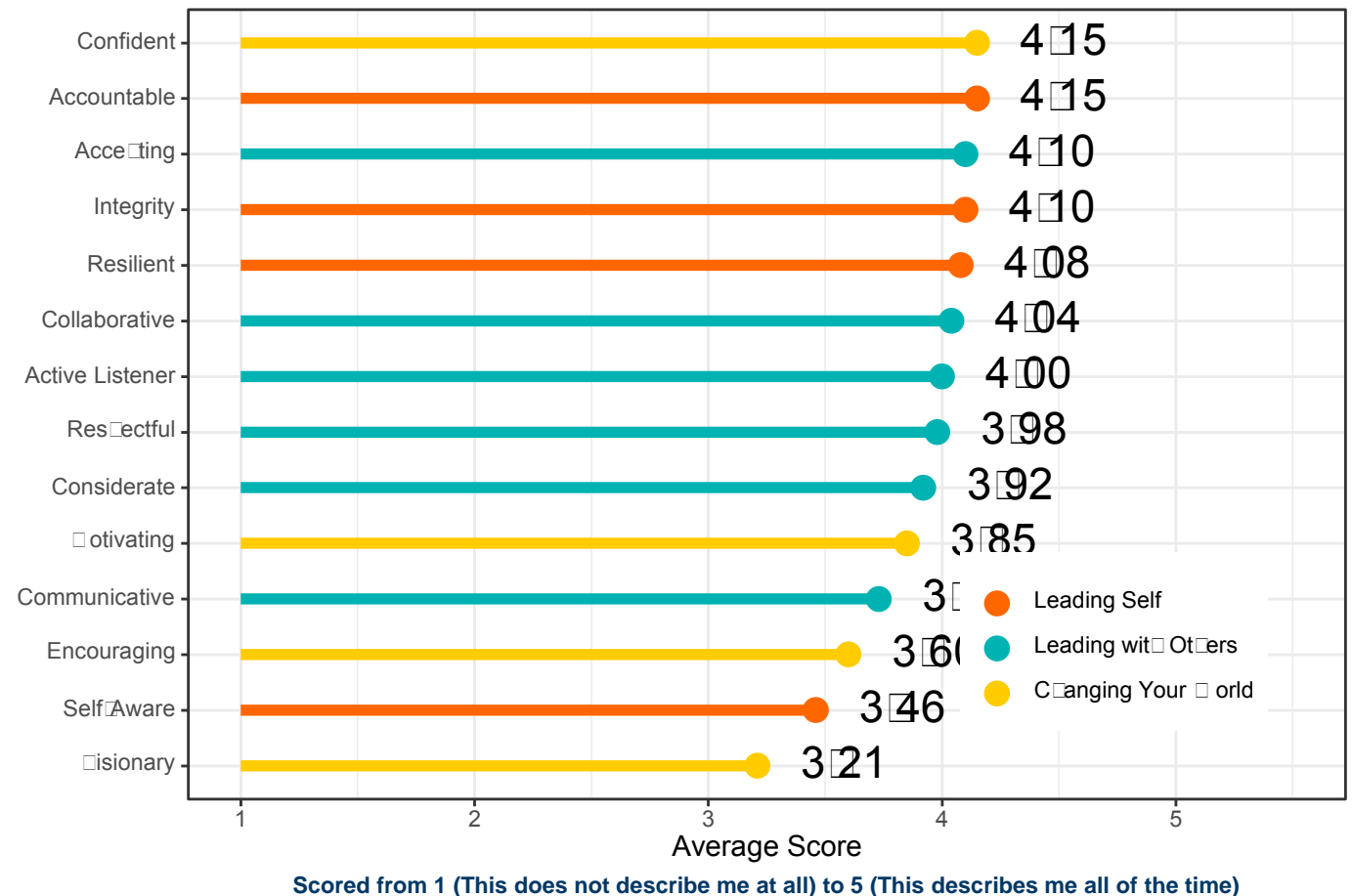
In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
3.95

Leading With Others =
3.96

Changing Your World =
3.7

Student Self-Rating on SEL Attributes

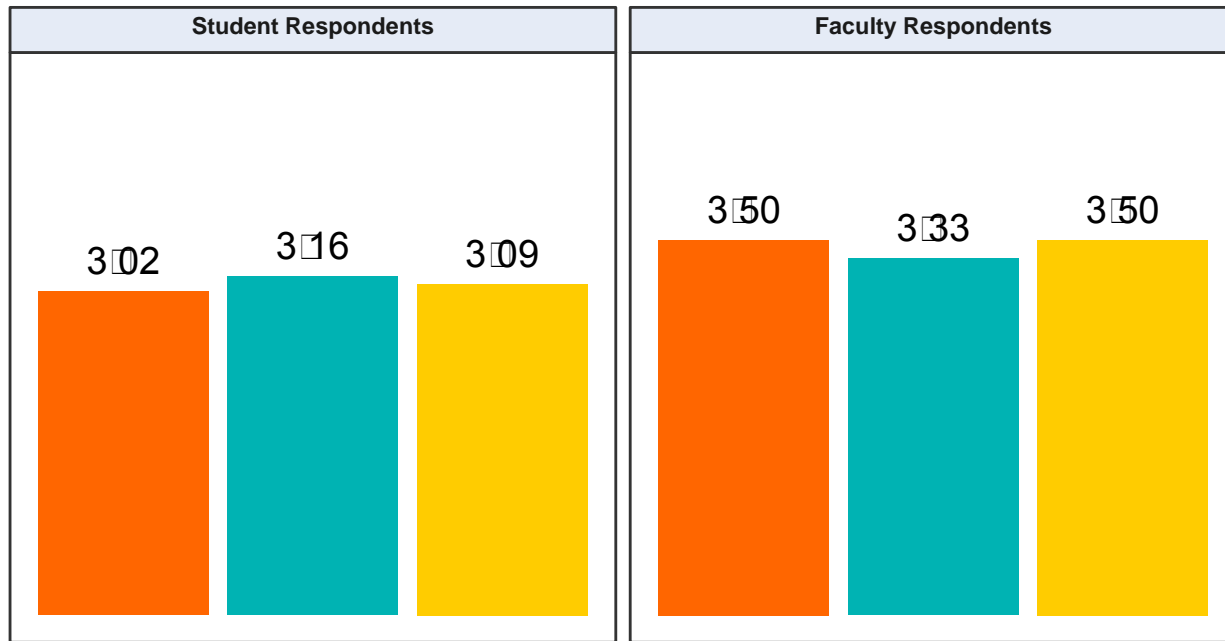


In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World

Amount of students demonstrating SEL



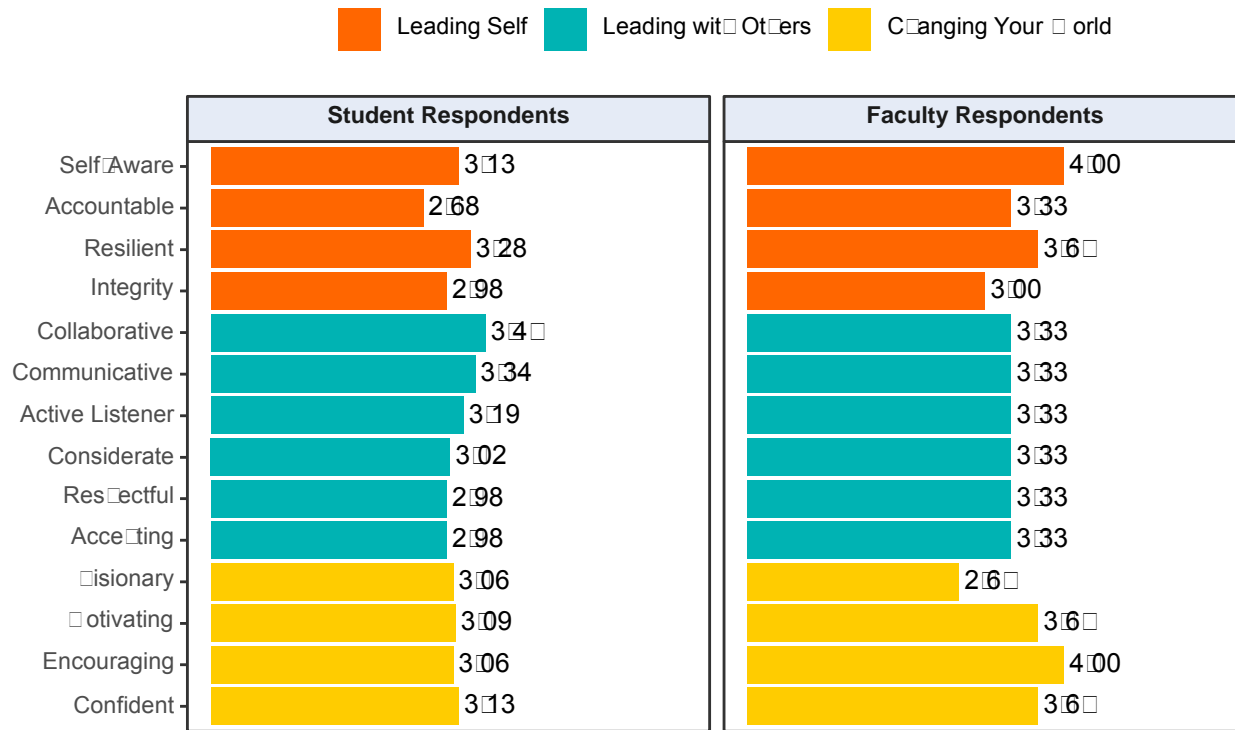
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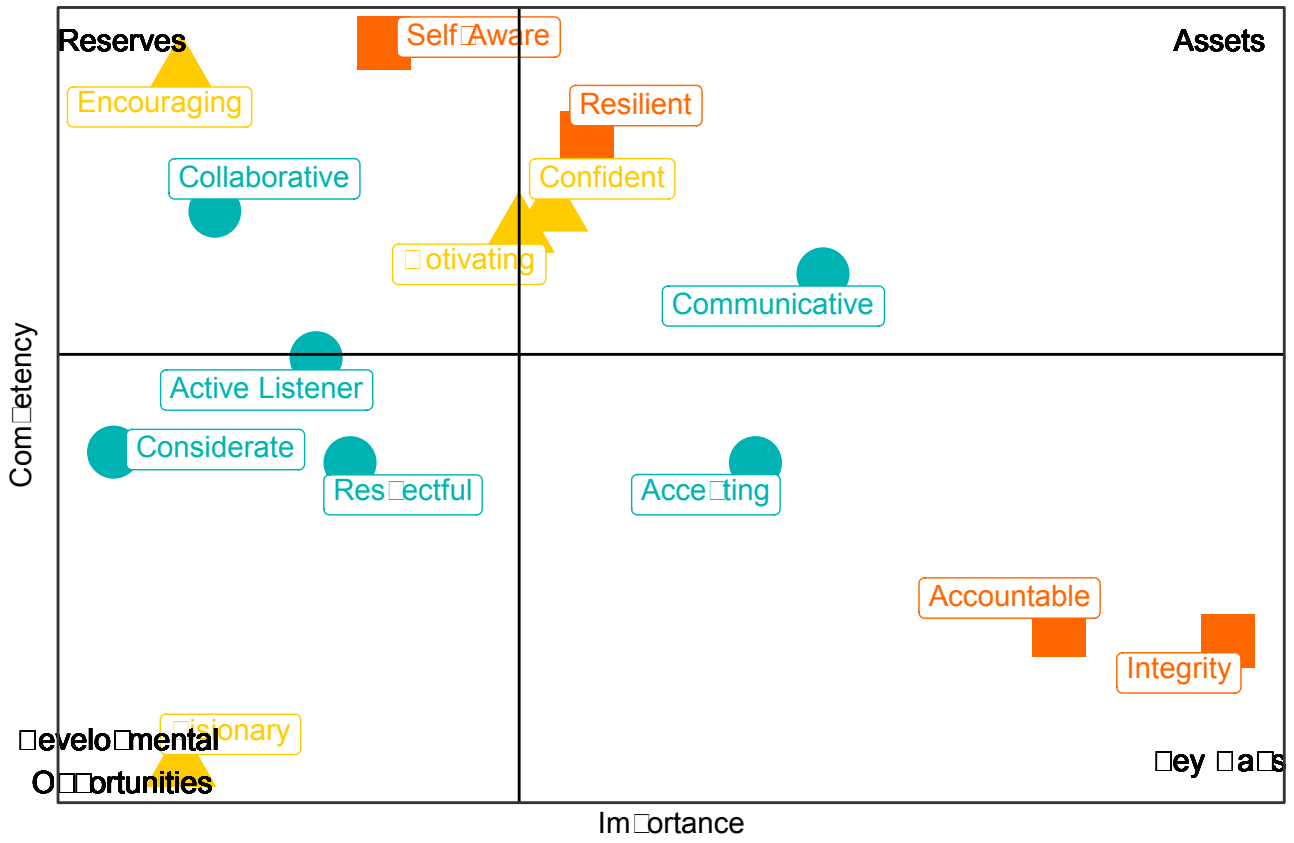
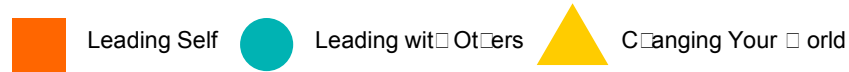
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- A **gap analysis** helps visualize the relationship between rated student competency and importance of the SEL attributes in terms of quadrants.
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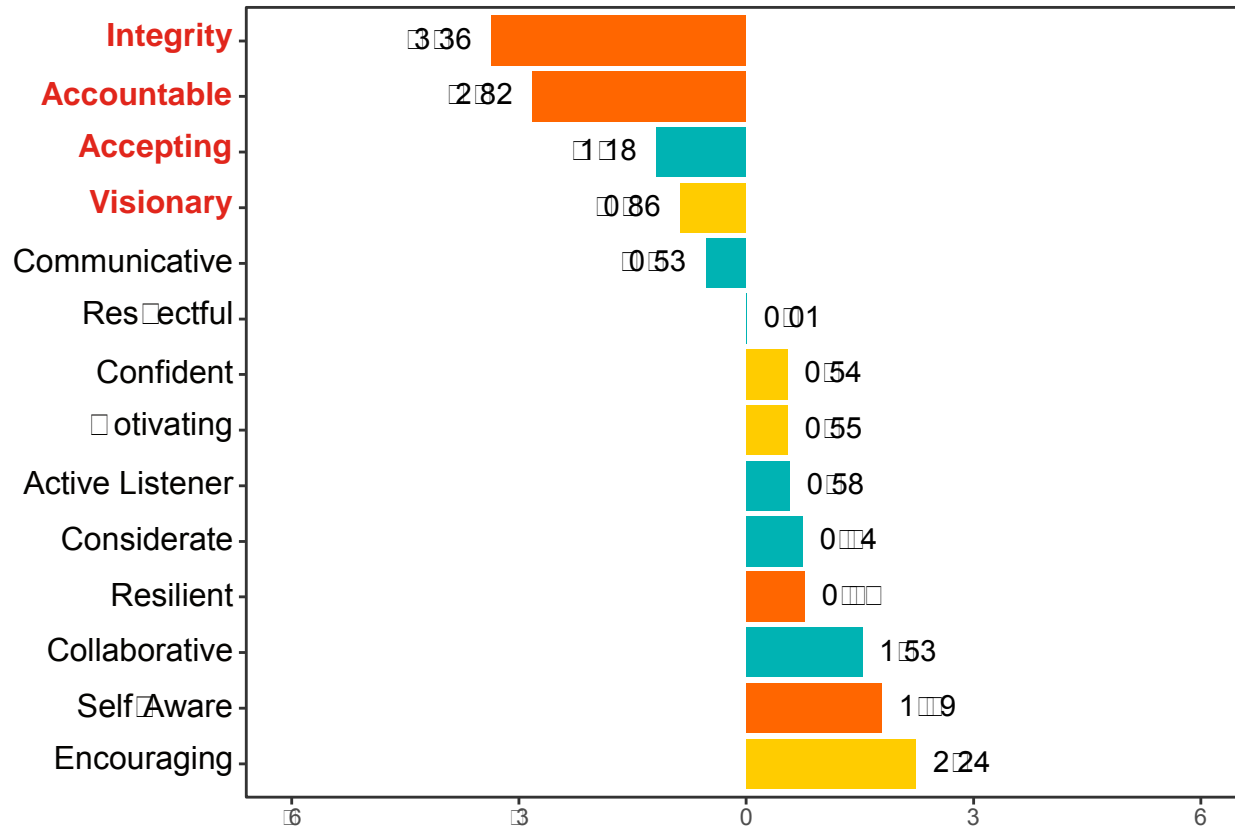
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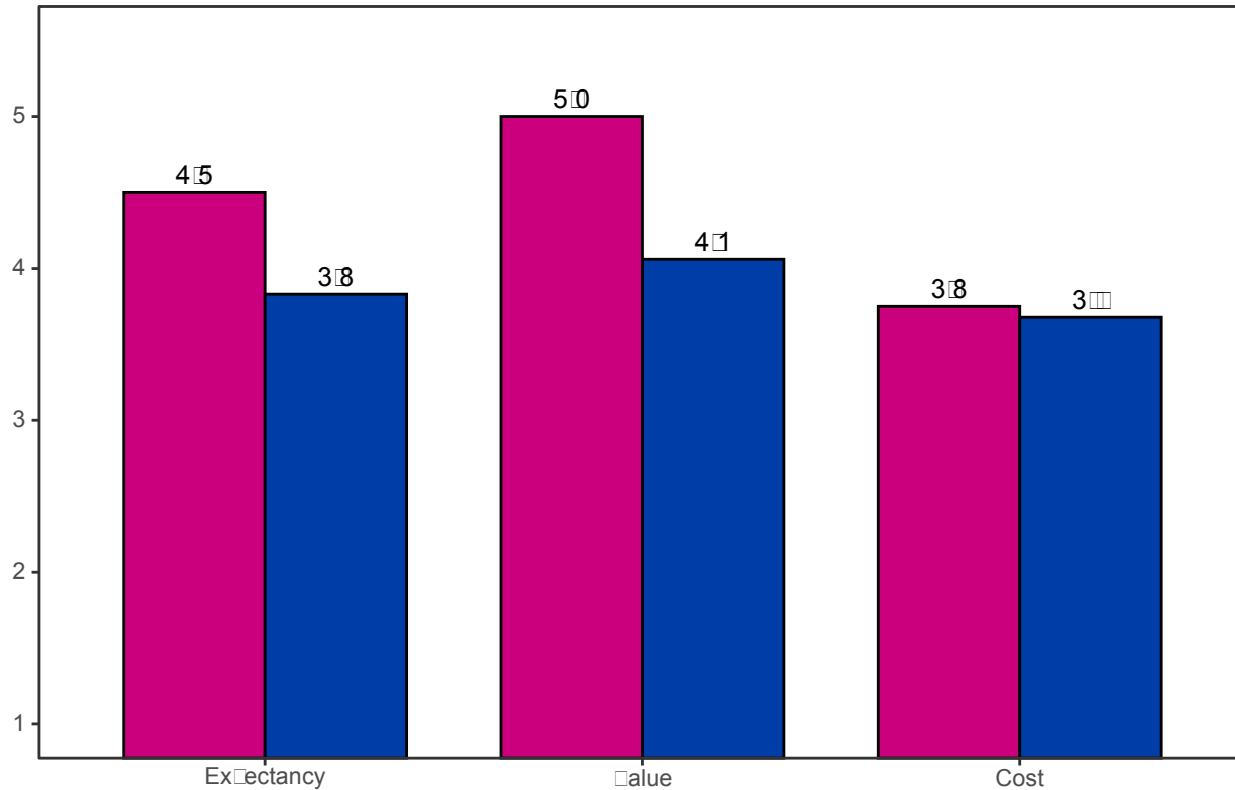
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2018 FINANCIAL TIMES

TOP10
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LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy - 15 (n = 33) - July 19, 2022



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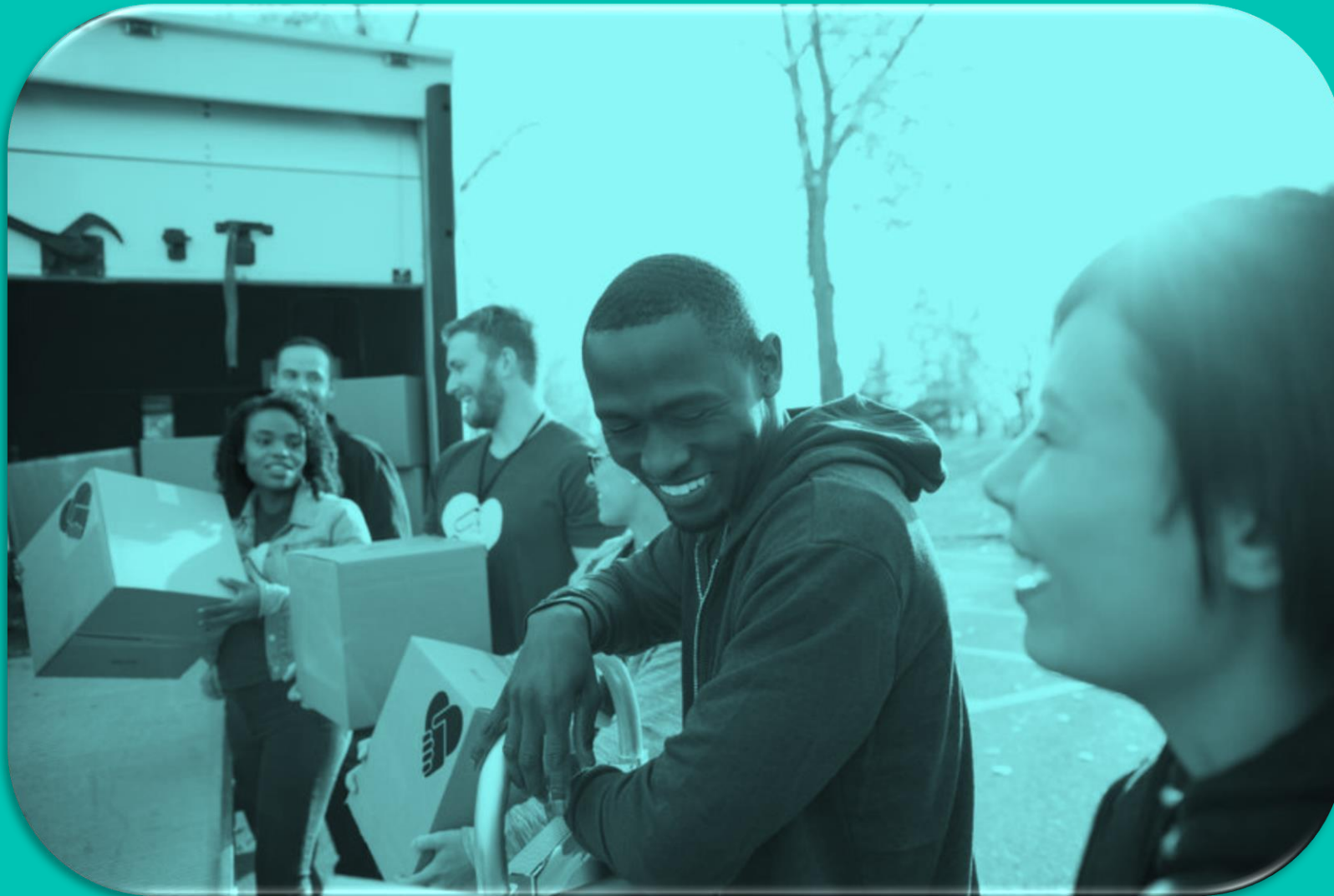
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SURVEY DATA

Respondents



n = 30

Students



n = No
respondents

Other Admins



n = 3

Faculty



n = No
respondents

Staff



n = No
respondents

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty	Student	Admin	Staff
Gender	Man	3	19		
	NA/Prefer not to respond	0	0		
	Non-binary	0	0		
	Transgender	0	0		
	Woman	0	5		
	Aggregated	4	3	0	0
Race/Ethnicity	Asian/Asian-American	0	0		
	Black/African-American	0	0		
	Hispanic/Latinx	1	3		
	Multiracial	0	6		
	NA/Prefer not to respond	0	0		
	Pacific Islander	0	0		
	Prefer to self-describe	0	0		
	White/Caucasian	2	13		
	Aggregated	8	5	0	0

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
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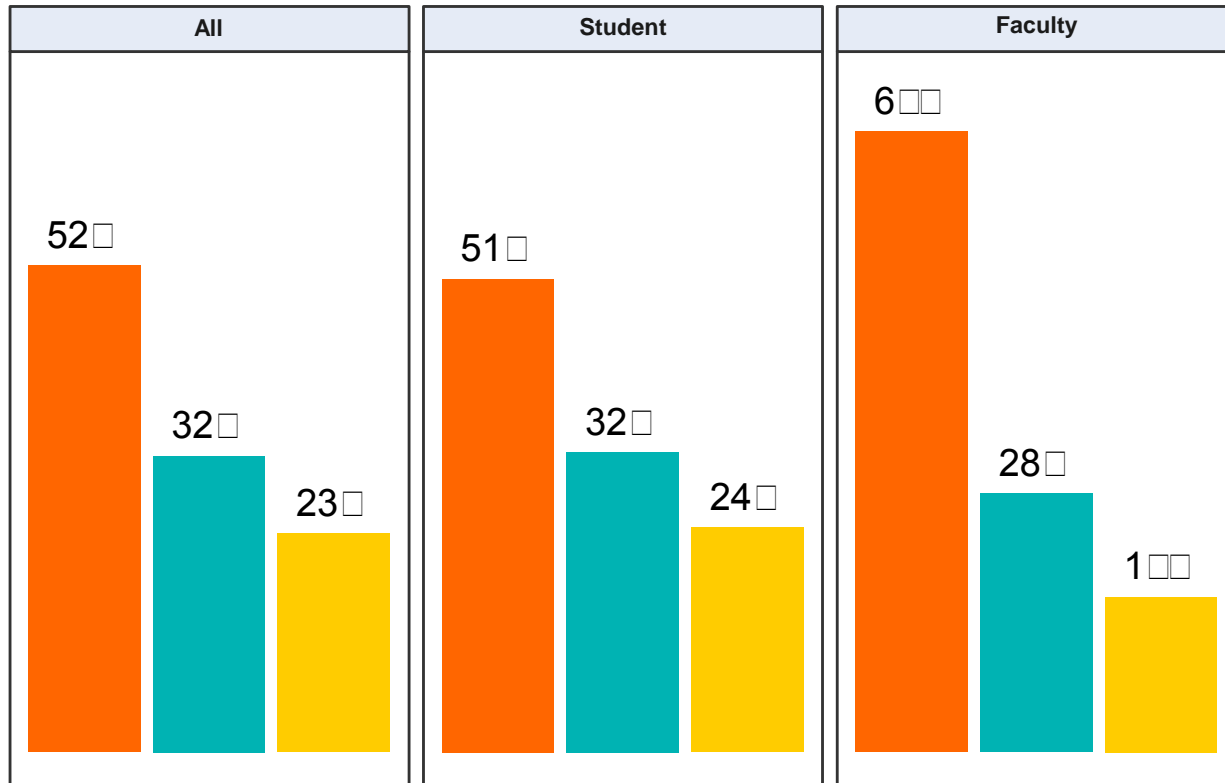
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Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World

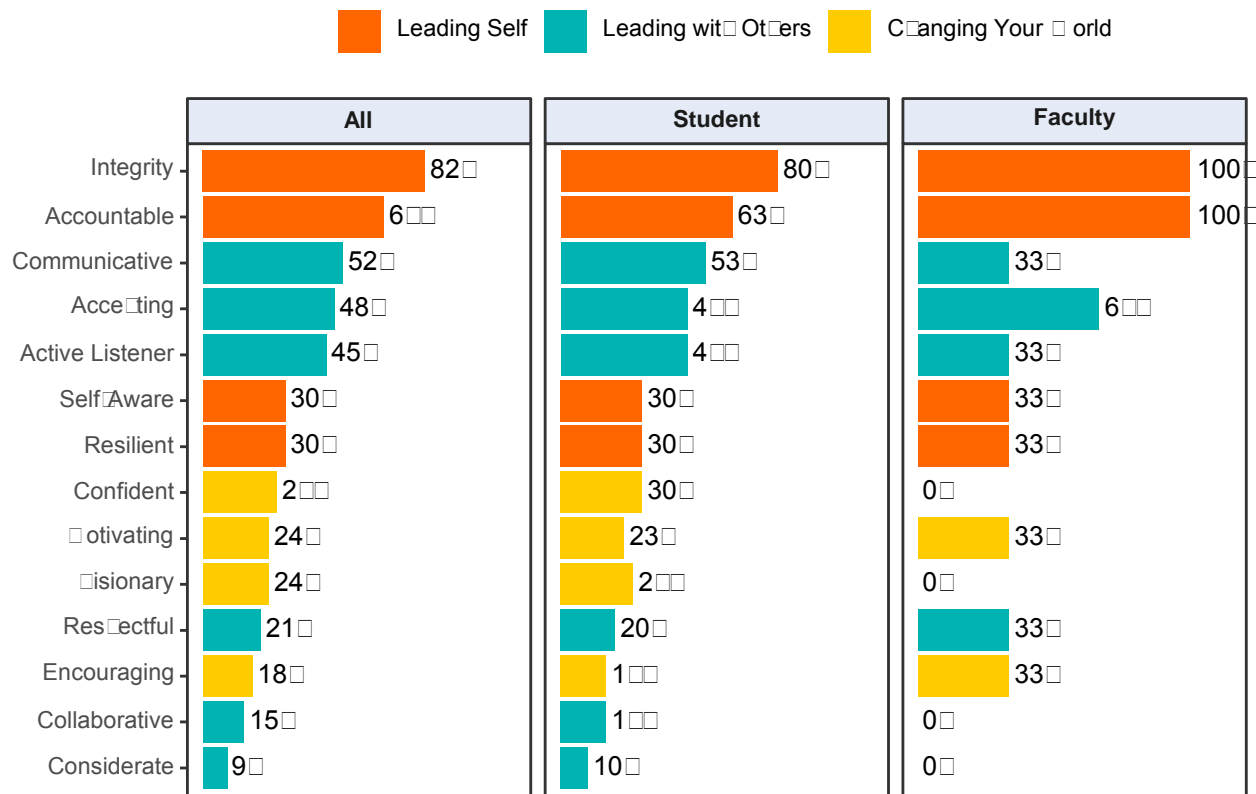


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Which leadership attributes are considered most important?

Percent of Respondents Who Selected Each Attribute As One of the 'Top 5 Most Important Attributes for Student Leadership' by Role



The All category is an aggregation of all respondents

Reflection Questions

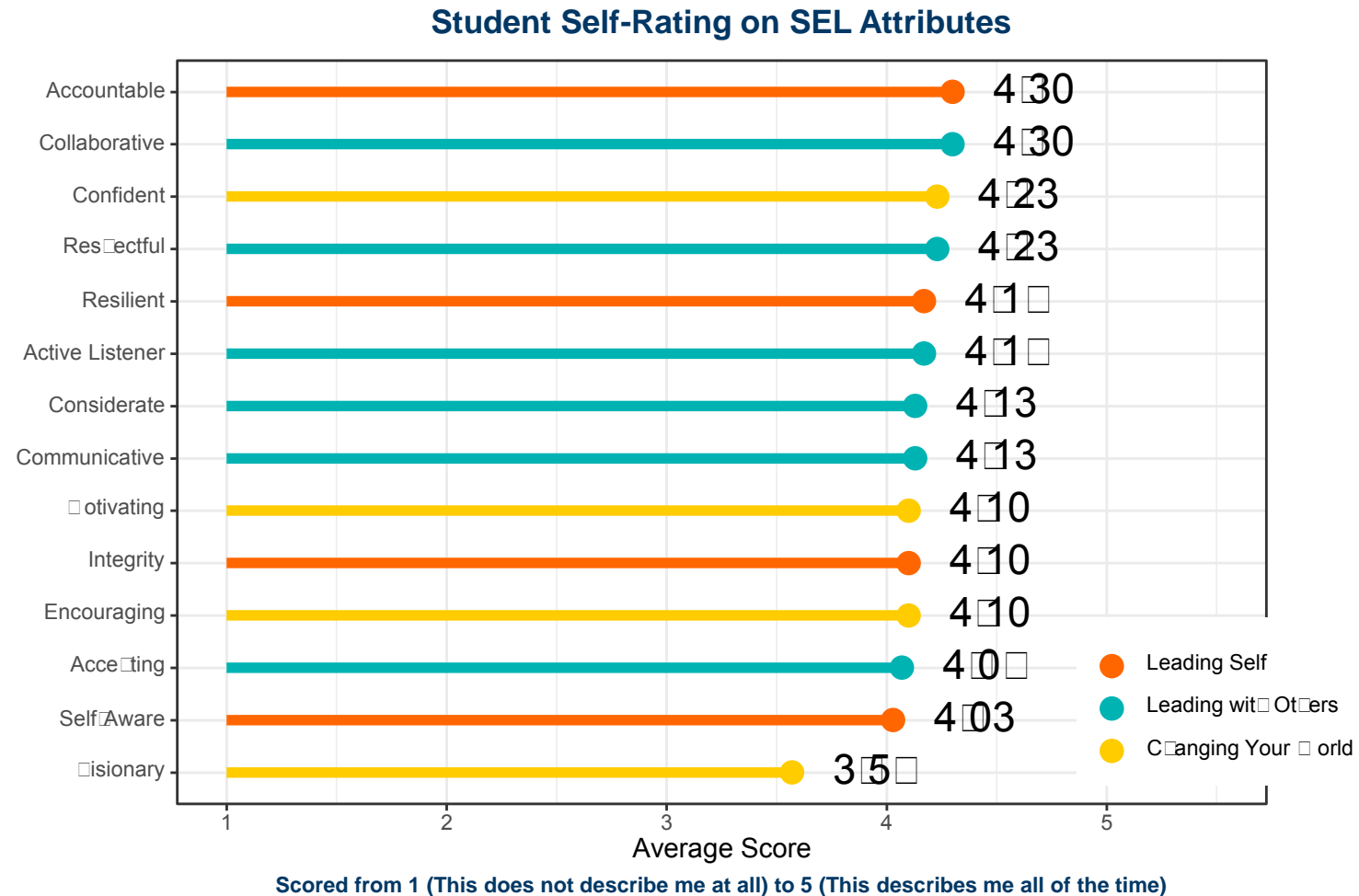
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In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.15

Leading With Others =
4.17

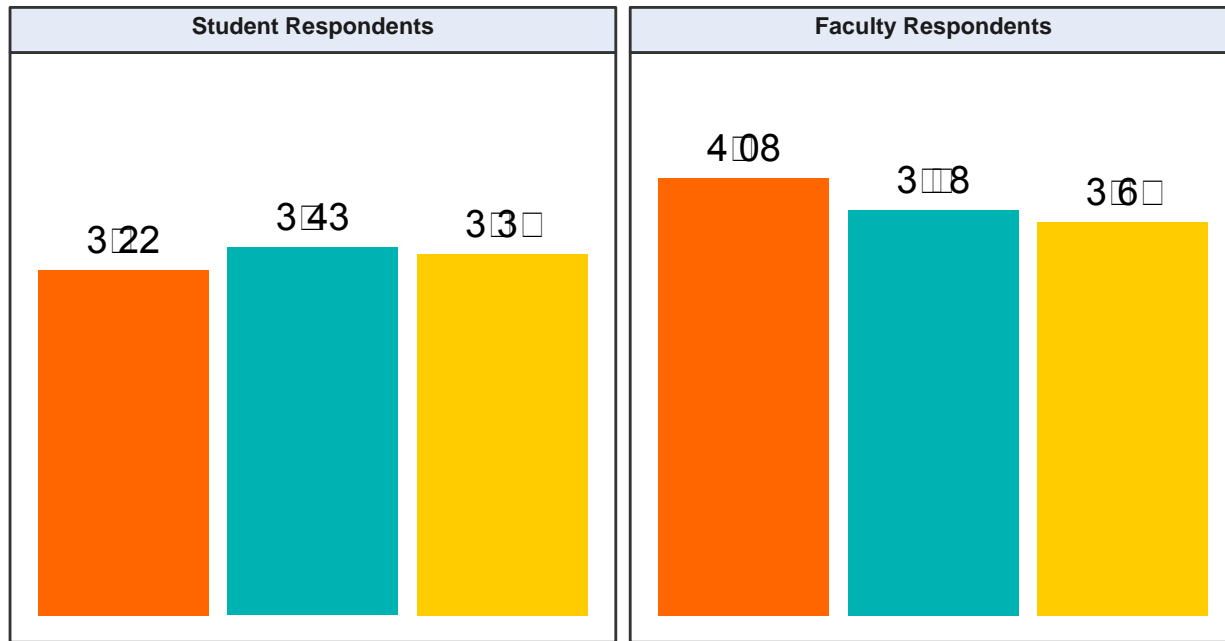
Changing Your World =
4.00



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



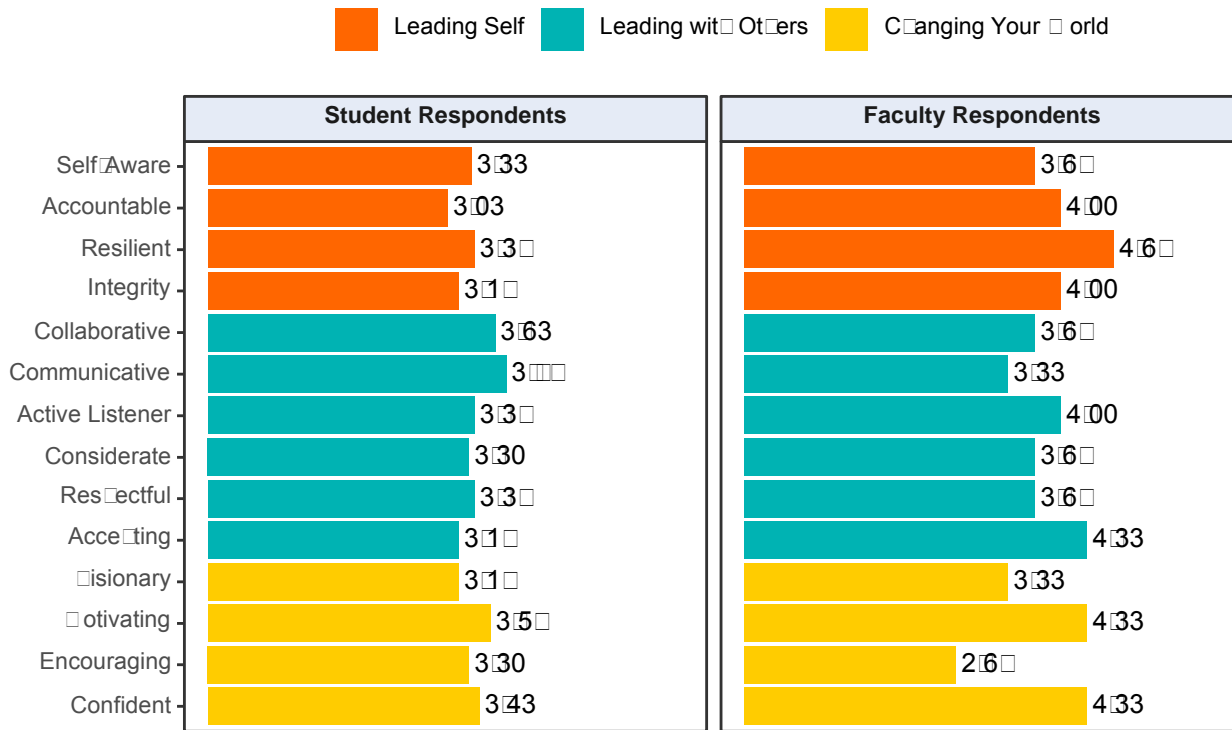
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Perceptions of Students' Competency in the SEL Attributes



Amount of students demonstrating SEL

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Reflection Questions

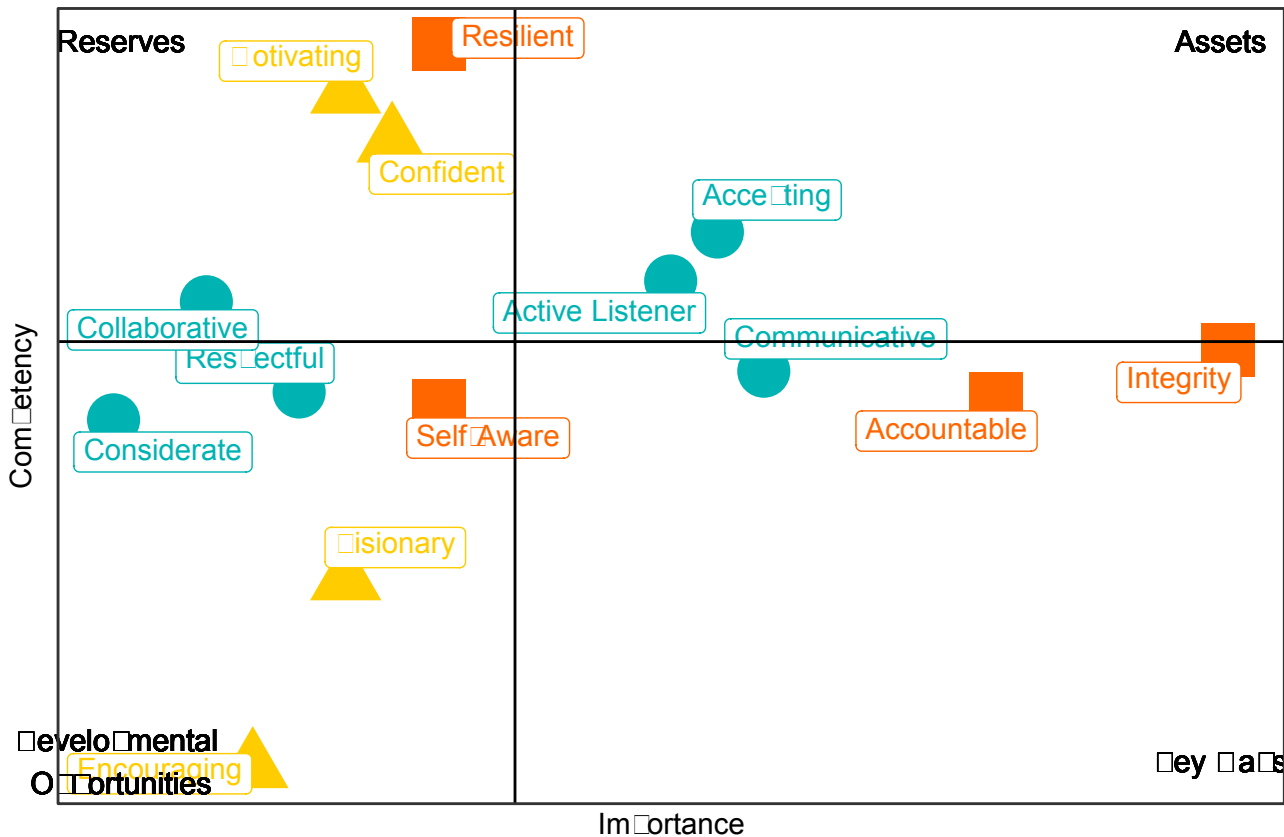
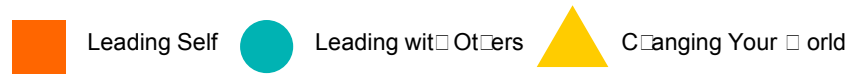
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Leadership Gap Profile



Reflection Questions

- What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?
- What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?
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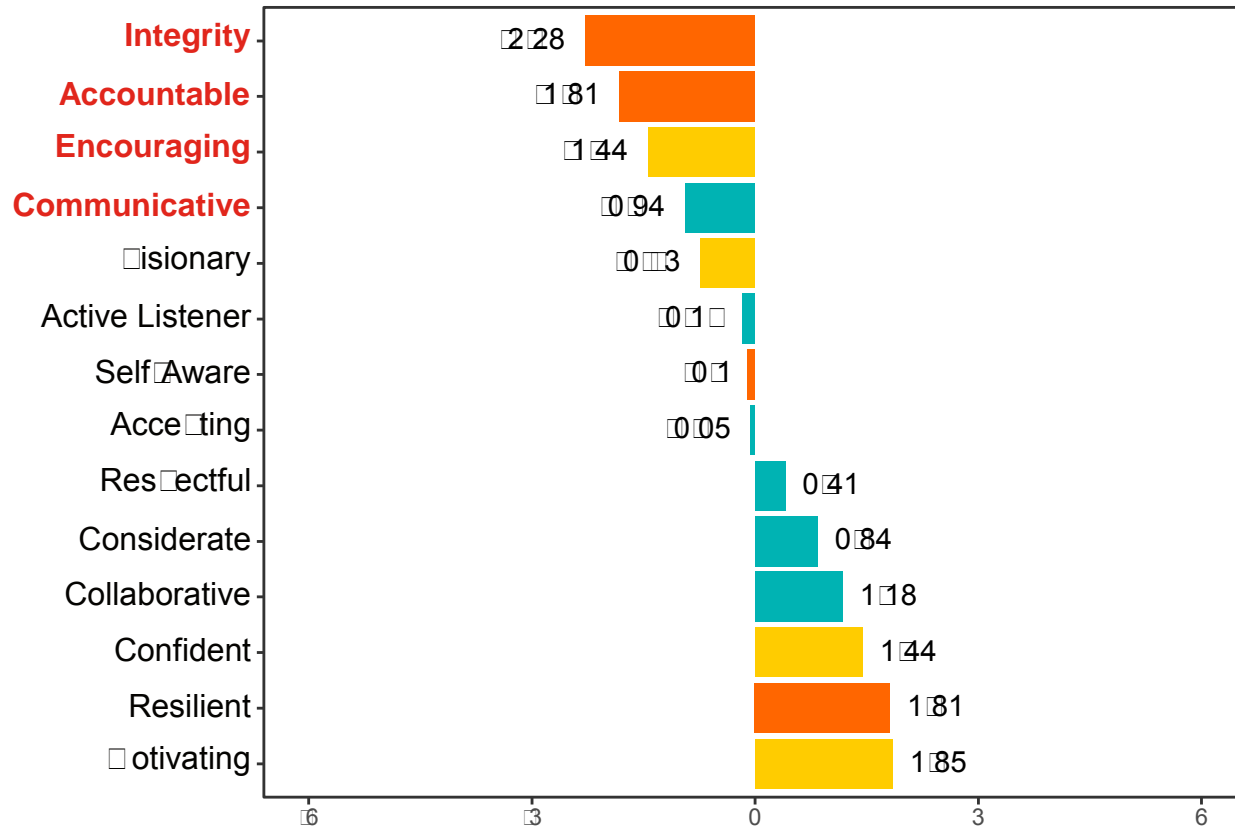
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- The **SLAI** is best interpreted as a relative measure of priority to guide leadership development efforts. Though the scores range between -6 and +6, these numbers are standardized and have no value in themselves other than as a comparison.
 - A **lower** index score indicates an attribute that merits attention, as it is both rated as important and students are perceived to have lower levels of competency in this area.
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- The attributes in red represent the areas you may wish to focus student leadership development efforts.

Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
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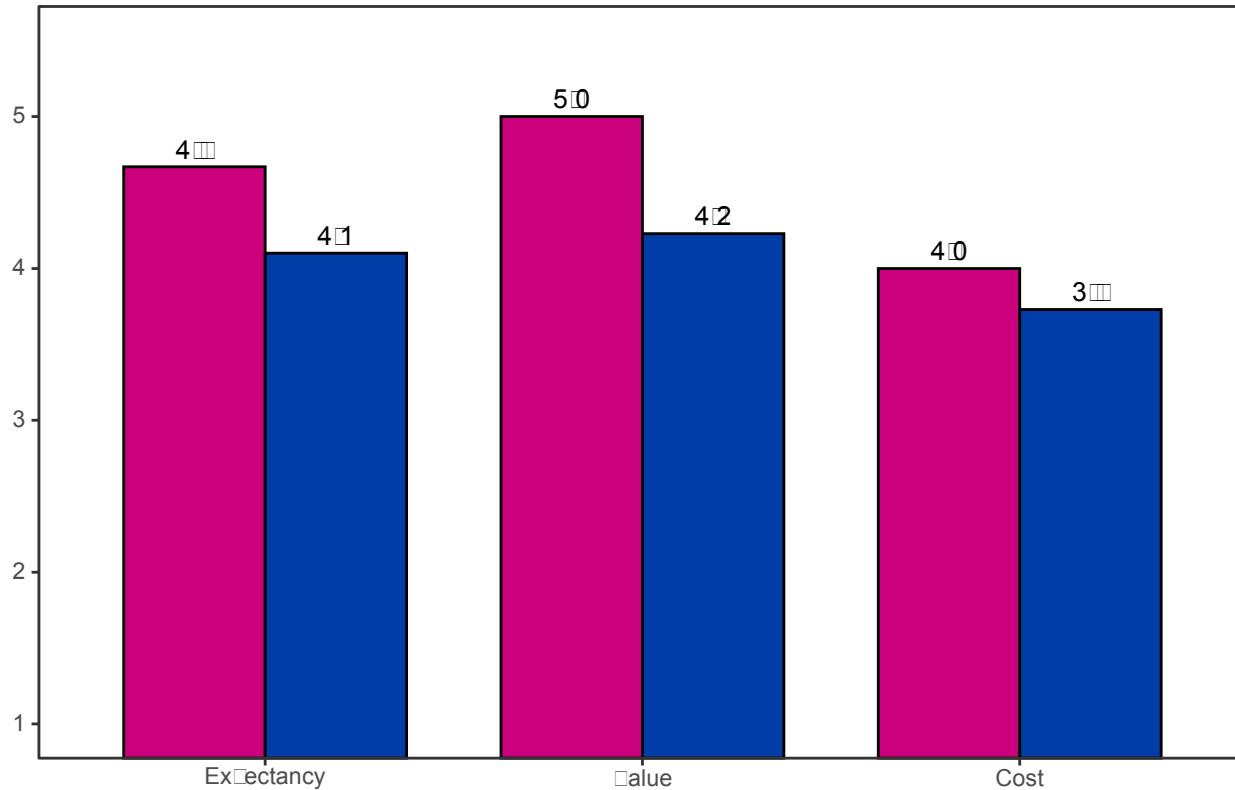
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How motivated are students and teachers to engage with Social-Emotional Leadership development?

Average Student and Faculty Scores on Motivation Variables

Faculty Student



Reflection Questions

What are the implications of this information?

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- How could you address and improve motivation for students and/or faculty?

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EXPERTISE

With the largest, globally-managed network of coaches and faculty in the industry and teams of full-time, dedicated researchers, we're committed to creating the results that matter for you.



GLOBAL REACH

Our diverse work with organizations in every industry gives us a breadth of global understanding as we bring leadership solutions to six different continents in more than 48 different languages.



PRESTIGE

As the only organization ranked in the *Financial Times* Top Ten providers of executive education for 17 consecutive years, we offer proven results for investing in leaders worldwide.

2018 FINANCIAL TIMES

TOP10
WORLDWIDE

EXECUTIVE EDUCATION



Center for
Creative
Leadership®

LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

First-year Survey, December 2022/January 2023

California State University Maritime Academy - 15 (n = 174)



INTRODUCTION

Social-Emotional Leadership (SEL)

- ❖ *Social-Emotional Leadership* is CCL's® research-based framework that describes the dimensions and attributes that comprise effective student leadership.
- ❖ Students demonstrating SEL are in charge of themselves and their own actions (**Leading Self**), and can work well with others (**Leading with Others**) on projects that are important to them (**Changing Your World**).
- ❖ Students with higher levels of SEL are more engaged in school, feel a greater sense of belonging, and get better grades.

Social-Emotional Leadership Framework



SEL Attributes

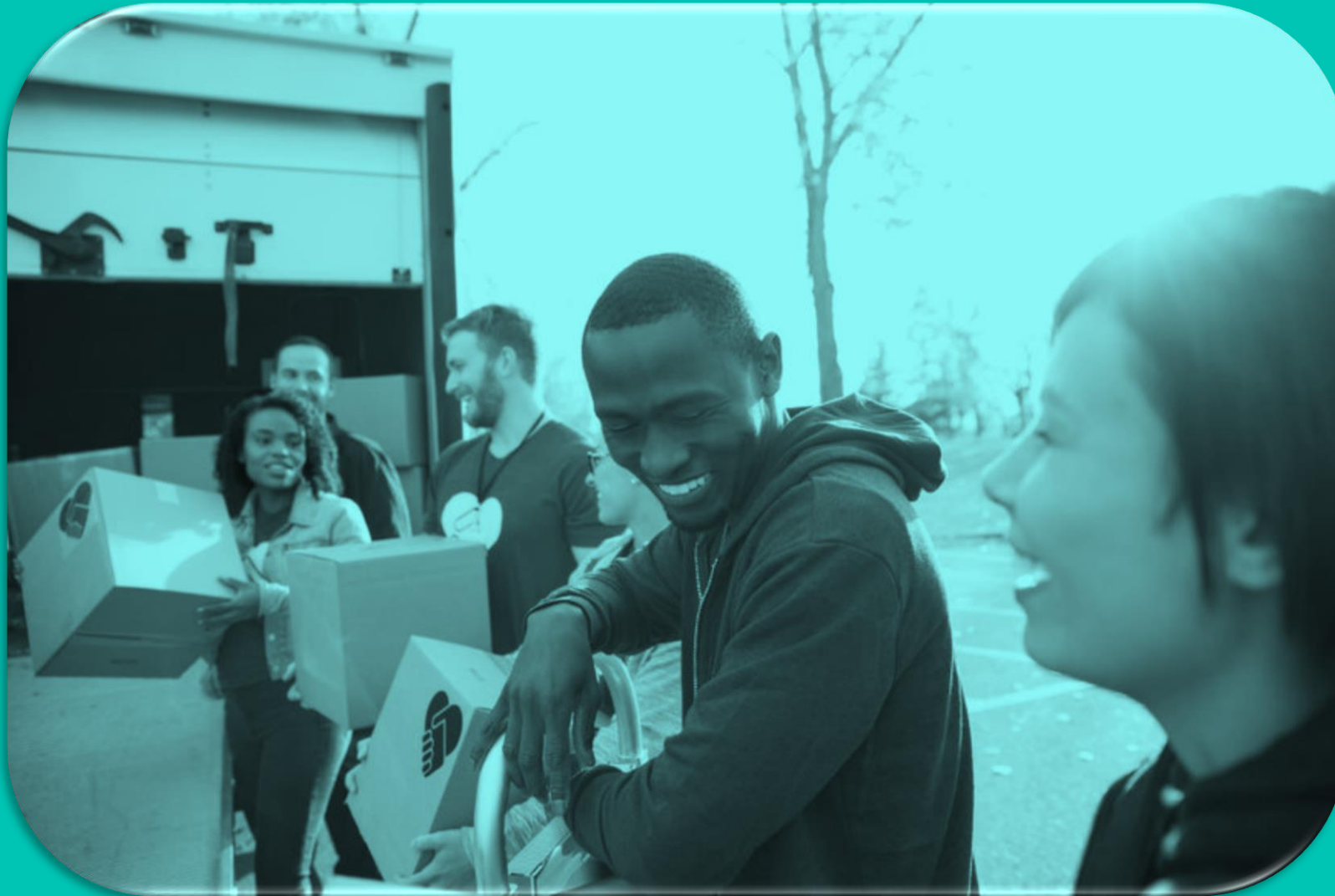
❖ Adults can actively encourage SEL development with students through developmentally appropriate experiences.

❖ **SEL attributes** refer to the key values, mindsets, and skills that will help students be more successful.

Dimensions	Attributes	Definitions
<i>Leading Self</i>	Self-Aware	Can describe what makes them who they are
<i>Leading Self</i>	Accountable	Takes responsibility for their actions
<i>Leading Self</i>	Resilient	Keeps trying if they fail at an important goal
<i>Leading Self</i>	Integrity	Stands up for what they believe in
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You can use this report to help you answer the following questions:

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- Which leadership attributes are considered most important?
- In which leadership dimensions and attributes do students rate themselves as most competent?
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- How aligned are your students' social-emotional leadership competencies with the attributes considered to be most important?
- Where should you consider focusing student leadership development efforts?
- How motivated are students and teachers to engage with social-emotional leadership development?



SURVEY DATA

Respondents



n = 160

Students



**n = No
respondents**

Other Admins



n = 13

Faculty



n = 1

Staff



**n = No
respondents**

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty/Staff	Student	
Gender	Male	8	124	
	Female	0	0	
	NA/Prefer not to respond	0	0	
	Prefer to self-describe	0	0	
	Transgender	0	0	
	Non-binary	5	23	
	Aggregated	0	3	
	Race/Ethnicity	Asian/Asian American	0	10
		Black/African American	0	0
		Hispanic/Latinx	0	10
		Multiracial	0	32
		NA/Prefer not to respond	2	14
		Native American	0	0
		Pacific Islander	0	3
Prefer to self-describe		0	0	
White/Caucasian		10	55	
Aggregated		4	2	

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
- What other characteristics or identities of those in your institution might play a unique role in the leadership culture?
- What policies are needed to allow everyone to actively contribute to the leadership culture in a positive way?

*Note: Groups with fewer than 3 responses are combined in the Aggregate group

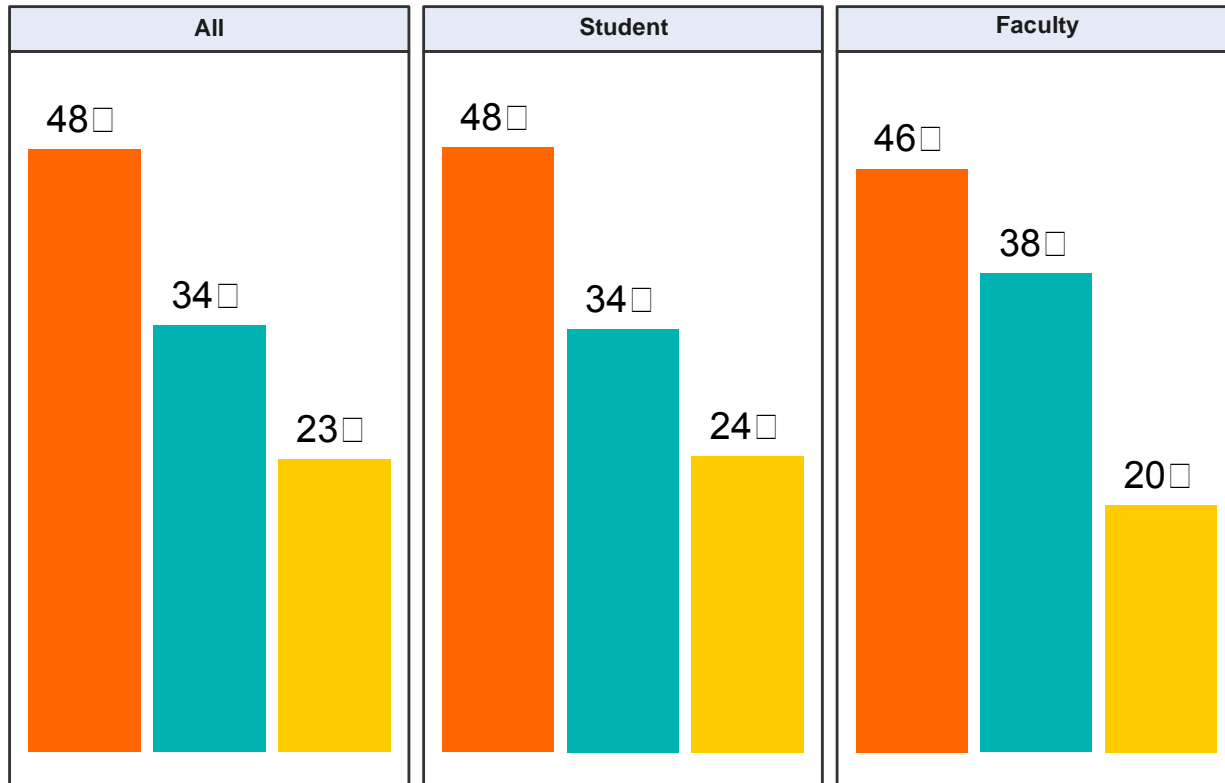
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 - Students rated themselves on each SEL attribute from 1 (does not describe me at all) to 5 (describes me all the time).
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 - Faculty rated their students on the SEL attributes from 1 (this describes almost none of my students) to 5 (this describes almost all of my students).
 - The attributes were aggregated to calculate student competency scores for each SEL dimension.

Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World



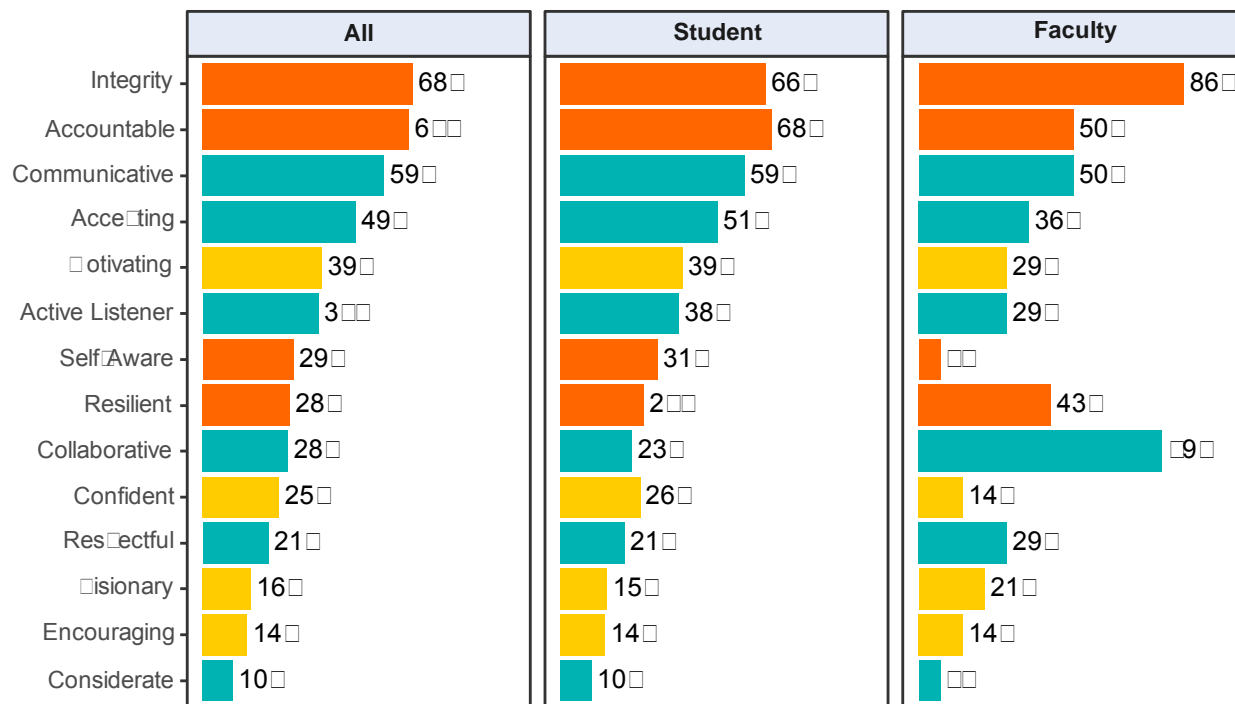
Reflection Questions

- How well do the most important leadership attributes align with your mission, culture, and values?
- What might be driving student, faculty, and staff beliefs about the importance of these attributes?
- What are the differences in the most important attributes between role groups? What do you think might be driving these differences?
- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

Which leadership attributes are considered most important?

Percent of Respondents Who Selected Each Attribute As One of the 'Top 5 Most Important Attributes for Student Leadership' by Role

Leading Self Leading with Others Changing Your World



The All category is an aggregation of all respondents

Reflection Questions

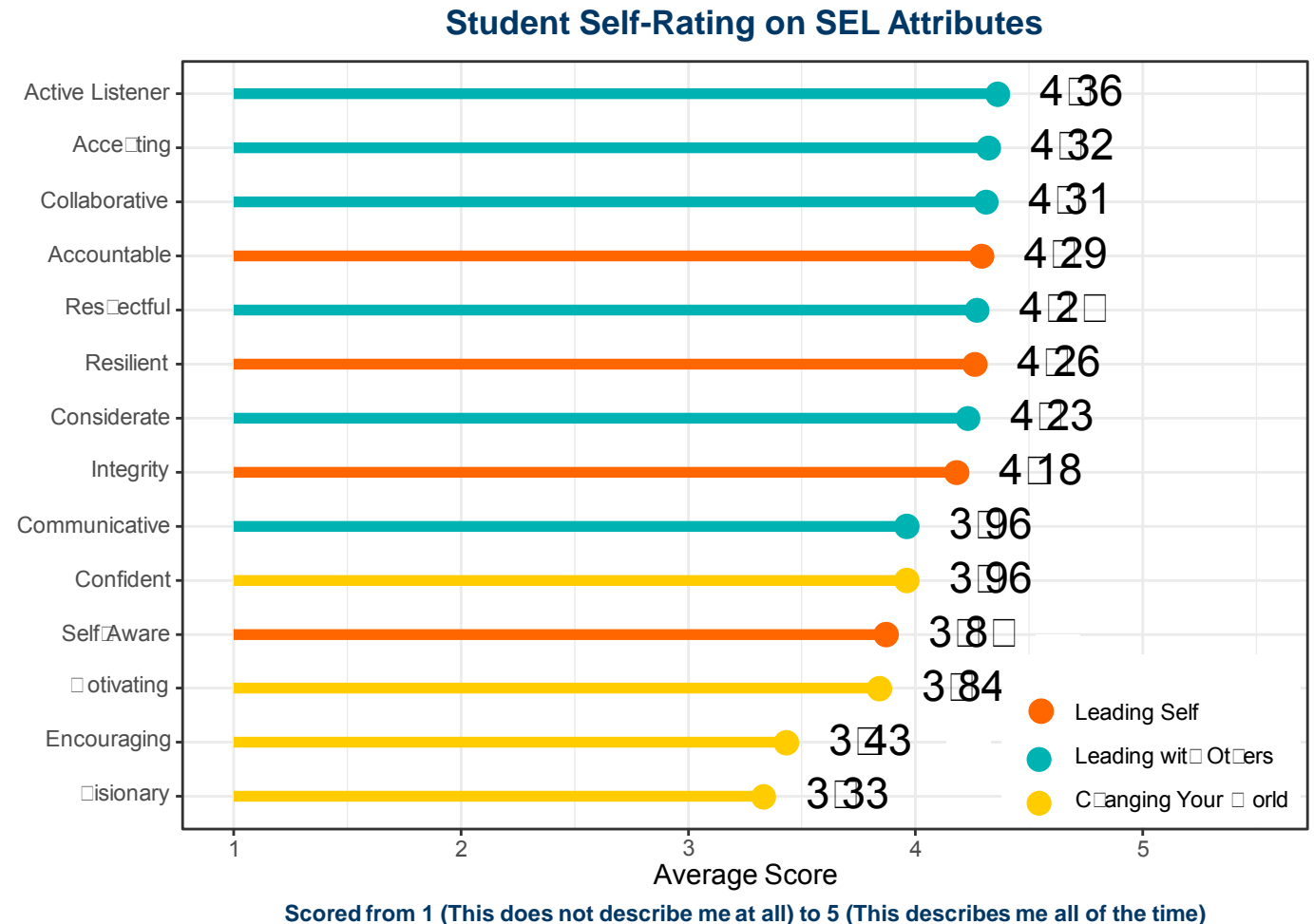
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In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.15

Leading With Others =
4.24

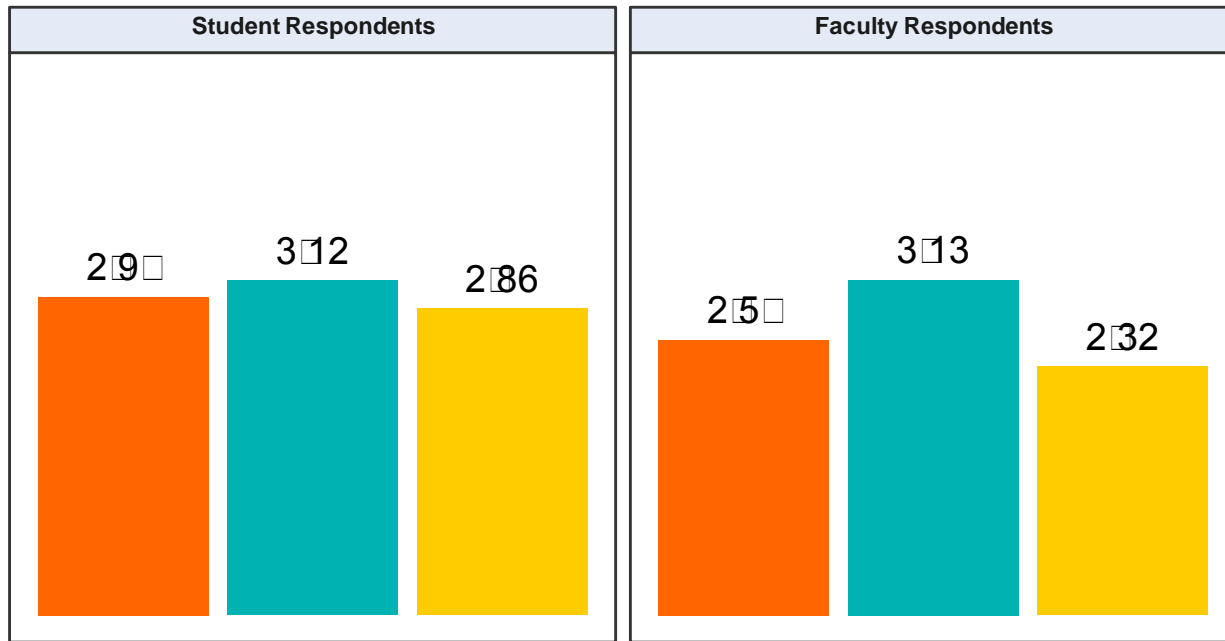
Changing Your World =
3.64



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



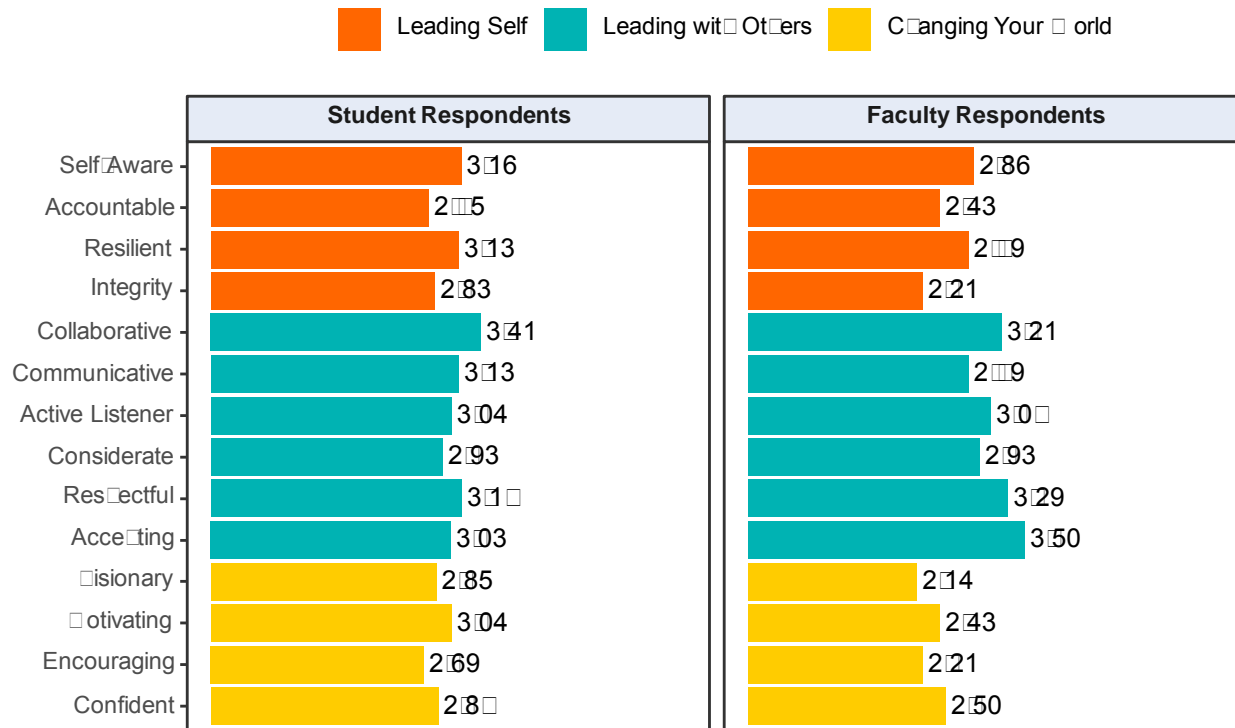
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Reflection Questions

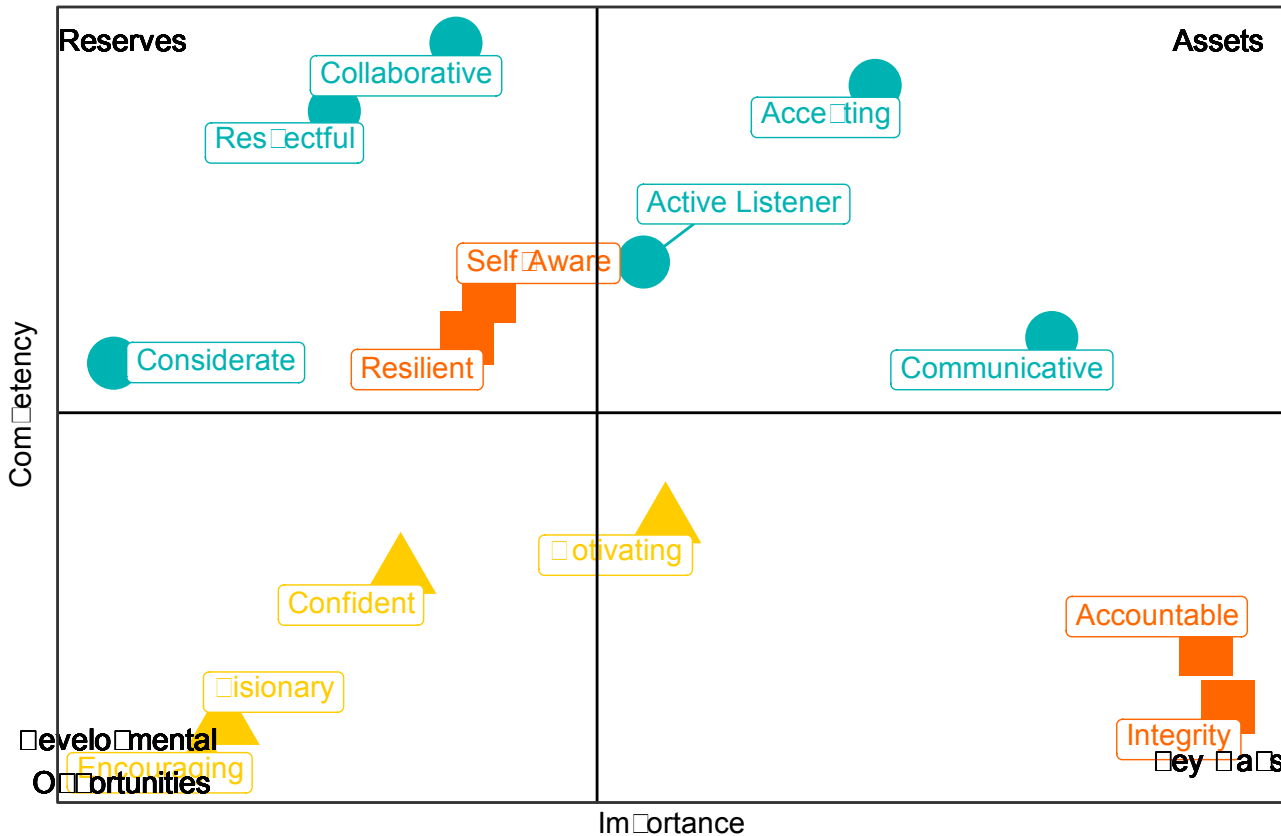
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- For each attribute with a lower rating, describe specific behaviors that would indicate competency in this attribute.

Leadership Gap Profile

- A **gap analysis** helps visualize the relationship between rated student competency and importance of the SEL attributes in terms of quadrants.
 - The **Reserves** quadrant includes attributes that are considered to be student strengths, but are considered less important for student leadership.
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How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

Leadership Gap Profile



Reflection Questions

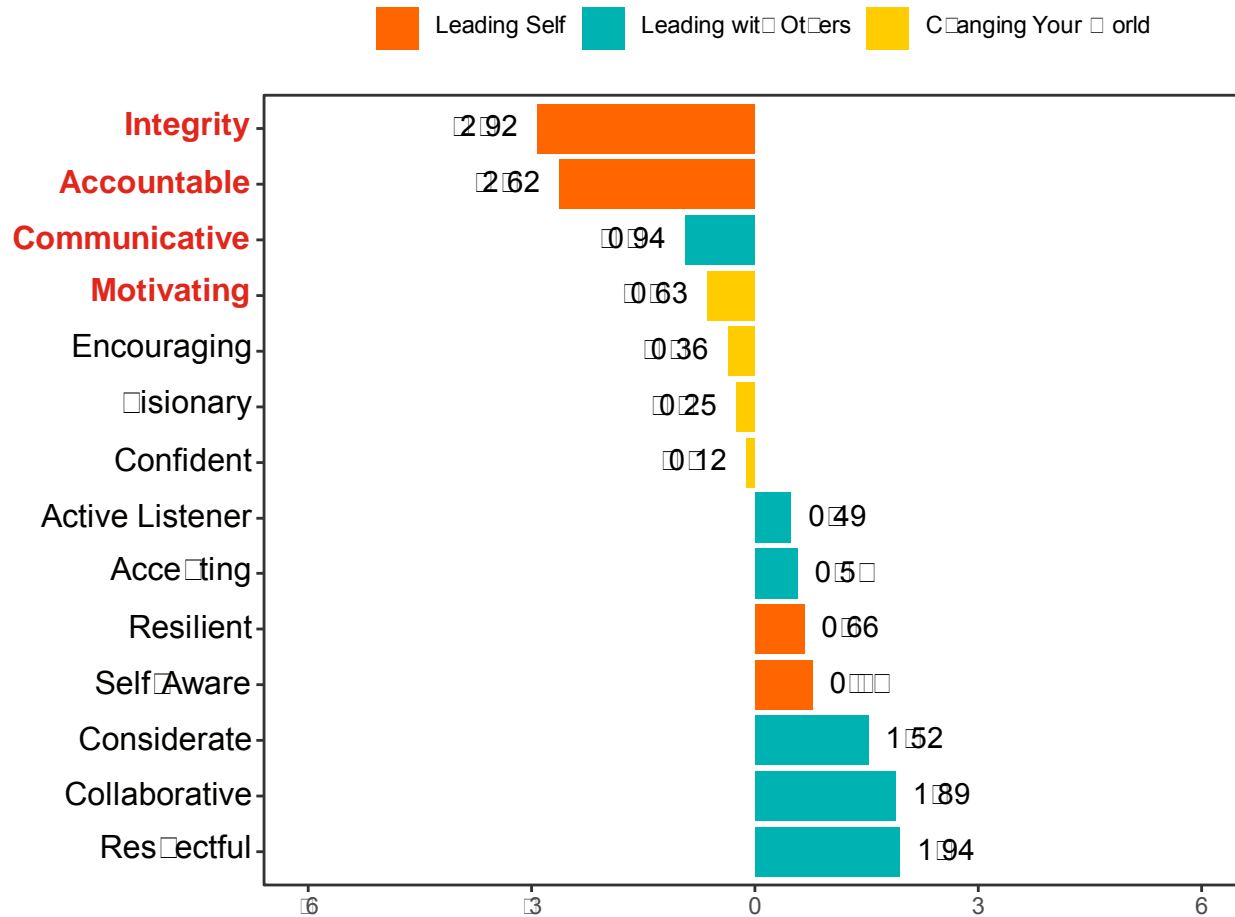
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Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index



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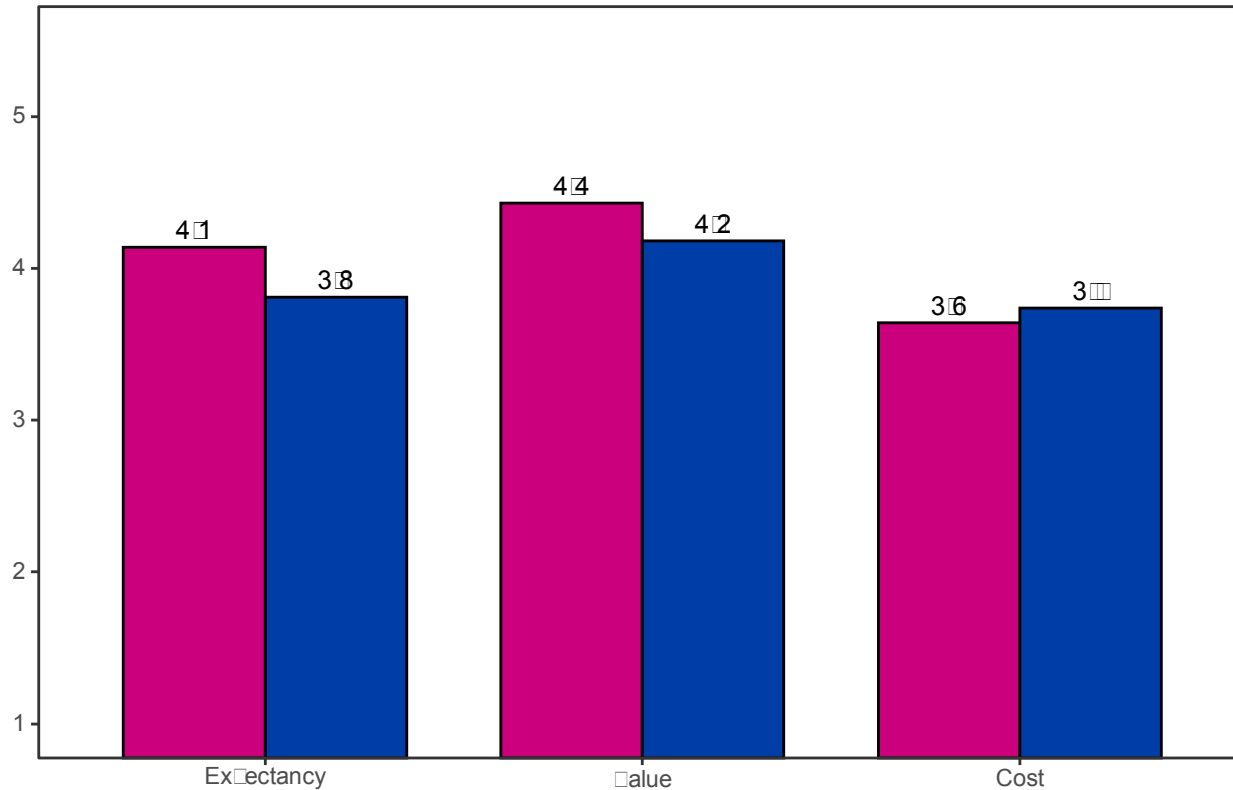
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Faculty Student



Reflection Questions

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2018 FINANCIAL TIMES

TOP10
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Center for
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LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

Graduating Seniors Survey, December 2022/January 2023

California State University Maritime Academy (n = 125)



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Social-Emotional Leadership Framework



SEL Attributes

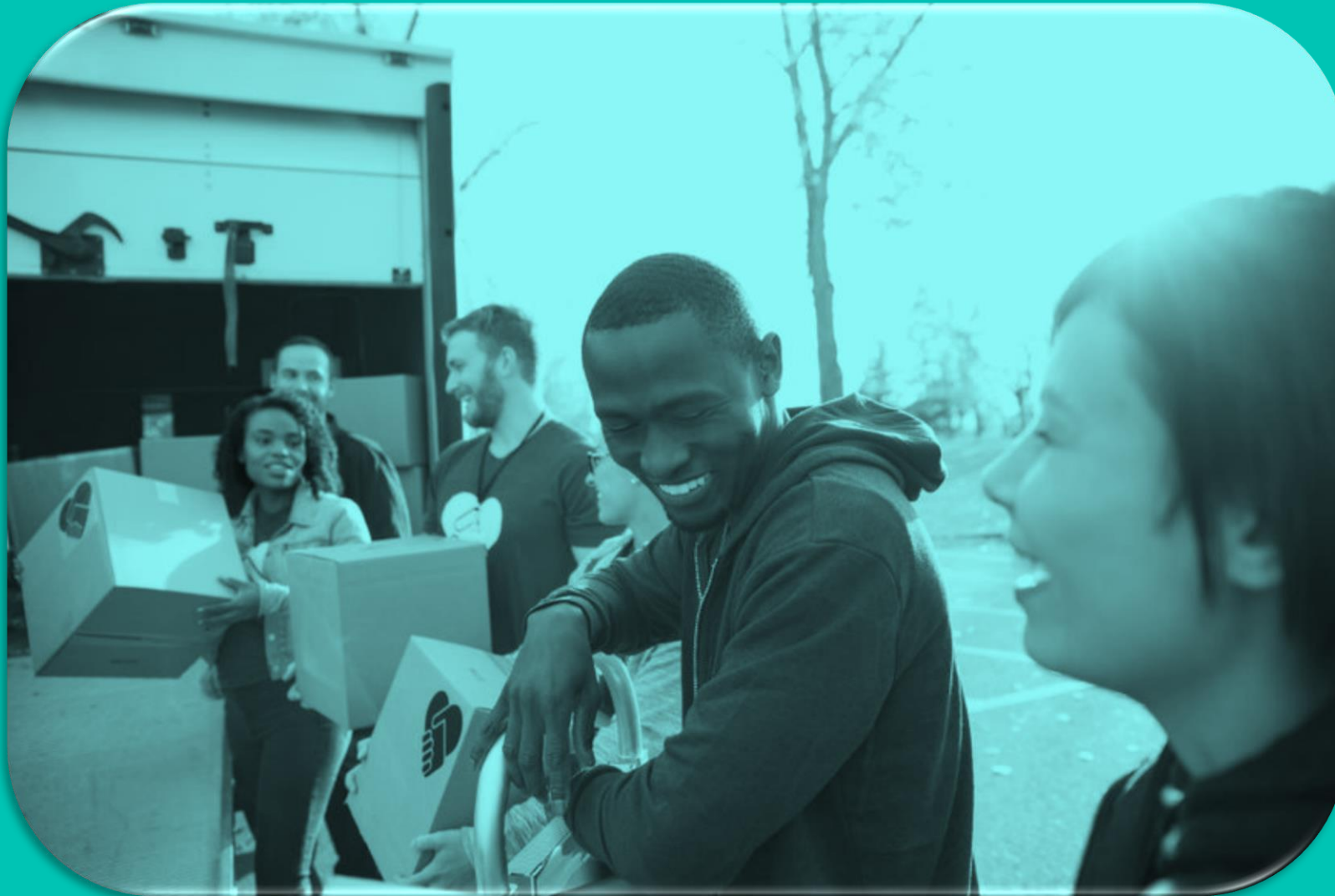
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SURVEY DATA

Respondents



n = 117

Students



**n = No
respondents**

Other Admins



n = 6

Faculty



n = 2

Staff



**n = No
respondents**

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty	Student
Gender	Man	4	5
	NA/Prefer not to respond	0	3
	Non-binary	0	0
	Transgender	0	0
	Woman	3	14
	Aggregated	0	1
Race/Ethnicity	Asian/Asian American	0	13
	Black/African American	0	3
	Hispanic/Latinx	0	9
	Multiracial	0	21
	NA/Prefer not to respond	1	2
	White/Caucasian	5	44
	Aggregated	3	0

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
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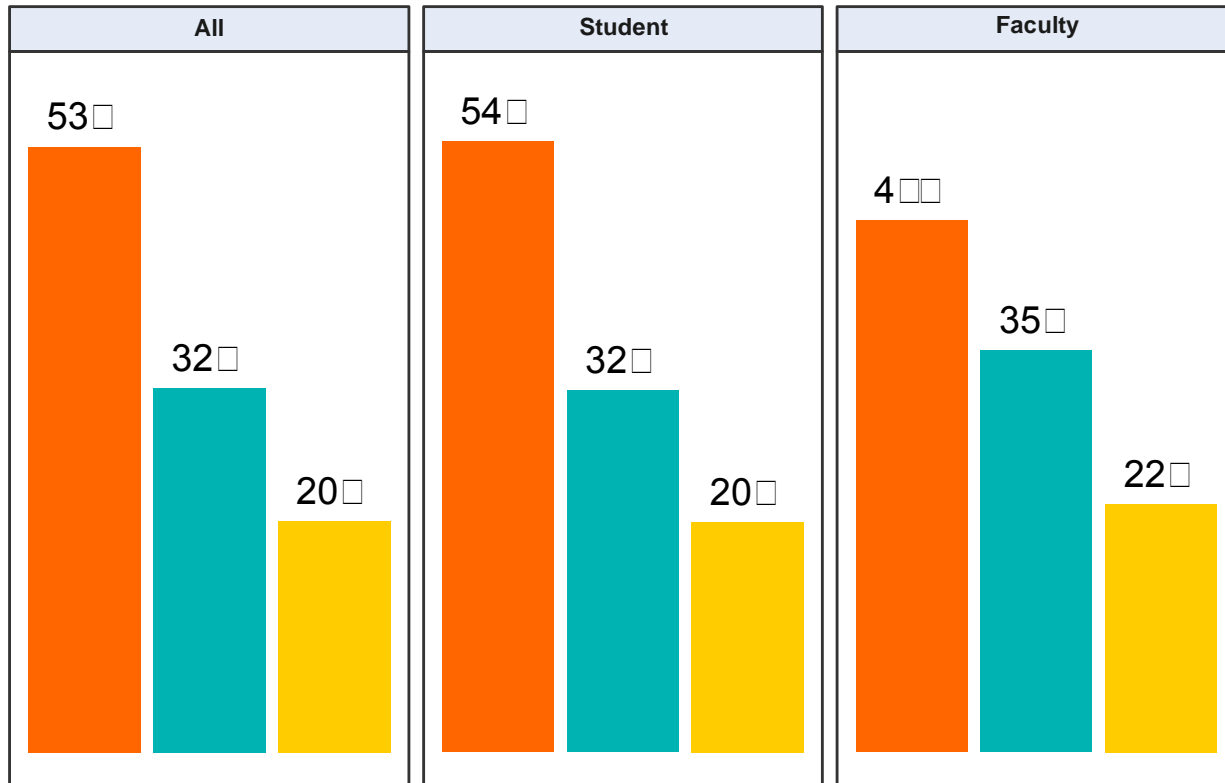
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Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World



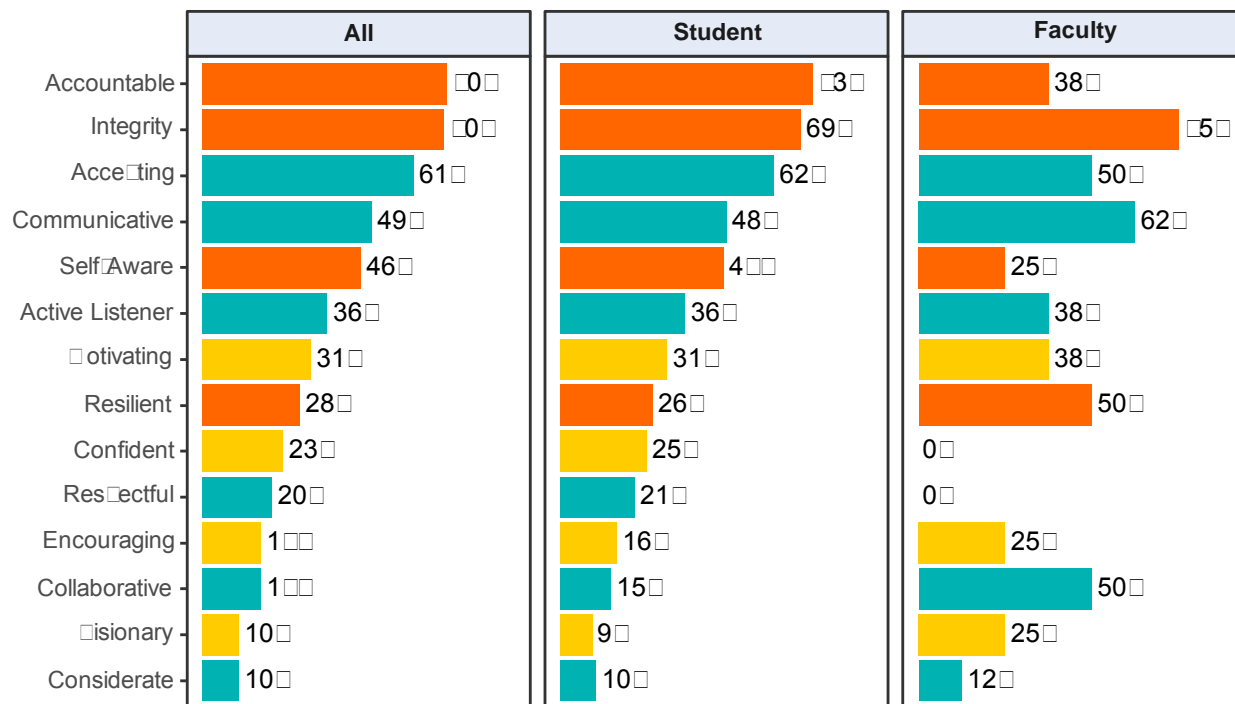
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The All category is an aggregation of all respondents

Reflection Questions

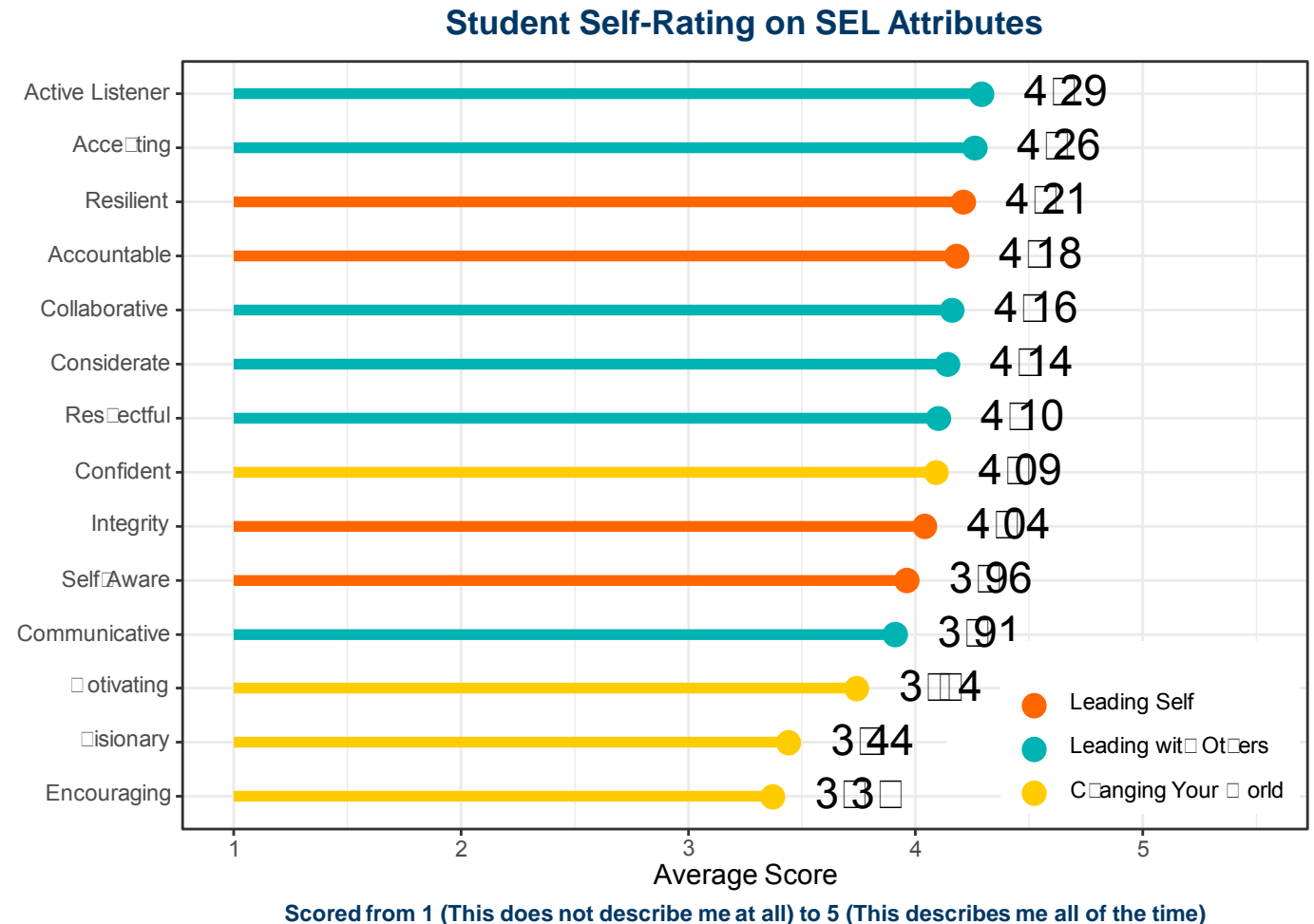
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In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.1

Leading With Others =
4.14

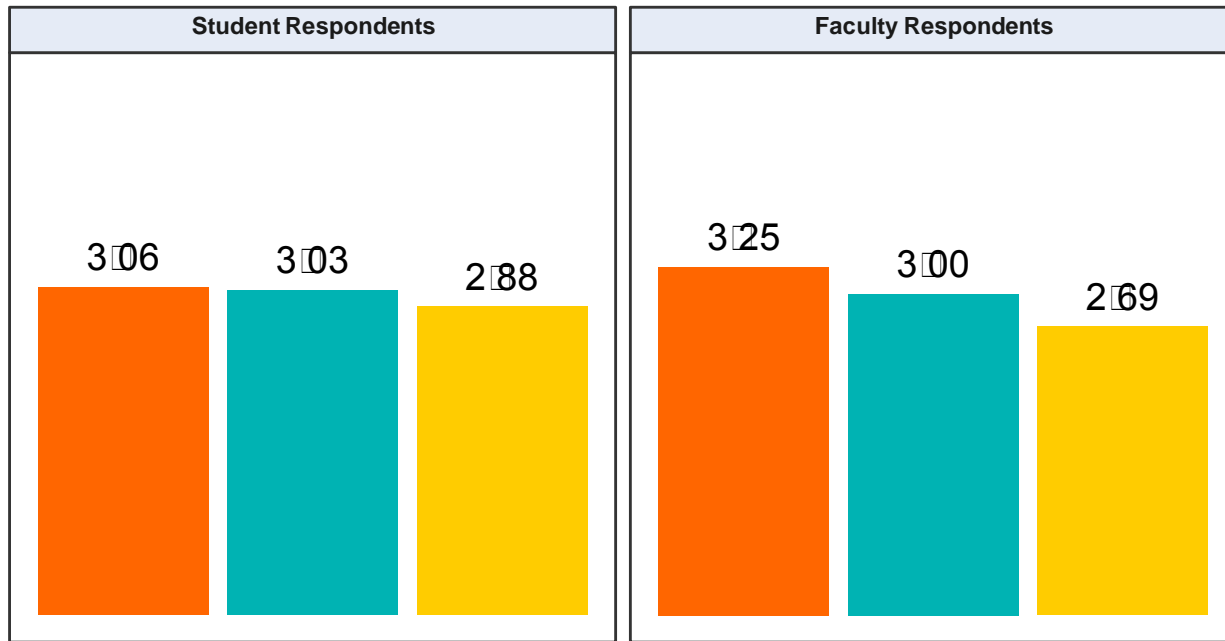
Changing Your World =
3.66



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



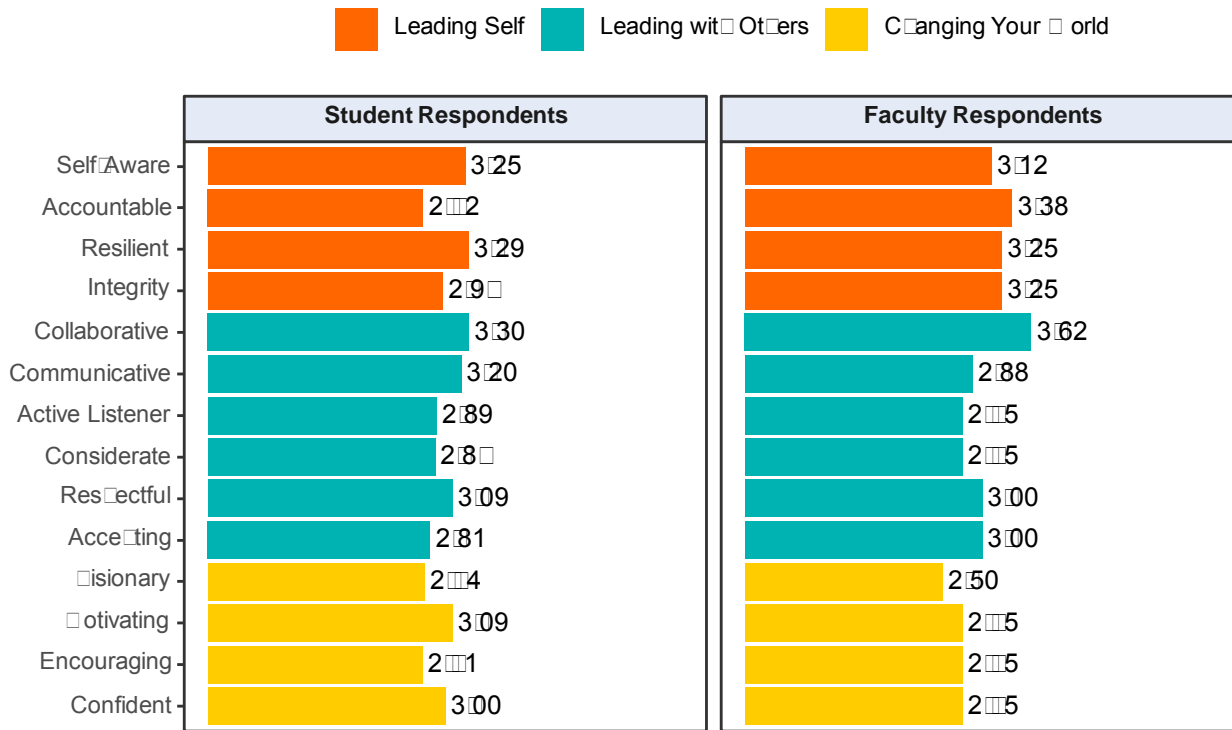
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Reflection Questions

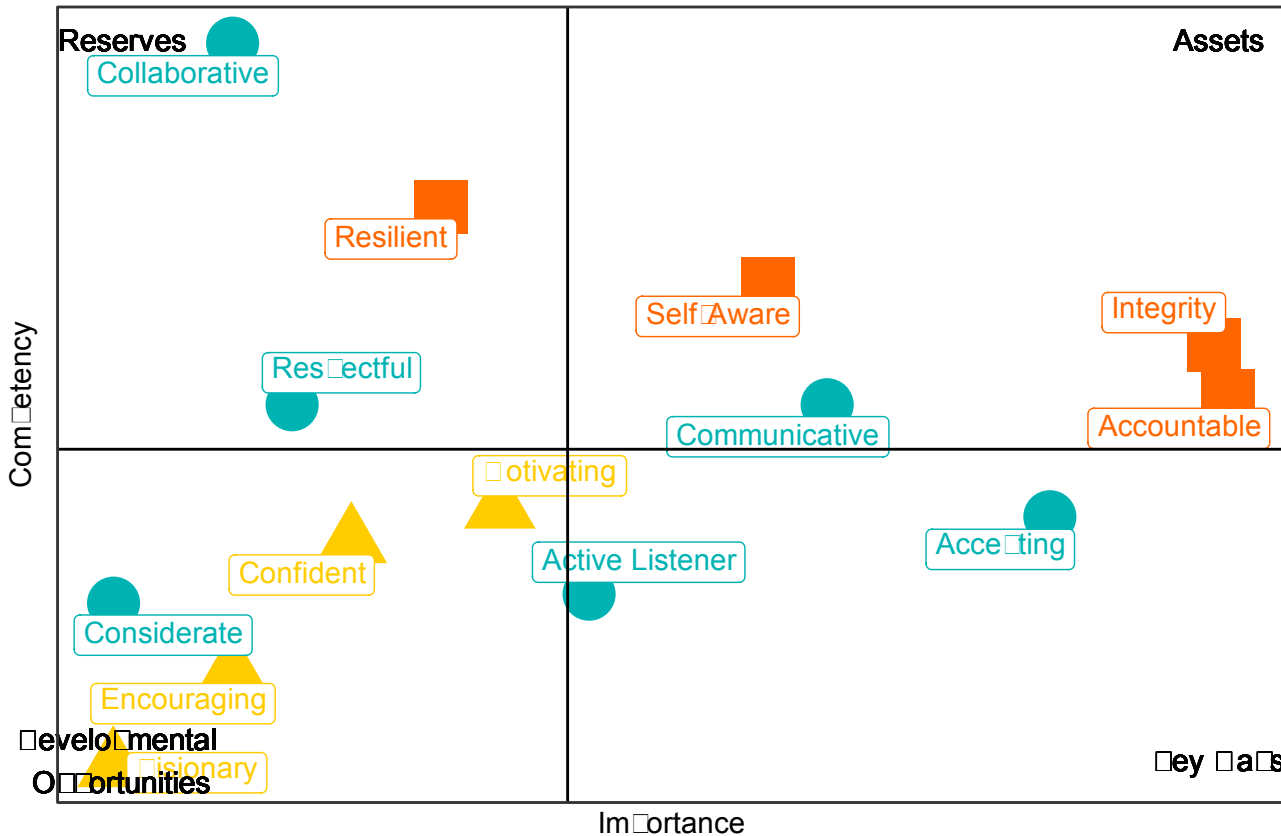
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How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

Leadership Gap Profile



Reflection Questions

- What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?
- What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?
- How might the attributes represented in the *Assets* or *Reserves* quadrants support student leadership development efforts?

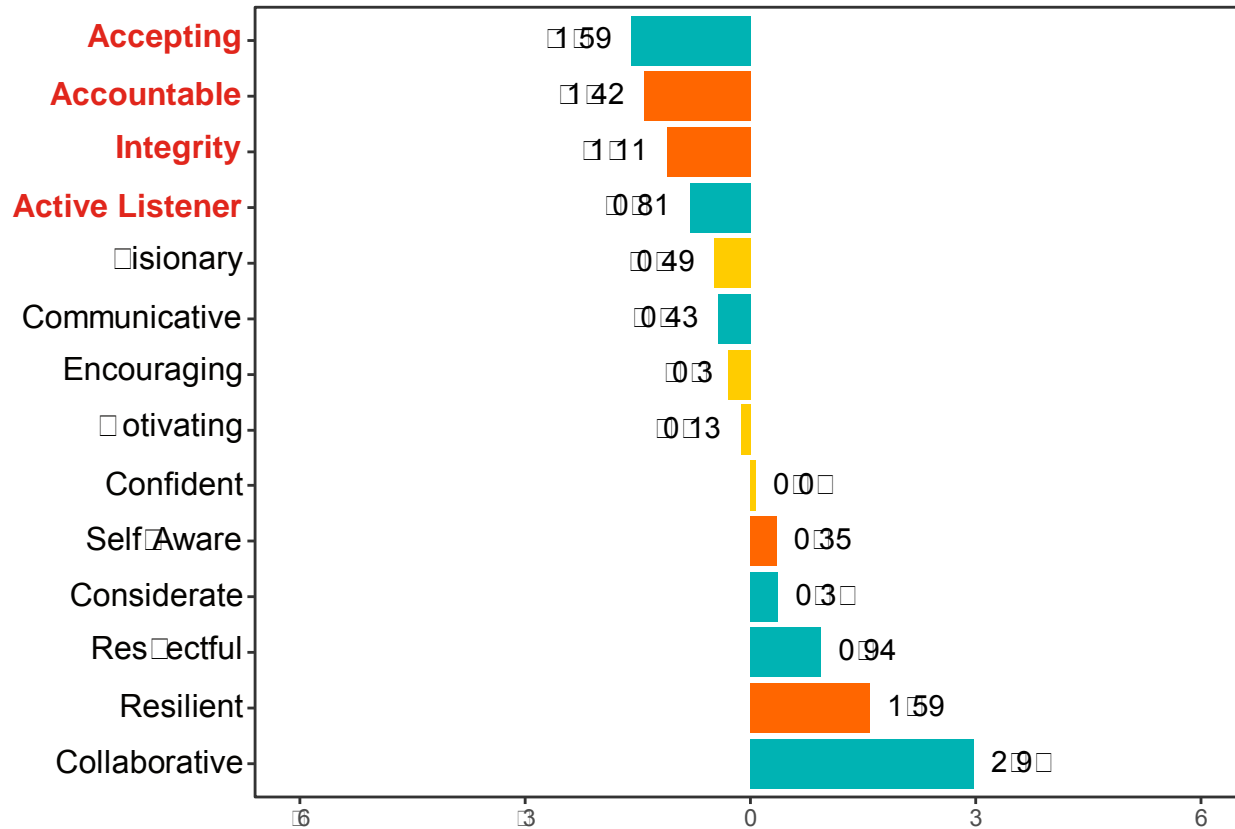
Student Leadership Attention Index (SLAI)

- The **SLAI** helps answer the question of where to focus leadership development efforts by mathematically combining the most important leadership attributes as described by all respondents with the level of competency that students currently have in each attribute (as rated by teachers and peers).
- The **SLAI** is best interpreted as a relative measure of priority to guide leadership development efforts. Though the scores range between -6 and +6, these numbers are standardized and have no value in themselves other than as a comparison.
 - A **lower** index score indicates an attribute that merits attention, as it is both rated as important and students are perceived to have lower levels of competency in this area.
 - A **higher** index score means that either the attribute is rated as less important or the competency ratings are higher.
- The attributes in red represent the areas you may wish to focus student leadership development efforts.

Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
- Which attributes in each dimension (Leading Self, Leading with Others, Changing Your World) require the most focus?
- Which SEL attribute merits the least focus (i.e., has the most representation at the bottom of the graph)?

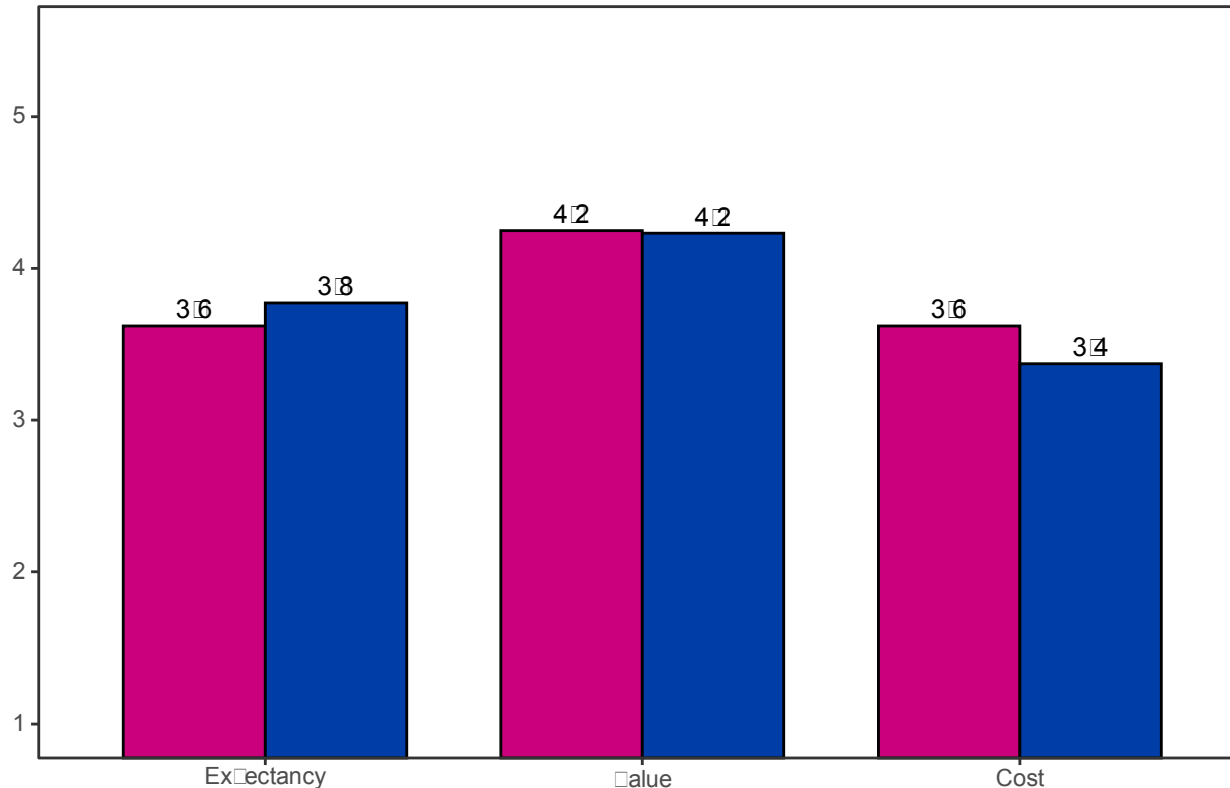
Motivation for Leadership Development

- Lack of motivation leads to lack of participation in, or facilitation of, leadership development activities.
- Factors that determine student's motivation:
 - **Expectancy** - do they think they have the ability to be a leader?
 - **Value** - do they think leadership is valuable for their success in school?
 - **Cost** - do they think they have the time to put into being a leader?
- Factors that determine faculty motivation:
 - **Expectancy** - do they think they can successfully develop student leadership?
 - **Value** - do they think leadership is valuable for student success?
 - **Cost** - do they think they have the time to put into developing student leadership?
- Low motivation (*scores under 3*) should be addressed prior to beginning leadership development work. Consider sharing research on the value of student leadership or the ability of leadership development to change leadership behaviors.

How motivated are students and teachers to engage with Social-Emotional Leadership development?

Average Student and Faculty Scores on Motivation Variables

Faculty Student



Reflection Questions

What are the implications of this information?

- How do you think motivation scores might affect students' Social-Emotional Leadership development?
- How could you address and improve motivation for students and/or faculty?

About the Center for Creative Leadership (CCL)



EXPERIENCE

We have five decades of experience in leadership education, and pioneered the field of leadership development. We continue to lead and innovate in the field with cutting-edge solutions that fit your needs.



EXPERTISE

With the largest, globally-managed network of coaches and faculty in the industry and teams of full-time, dedicated researchers, we're committed to creating the results that matter for you.



GLOBAL REACH

Our diverse work with organizations in every industry gives us a breadth of global understanding as we bring leadership solutions to six different continents in more than 48 different languages.



PRESTIGE

As the only organization ranked in the *Financial Times* Top Ten providers of executive education for 17 consecutive years, we offer proven results for investing in leaders worldwide.

2018 FINANCIAL TIMES

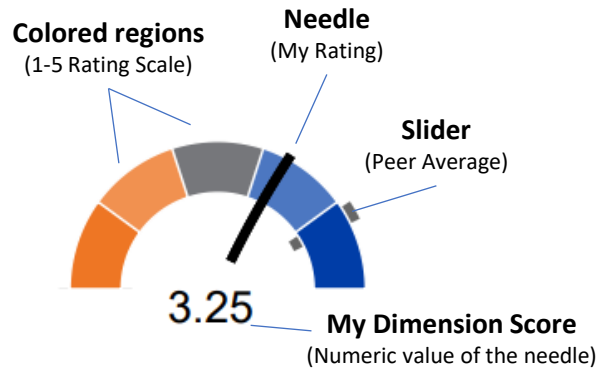
TOP10
WORLDWIDE

EXECUTIVE EDUCATION

This guide is designed to accompany the Leadership Indicator for Students individual report. It provides brief descriptions of the data included in the report, as well as interpretation examples and helpful considerations.

Page 2: Dimension Scores

The gauge graphs display your self-rating compared to the group average for three dimensions.



Interpretation Example:

“My self-rating (the black needle) is a 3.25. The graph shows that my self-rating on this dimension is almost a full point lower than my peers’ average self-ratings (the slider). Overall, our self-ratings are on the upper half of the rating scales (blue colored regions).

Page 3: Individual Attribute Summaries

This table indexes your self-ratings with your peers’ self-ratings for each of the leadership attributes. The final column analyzes the differences between your self-ratings and your peers’ self-ratings.

Attributes		Importance		Rating		Analysis
Dimension	Attribute	All	Self	All	Self	Gap
Leading with Others	Accepting	51	1	4.16	3	
Leading Self	Accountable	75	1	4.39	4	
Leading with Others	Active Listener	32		4.32	3	
Leading with Others	Collaborative	20		4.25	3	
Leading with Others	Communicative	55	1	4.01	3	
Changing Your World	Confident	33		4.17	3	
Leading with Others	Considerate	10	1	4.12	3	

■ Much lower than others
 ■ Lower than others
 ■ Similar to others
 ■ Higher than others
 ■ Much higher than others

Interpretation Example:

“Accountable is an attribute that is a part of the *Leading Self* dimension. Overall, 75% of my peers thought it was important for their success as a leader. I also said it was important. My peers’ average self-rating was a 4.39, I rated myself as a 4. The orange Gap indicates that my self-rating is much lower than my peers’ self-ratings.

All my scores seem to be lower, does this mean I’m bad at leadership?

No, the report simply shows you how you rated yourself compared to how others rate themselves. If you receive a report that places you in the lower or bottom portion of cadets or places you lower than others on the leadership attributes, do not panic. It may mean that you are a more critical self-evaluator. Being able to accurately self-assess your strengths and opportunities for growth is an important (and difficult) skill to develop. Consider these questions as you reflect on your self-rating. If you’re still concerned, consult with a trusted friend, instructor, mentor, or peer coach to get their perspective on your ratings.

- Did you rate yourself low because you don’t frequently engage in these behaviors?
- Did you rate yourself low because you don’t think you’re good at them?
- Do you tend to avoid extreme ratings on scales (e.g., I rarely rate myself a 5 ever because I think there’s always room to grow)?

All my scores seem to very high, does this mean I don’t need to work on these skills anymore?

Probably not. Remember, these are self-ratings and you may have overestimated your true skill level. Consider a leader you admire or respect and think about how your skill level compares to them. If they are a 5 on the scale, you may score lower than a 5, which is fine because you will be working on these skills for the rest of your life. As you think about your results, consider the following questions:

- Have you really considered what it means to use this attribute with a high level of skill? How does a leader with decades of experience embody this attribute and how do I compare?
- Would others rate you highly on the attribute or might they rate you differently?
- Am I giving myself the ratings that I want to have or do my ratings accurately reflect my current skill levels?

Leadership Indicator for Students

Individual Summary Report

Cadet Name



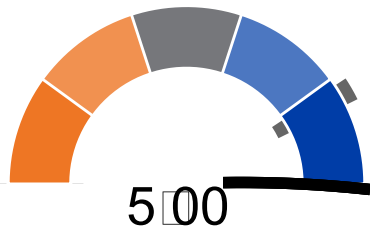
Center for
Creative
Leadership®



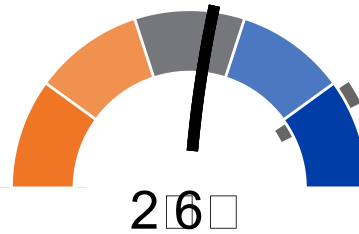
CAL MARITIME

Overview

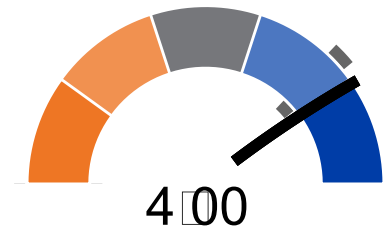
Your Leadership Indicator Summary



Overall, you rated yourself a 5.00, this places you in the Upper portion of cadets who took the survey.



Overall, you rated yourself a 2.67, this places you in the Bottom portion of cadets who took the survey.



Overall, you rated yourself a 4.00, this places you in the Middle portion of cadets who took the survey.

Identifying Your Strengths

The attributes you rated highest comprise your top strengths.

Areas of Strength

- Accepting
- Accountable
- Active Listener

Finding Your Focus

The attributes you rated lowest comprise your areas of developmental focus.

Areas for Development

- Respectful
- Self-Aware
- Visionary

The graphs above represent the three overall dimensions of Student Leadership. The black needle indicates your individual average score relative to other cadets. The gray slider represents the average of all cadets who took this survey. Blue regions indicate higher scores on the scale and orange represents lower.

Details

Importance and Attribute Breakdown

Attributes		Importance		Rating		Analysis
Dimension	Attribute	All	Self	All	Self	Gap
Leading with Others	Accepting	51		4.16	2	Much lower than others
Leading Self	Accountable	45	1	4.39	5	Higher than others
Leading with Others	Active Listener	32		4.32	2	Much lower than others
Leading with Others	Collaborative	20		4.25	5	Higher than others
Leading with Others	Communicative	55	1	4.01	3	Much lower than others
Changing Your World	Confident	33		4.11	5	Much higher than others
Leading with Others	Considerate	10		4.12	1	Much lower than others
Changing Your World	Encouraging	28		3.81	3	Much lower than others
Leading Self	Integrity	45	1	4.10	5	Much higher than others
Changing Your World	Inspiring	45		3.81	5	Much higher than others
Leading Self	Resilient	36	1	4.35	5	Higher than others
Leading with Others	Respectful	23		4.14	3	Much lower than others
Leading Self	Self-Aware	30	1	3.84	5	Much higher than others
Changing Your World	Visionary	16		3.29	3	Much lower than others

Column definitions: Importance (All) represents the percentage of participants who selected the attribute as most important for a student leader. The Importance (Self) indicates the attributes you selected. Ratings (All) represents the average rating of participants who participated in the assessment at the same time as you, whereas Ratings (Self) are the ratings you selecting for yourself. The Gap Analysis categorizes the degree of difference between your scores and the group average. The average difference between all individuals and the group's average determines the categorization

Much lower than others
 Lower than others
 Similar to others
 Higher than others
 Much higher than others

Reflections



Do you agree with your top three attributes identified by the report? If so, how do these show up in your daily behaviors? If not, which are your top attributes and why?

Do you agree with the three attributes identified as most in need of development? If so, what is one way you will address each of the three areas? If not, where do you think you most need to develop and why?

Now that you've reviewed your report, does the profile match your view of yourself as a leader? How does the data in the report as a whole help you pursue the leadership goals you hope to achieve?



ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION

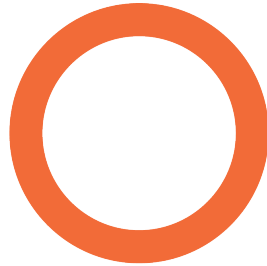
Summary of Accreditation Actions

2019–2020 Accreditation Cycle

California State University Maritime Academy
Vallejo, CA, United States

Facilities Engineering Technology (Bachelor of Science)
Marine Engineering Technology (Bachelor of Science)

Accredit to September 30, 2026. A request to ABET by January 31, 2025 will be required to initiate a reaccreditation evaluation visit. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 1, 2025. The reaccreditation evaluation will be a comprehensive general review.



ABET

ENGINEERING TECHNOLOGY ACCREDITATION
COMMISSION

**CALIFORNIA STATE UNIVERSITY
MARITIME ACADEMY**

VALLEJO, CA, UNITED STATES

FINAL STATEMENT OF ACCREDITATION
2019-20 ACCREDITATION CYCLE

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

Vallejo, CA, United States

ABET ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION

FINAL STATEMENT

VISIT DATES: OCTOBER 13-15, 2019

ACCREDITATION CYCLE CRITERIA: 2019-2020

INTRODUCTION & DISCUSSION OF STATEMENT CONSTRUCT

The Engineering Technology Accreditation Commission (ETAC) of ABET has evaluated the Facilities Engineering Technology (Bachelor of Science), and Marine Engineering Technology (Bachelor of Science) programs at California State University Maritime Academy.

The statement that follows consists of two parts: the first addresses the institution and its overall educational unit, and the second addresses the individual programs.

A program's accreditation action is based upon the findings summarized in this statement. Actions depend on the program's range of compliance or non-compliance with the criteria. This range can be construed from the following terminology:

- **Deficiency** A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.
- **Weakness** A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.
- **Concern** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.
- **Observation** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

INFORMATION RECEIVED AFTER THE REVIEW

- **Seven-Day Response** No information was received in the seven-day response period.
- **30-Day Due-Process Response** Information was received in the 30-day due-process response

period relative to the Facilities Engineering Technology and Marine Engineering Technology programs.

- **Post-30-Day Due-Process Response** Information was received in the post-30-day due-process response period relative to the Facilities Engineering Technology and Marine Engineering Technology programs.

INSTITUTIONAL SUMMARY

The California State University Maritime Academy, located in Vallejo, California, is a specialized campus of the California State University System and traces its history to 1929 when it began as the California Nautical School. Currently, the institution is one of seven degree-granting maritime academies in the US and is the only one on the west coast. The marine engineering technology and the facilities engineering technology programs are two of the six programs offered by the academy. The California State University Maritime Academy is accredited by the Western Association of Schools and Colleges.

INSTITUTIONAL STRENGTH

The administrative structure at California State University Maritime Academy has changed in the past year, establishing a school of engineering for the engineering and engineering technology programs. The new structure is proving effective in providing critical focus on program needs, especially as the California State University system has identified the cost per student as an issue for its programs. Additionally, this structure may prove effective in creating a common automated tool, supporting documentation and assessment of student learning outcomes, and competencies required by licensing and accreditation efforts. Maintaining the current parallel processes is proving burdensome for the programs. Finally, this structure appears suited to address a potential risk to a current highly enviable program feature. The current faculty to student ratio allows faculty interactions with students on a mentoring basis. It is vital to have a structure tuned to preserving this strength feature as it is enabling program graduates to be recognized as exceptionally well-prepared to assume roles crucial in support of both national maritime and related industrial needs.

Facilities Engineering Technology

Bachelor of Science Program

There were no applicable ETAC program criteria.

INTRODUCTION

The facilities engineering technology program produces graduates who will plan, install, operate, maintain, and manage onshore engineering plants and facilities. Although the program is directed towards marine operations and facilities, graduates from this program are also employed in a variety of companies with engineering facilities and power plants. There are 48 students enrolled in the program, and 11 degrees were awarded the previous academic year.

PROGRAM STRENGTH

The equipment and training facilities available for teaching are outstanding. Students often use full-sized equipment, full-sized simulators, and engaging laboratories that enable them to choose their careers as well as improve their learning experiences and satisfaction.

PROGRAM WEAKNESS

Criterion 2. Program Educational Objectives

This criterion states: "There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria." While there is evidence that the advisory board has reviewed the program educational objectives, there is less evidence that the other identified constituencies have done so. Specifically, evidence of student, faculty and alumni reviews were not well documented. Lacking reviews from all constituencies, the program educational objectives may fail to meet the needs of these constituencies. The strength of compliance with this criterion is lacking.

30-Day Due-Process Response

The program reports a faculty review of the constituencies that are involved in the periodic review of the program educational objectives and discussion and confirmation of a robust process to periodically review the program educational objectives. A unanimous vote by the program faculty on January 20, 2020 has designated the Cal Maritime Advisory Council and the program faculty as the 'key constituents' charged with the periodic review of program educational objectives. The faculty also decided to continue with their alumni surveys that measure both student outcomes and program educational objectives effectiveness. The program has adopted a reporting form that specifically lists program educational objectives and student outcomes and indicates renewal or amendment as an outcome. Documentation indicates reviews will occur every two years. While the Cal Maritime Advisory Council has a documented review history, the newly adopted faculty review

process has yet to be demonstrated in use. There is a potential that future compliance with the criterion could be jeopardized.

Status

The program weakness is now cited as a program concern. The ETAC anticipates the program will supply evidence that the program faculty have completed a program educational objectives review using its newly documented process and form.

Post-30-Day Due-Process Response

The engineering technology faculty met and reviewed program educational objectives in March of 2020. The discussion led to non-substantive changes and a signed document recording the results of the review. This process is now part of the formal continuous improvement calendar used by the programs.

Status

The program concern has been resolved.

PROGRAM CONCERN

Criterion 4. Continuous Improvement

This criterion states: "The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained." While meetings occur to evaluate assessment data, the minutes from these meetings have not been recorded and properly documented. Failure to have a well-documented process may result in incomplete or ineffective continuous improvement of the program. In turn, this could result in lost opportunities to improve student learning. While the process currently satisfies the criterion, there is the potential that future compliance with the criterion could be jeopardized.

30-Day Due-Process Response

The program reports the following actions to address documentation of the assessment and evaluation process of the student outcomes. The 'Engineering Technology Assessment Team' has been reorganized with five faculty members. To ensuring documentation of team discussions, a form was developed and included. A policy now exists to save the completed forms in the ABET archives folder.

Status

The program concern has been resolved.

Marine Engineering Technology

Bachelor of Science Program

There were no applicable ETAC program criteria.

INTRODUCTION

The marine engineering technology program produces graduates who handle the technical planning and installation, operation, maintenance, and management of marine engineering systems aboard ships. These include propulsion systems using diesel, steam turbine, and gas turbine engines and auxiliary systems such as electrical generation, heating, ventilation, and air conditioning, refrigeration, water distillation, compressed air, and wastewater treatment. Graduates of this program are hired by a variety of shipping companies, including cruise lines. There are 121 students enrolled in the program, and 29 degrees were awarded the previous academic year.

PROGRAM STRENGTHS

1. California State University Maritime Academy marine engineering technology curriculum includes a training model of three 60-day shipboard experiences consisting of two trips aboard its superb training vessel coupled with a sailing experience aboard a commercial vessel. The cultural experience and professional skills gained from these experiences are extraordinary and a major cornerstone of the strategic vision of global engagement, applied technology, and leadership development.
2. The equipment and training facilities available for teaching are outstanding. Students use full-sized equipment, full-sized simulators, and engaging laboratories that enable them to choose their careers as well as improve their learning experiences and satisfaction.

PROGRAM WEAKNESS

Criterion 2. Program Educational Objectives

This criterion states: "There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria." While there is evidence that the advisory board has reviewed the program educational objectives, there is less evidence that the other identified constituencies have done so. Specifically, evidence of student, faculty and alumni reviews were not well documented. Lacking reviews from all constituencies, the program educational objectives may fail to meet the needs of these constituencies. The strength of compliance with this criterion is lacking.

30-Day Due-Process Response

The program reports a faculty review of the constituencies that are involved in the periodic review of the program educational objectives and discussion and confirmation of a robust process to periodically review the program educational objectives. A unanimous vote by the program faculty on January 20, 2020 has designated the Cal Maritime Advisory Council and the program faculty as the 'key constituents' charged with the periodic review of program educational objectives. The faculty also decided to continue with their alumni surveys that measure both student outcomes and program educational objectives effectiveness. The program has adopted a reporting form that specifically lists program educational objectives and student outcomes and indicates renewal or amendment as an outcome. Documentation indicates reviews will occur every two years. While the Cal Maritime Advisory Council has a documented review history, the newly adopted faculty review process has yet to be demonstrated in use. There is a potential that future compliance with the criterion could be jeopardized.

Status

The program weakness is now cited as a program concern. The ETAC anticipates the program will supply evidence that the program faculty have completed a program educational objectives review using its newly documented process and form.

Post-30-Day Due-Process Response

The engineering technology faculty met and reviewed program educational objectives in March of 2020. The discussion led to non-substantive changes and a signed document recording the results of the review. This process is now part of the formal continuous improvement calendar used by the programs.

Status

The program concern has been resolved.

PROGRAM CONCERN

Criterion 4. Continuous Improvement

This criterion states: "The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained." While meetings occur to evaluate assessment data, the minutes from these meetings have not been recorded and properly documented. Failure to have a well-documented process may result in incomplete or ineffective continuous improvement of the program. In turn, this could result in lost opportunities to improve student learning. While the process currently satisfies the criterion, there is the potential that future compliance with the criterion could be jeopardized.

30-Day Due-Process Response

The program reports the following actions to address documentation of the assessment and evaluation process of the student outcomes. The 'Engineering Technology Assessment Team' has been reorganized with five faculty members. To ensuring documentation of team discussions, a form was developed and included. A policy now exists to save the completed forms in the ABET archives folder.

Status

The program concern has been resolved.



ENGINEERING ACCREDITATION COMMISSION

Summary of Accreditation Actions
2019–2020 Accreditation Cycle

California State University Maritime Academy
Vallejo, CA, United States

Mechanical Engineering (Bachelor of Science)

Accredit to September 30, 2022. A request to ABET by January 31, 2021 will be required to initiate a reaccreditation report evaluation. A report describing the actions taken to correct shortcomings identified in the attached final statement must be submitted to ABET by July 1, 2021. The reaccreditation evaluation will focus on these shortcomings. Please note that a visit is not required.



ABET

ENGINEERING ACCREDITATION COMMISSION

**CALIFORNIA STATE UNIVERSITY
MARITIME ACADEMY**

VALLEJO, CA, UNITED STATES

FINAL STATEMENT OF ACCREDITATION
2019-20 ACCREDITATION CYCLE

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

Vallejo, CA, United States

ABET ENGINEERING ACCREDITATION COMMISSION

FINAL STATEMENT

VISIT DATES: OCTOBER 13-15, 2019

ACCREDITATION CYCLE CRITERIA: 2019-2020

INTRODUCTION & DISCUSSION OF STATEMENT CONSTRUCT

The Engineering Accreditation Commission (EAC) of ABET has evaluated the Mechanical Engineering (Bachelor of Science) program at California State University Maritime Academy.

The statement that follows consists of two parts: the first addresses the institution and its overall educational unit, and the second addresses the individual programs.

A program's accreditation action is based upon the findings summarized in this statement. Actions depend on the program's range of compliance or non-compliance with the criteria. This range can be construed from the following terminology:

- **Deficiency** A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.
- **Weakness** A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.
- **Concern** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.
- **Observation** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

INFORMATION RECEIVED AFTER THE REVIEW

- **Seven-Day Response** No information was received in the seven-day response period.
- **30-Day Due-Process Response** Information was received in the 30-day due-process response period relative to the Mechanical Engineering program.

INSTITUTIONAL SUMMARY

The California State University Maritime Academy is a specialized campus of the California State University System located in Vallejo, California, and traces its history back to 1929 when it began as the California Nautical School. It is one of 23 campuses in the California State University system and is one of seven degree-granting maritime academies in the United States. It is also the only maritime degree-granting institution on the US west coast. The School of Engineering offers one undergraduate engineering program and two undergraduate engineering technology programs, all of which are accredited by ABET. At the time of the 2019 visit, the School of Engineering had 351 undergraduate students, 30 faculty members, and four staff employees.

The following units were reviewed and found to adequately support the engineering programs: mathematics, culture and communications, student engagement, administration and finance, library, operations and budget, university advising, registrar, and admissions.

Mechanical Engineering

Bachelor of Science Program

Evaluated under EAC Program Criteria for
Mechanical and Similarly Named Engineering Programs

INTRODUCTION

The Mechanical Engineering (Bachelor of Science) program is the sole EAC-accredited engineering program in the School of Engineering. The program is administered by the Department of Mechanical Engineering. The program features two options, one that includes earning a U.S. Coast Guard license and one that is a non-license option. The program has 182 students, six full-time and one half-time faculty members, two adjunct faculty members, and two professional laboratory staff members (supporting all three programs in the school). The program awarded 41 degrees in the 2018-19 academic year.

PROGRAM STRENGTH

The program has two options. The number of technical credits required greatly exceed most engineering programs accredited by ABET (153 or 182, depending on option) and blend a strong engineering science component with practical engineering application courses. This extensive curriculum provides a strong preparation for professional practice as mechanical engineers. Those students who choose the Coast Guard License option, as most do, also receive extensive content in marine engineering. This option requires them to pass a qualifying examination administered by the U.S. Coast Guard to obtain a Third Assistant Engineer, Steam, Motor and Gas Turbine Vessels, Unlimited Horsepower license.

PROGRAM DEFICIENCY

Criterion 5. Curriculum

This criterion requires the program to have a minimum of 30 semester credit hours (or equivalent) of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program. Both program options indicate ENG300, Engineering Numerical Modeling & Analysis, is used to meet the mathematics and basic sciences requirement. However, review of the course syllabus and materials reveals that this course does not meet the EAC General Criteria definition of college-level mathematics. The textbook and course learning outcomes describe a software (ANSYS) applications course. Thus, the program has a shortfall of two credits in the number of mathematics and science credits within its required curricula (both tracks/options). Four transcripts for the non-license option show additional mathematics taken by those students (always MTH250, Linear Algebra, and sometimes a MTH395, Special Topics, course) but none of the four license option student transcripts included any additional mathematics or basic science content. The program has developed a detailed plan to address the shortfall in credits for current students. However, until the curriculum is modified, the program is not in compliance with this criterion.

30-Day Due-Process Response

The EAC acknowledges receiving a revised curriculum approved by program faculty and administration. The revised curriculum, requiring students to take 30 hours of mathematics or basic science, was approved in October 2019 and became effective upon its approval. These revisions were incorporated into the program of study in the spring 2020 semester and all students in subsequent years are expected to follow the revised curriculum. However, it appears that there is no mechanism to assure that all graduates in May 2020 will have taken 30 credit hours of mathematics or basic science. There is also no evidence yet available that the curriculum modification has resulted in all subsequent graduates meeting the requirements of this criterion. Therefore, the strength of compliance with this criterion is lacking.

Status

The program deficiency is now cited as a program weakness. In preparation for the next review, EAC anticipates transcripts and documentation providing evidence that all graduates meet the minimum requirements of this criterion for at least 30 semester credit hours (or equivalent) of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program.

PROGRAM WEAKNESS

Criterion 2. Program Educational Objectives

This criterion requires the program to have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and the engineering accreditation criteria. It further requires a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the needs of the program's various constituencies, and the engineering accreditation criteria. The self-study listed the program's constituents as its students, faculty, alumni, the engineering profession, and prospective employers as well as the institutional level Cal Maritime Advisory Council (CMAC). Documentation reflects that CMAC reviews the program educational objectives (PEOs) as part of its overall institutional advising, most recently in January 2019. However, beyond indicating faculty have the opportunity to discuss PEOs at the fall President's Retreat, no evidence was provided to indicate how the program involved its other constituencies in a review of the PEOs. Before the visit, the program stated in an email message that its key constituencies were the faculty and the CMAC, which represents the profession and employers. However, documentation of faculty action related to changing the program's constituencies was not available, and interviews of faculty members indicated they had not been involved in selecting the constituencies. Without involvement of the faculty in establishing program constituencies and then in documenting how those program constituents are involved in the program's review of the PEOs, the program is unable to ensure its PEOs are consistent with the needs of its various constituencies. Thus, strength of compliance with this criterion is lacking.

30-Day Due-Process Response

The EAC acknowledges receipt of the documentation describing modifications to the program's constituents and that the faculty had reviewed and approved the constituencies (program faculty and the Cal Maritime Advisory Committee—CMAC). In addition, documentation demonstrating that program faculty and the CMAC had reviewed and approved the PEO's was provided.

Status

The program weakness has been resolved.

PROGRAM CONCERN

Program Criteria

The program criteria for mechanical and similarly named engineering programs requires that the program must demonstrate that faculty members responsible for the upper-level professional program are maintaining currency in their specialty area. Review of program documents indicates that some full-time faculty members who teach upper level mechanical engineering courses have limited recent professional development and/or publication activity, especially with regard to their technical expertise. Faculty and administrator interviews indicated that resources are available through several different sources for faculty development, though some faculty members do not take advantage of these resources. While it appears that the criterion is currently satisfied, there is the potential that faculty members currency in their specialty areas may decline in the future to the point that compliance with this criterion is jeopardized.

30-Day Due-Process Response

The program did not provide a response to this shortcoming.

Status

The program concern is unresolved.



July 30, 2020

Dr. Donald Maier
Dean, School of Maritime Transportation, Logistics and Management
California State University Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590

Dear Dr. Maier:

At its July 2020 meeting, the IACBE Board of Commissioners considered your request for the accreditation of the business programs offered by the Department of International Business and Logistics of the California State University Maritime Academy. I am pleased to report that the Board of Commissioners approved your request and granted specialized accreditation to the business program(s) as identified below, with no notes and no observations. In addition, after review, the Commissioners determined that no on-site follow-up visit is required.

Notes

Notes are an indicator that while the program is in compliance with the Principles, additional monitoring is warranted. The Department of International Business and Logistics is required to take action as specified below and respond to the IACBE by October 30, 2020 using the IACBE Notes Report. The reporting form can be found on our website at: www.iacbe.org/reports-note-compliance.asp.

No Notes were given by the Board of Commissioners

Observations

Observations are suggestions for further quality enhancements that the Board of Commissioners believes would be helpful for you in achieving excellence in business education but are not required for compliance with the IACBE's Accreditation Principles. Action on observations is optional, and reporting is not required.

No observations were made by the Board of Commissioners.

Accreditation represents a continuing relationship between an institution and its accrediting organization. Specialized program accreditation by the IACBE is dependent upon your institution remaining (i) in good standing with your institutional accrediting body and (ii) in compliance with the IACBE’s Accreditation Principles and Policies.

Your Approved Period of Accreditation is: August 1, 2020 – July 31, 2027

In addition to the compliance reports due annually, all accredited members of the IACBE are required to submit an Interim Quality Assurance Report (IQAR) during their period of accreditation. The IQAR for the Department of International Business and Logistics will be due by November 1, 2023. For more information on these reports, please refer to the IACBE website under Accreditation > Compliance.

The following language must be used on the Department of International Business and Logistics homepage, linking to your IACBE status page at <https://iacbe.org/memberpdf/CaliforniaMaritimeAcademy.pdf>

The Department of International Business and Logistics of the California State University Maritime Academy has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. For a list of accredited programs click [here](#).

If the list of accredited programs is provided in other official print publications, the following notice pertaining to your accreditation status with the IACBE must be used.

The Department of International Business and Logistics of the California State University Maritime Academy has received specialized accreditation for the following business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA.

Business Program(s)
Bachelor of Science in Business Administration – International Business and Logistics

Location(s)
California State University Maritime Academy 200 Maritime Academy Drive Vallejo, CA 94590

The Department of International Business and Logistics will be publicly recognized for achieving accreditation at the 2021 IACBE Annual Conference and Assembly Meeting on April 12-16, 2021 in Orlando, FL, USA. We very much look forward to seeing you there.

We encourage the business faculty in the Department of International Business and Logistics to be actively involved in the IACBE’s professional development programs and activities, including

participation in the IACBE's Annual Conference and Assembly Meetings, regional conferences, and workshops, and serving as site-visit team peer reviewers.

If you have any questions or if we can be of assistance, please feel free to contact Dr. Phyllis Okrepkie at pokrepkie@iacbe.org, or 913-631-3009.

Sincerely,



Dr. Patrick Hafford, Chair
Board of Commissioners

cc: Dr. Michael Mahoney, Provost and Vice President of Academic Affairs (mmahoney@sum.edu)
Dr. Joshua Shackman, Assistant Professor of International Business and Logistics
(jshackman@sum.edu)
Dr. Nipoli Kamdar, Chair, Department of International Business and Logistics (nkamdar@sum.edu)

Memo

To: Academic Senate Chair
Curriculum Committee Chair
Department Chairs
Provost and VPAA
Academic Deans Library Dean

From: Institution-Wide Assessment Council
Re: IWAC Summer Session 2020
Date: July 31, 2020

Colleagues,

The Institution-Wide Assessment Council (IWAC) concluded its annual week-long summer session in July of 2020. The session was delayed until July due to the COVID-19 pandemic. The session is usually held very close to the end of the semester in order to capitalize on assessment momentum from the last weeks of the spring term.

The assessment cycle for the nine Institution Learning Outcomes (ILOs) begins in the summer each year. IWAC reviewed and made progress on each of the ILOs.

ILO A Communication

Year Four: Implementation of Recommendations

The recommendations from the 2019 report for ILO-A Communication were reviewed and an implementation plan was developed. In the 2020-21 Academic Year, IWAC will be working with MT on the development of a capstone course to address gaps in assessment of communication at the senior-level; review the process of using rubrics in Brightspace to collect assessment data; review the calendar created in 2019; follow up with the Culture and Communication department about their department-wide assessment process, standardization of assignments in EGL 100, and diagnostic assignments in EGL 100 and 110; and identify potential representatives from GSMA and ET to serve on IWAC.

ILO B Critical and Creative Thinking

Year Three: Analysis and Recommendations

Data submitted from instructors was downloaded from Brightspace and aggregated. Due to the COVID-19 pandemic, data were only collected for two majors at the mastery level. IWAC recommended that all departments continue to identify where and how these outcomes are taught in the curriculum to prepare for data collection in the next cycle.

A more detailed analysis of methodology, results, and recommendations – including figurative representation of findings and examples of rubrics used – can be found in the report.

ILO C Quantitative Reasoning

Year One: Assessment Tool Design

IWAC reviewed recommendations from the last cycle of assessment. No modifications were made to the rubric. Artifact collection and rubric scoring was largely successful although improvements could be made in some departments at the mastery level. The point-person for the ILO will work with all departments to continue identifying appropriate courses to provide data in the 2021-22 academic year. In

particular, departments that were unable to provide data in the last assessment cycle will be consulted in depth.

ILO D Lifelong Learning

Year Two: Data Collection

In the two previous assessment cycles, surveys of students, faculty, and alumni were used. Previous IWAC discussions and reports have noted the limitations of this approach to assessment of student learning. A rubric from AAC&U was modified and mapped to General Education Learning Outcomes (GELOs). After creating the rubric, IWAC discussed how the metrics/outcomes overlap with existing assessment in Critical and Creative Thinking and Informational Literacy. While the value of this ILO is important, IWAC recommends removal of Lifelong Learning as an ILO given the assessment efforts are redundant. A memo with this recommendation was submitted to the WASC coordinator for review and feedback.

ILO E Discipline-Specific Knowledge

ILO E has not been assessed by IWAC in the past. It is the responsibility of programs to complete discipline-specific assessment. But, as IWAC makes progress with the assessment process on campus and begins to improve the practice of closing the loop, it can provide guidance to programs in the assessment of discipline-specific knowledge. IWAC added ILO E to the assessment calendar to begin with Year 1: Assessment Tool Design in 2021. During the four-year cycle, IWAC plans to review the most recent program reviews for all major programs, ensure that assessment is being done, and give a brief summary and analysis of the assessment of discipline-specific knowledge.

ILO F Information Fluency

Year Two: Data Collection

The rubric for assessment of student learning was confirmed. Courses were identified for collection of rubric scoring at both the Introductory and Mastery Level for all majors. The rubrics and courses were submitted to the LMS administrator for inclusion in the Fall 2020 and Spring 2021 semesters.

ILO G Leadership and Teamwork

Year One: Assessment Tool Design

IWAC met with David Taliaferro this summer to discuss the progress of assessment of leadership and teamwork. He confirmed that the assessment tools used by the Center for Creative Leadership (CCL) could be used to provide IWAC sufficient data in the upcoming assessment cycle. During the 2020-21 academic year, IWAC will collaborate with CCL to tailor the assessment tool in preparation for deployment for in the 2021-22 academic year.

ILO H Ethical Reasoning

Year Two: Data Collection

The rubric for assessment of student learning was confirmed. Courses were identified for collection of rubric scoring at the Mastery Level for all majors. The rubrics and courses were submitted to the LMS administrator for inclusion in the Fall 2020 and Spring 2021 semesters.

ILO I Global Learning

Year Three: Analysis and Recommendations

Data submitted from instructors was downloaded from Brightspace and aggregated. Due to the COVID - 19 pandemic, data were only collected for two majors at the mastery level. However, the limited data that was analyzed suggested that a revision of the assessment plan for this learning outcome should happen. IWAC recommended that changes be considered for future cycles of the data collection, including the exploration of standardized test instruments.

A more detailed analysis of methodology, results, and recommendations – including figurative representation of findings and examples of rubrics used – can be found in the report.

Other Actions

Beside the assessment of ILOs, the following actions were taken:

- A map of courses used to assess student learning was compiled to standardize and inform the collection of data in future assessment cycles.
- IWAC updated the bylaws for membership and protocols to reflect changes in the assessment process. The revised bylaws were submitted to the WASC coordinator for review and feedback.
- A checklist for tasks to be completed in the 2020-21 academic year was drafted and approved by all members.

The council recognizes the essential support provided by Khaoi Mady, Gary Moser, and Aparna Sinha in the collection and analysis of assessment data.

The council will reconvene in the fall and spring semester to continue work on the identified actions.

Amber Janssen; Chair,
Tamara Burback
Steven Runyon
Sarah Senk
Joshua Shackman
William Tsai



To: Provost and Associate Provost,
Academic Deans and Library Dean,
Academic Senate Chair,
Curriculum Committee Chair,
GE Committee Chair,
Department Chairs, and
Student Leadership

From: Institution-Wide Assessment Council

Re: IWAC Summer Session 2021

Date: July 16, 2021

Colleagues,

The Institution-Wide Assessment Council (IWAC) concluded its annual week-long summer session in July of 2021. The assessment cycle for the nine Institution Learning Outcomes (ILOs) begins in the summer each year. IWAC reviewed and acted upon each of the ILOs. A point person was assigned for each ILO.

ILO A Communication

Year One: Assessment Tool Design

IWAC reviewed recommendations from the last cycle of assessment. It was noted that improvements could be made in the consistent use of the rubric. The point person for the ILO will work with all departments to continue identifying appropriate courses to provide data in the 2022-23 academic year.

ILO B Critical and Creative Thinking

Year Four: Implementation of Recommendations

The recommendations from the 2020 report for ILO-B Critical and Creative Thinking were reviewed. IWAC will submit a request for response from all programs about the 2020 report to inform actions for the next assessment cycle.

ILO C Quantitative Reasoning

Year Two: Data Collection

The rubric for assessment of student learning was confirmed. Courses were identified for collection of rubric scoring for all majors. The rubrics and courses will be submitted to the LMS (Learning Management System) administrator for inclusion in the Fall 2021 and Spring 2022 semesters.

ILO D Lifelong Learning

Pending the approval of new bylaws that establish the procedure for revising ILOs, this ILO will be recommended for removal based on its redundancy with other ILOs and GELOs.

ILO E Discipline-Specific Knowledge

Year One: Assessment Tool Design

IWAC developed a new assessment method for this ILO. In the past, this ILO was not assessed by IWAC because discipline-specific knowledge varies based on the program and is therefore better assessed within the program. IWAC plans to use the new assessment method to review the most recent annual learning results and program reviews for all major programs, confirm that assessment is being done, give a summary and analysis of the assessment of discipline-specific knowledge, and provide recommendations.

ILO F Information Fluency

Year Three: Analysis and Recommendations

Collection of data was challenging in this cycle. Rubrics were not uploaded to Brightspace as planned due to lack of institutional resources and support. Artifacts submitted from instructors were downloaded from Brightspace, scored, and aggregated. Student demographic data requested from the Office of Institutional Research were not provided in time for full analysis during the summer session. *A full description of methodology, results, and recommendations – including figurative representation of findings and examples of rubrics used – will be included in the complete report.*

ILO G Leadership and Teamwork

Year Two: Data Collection

IWAC is collaborating with the Office of the Commandant and the Center for Creative Leadership (CCL) to obtain assessment data during the 2021-22 academic year. A method for assessment was successfully piloted in Spring 2021 and will be improved and fully implemented in the 2021-22 academic year.

ILO H Ethical Reasoning

Year Three: Analysis and Recommendations

The experience of collecting data was similar to ILO F. Rubrics were not uploaded to Brightspace as planned due to lack of institutional resources and support. Data submitted from instructors were aggregated. Student demographic data requested from the Office of Institutional Research were not provided in time for full analysis during the summer session. *A full description of methodology, results, and recommendations – including figurative representation of findings and examples of rubrics used – will be included in the complete report.*

ILO I Global Learning

Year Four: Implementation of Recommendations

The recommendations from the 2020 report for ILO-I Global Learning were reviewed. It was noted that identifying and collecting artifacts was challenging and insufficient in the past two cycles. Options for a new assessment tool will be investigated including the use of a standardized survey across all majors.

Other Actions

Beside the assessment of ILOs, the following actions were taken:

- A new form for a request for Program Response was drafted. This new form was created to ensure that programs review the results and act upon recommendations created in Year 3. This feedback from programs will provide information for future assessment efforts as well as close the assessment loop by documenting the actions programs plan to take to address assessment results. This form will be piloted for ILO B, F, and H in the 2021-22 academic year.
- IWAC finalized the bylaws and submitted them to the Office of the Provost for feedback and approval.

- A checklist for tasks to be completed in the 2021-22 academic year was created and approved by all members. The council will reconvene in the fall and spring semesters to continue work on the identified actions.

Request for Future Institutional Resources and Support

The work completed by IWAC during the 2020-21 Academic Year and Summer of 2021 was hindered by a lack of institutional resources and support. IWAC requests that the Office of the Provost ensure that sufficient support is provided from the Department of Academic Technology and the Department of Institutional Research in the future.

Amber Janssen, Chair
Tamara Burback
Dinesh Pinisetty
Steven Runyon
Joshua Shackman
Aparna Sinha
William Tsai



To: Provost and Associate Provost,
Academic Deans and Library Dean,
Academic Senate Chair,
Curriculum Committee Chair,
GE Committee Chair,
Department Chairs, and
Student Leadership

From: Institution-Wide Assessment Council

Re: IWAC Summer Session 2022

Date: July 1, 2022

Colleagues,

The Institution-Wide Assessment Council (IWAC) concluded its annual week-long summer session in May of 2022. The assessment cycle for the nine Institution Learning Outcomes (ILOs) begins in the summer each year. IWAC reviewed and acted upon each of the ILOs. A point person was assigned for each ILO.

ILO A Communication

Year Two: Data Collection

The rubric for assessment of student learning was confirmed. Courses were identified for collection of rubric scoring for all majors. The rubrics and courses will be submitted to the LMS (Learning Management System) administrator for inclusion in the Fall 2022 and Spring 2023 semesters.

ILO B Critical and Creative Thinking

Year One: Assessment Tool Design

IWAC reviewed the assessment tool and recommendations from the last cycle of assessment. It was noted that at the Mastery level data was not submitted by some programs, including ET, IBL, and MT departments. It was also noted that programs may need to identify more than one artifact to assess both critical and creative thinking. To resolve these problems, the point person for the ILO will work with all departments to continue identifying appropriate courses and finalizing the rubric to provide data in the 2023-24 academic year.

ILO C Quantitative Reasoning

Year Three: Analysis and Recommendations

Assessment scores from instructors were collected and aggregated. The benchmark was not quite attained for the institute-wide assessment of all student data (69.3%) which is comparable to the 70% meeting the benchmark during the 2018 assessment cycle. At the mastery level the benchmark was met with 75% of all students scoring 4 or above while only 64% of all introductory level students scored 4 or above on the rubric. Significant achievement gaps were found in the IBL and GSMA departments as well as for female, Hispanic, and first-generation college students. *A full description of methodology, results, and recommendations – including figurative representation of findings and examples of rubrics used – are included in the complete report.*

ILO D Lifelong Learning and ILO E Discipline-Specific Knowledge

These two ILOs as currently written present challenges for assessment. IWAC plans to recommend revision for these two ILOs in a future Academic Senate policy that officially establishes the ILOs.

ILO F Information Fluency

Year Four: Implementation of Recommendations

IWAC will submit a request for response from all programs about the 2021 report to inform actions for the next assessment cycle.

ILO G Leadership and Teamwork

Year Three: Analysis and Recommendations

IWAC reviewed the Leadership Indicator for Students (LIS) data provided by the Office of the Commandant and administered by the Center for Creative Leadership for the incoming (n=87) and the graduating class (n=57). The survey consists of a student survey, where each respondent completes a self-assessment and peer-assessment, and a faculty survey, where each respondent is asked to assess the group of students. The survey evaluated 14 attributes which can be categorized into three major dimensions: leading self, leading with others, and changing your world. The data indicates that the Edwards Leadership Development Program (ELDP) should focus on the following attributes going forward: Accountable, Integrity, Accepting, and Encouraging.

IWAC commends the Office of the Commandant and Center for Creative Leadership for providing the first qualitative data set for this ILO. The evaluation of this data to inform curriculum changes in ELDP demonstrate that program's commitment to continuous improvement.

Going forward, IWAC would like to establish a means of assessment that provide individual data with identifiers to allow for the breakdown of assessment results by program and demographic. This assessment tool could be run in conjunction with the LIS to help with the evaluation of the students.

A full description of methodology, results, and recommendations – including figurative representation of findings– are included in the complete report.

ILO H Ethical Reasoning

Year Four: Implementation of Recommendations

IWAC will submit a request for response from all programs about the 2021 report to inform actions for the next assessment cycle.

ILO I Global Learning

Year One: Assessment Tool Design

IWAC reviewed recommendations from the last cycle of assessment. It was noted that the rubric was difficult for many programs to implement. A new assessment tool is being developed and will be presented for consensus for use in the 2023-24 academic year.

Other Actions

Beside the assessment of ILOs, the following actions were taken:

- A checklist for tasks to be completed in the 2022-23 academic year was created and approved by all members. The council will reconvene in the fall and spring semesters to continue work on the identified actions.

- Feedback on the draft bylaws was reviewed and revisions were submitted to the Office of the Provost.
- After careful review of the General Education Program Review 2019-2020, IWAC recommends that a General Education Assessment Council be formed (similar to the Institution-Wide Assessment Council). As noted in the report, some of the assessment data collected by IWAC could also be used to assess GE learning outcomes. IWAC can establish a system of sharing that data, but an analysis of the results based on the GE Learning Outcomes should be conducted by the GE Assessment Council.
- Cal Maritime currently does not have a formal policy that informs the process and procedure of defining and identifying an ILO. IWAC will draft and submit an ILO policy to the Academic Senate in Fall 2022.

Amber Janssen, Chair

William Tsai, Interim Chair (Fall 2022)

Dinesh Pinisetty

Steven Runyon

Joshua Shackman

Aparna Sinha

Amy Skoll

Margaret Ward

Institution Wide Assessment Council Updates

Amber Janssen (Chair), William Tsai (Interim Chair), Steve Runyon, Aparna Sinha, Josh Shackman, Dinesh Pinisetty, Amy Skoll, Margaret Ward

08/22/2022



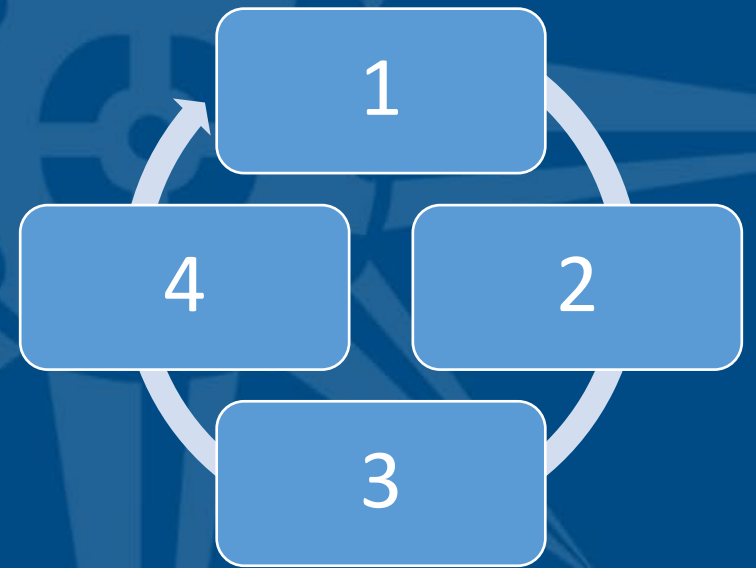
CAL MARITIME

Agenda

- Introduction
- AY 2021-22 Assessments
- AY 2022-23 Assessment Data Collection
- Senate Policy for Institution Wide Learning Outcomes

What is assessment?

- Defined by WSCUC (WASC)
- Assessment (of student learning) – an ongoing, iterative process consisting of four basic steps:
 1. defining learning outcomes;
 2. choosing a method or approach and then using it to gather evidence of learning;
 3. analyzing and interpreting the evidence; and
 4. **using this information to improve student learning**



Levels of Assessment at Cal Maritime

1. Course (Instructor)

- Course Learning Outcomes (**this is YOUR job**)

2. Program (Department)

- Program Learning Outcomes (PLOs)
- Program Accreditation (STCW, ABET, IABC); usually included in the PLOs

3. GE (General Education Committee)

- General Education Learning Outcomes (GELOs)

4. Institution (IWAC)

- Institution-Wide Learning Outcomes (ILOs)



What is IWAC?

- Responsible for promulgating and sustaining the assessment of institution-wide student learning outcomes
- Implements the Assessment Plan according to a four-year calendar and process chart
 - Notifies the campus community of the Learning Objectives to be assessed prior to the commencement of the Academic Year
 - Identifies and notifies appropriate faculty and instructors for assessment practices
 - Collects and organizes assessment data
 - Recommends actions to be taken on assessment findings.

The IWAC Assessment Cycle

- **Year One: Assessment Tool Design**
 - Summer: Assessment Tool Selection
 - Academic Year: Assessment Tool Revisions and Confirmation
- **Year Two: Data Collection**
 - Summer: Finalize Assessment Tools
 - Academic Year: Collection of Assessment Data
- **Year Three: Analysis and Recommendations**
 - Summer: Prepare Report
 - Academic Year: Deliver report to campus
- **Year Four: Implementation of Recommendations**
 - Summer: Review Recommendations
 - Academic Year: Campus Implementation

Institution Learning Outcomes

- A. Communication
- B. Critical & Creative Thinking
- C. Quantitative Reasoning
- D. Lifelong Learning
- E. Discipline-Specific Knowledge
- F. Information Fluency
- G. Leadership & Teamwork
- H. Ethical Reasoning
- I. Global Learning



AY 2021-22 IWAC Reports

- ILO-C: Quantitative Reasoning
- ILO-G: Leadership & Teamwork
- Preliminary results presented today
- Formal reports will be sent to department chairs

ILO-C: Quantitative Reasoning

Use numerical information to identify, analyze, and solve problems



CAL MARITIME

Artifacts

IWAC collected 387 artifacts from introductory and mastery-level courses

- Fewer total number of artifacts compared to previous cycle, but included Mastery-level artifacts from all majors
- Artifacts were scored by instructors using the common 6-point rubric: benchmark was ≥ 4 .
- Scores were disaggregated by major and demographic characteristics

Figure 1: Assessment of ILO-C: 64% of All Students achieved benchmark at Introductory and 75% at Mastery Level

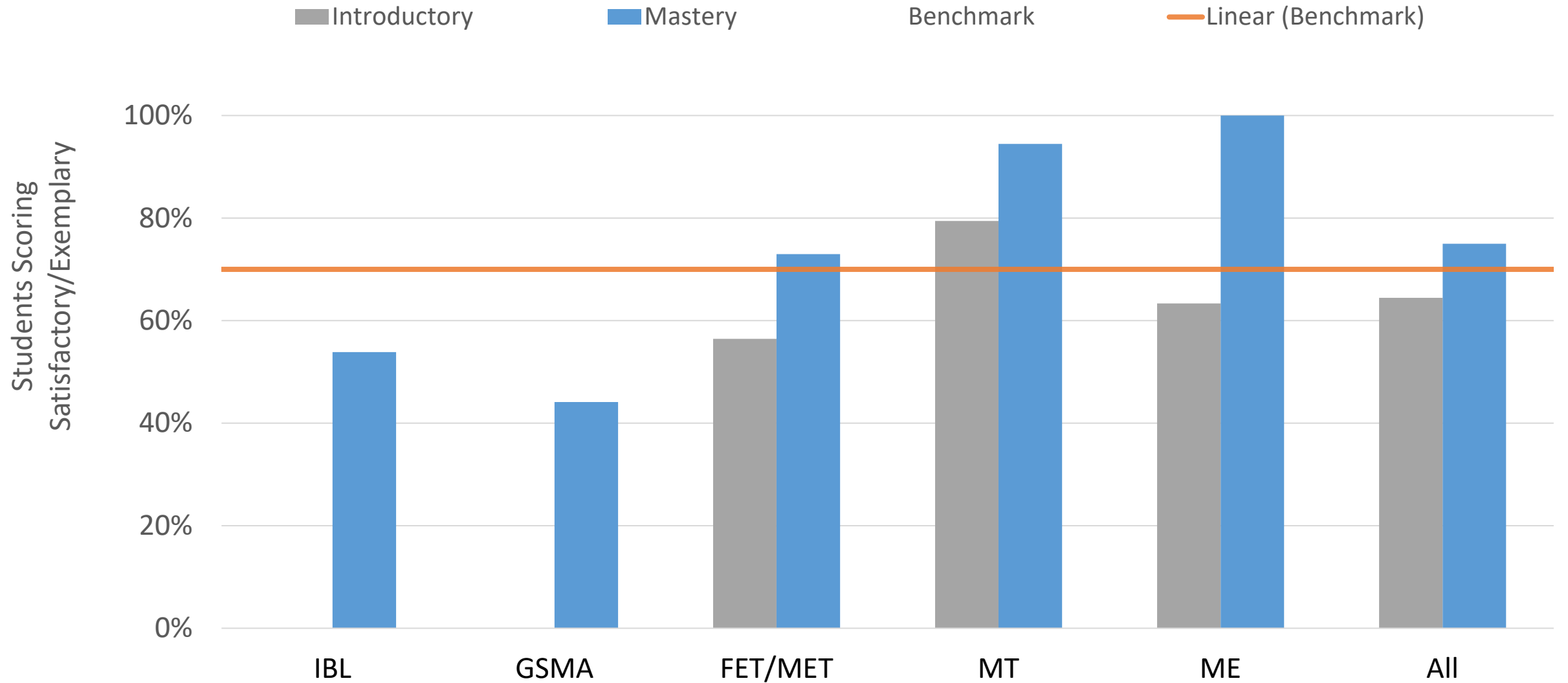
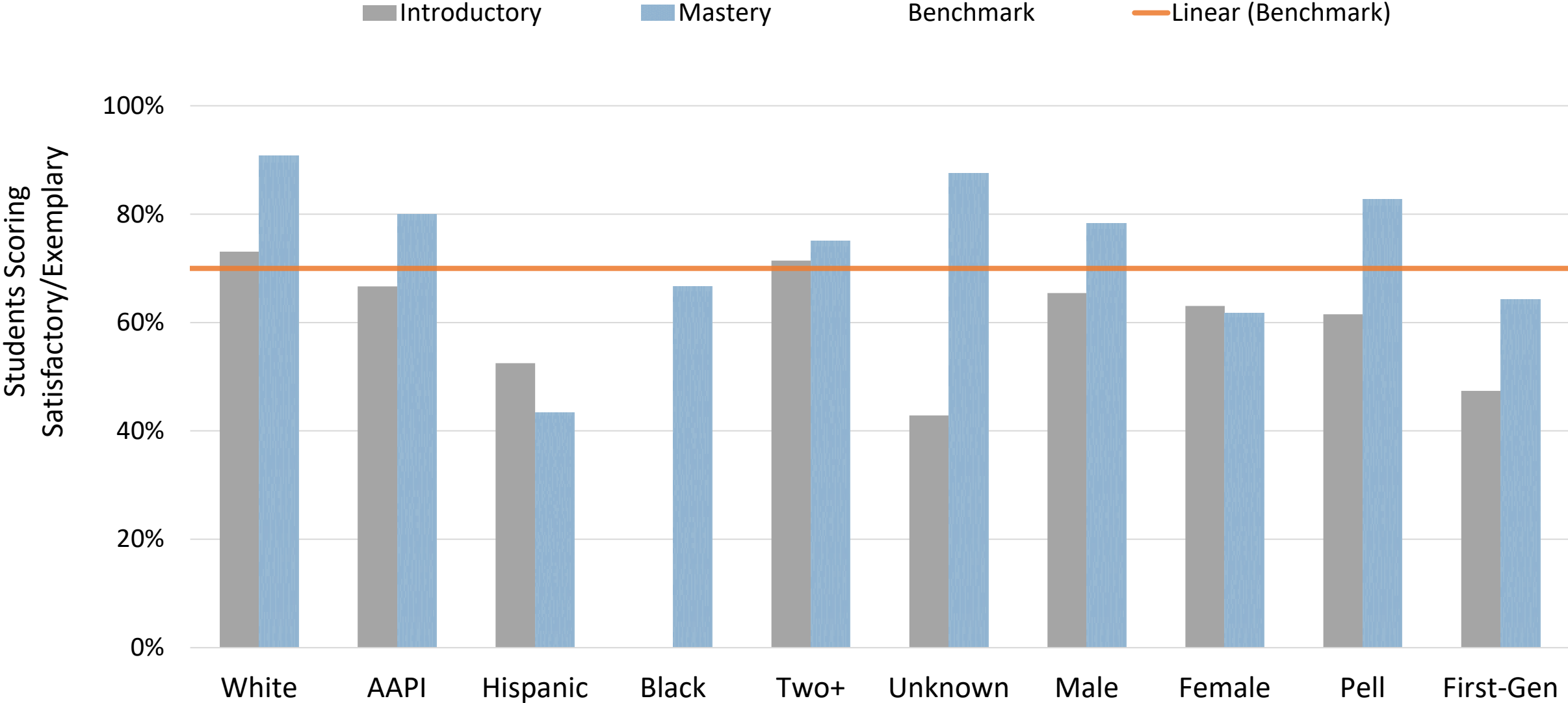


Figure 2: Assessment of ILO-C by Demographic Categories



Assessment Recommendations

- IWAC should collect additional introductory- and reinforce-level data in future assessment cycles.
- All majors should investigate whether the artifacts identified are appropriate for assessing mastery-level Quantitative Reasoning
 - IBL, GSMA, and ME in particular
- Consider additional mastery courses and/or artifacts to better reflect student learning across each major at the mastery level.

Program Recommendations

- Supply assessment data to university advisors, registrar, and admissions for insights and recommendations regarding the gender, under-represented minorities, and first-generation college student gaps.

Program Recommendations

- IBL and GSMA should investigate performance gaps and propose strategies to address deficiencies relative to the benchmark in this subject area.
- Departments of all majors and the Department of Sciences & Mathematics should investigate indirect measures to further examine gender, under-represented minorities, and first-generation college student gaps relative to the benchmark.

ILO G: Leadership and Teamwork

Work towards common goals and motivate and empower others to achieve them; foster collegiality, good will and community within a diverse group.



CAL MARITIME

ELDP AY 2021-22 Assessment

- Survey developed by Center for Creative Leadership, implemented by ELDP
 - Incoming and graduating students
- Students
 - Importance
 - Self-assessment
 - Peer assessment
- Faculty
 - Importance
 - Cohort assessment



Dimensions and Attributes

Leading Self

- Self Aware
- Accountable
- Resilient
- Integrity

Leading w/ Others

- Collaborative
- Communicative
- Active Listener
- Considerate
- Respectful
- Accepting

Changing Your World

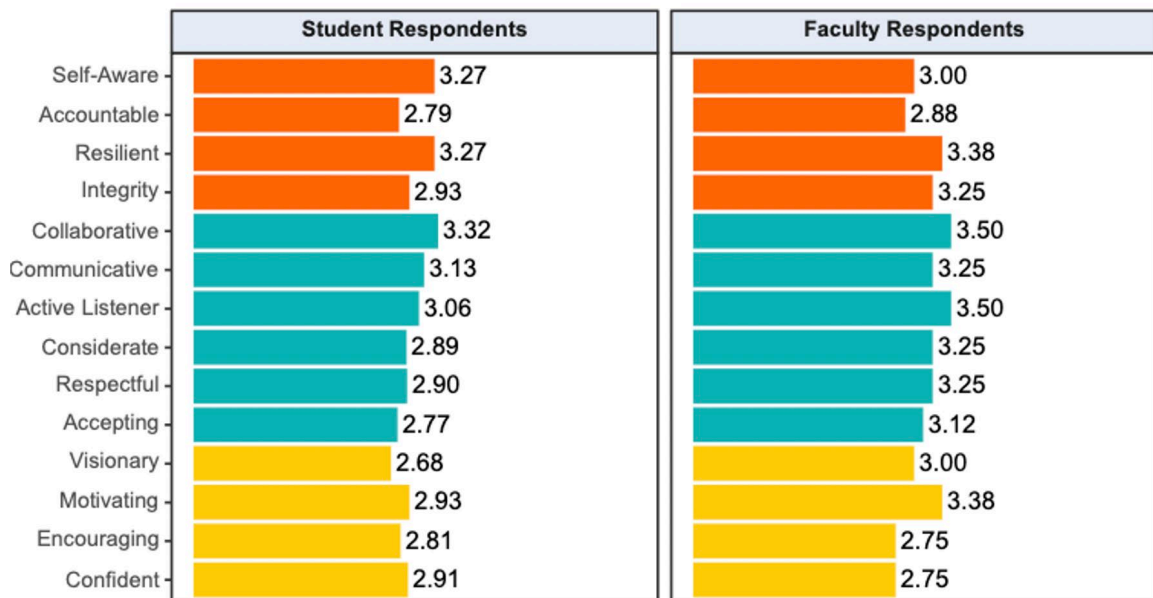
- Visionary
- Motivating
- Encouraging
- Confident

Preliminary Findings

Incoming Students

Perceptions of Students' Competency in the SEL Attributes

Leading Self Leading with Others Changing Your World



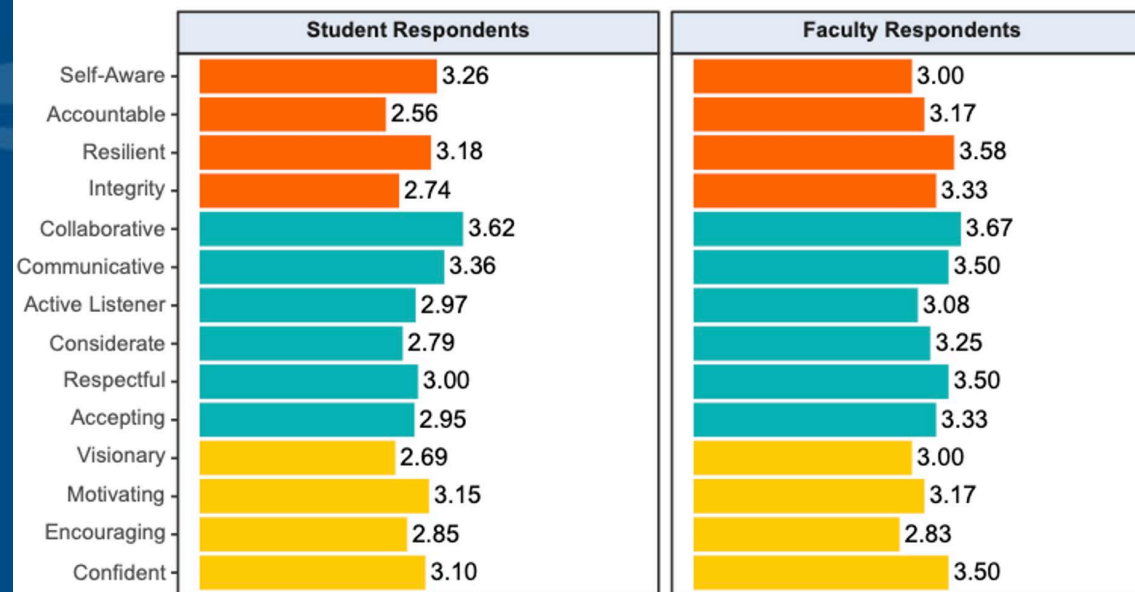
Amount of students demonstrating SEL

- 1 = This describes almost none of the students;
- 2 = This describes some of the students;
- 3 = This describes about half of students;
- 4 = This describes most of the students;
- 5 = This describes all of these students

Graduating Students

Perceptions of Students' Competency in the SEL Attributes

Leading Self Leading with Others Changing Your World



Amount of students demonstrating SEL

- 1 = This describes almost none of the students;
- 2 = This describes some of the students;
- 3 = This describes about half of students;
- 4 = This describes most of the students;
- 5 = This describes all of these students

Preliminary Findings

- Help identified strongest and weakest areas for the groups on the whole
- When correlated with importance, the following attributes should be focus of improvement efforts
 - Accountable
 - Integrity
 - Accepting
 - Confident
- Commandant's office proposes using this to inform program improvements

Going Forward

- Good first step
- What's needed for IWAC assessment next cycle is:
 - Individual assessment scores for breakdown
 - Establishment of a benchmark

ILO G in the Curriculum

- Is leadership and teamwork a program learning outcome?

ILO G in the Curriculum

- Is leadership and teamwork a program learning outcome?
- Do your courses develop leadership and teamwork skills?
- Are leadership and teamwork skills in a course learning outcome?



CAL MARITIME

ILO G in the Curriculum

- Is leadership and teamwork a program learning outcome?
- Do your courses develop leadership and teamwork skills?
- Are leadership and teamwork skills in a course learning outcome?

- Identify these courses
- Develop assessment process for them
 - May need to be indirect
- Need supporting individual-level data for evaluation

AY 2022-2023



Assessment Collection in AY 2022-23

- ILO A: Communication (Oral and Written)
 - Aparna Sinha
- Identified courses will be asked to provide assessment data using IWAC rubric

ILO Policy From Faculty Senate

- Who knows the process by which these ILO's and their definitions were created?

ILO Policy From Faculty Senate

- Who knows the process by which these ILO's and their definitions were created?
- Need a codified and public process for review and revision

ILO Policy From Faculty Senate

- Who knows the process by which these ILO's and their definitions were created?
- Need a codified and public process for review and revision
- Create a policy that formalizes our Institution Wide Learning Outcomes
 - Done through the Faculty Senate
 - Need faculty participation in this process



CAL MARITIME

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

www.csum.edu

Assessment Methods

Direct

- Data from demonstration of the learning outcome
 - Exam/Quiz
 - Paper/Presentation
 - Project/Portfolio
 - Recital/Exhibition
 - Peer evaluation

Indirect

- Data from reflection on learning outcome
 - Self-reflection
 - Self-report survey
 - Interview
 - Focus group
 - *Report by alumni/employer/etc.*

Direct evidence helps tell us “what”, and indirect evidence helps tell us “why”.



Assessment Methods

Embedded

- Measures integrated into the regular curricular process
- Can be used for grading, AND can be aggregated to demonstrate mastery of SLOs for a program

Value -Added

- Measures designed to capture the CHANGE in student learning during a course or program
- More indicative of the CONTRIBUTION of a program/course to student learning



IWAC Assessment Methods

- **Direct and Embedded**
 - To assess most ILOs IWAC uses rubrics to assess student artifacts like assignments, presentations, and other products generated through courses.

Spring 2023: Faculty Learning Community on 'Using Technology to Support Equitable Outcomes

Modules

Universal Design for Learning Principles	Learn the basics of Universal Design for Learning (UDL) principles so you can apply it into your Canvas courses.
Equitable Access to Course Materials	Learn why equitable access to course materials is important for your students.
Panopto	Learn how to use interactive videos to provide on-demand access to scaffolded instruction.
Engagement and Collaboration	Learn how promoting engagement and collaboration in Canvas can enhance student learning. Create group work inside Canvas.
Assessment	Learn why and how to create rubrics on Canvas. Focusing on Assessing for Deeper Understanding and Competency.

Spring 2023: Workshops

Intro to Canvas Dashboard	How to get around, login, communication, navigation, notifications, announcements, homepage.
Mastering Modules/Course Design	Learn why modules are one of the best and most popular ways to design a Canvas course. This training is designed to help faculty and staff understand how to identify and support struggling students and refer them for further support when necessary.
You Can Help	
Gradebook in Canvas	Learn why and how to set points, percentages, extra credit, SpeedGrader, and student view of the instructor's feedback
How to Use the Syllabus	How to organize your syllabus in Canvas.
Accessibility in Canvas	Features, tips, and tricks that can make your course more accessible for your students.
Inclusive Teaching for Equitable Learning	Faculty colleagues from the Fall FLC on Inclusive Teaching share lessons learned.
Assignments	The workflow of assignment creation, student submission, instructor grading and rubrics.
How to Share Content within Canvas	How to share content within Canvas with your colleagues.

Fall 2022 Faculty Learning Community

	14 Faculty participated in a semester- long FLC created to support their participation in an Association of College and University Educators (ACUE) course on <i>Inclusive Teaching for Equitable Learning</i> . Course modules included Managing the Impact of Biases, Reducing Microaggressions in Learning Environments, Addressing Imposter Phenomenon and Stereotype Threat, Creating Inclusive Learning Environments and Designing Equity-Centered Courses.
Fall 2022 Faculty Learning Community on Inclusive Teaching and Learning	

Fall 2022 Workshops

Canvas Terminology	Get familiar with Canvas Technology
--------------------	-------------------------------------

Intro to Canvas Dashboard	How to get around, login, communication, navigation, notifications, announcements, homepage.
Zoom Link	
Fostering a Campus Environment Supportive of Student Mental Health: Faculty Toolkit The New Direction of Academic Success	Introduction to 'Faculty Toolkit:Fostering a Campus Environment Supportive of Student Mental Health.' Workshop on tutoring
	interactive workshop on textbooks, copyright, licenses, and access. You will learn about the current textbook market and what you can do to ensure students have access to the materials they need to succeed.
Why Can't I Get The Textbook, and Why Are My Students Freaking Out?	Learn about a high-impact practice that you can easily incorporate into classes: community-engaged pedagogy—connecting your teaching with community issues, assets and needs in a way that enhances your students' learning and benefits community partners.
Connecting Coursework to the Community	Session will feature a panel of your colleagues who will share their perceptions about campus climate and DEI A workshop for new faculty introducing them to key elements of a successful course (syllabus, use of the LMS and course calendar, active learning, etc.)
Campus Culture Conversation	A panel of new and newish faculty discuss the lessons learned during their first year at Cal Maritime
Keys to Launching a Successful Course	This workshop is a step-by-step process to set up gradebook in Brightspace, create exams for automatic grading, and associate the exam score for display in the gradebook section.
Advice from the Future	A panel of Cal Maritime faculty discuss lessons learned from taking the Association of College and University Educators (ACUE) course, Creating an Inclusive and Supportive Environment.
Set up your Brightspace Gradebook with Assignment Links in the Calendar	This workshop will show participants some of the most popular and best free citation managers and generators, and discuss issues such as accuracy, ease of use, and what they do with your data.
Setting the Stage for a Successful Semester	In this workshop, see how transparently designed assignments offer equitable opportunities for all college students to succeed. Workshop objectives include a. identifying the need for transparent assessments b. explaining how transparent assignments help students succeed c. defining a transparent assignment and applying the Transparent Assignment Template to an existing assignment
Building a toolbox to support academic integrity: Citation generators and managers	
Transparent Assignment Design	
Spring 2022 Faculty Learning Community	
Faculty Learning Community on Reducing Equity Gaps and DFW rates	Twelve faculty participated in this semester-long FLC created to support the faculty participating in the ACUE course, <i>Creating an Inclusive and Supportive Learning Environment.</i>
Spring 2022 Weekly Tips and Newsletters	
Spring 2022 Weekly Quick Tips	These tips were focussed on pedagogy and educational technology
Spring 2022 Workshops	

Neurodiversity Training Workshop	<p>Discuss the concept of neurodiversity and how to motivate and educate the campus community to successfully support this ever-growing population!</p> <p>This interactive session will explore the social, cultural, and psychological origins of intergroup biases, and the most problematic effects such biases can have on students, faculty, staff, and administrators in higher education. We will also explore strategies that individuals and institutions of higher learning can employ to combat prejudice, stereotyping, and discrimination.</p>
Fall 2021 Newsletter and Weekly Tips	
Monthly Keep Teaching Newsletters	<p>(Teaching with Masks, Mental Health, Diversity, Equity and Inclusion)</p> <p>These tips were focussed on pedagogy and educational technology</p>
Weekly Quick Tips	
Fall 2021 Workshops	
Critical Conversations	<p>Workshop on discussing campus climate issues in classrooms</p> <p>The Covid-19 pandemic has brought unprecedented stress to students and educational institutions across the world. Cal Maritime is no exception. CAPS counselor Dr. Ian Wallace will address the impact of the pandemic on our students' mental health, discussing the impact of stress/trauma on the brain and its ability to learn. He will lead a discussion of teaching practices that can help and support student-learning during these difficult times.</p> <p>This workshop will demonstrate an approach to evaluating information that you can use and share with your students. Together we will identify COVID-19 misinformation using the SIFT method (Stop, Investigate, Find, and Trace). The method is applicable to any topic and can be adapted to your own discipline.</p>
Supporting Students in Crisis	
Separating Fact From Fiction	<p>This session will cover leadership strategies that are rooted in the science of learning, best practices, and lessons learned from emergency remote teaching. These strategies are designed to encourage student engagement and streamline teaching workload. Topics include: Capitalize on Effective Communication; Leverage LMS to Boost Productivity; Customize Course Homepage to Centralize Content; Quality Check Course Content Prior to Release; and, much more.</p> <p>What pandemic-induced innovations, big or small, will you continue using as we return to the classroom this fall? Join a panel of Cal Maritime faculty as we discuss lessons learned from teaching amid a pandemic.</p>
Class Interrupted ...and transformed	<p>The diversity of our students and their experiences create conditions where conflict is possible even in courses that do not typically deal with controversial topics. How do you handle such challenges in professional, mutually respectful way that still holds offending students accountable while minimizing disruptions to learning.</p>
Managing Difficult conversations and Hot Moments in the Classroom	<p>Understand how privilege of (gender, race, age, hierarchy, language, sexuality, religion, etc.) operate and impact your classroom.</p>
Understanding Privilege	

Active Learning Strategies

Active learning strategies for Classroom Annexe

Learn what Ally is and how you can use it to enhance the accessibility of your learning content on Brightspace. Receive feedback on the accessibility of your content and improve it with step-by-step instructions provided by Ally in Brightspace. Also, see how students can download alternative formats for the content that you post in Brightspace.

Using Ally to Increase Accessibility

Join us for this introduction to Nod & YOU at Cal Maritime – digital tools created by behavioral health experts to foster well-being and help our campus community thrive. In addition to introducing these tools, we will identify ways that faculty can continue to support students on a regular basis with YOU at Cal Maritime.

New Ways to Support Wellbeing

Summer 2021

Advanced QLT Course in Online Teaching

3 week advanced course on teaching and learning online

14 Faculty participated in a semester-long FLC created to support their participation in an Association of College and University Educators (ACUE) course on *Inclusive Teaching for Equitable Learning* . Course modules included Managing the Impact



December 14, 2022

Dear Campus Community:

Cal Maritime remains dedicated to providing our cadets with an inclusive learning environment that prepares them for real-world challenges ashore and at sea. We strongly condemn harassment and assault of any kind against members of our community, especially individuals that have experienced acts against them in the past, such as women, members of the LGBTQ community, and other historically marginalized groups.

We as a campus community at Cal Maritime are comprised of the most brilliant and talented cadets, staff, and faculty in the world. It is our academy culture that makes us the most unique campus in the California State University (CSU) system, and it is our direct link to the maritime industry and all that comes with it that fuels our desire to meet the need for a more inclusive environment.

We are currently in a pivotal time of change in our campus culture as well as in the maritime industry, and this moment is a part of that pivot.

Some of you have read the story in today's *Los Angeles Times* about Cal Maritime and incidents of sexual assault and harassment, and gender discrimination experienced by members of our academy.

Although the story primarily addresses issues that we have been confronting and seeking to change together as a campus community for more than a year, that fact does not diminish the pain or stress that you may be feeling or reliving in reading about these issues again today. Nor does this fact in any way diminish the continued feelings among our faculty, staff, and cadets, who bravely shared with the reporters, that we need to do more to ensure Cal Maritime is a safe and inclusive learning environment for everyone, regardless of race, gender identity or sexual orientation. *(Please see below for support resources available.)*

Regrettably, the *Los Angeles Times* article did not paint a complete picture of the work we have been doing together to loudly denounce all forms of discrimination and hate, make our systems work better and more accessible for victims, and deliver timely resolution of issues. Beyond strengthening these supportive systems, the article also did not capture the important work we are doing together to make our campus culture more inclusive, from the opening of the Inclusion Center to our CommUnity Day and the intensive training we have been doing to reset

expectations and behaviors on our campus and on the Training Ship *Golden Bear* (TSGB) and commercial cruise.

There is more work to be done this academic year and more work to do in the years to come. We are committed to lasting improvements and candid communication within our campus community to ensure a safe and welcoming Cal Maritime for all.

Our administration, faculty, and staff are working day-to-day to ensure that we are moving these diversity, equity, and inclusion (DEI) and Title IX initiatives forward. We have engaged in efforts to assess our environment, allocated additional resources, and added programming and staff, including a Director of Inclusion who will start in January 2023, to ensure welcoming and inclusive living and learning environments. For more information, visit the [Inclusion Initiatives](#) page of the Division of Cadet Leadership and Development site.

We are also acting in partnership as a member of the CSU system as it works to ensure that all 23 campuses are strengthening CSU's culture by assessing current practices. This assessment includes insights, recommendations, and resources that are being provided to advance our Title IX and civil rights training, awareness, prevention, intervention, compliance, and support systems.

Moreover, our campus is also working with the other State Maritime Academies, representatives from the U.S. Department of Transportation Maritime Administration (MARAD) and industry partners to continue the much-needed work to address issues of sexual assault and sexual harassment in a maritime environment and continued changes needed in the maritime industry. Cal Maritime will continue to do this necessary work now and well into the future to ensure a more equitable maritime experience.

Simply put, Cal Maritime has been and will continue to be a champion for changing the culture of the maritime industry. We should be proud of the work we have accomplished while recognizing the ways we can partner for more progress. We will continue to seek and receive support from our maritime academy family and the CSU system.

We encourage anyone who is in need of support or has questions about Title IX to reach out to our Title IX staff at titleix@csum.edu or visit our Title IX resource page at <https://www.csum.edu/title-ix/index.html>. Our Office of Community Standards is also in place to help guide our Corps of Cadets and foster a campus culture that protects the rights of all members of our community.

For some, this story is going to bring up past issues that may retraumatize or be triggering for former victims of harassment or sexual assault. Resources are available for our cadets, faculty, and staff affected.

Counseling and Psychological Services (CAPS) is available for our cadets. Appointments (in person and video) are available Monday through Friday, 8 a.m. to 5 p.m. (until 6 p.m. on

Monday, Thursday, and Friday). To schedule an appointment, call or visit the Student Health Center (SHC) at (707) 654-1170. Daily drop-in visits are available at the SHC from 2 p.m. to 3 p.m. After-hours support is available by calling the SHC (x1170 Ext. 1). Consultation support is available to faculty and staff. For more information, visit www.csum.edu/caps.

Faculty and staff are encouraged to utilize the Employee Assistance Program (EAP). More information for EAP can be found by visiting www.csum.edu/hr/eap.html.

In service,



Thomas A. Cropper, President

Lori Schroeder, Provost & Vice President, Academic Affairs

Franz Lozano, Vice President, Administration and Finance

Kathleen McMahon, Vice President, Cadet Leadership and Development

Richard Ortega, Vice President, University Advancement

Samar Bannister, Commanding Officer, TS Golden Bear

Karyn Cornell, Chief of Staff and AVP University Affairs

Mark Goodrich, AVP Cal Maritime Corporation

Michael Martin, AVP Human Resources, Safety and Risk Management and Diversity & Inclusion

Karen Yoder, Director of Athletics and Physical Education

California State University Maritime Academy 2020 Staff Climate Survey

Staff

**California State University Maritime Academy
N=116**

**All public universities and 4-year colleges
N=1,874**

THE STAFF EXPERIENCE

Results from the Staff Climate Survey assess the campus climate from the staff perspective. The survey also touches on staff's level of stress, satisfaction with their institution, and work-related experiences as staff members in postsecondary institutions.

- Staff Demographics**
- Satisfaction and Sources of Stress**
- Perspectives of Campus Climate**
- Work Environment**

Table of Contents

Demographics

Staff Roles & Years Employed
Employment Status & Campus Unit
Direct Reports & Compensation Type
Highest Level of Education & Gender Identity
Race/Ethnicity
Sexual Orientation

Staff Satisfaction & Sources of Stress

Workplace Satisfaction
Satisfaction with Work-Life Balance
Satisfaction with Benefits & Compensation
Sources of Stress

Campus Climate

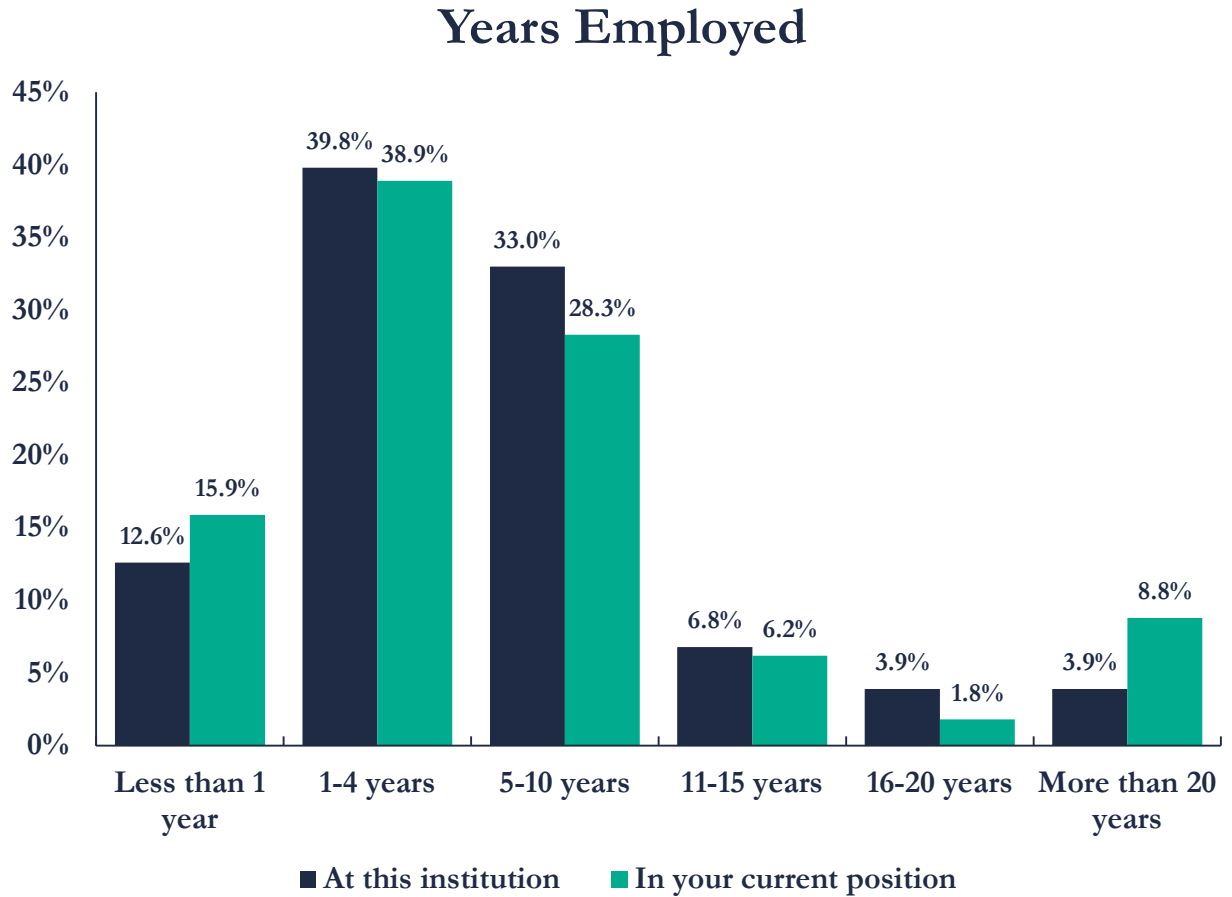
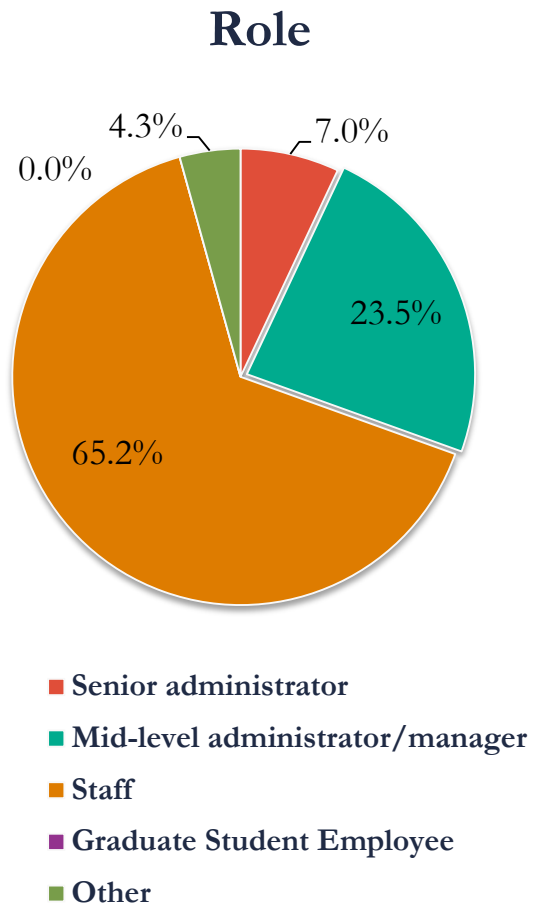
Campus Diversity
Campus Atmosphere
Staff Perspectives on Campus Climate
Campus Community & Diversity: Institutional
Priorities
Staff Discrimination or Exclusion
Discrimination and Harassment
Satisfaction w/ Administrative Responses

Work Environment

Supervisors
Professional Development
Advanced Degree Holders

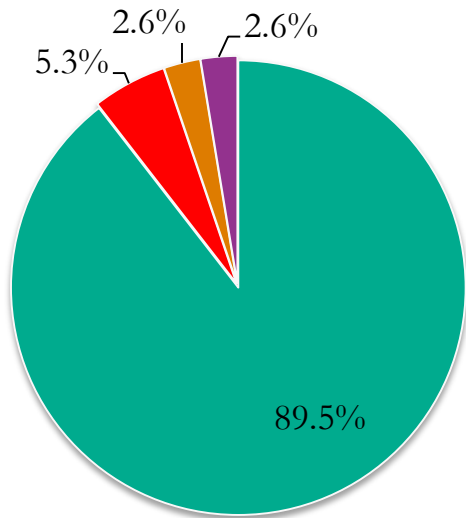
Demographics

Demographics



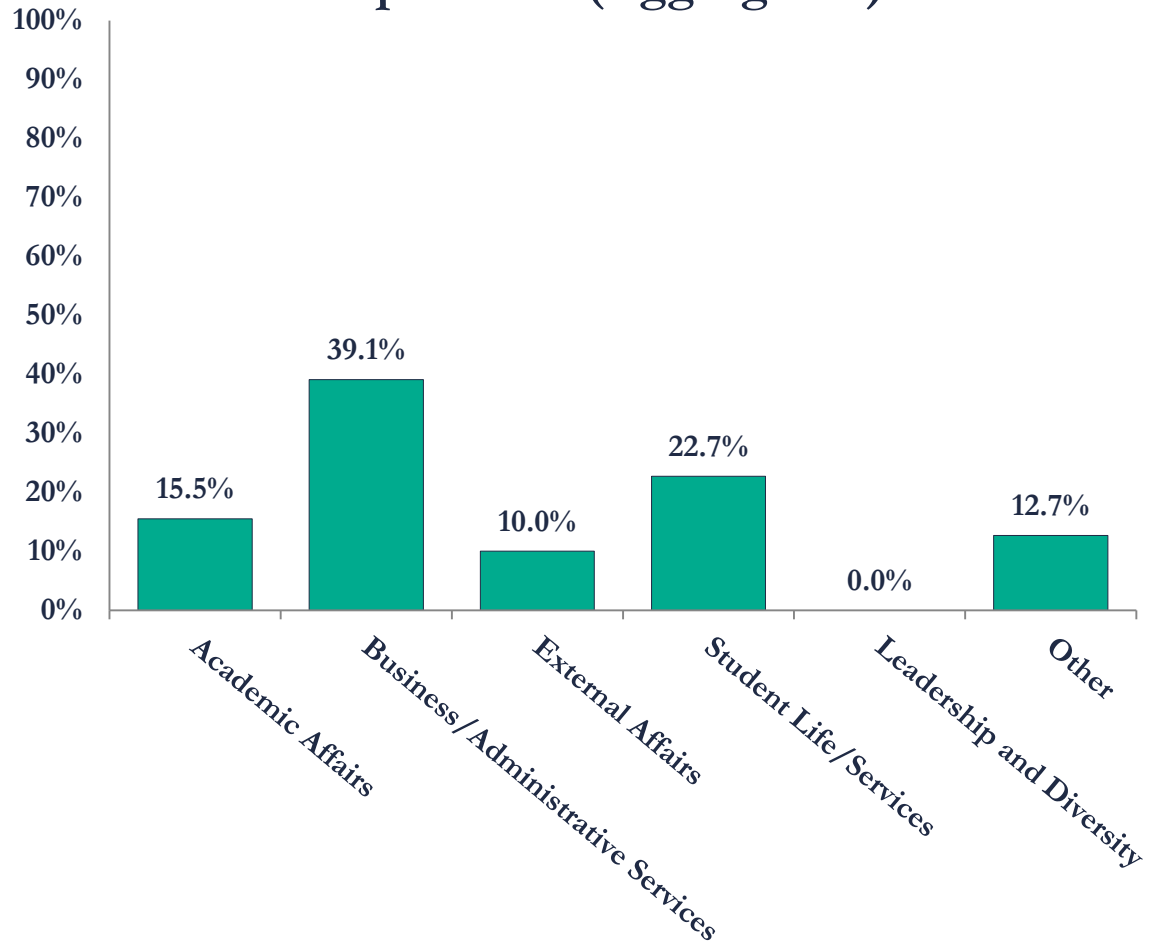
Demographics

Employment



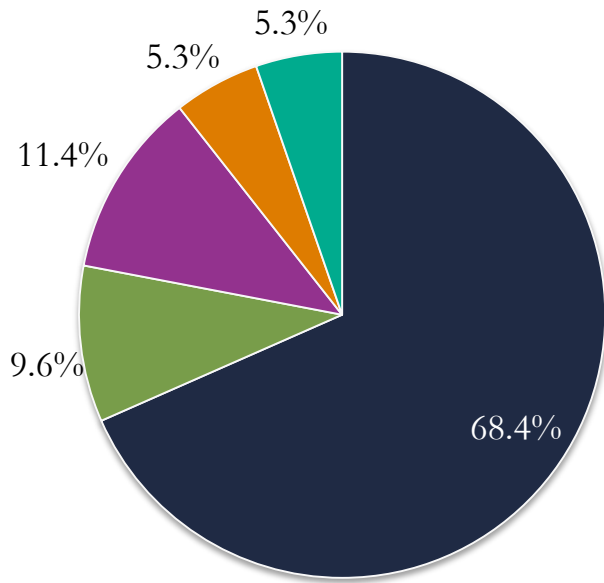
- Full-time, permanent
- Full-time, temporary/contract
- Part-time, permanent
- Part-time, temporary/contract

Campus Unit (Aggregated)



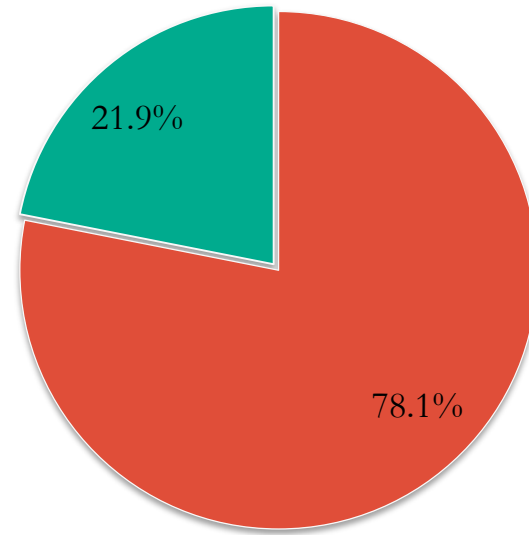
Demographics

Number of Direct Reports



- I do not directly supervise employees
- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

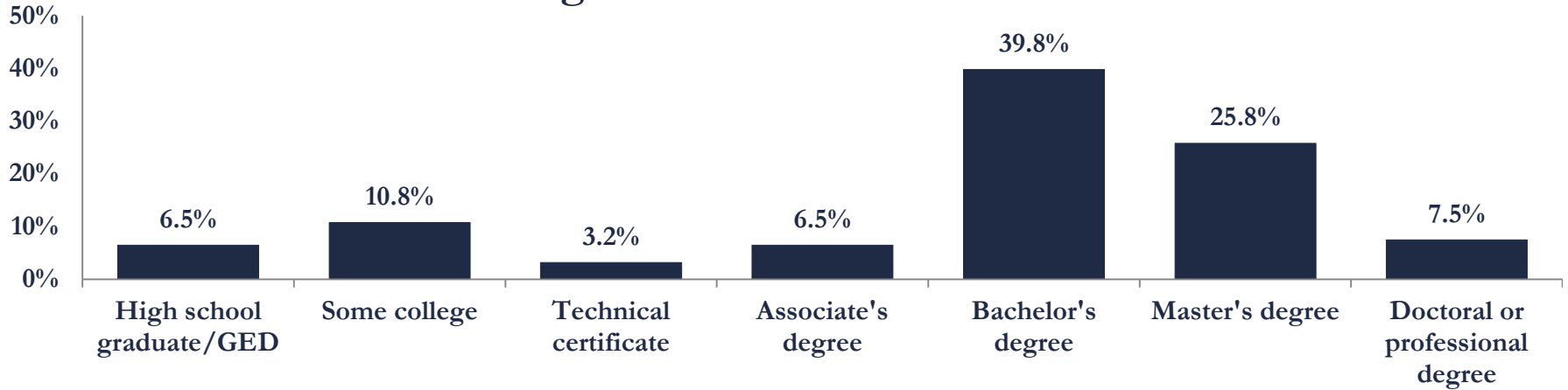
Compensation Type



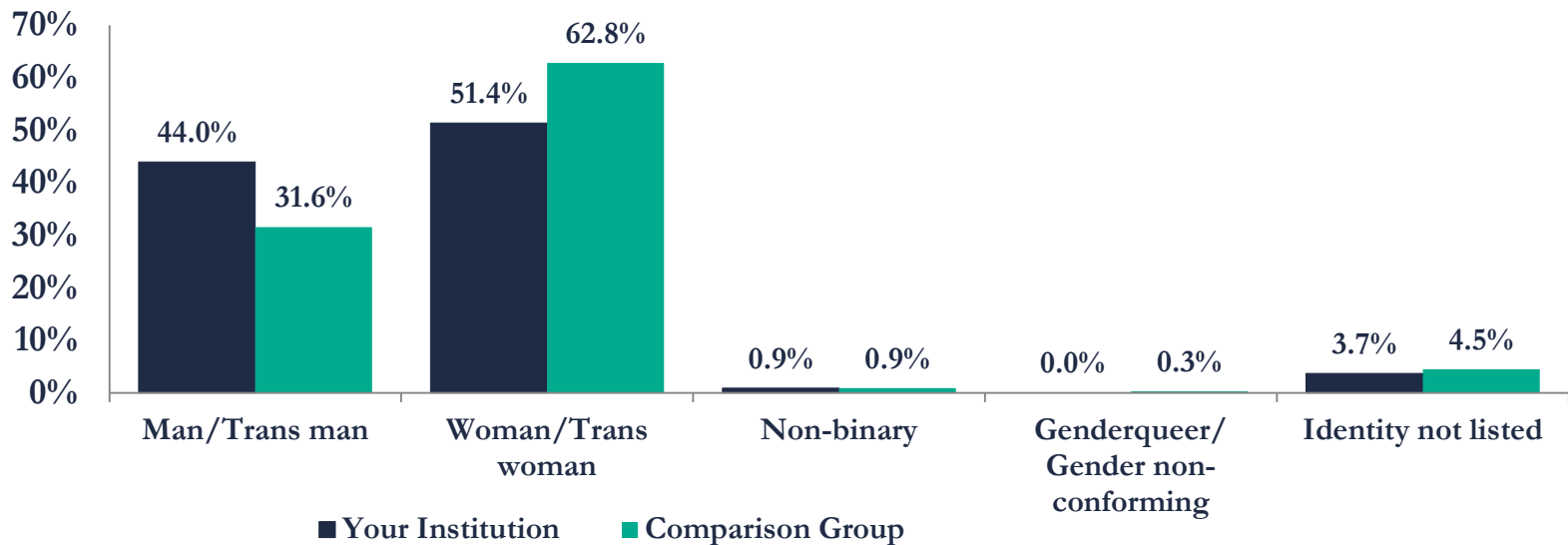
- Salaried (exempt)
- Hourly (non-exempt), eligible for overtime pay

Demographics

Highest Level of Education

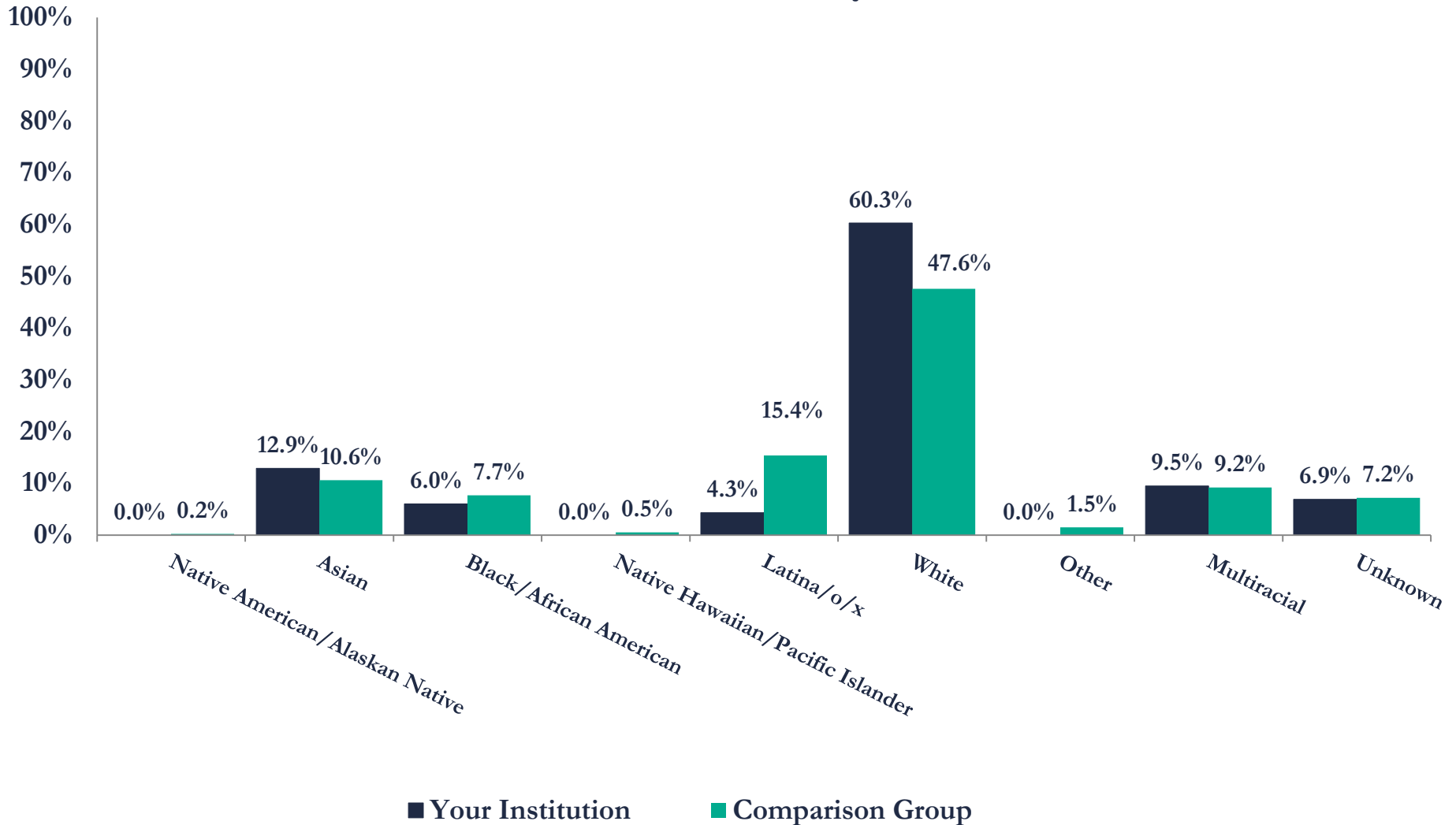


Gender Identity



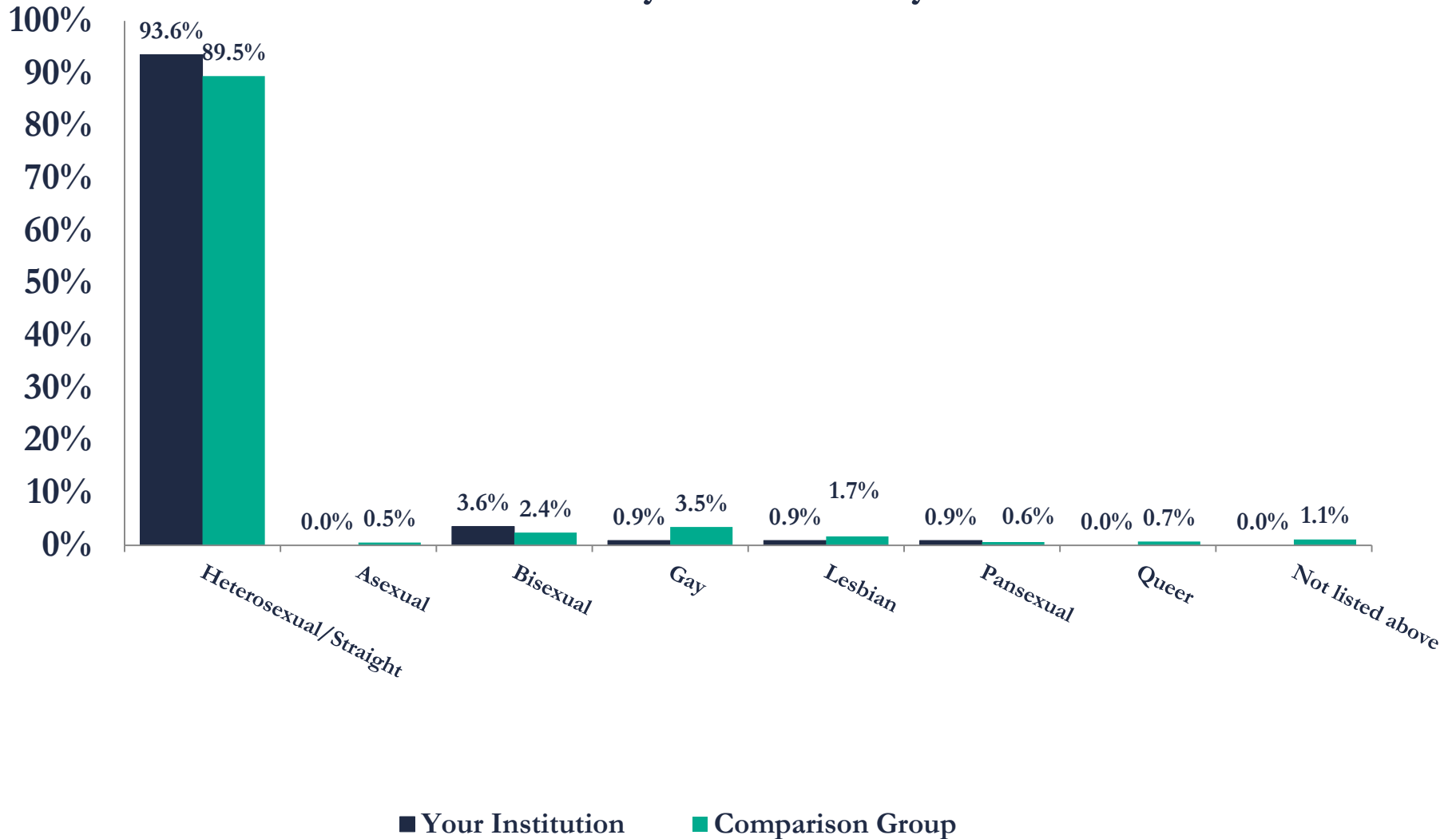
Demographics

Race/Ethnicity



Demographics

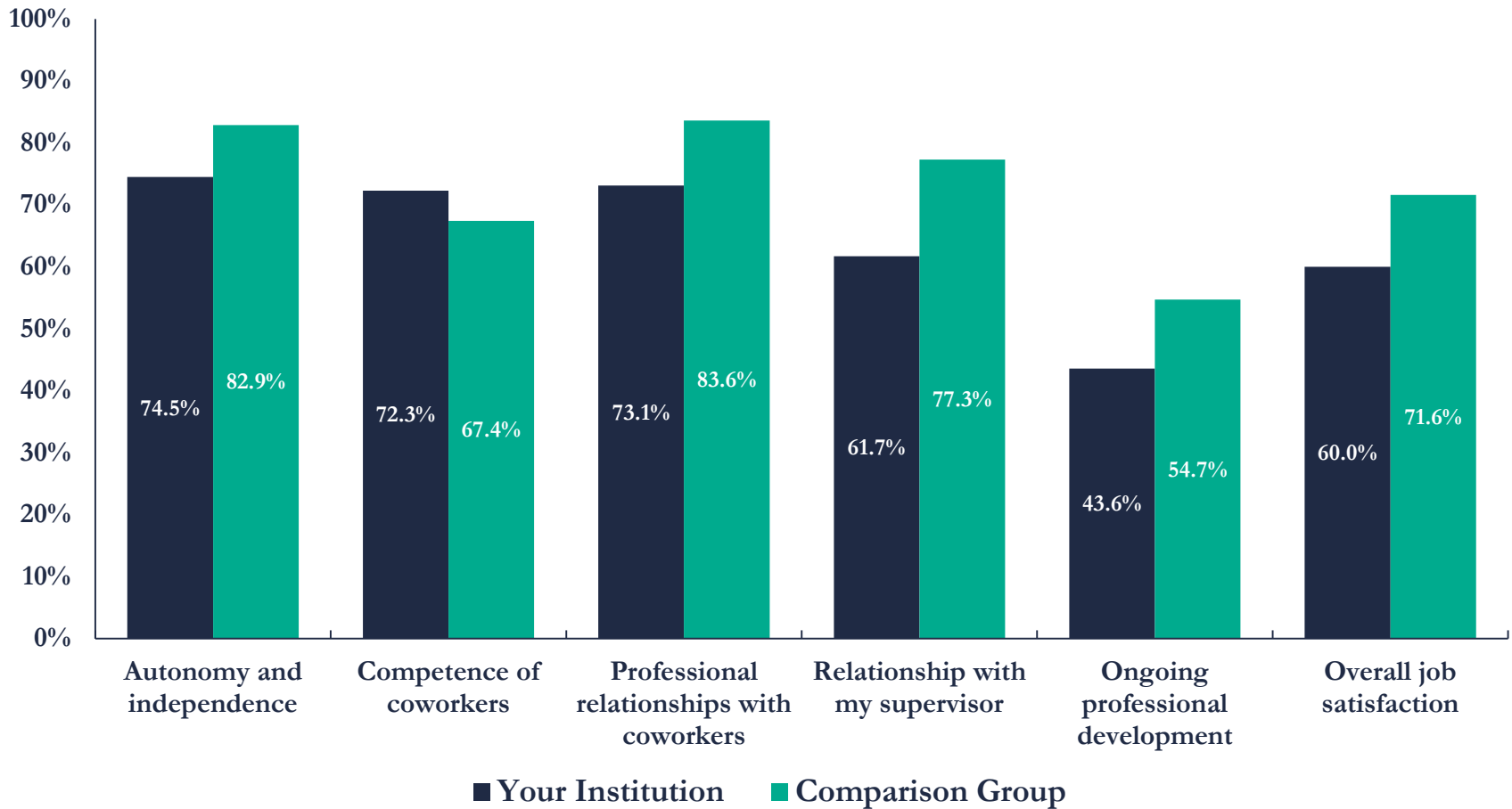
How do you self-identify?



Staff Satisfaction & Sources of Stress

Workplace Satisfaction

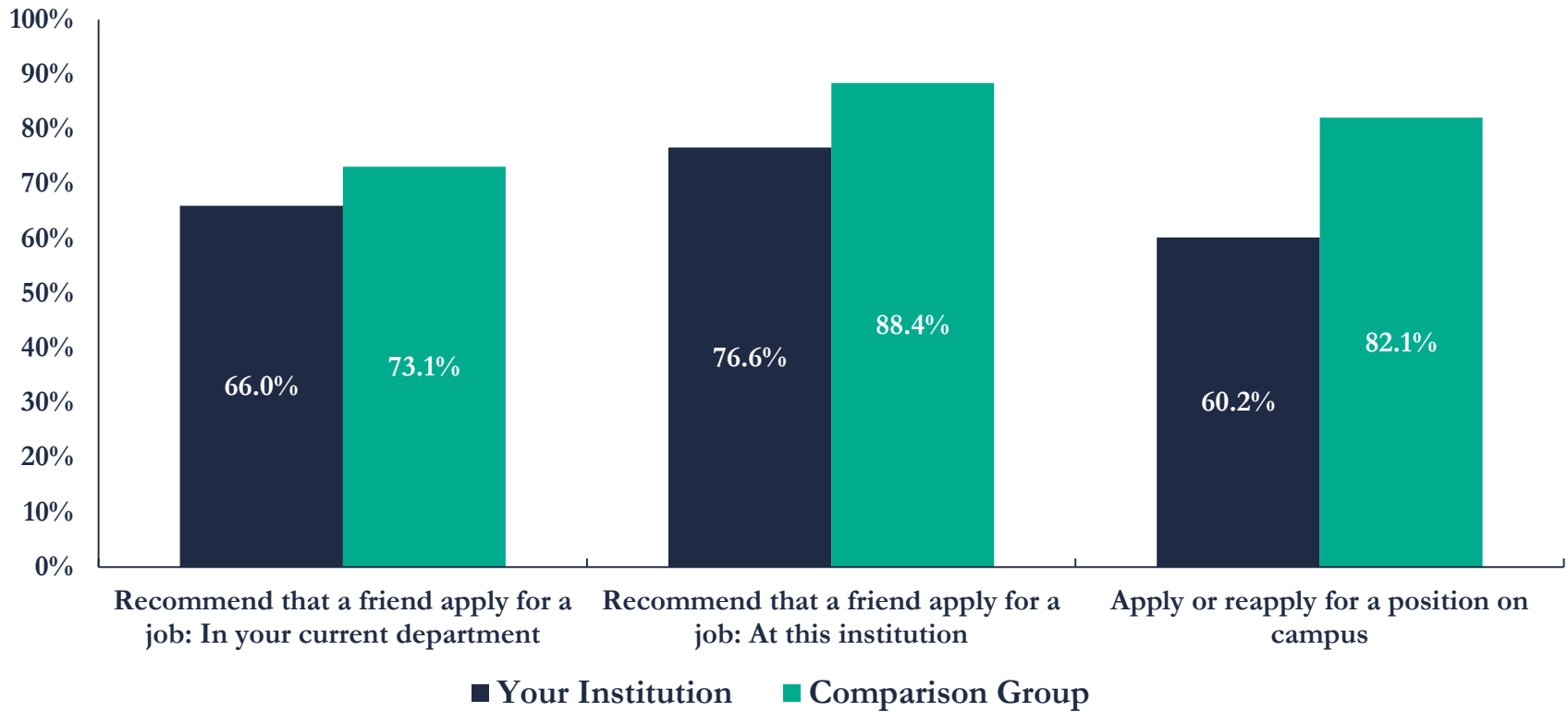
(% Indicating “Satisfied” or “Very Satisfied”)



Workplace Satisfaction

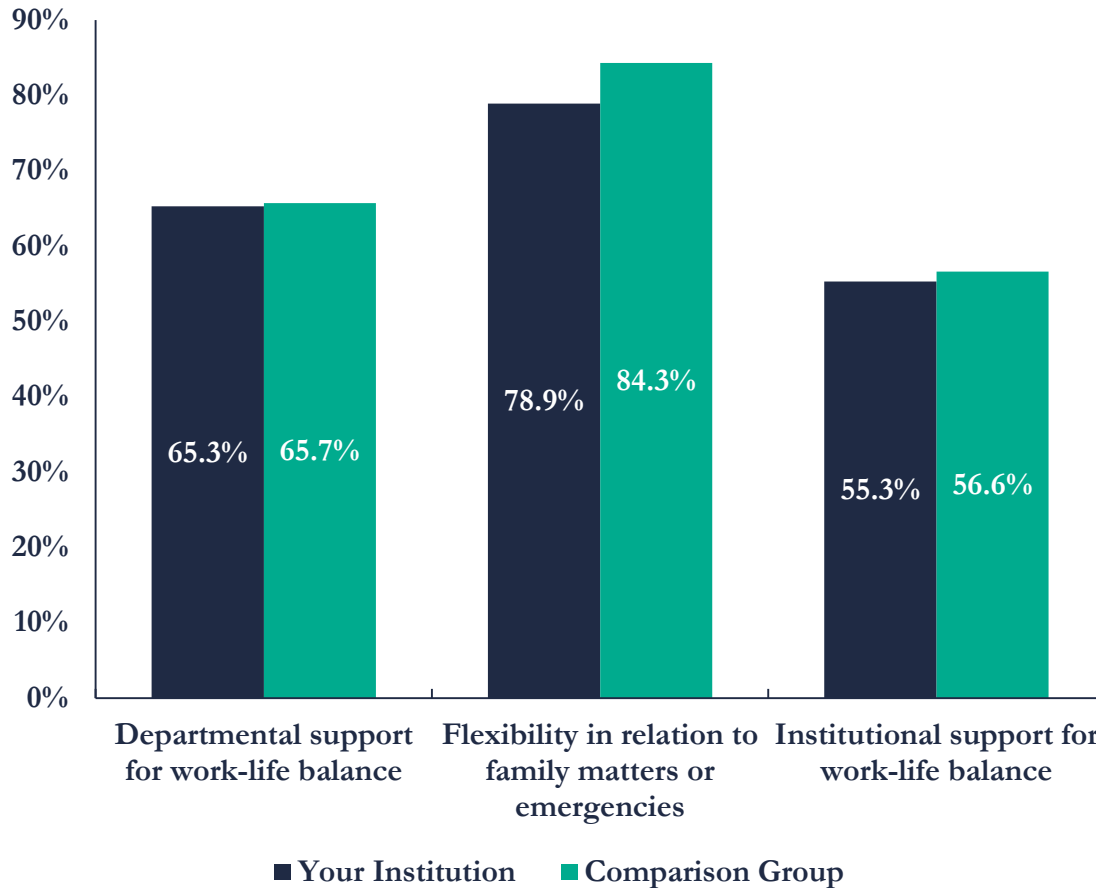
(% Indicating “Likely” or “Very Likely”)

Rate the likelihood with which you would do each of the following:

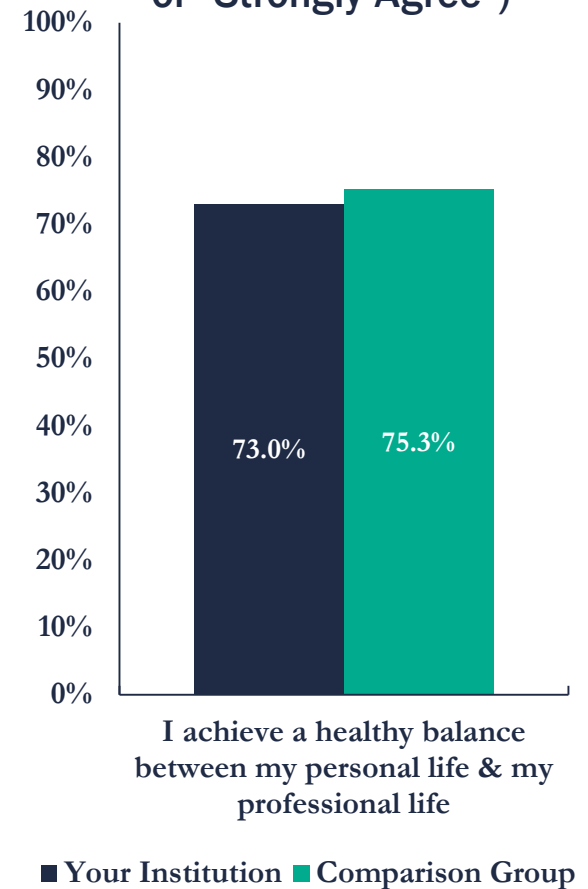


Satisfaction with Work-Life Balance

(% Indicating “Satisfied” or “Very Satisfied”)

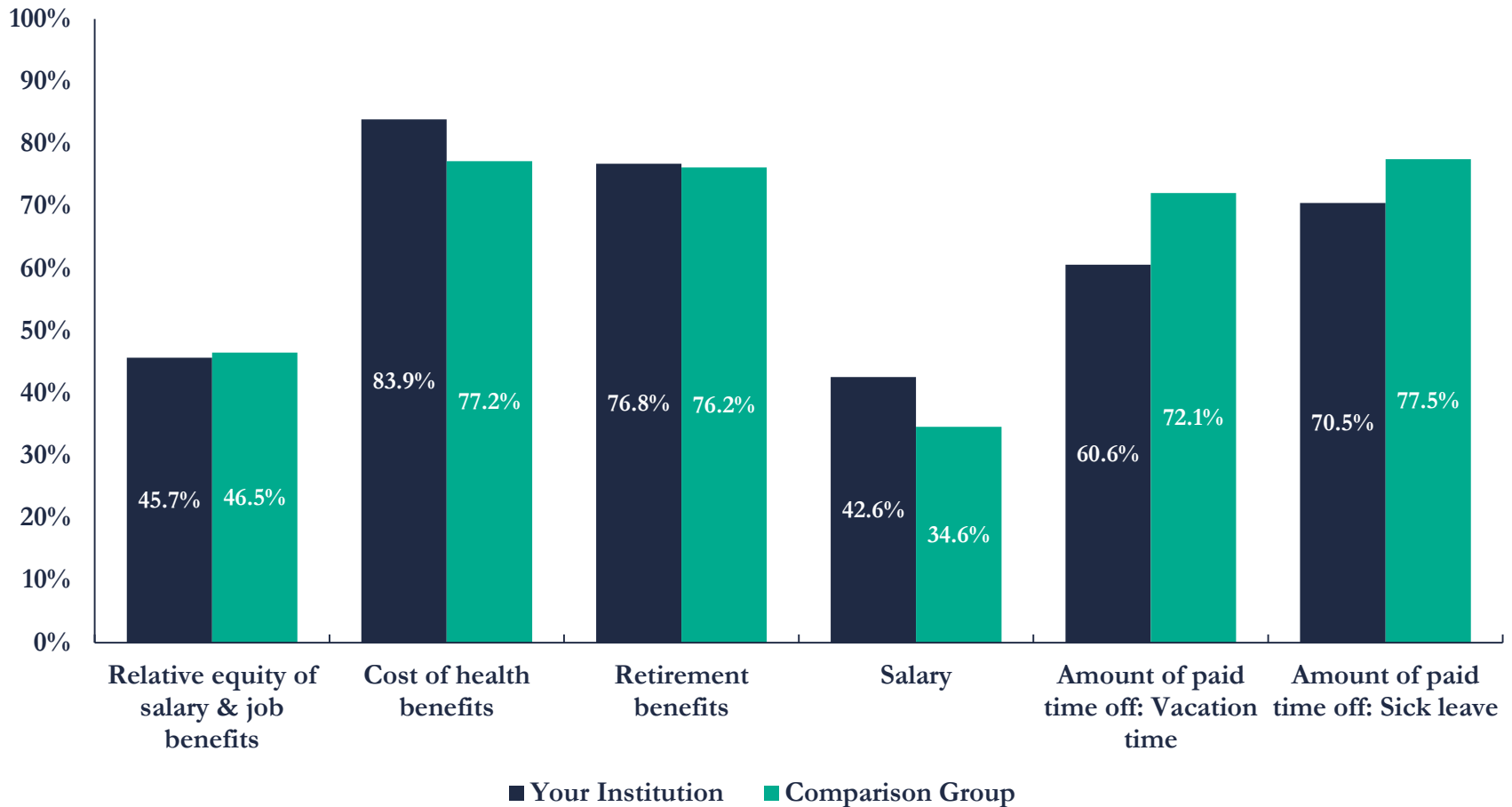


(% Indicating “Agree” or “Strongly Agree”)



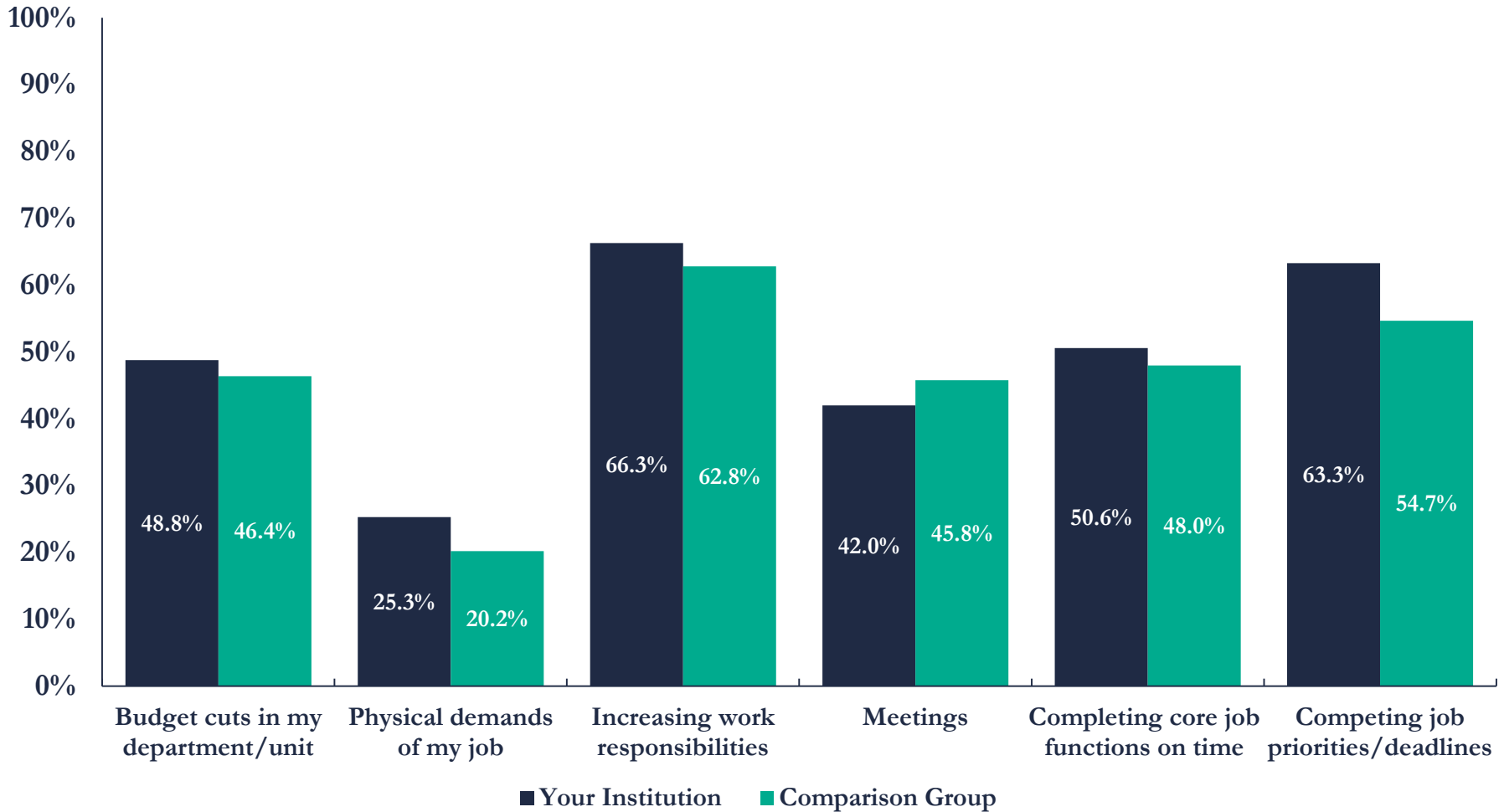
Satisfaction with Benefits & Compensation

(% Indicating “Satisfied” or “Very Satisfied”)



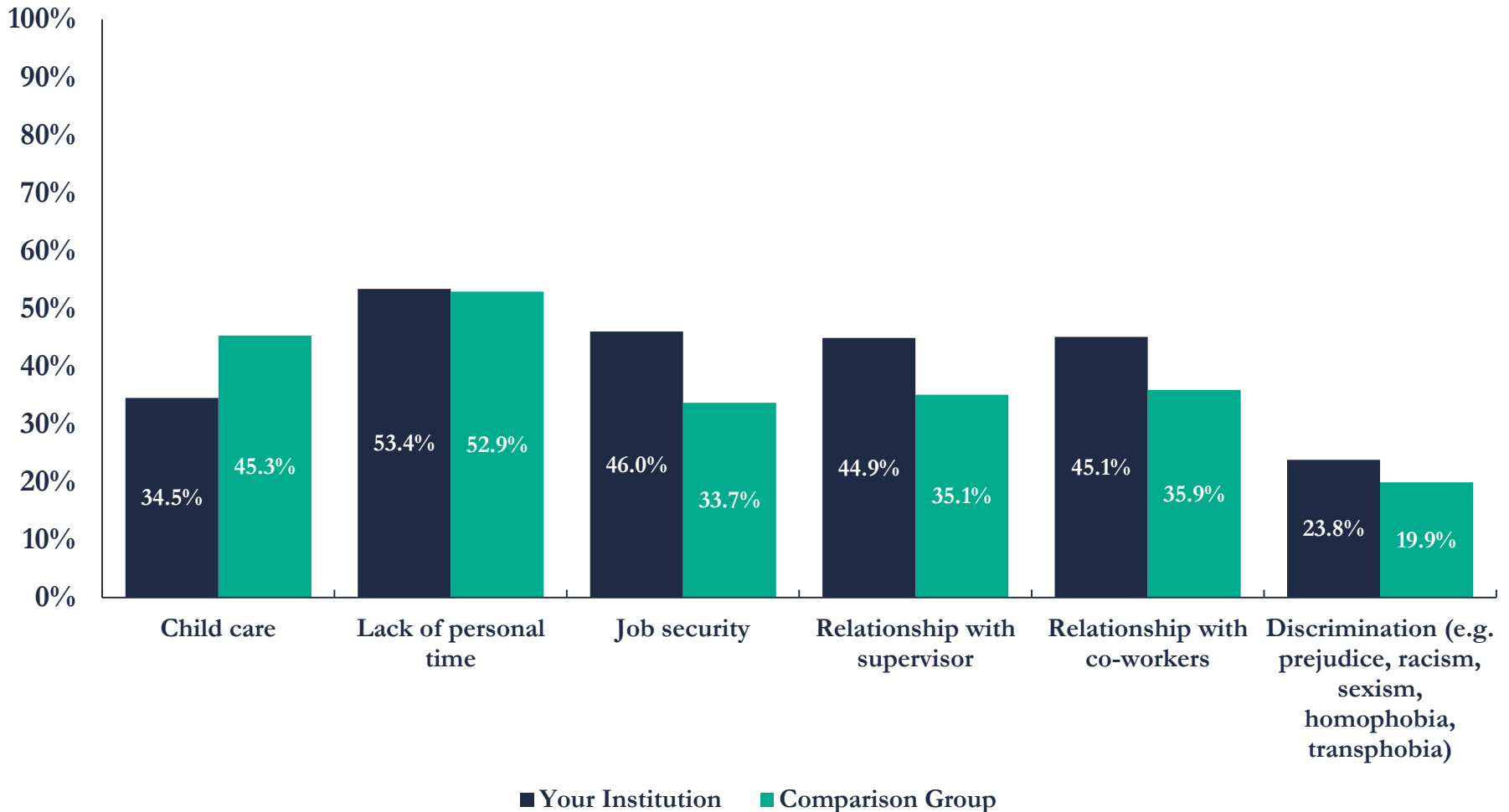
Sources of Stress

(% Indicating “Somewhat” or “Extensive”)



Sources of Stress

(% Indicating “Somewhat” or “Extensive”)

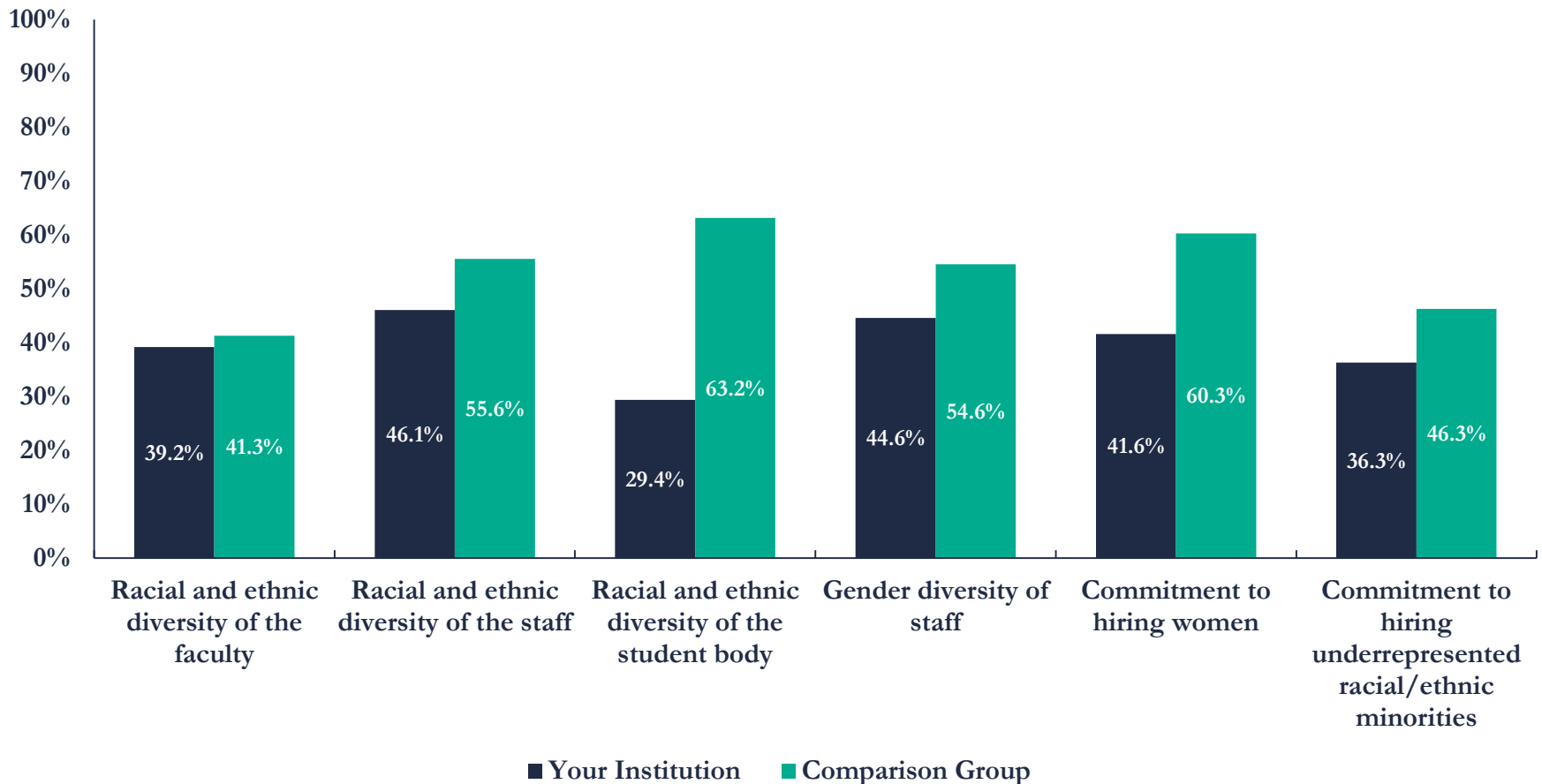


Campus Climate

Campus Diversity

(% Indicating “Satisfied” or “Very Satisfied”)

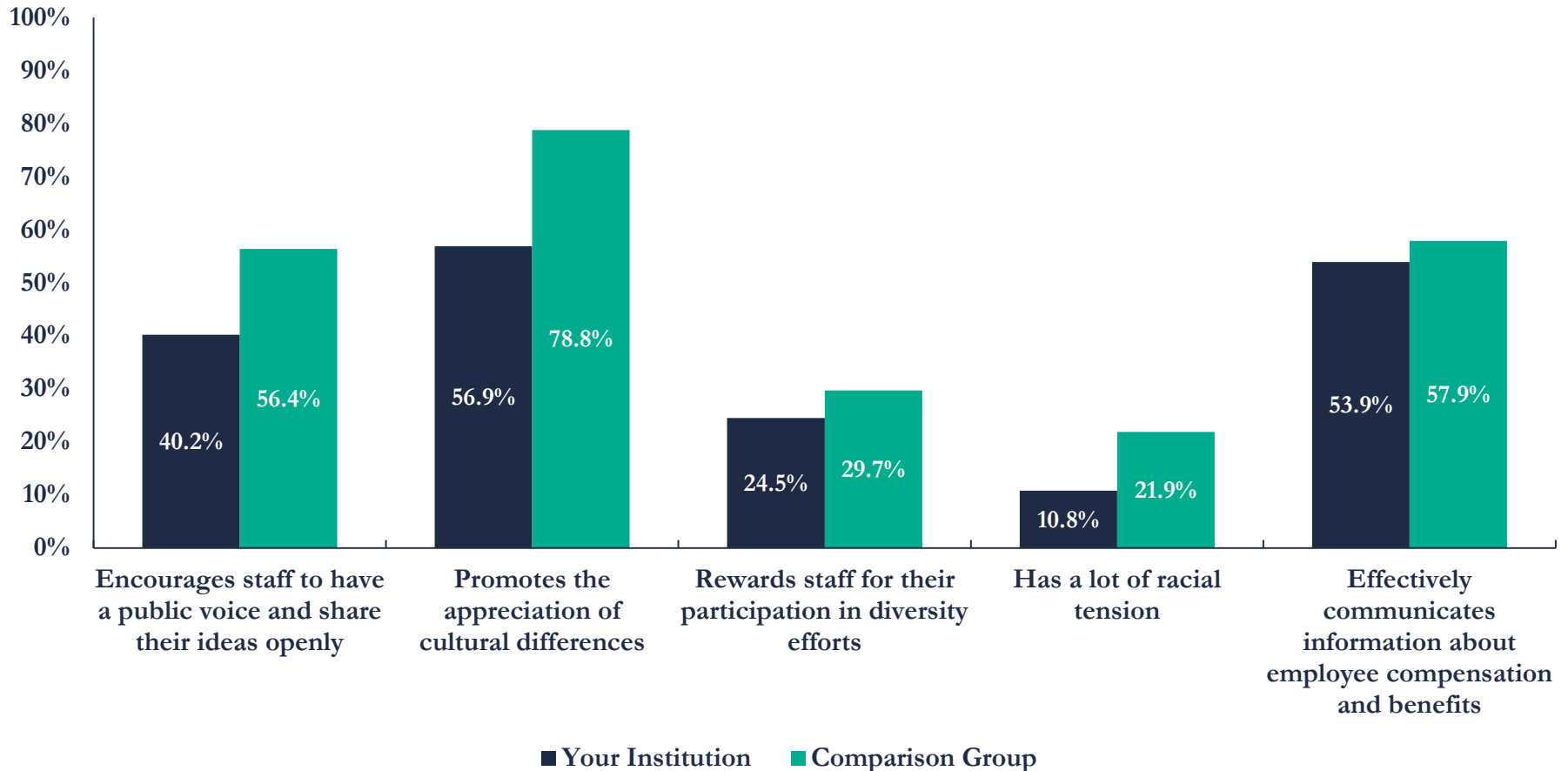
Please rate your satisfaction with your institution in each area:



Campus Atmosphere

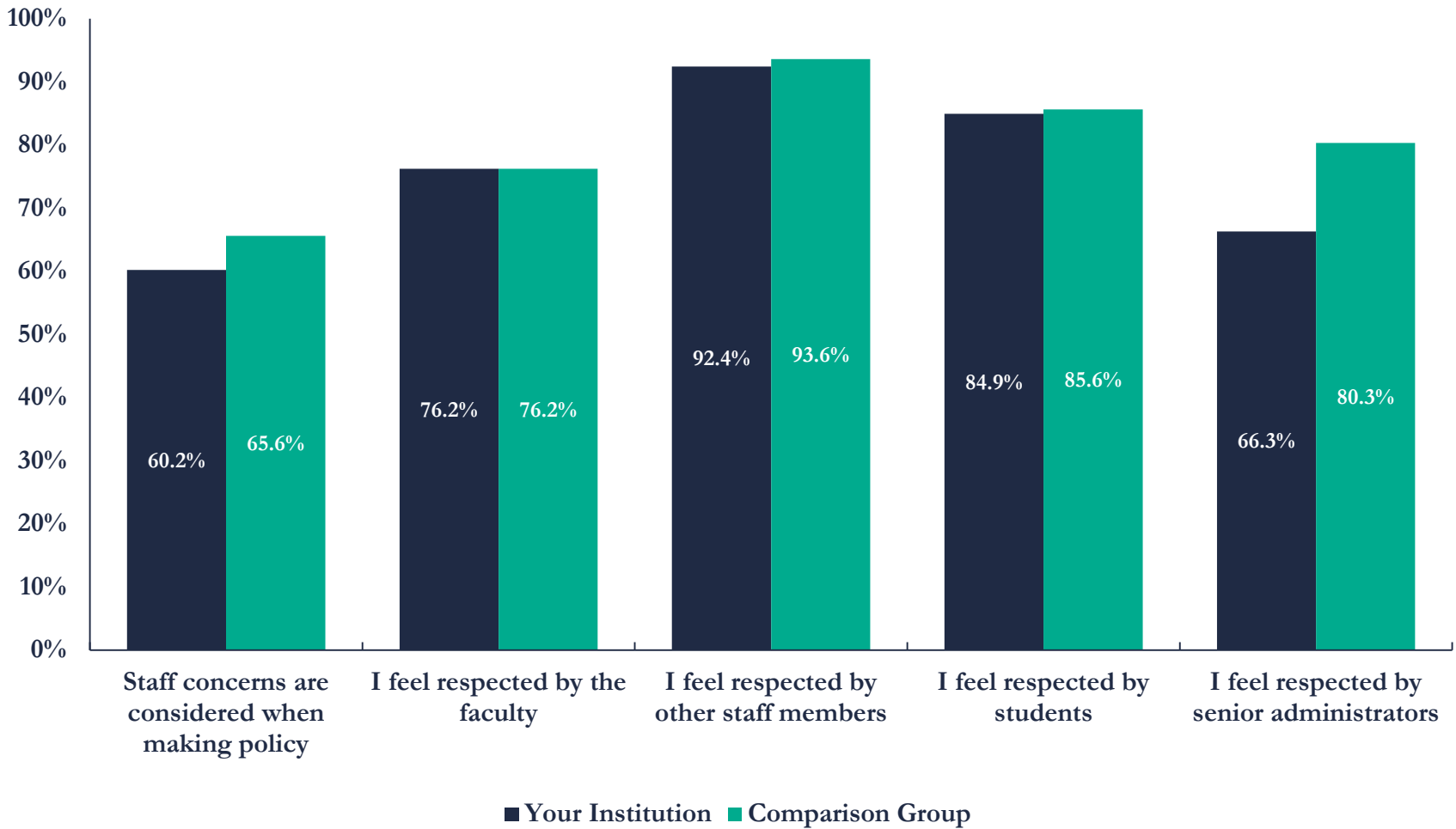
(% Indicating “Agree” or “Strongly Agree”)

This Institution:



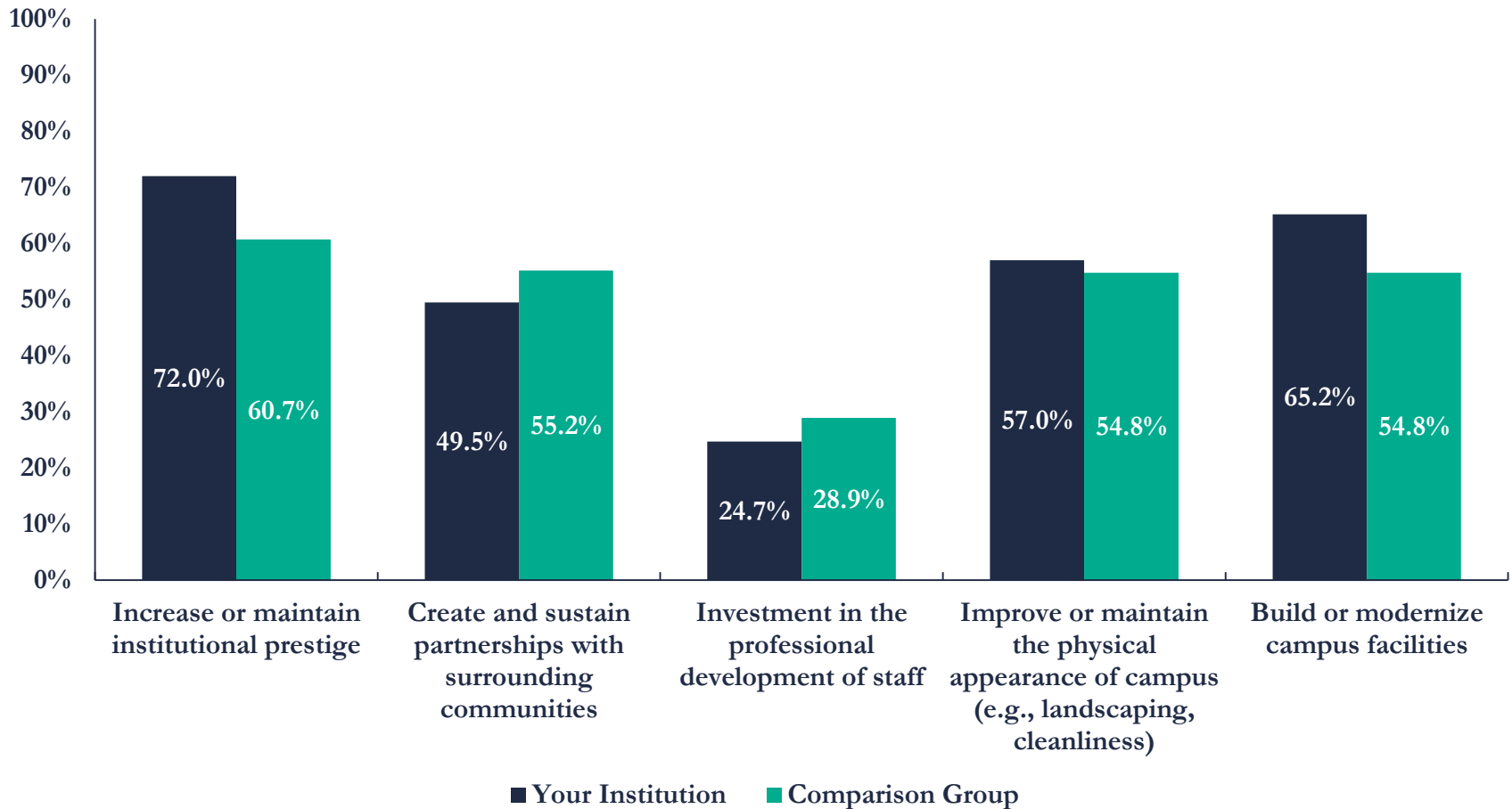
Staff Perspectives on Campus Climate

(% Indicating “Agree” or “Strongly Agree”)



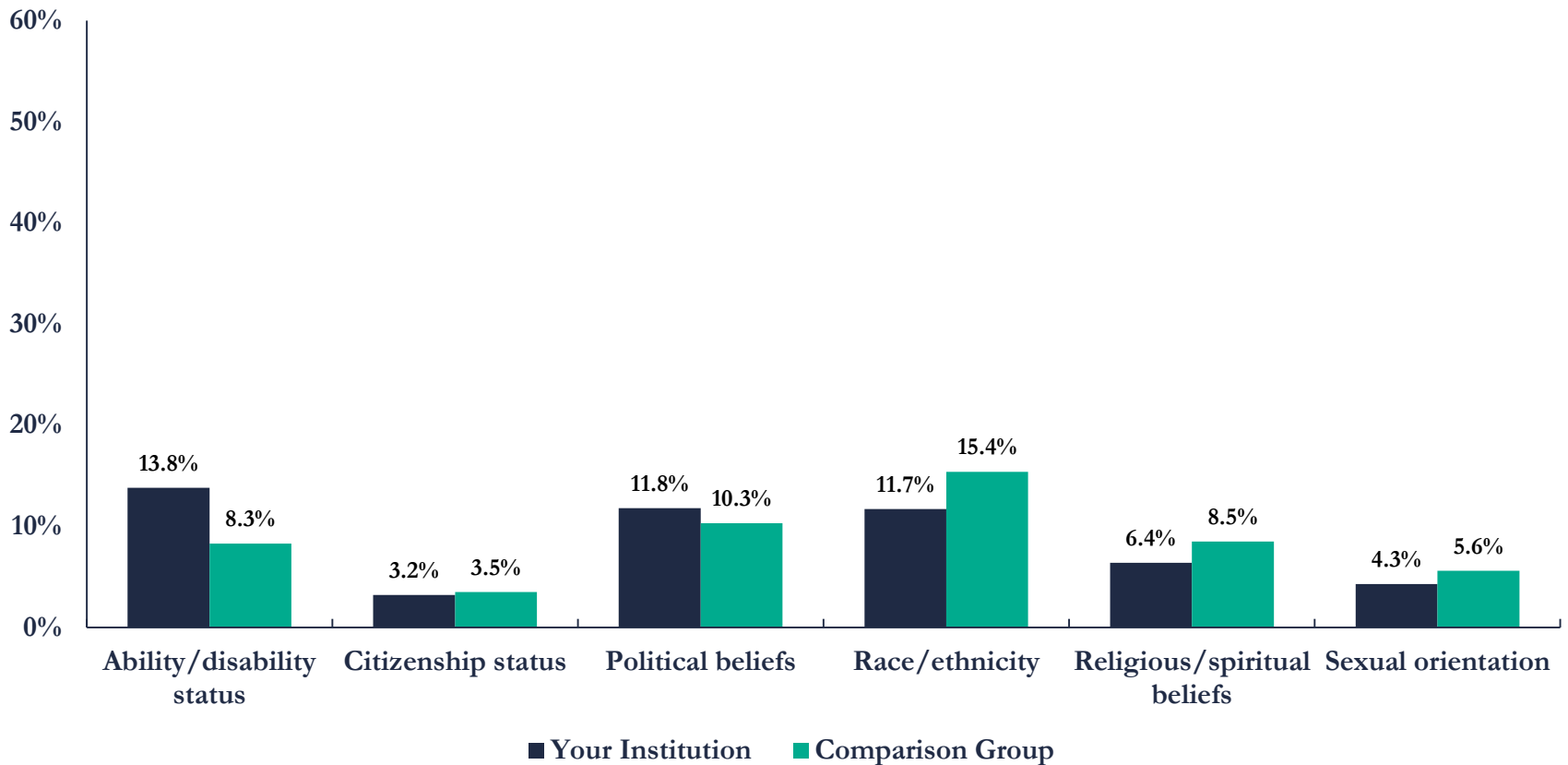
Campus Community & Diversity: Institutional Priorities

(% Indicating “High” or “Highest” Priority)



Staff Discrimination or Exclusion

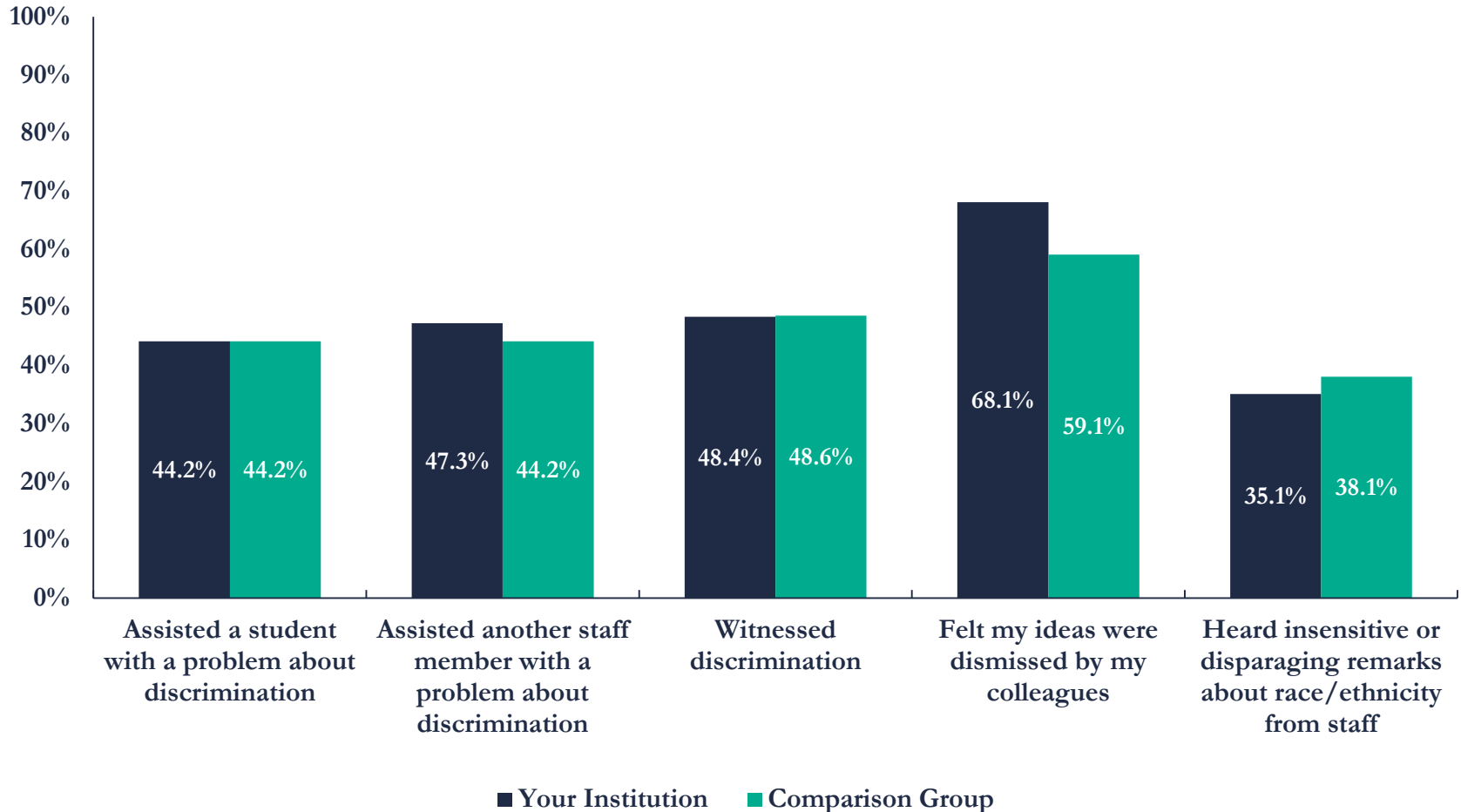
% Indicating Experience with Discrimination or Exclusion at this Institution Because of Their:



Discrimination and Harassment

(% Indicating Ever Experienced at This Institution):

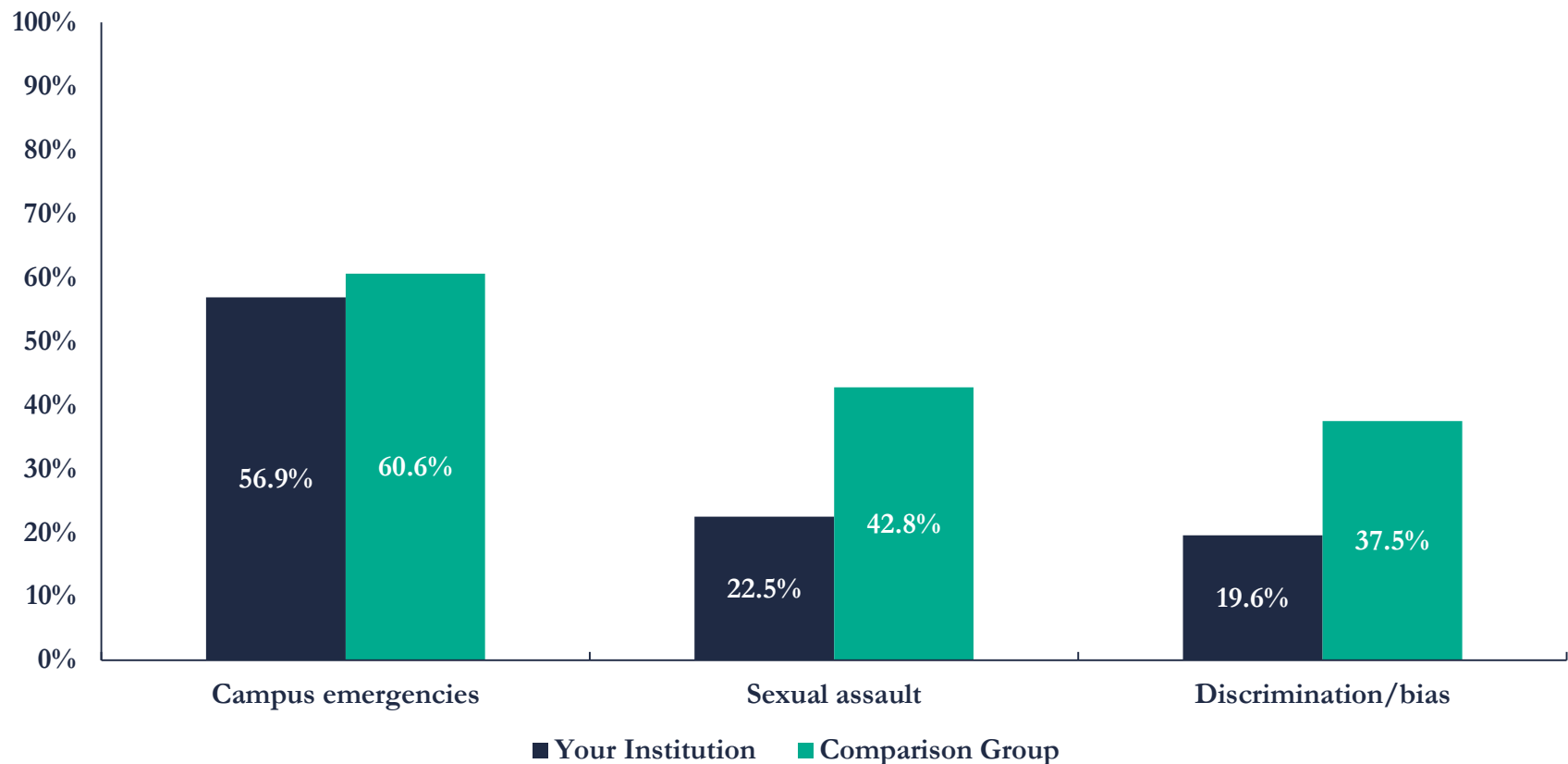
Please indicate how often at this institution you have:



Staff Satisfaction with Administrative Responses

(% Indicating “Satisfied” or “Very Satisfied”)

Satisfaction with Outcomes of Administrative responses to:

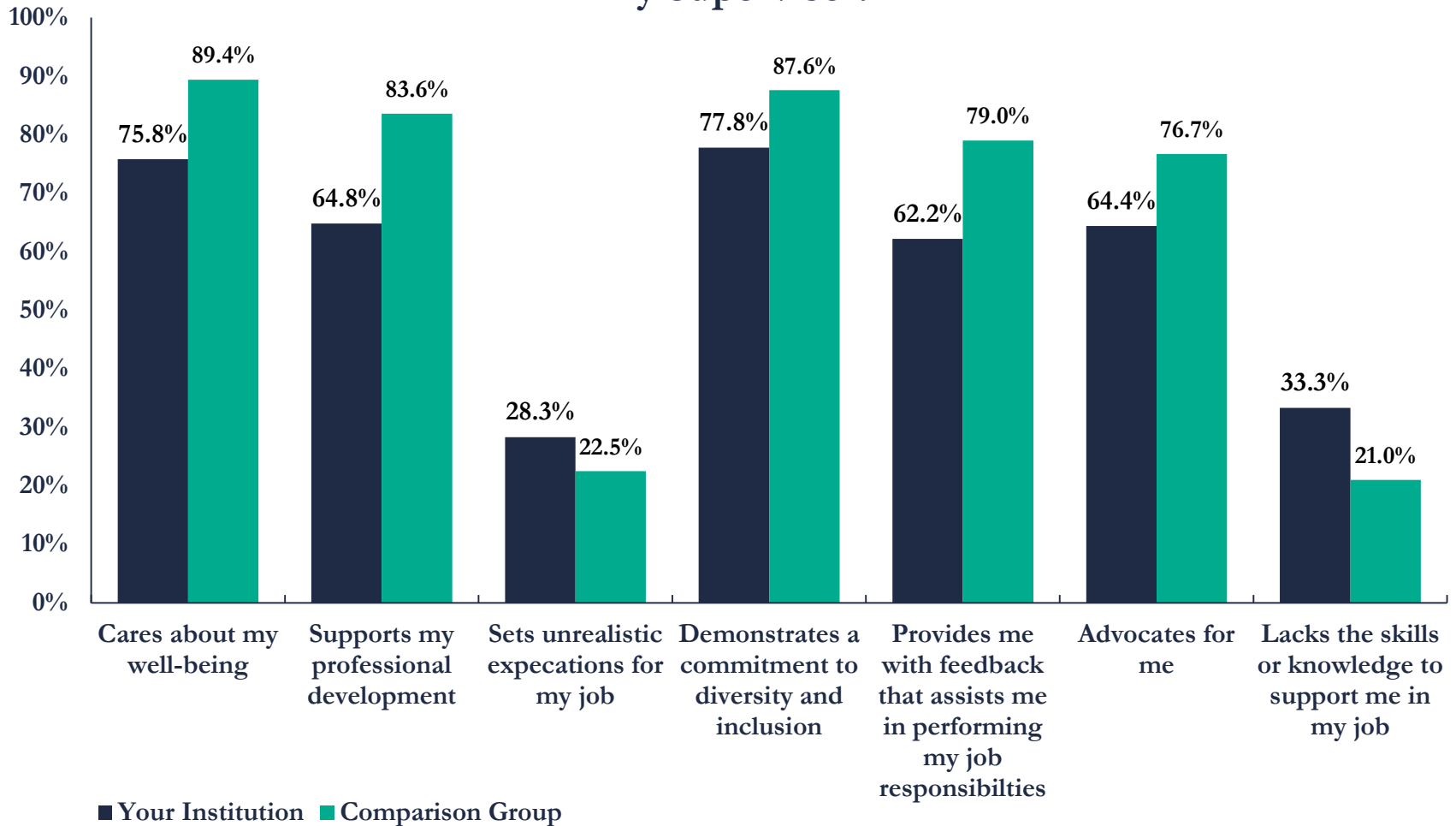


Work Environment

Supervisors

(% Indicating “Agree” or “Strongly Agree”)

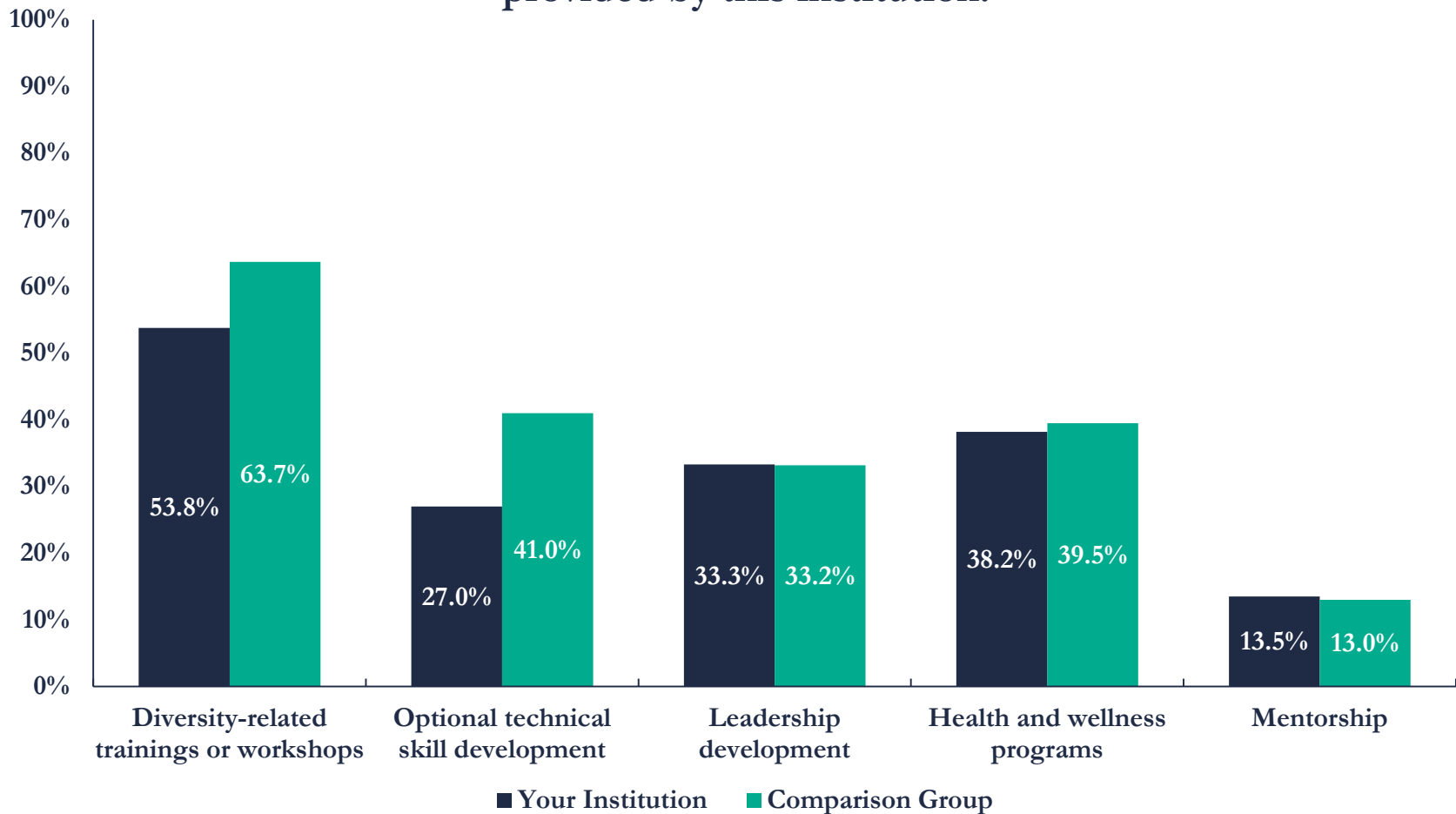
My Supervisor:



Professional Development

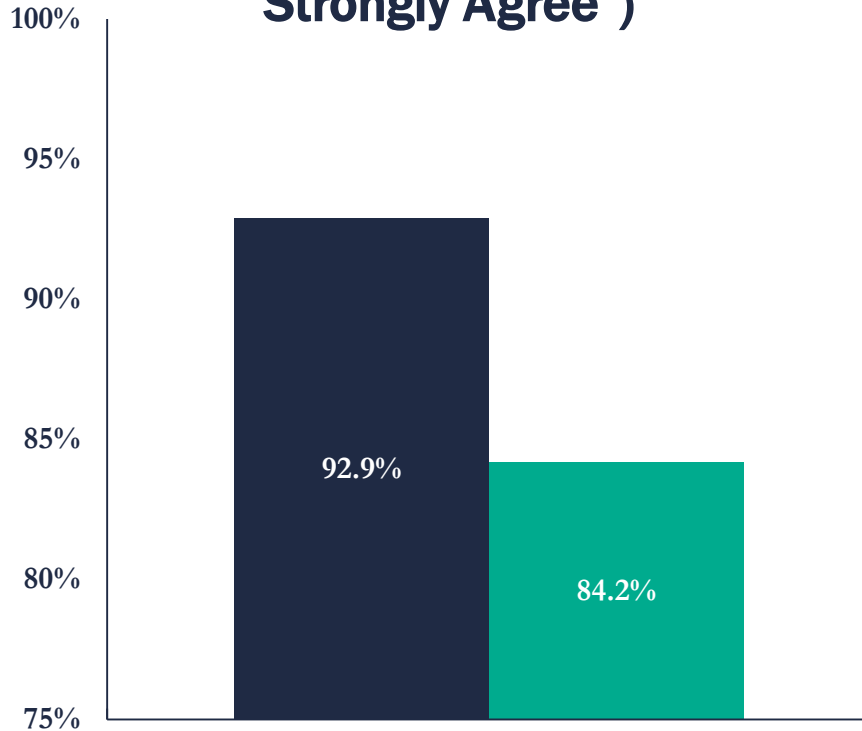
(% Indicating “Yes”)

Have you participated in any of the following opportunities provided by this institution:



Advanced Degree Holders

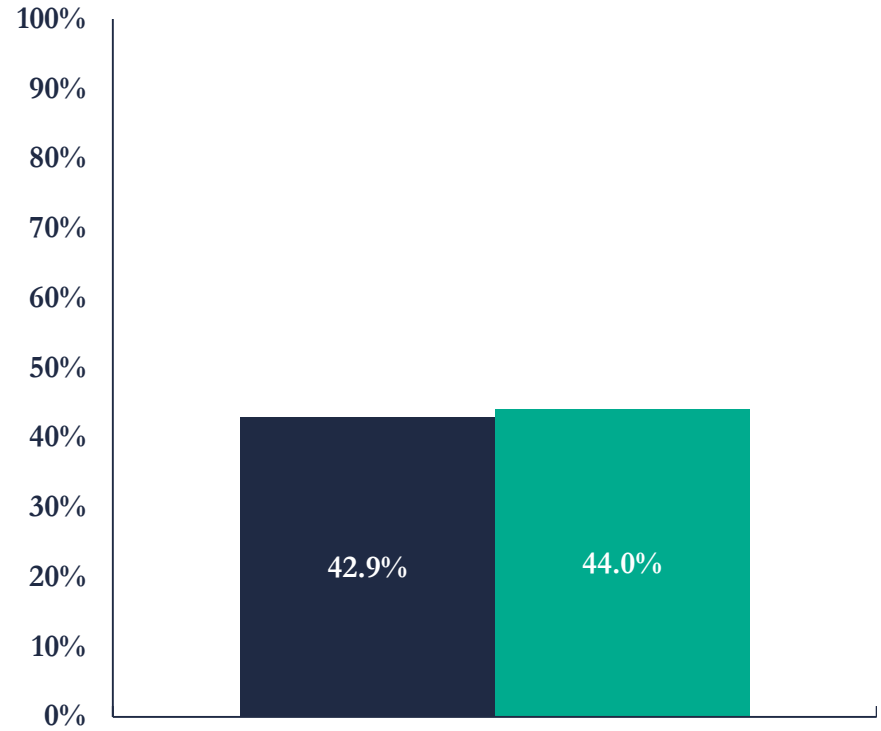
(% indicating “Agree” or “Strongly Agree”)



My graduate program prepared me well for my current position

■ Your Institution ■ Comparison Group

(% indicating “Yes”)



Is your advanced degree in higher education administration, education leadership, or a similar program related to higher education?

■ Your Institution ■ Comparison Group

The more you get to know your campus community,
the better you can understand their needs.

For more information about HERI/CIRP Surveys

**The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey
Staff Climate Survey**

**Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu**

**California State University Maritime
Academy
HERI Faculty Survey
2019-2020 Results**

Full-Time Undergraduate Teaching Faculty

**California State University Maritime Academy
N=50**

**Public 4yr Colleges - high selectivity
N=999**

THE FACULTY EXPERIENCE

Results from the HERI Faculty Survey highlight key areas of faculty's engagement in teaching, research, and service activities. The survey also touches on faculty's level of stress, satisfaction with their institution, and perspectives for undergraduate education.

- Pedagogical practices
- Research and service activities
- Satisfaction and stress
- Institutional and departmental climate

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Demographics

- Gender & Race/Ethnicity
- Race/Ethnicity
- Academic Department

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- Student-Centered Pedagogy
- Habits of Mind
- Technology in the Classroom
- Types of Courses Taught
- Percent Teaching 3 or More Courses
this Term, by Rank

Research Activities

- Scholarly Productivity
- Foci of Faculty Research
- Faculty Collaboration with Undergraduates

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- Workplace Satisfaction
- Satisfaction with Compensation
- Satisfaction with Pay Equity and Family Flexibility
- Satisfaction with Relative Equity of Salary and Job
Benefits, by Race/Ethnicity
- Overall Satisfaction

Sources of Faculty Stress

- Career-Related Stress
- Stress Due to Discrimination, by Gender
- Stress Due to Discrimination, by Race/Ethnicity
- Additional Sources of Stress
- Personal Sources of Stress

Faculty Perspectives on Campus Climate

- Institutional Priority: Commitment to Diversity
- Perspectives on Campus Climate for Diversity
- Institutional Priority: Civic Engagement
- Institutional Priority: Increasing Prestige
- Perspectives on Campus and Departmental Climate
- Perspectives on Shared Governance
- Commitment to the Institution

A Note about HERI Constructs

We use the CIRP constructs throughout this PowerPoint to help summarize important information about your faculty from the HERI Faculty Survey.

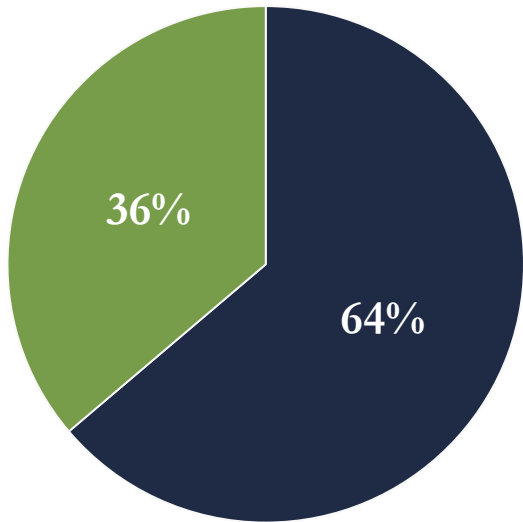
Constructs

Constructs tap into key features of the faculty experience by aggregating questions from the HERI Faculty Survey. These faculty traits and institutional practices contribute to faculty's research productivity, overall satisfaction, and engagement with students in the classroom.

Demographics

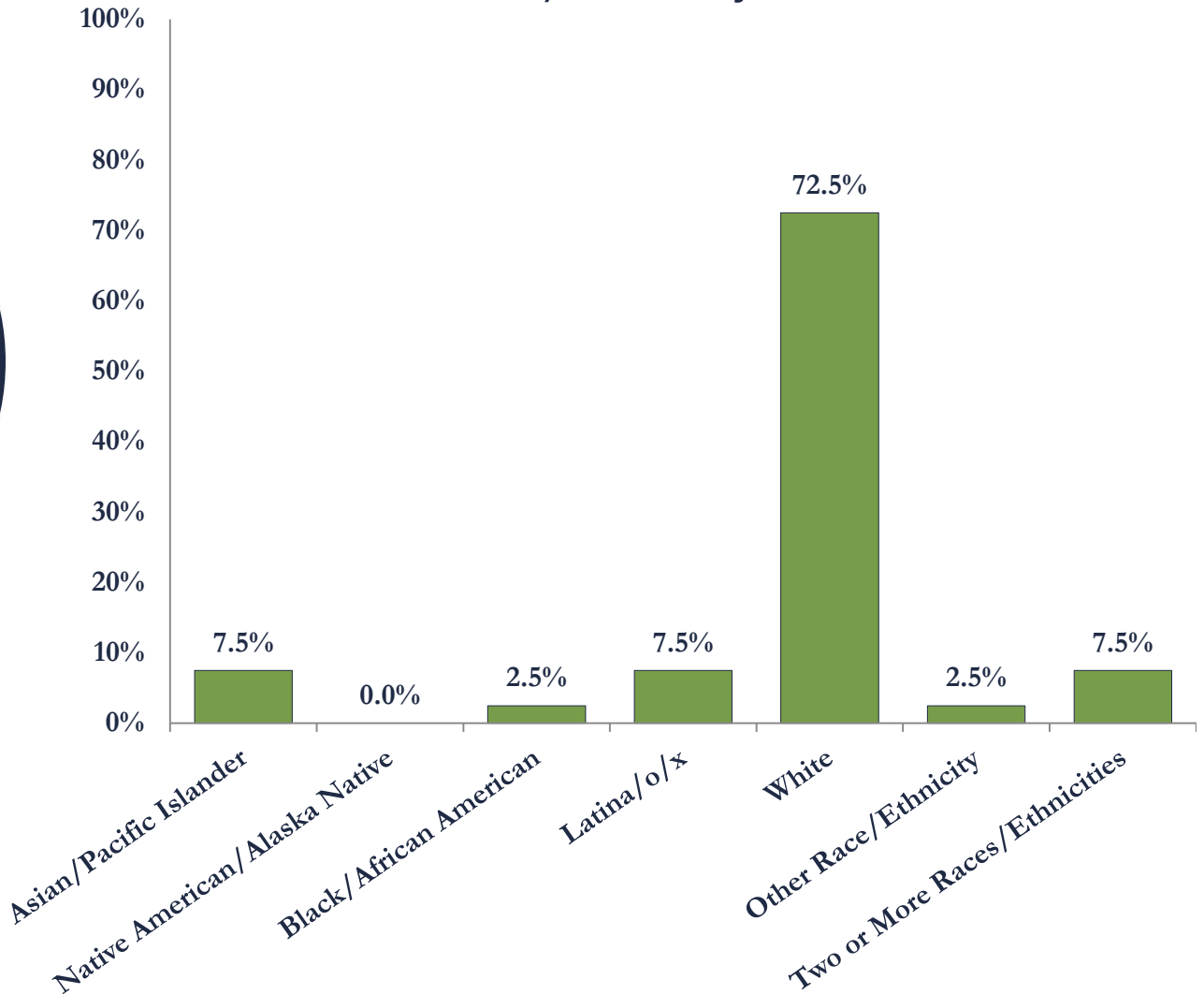
Demographics

Gender



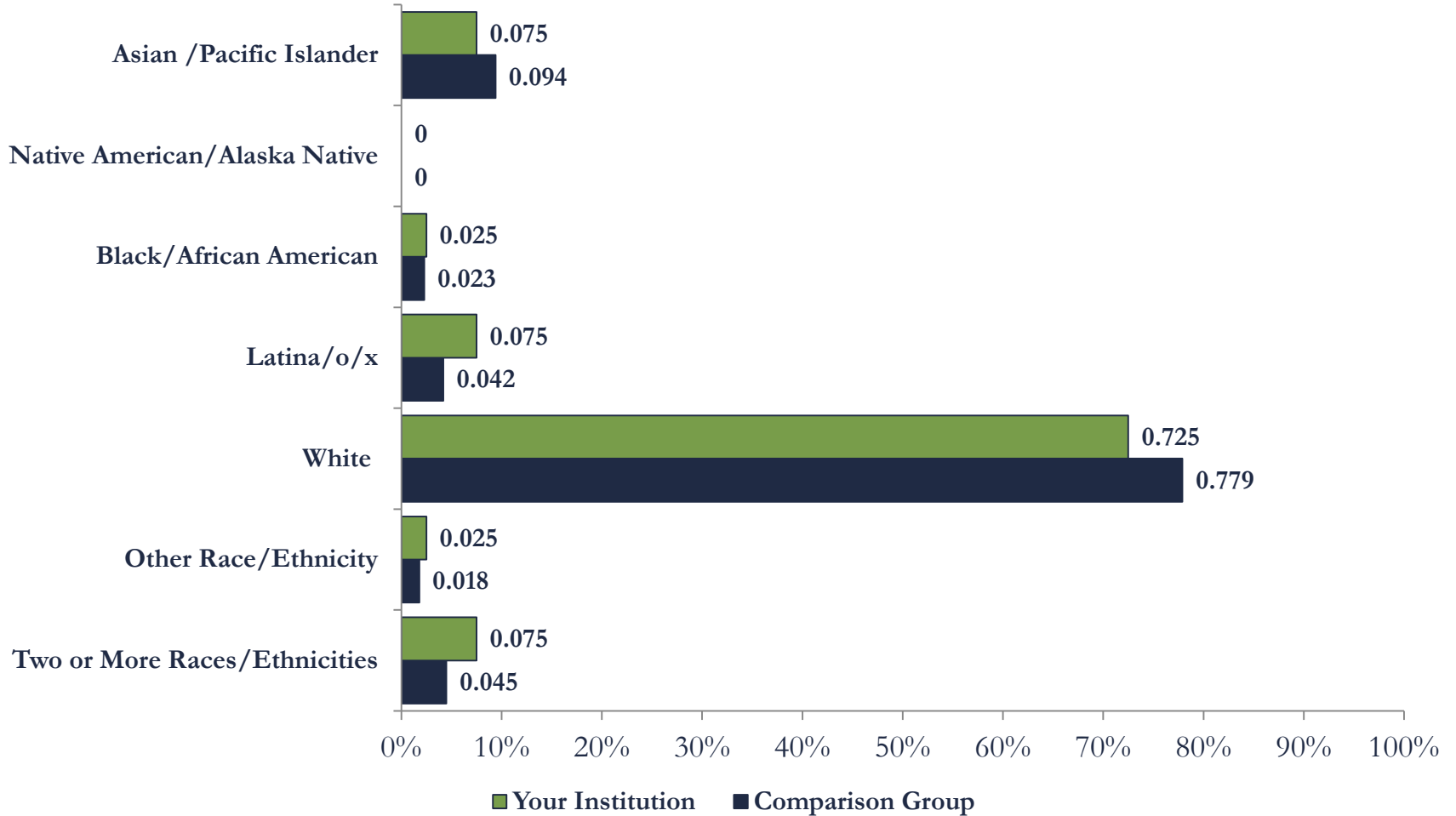
- Man/Trans Man
- Woman/Trans Woman

Race/Ethnicity



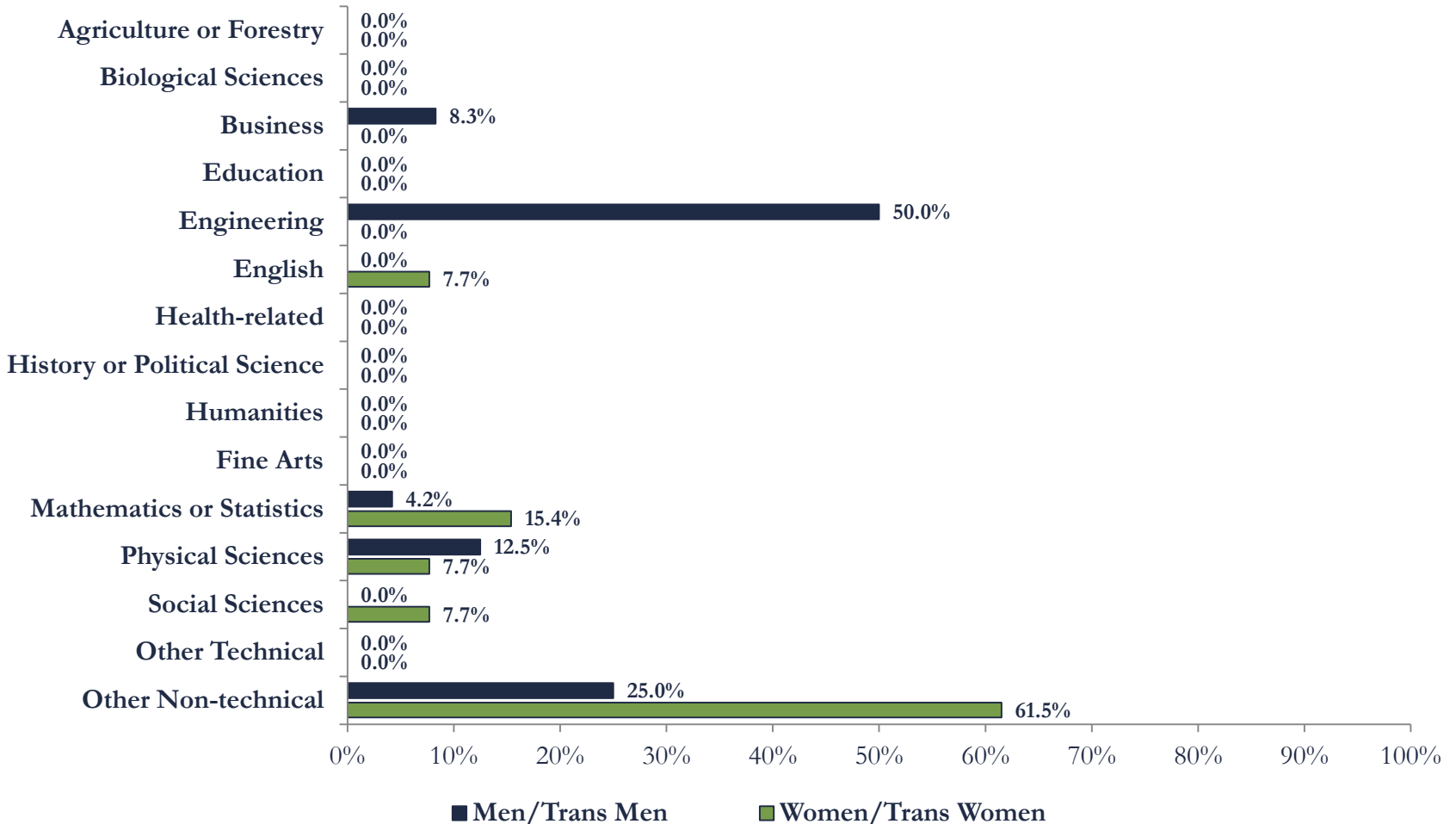
Demographics

Race/Ethnicity Comparison



Demographics

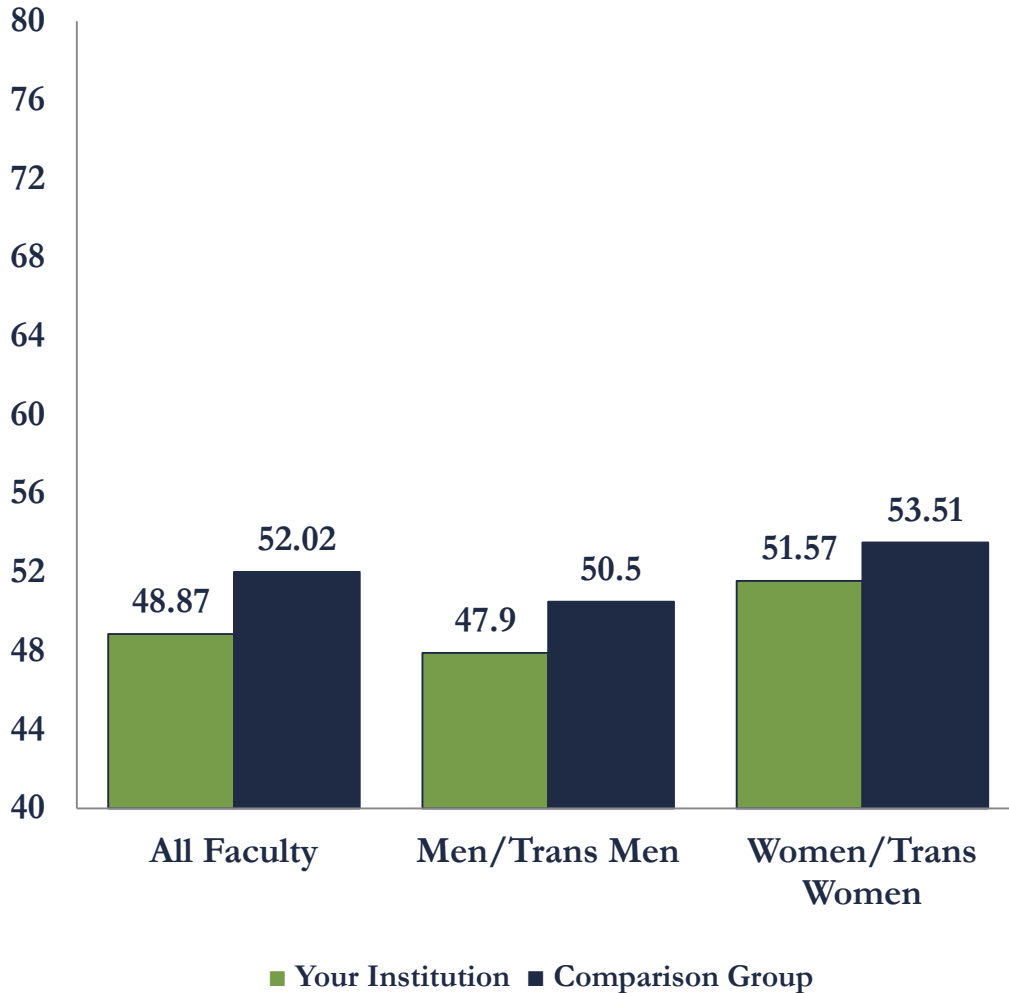
Academic Department (Aggregated)



Teaching Practices

Student-Centered Pedagogy

Student-Centered Pedagogy measures the extent to which faculty use student-centered teaching and evaluation methods in their courses.

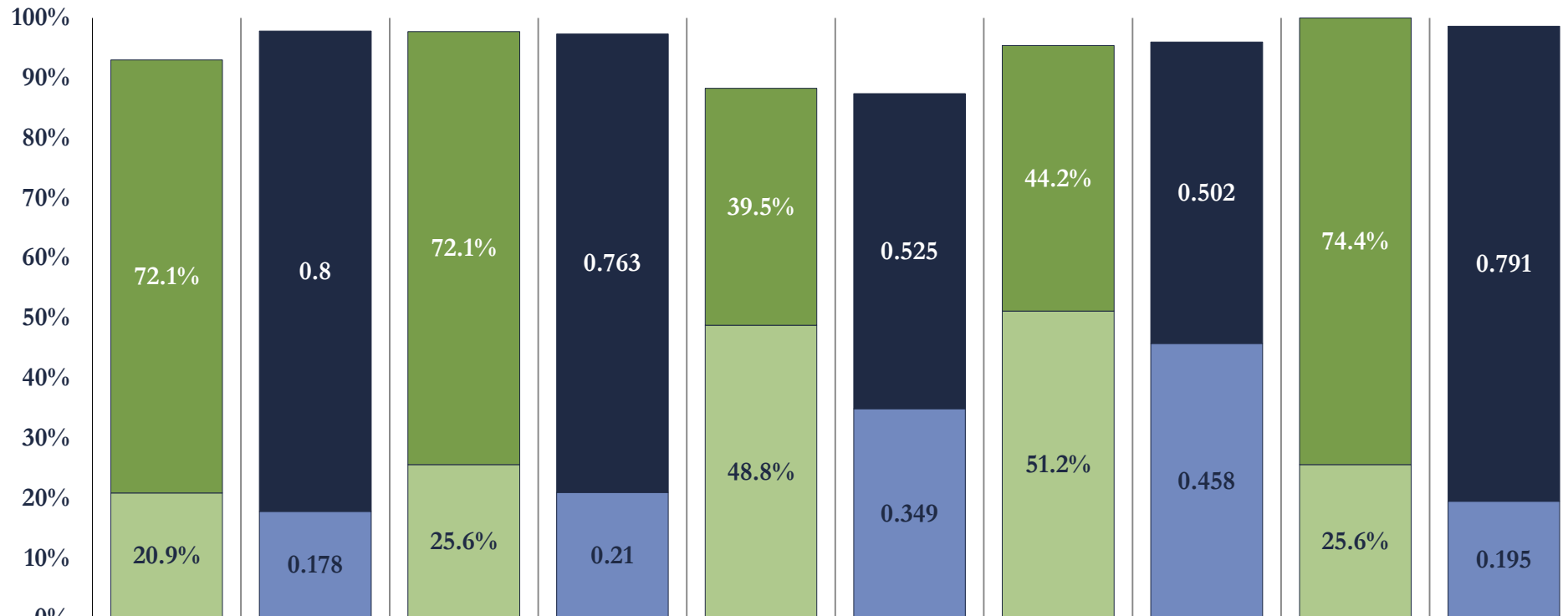


Construct Items

- Student presentations
- Student evaluations of each others' work
- Class discussions
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Group projects
- Reflective writing/Journaling
- Using student inquiry to drive learning

Habits of Mind

These items measure the extent to which faculty structure courses to develop habits of mind for lifelong learning in students.



Support their opinions with a logical argument

Seek solutions to problems and explain them to others

Look up scientific research articles and resources

Accept mistakes as part of the learning process

Explore topics on their own, even though it

Your Institution

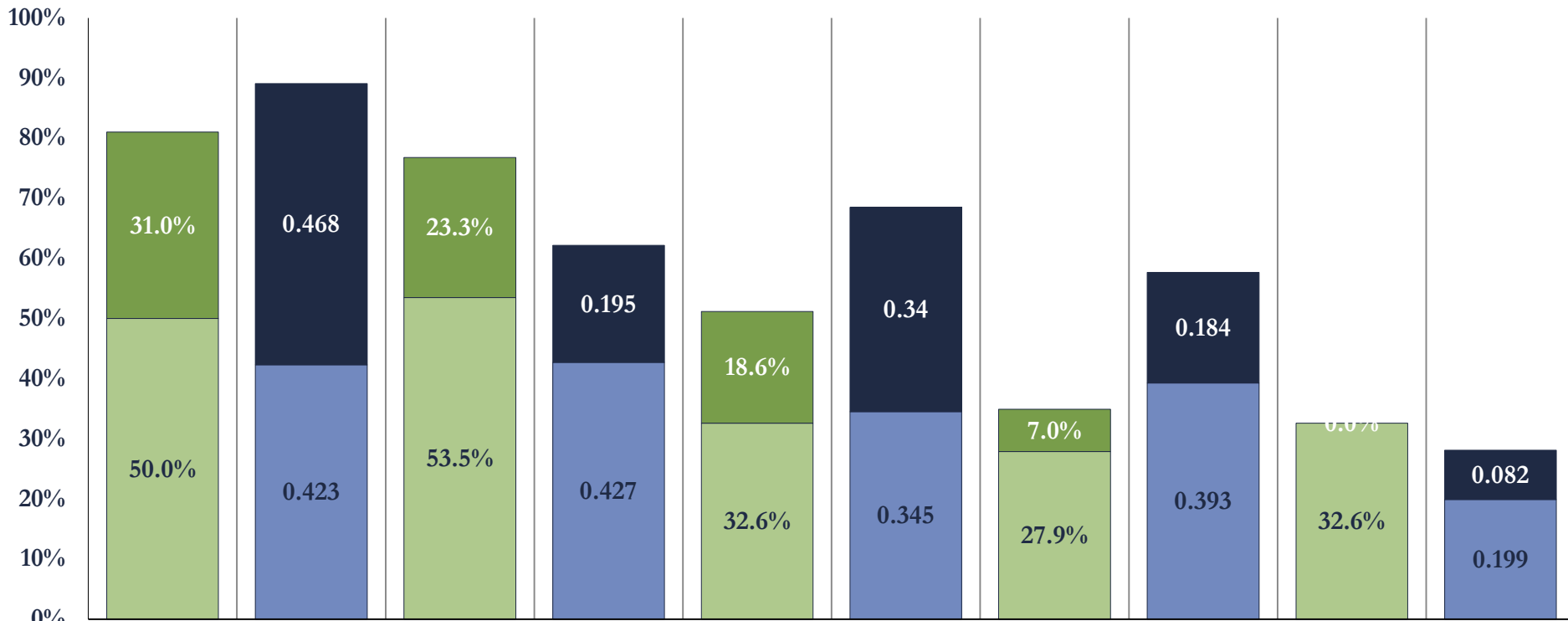
Comparison Group

Frequently
Occasionally

Frequently
Occasionally

Technology in the Classroom

Classrooms are becoming more technologically advanced, and faculty increasingly utilize new technologies to engage students.



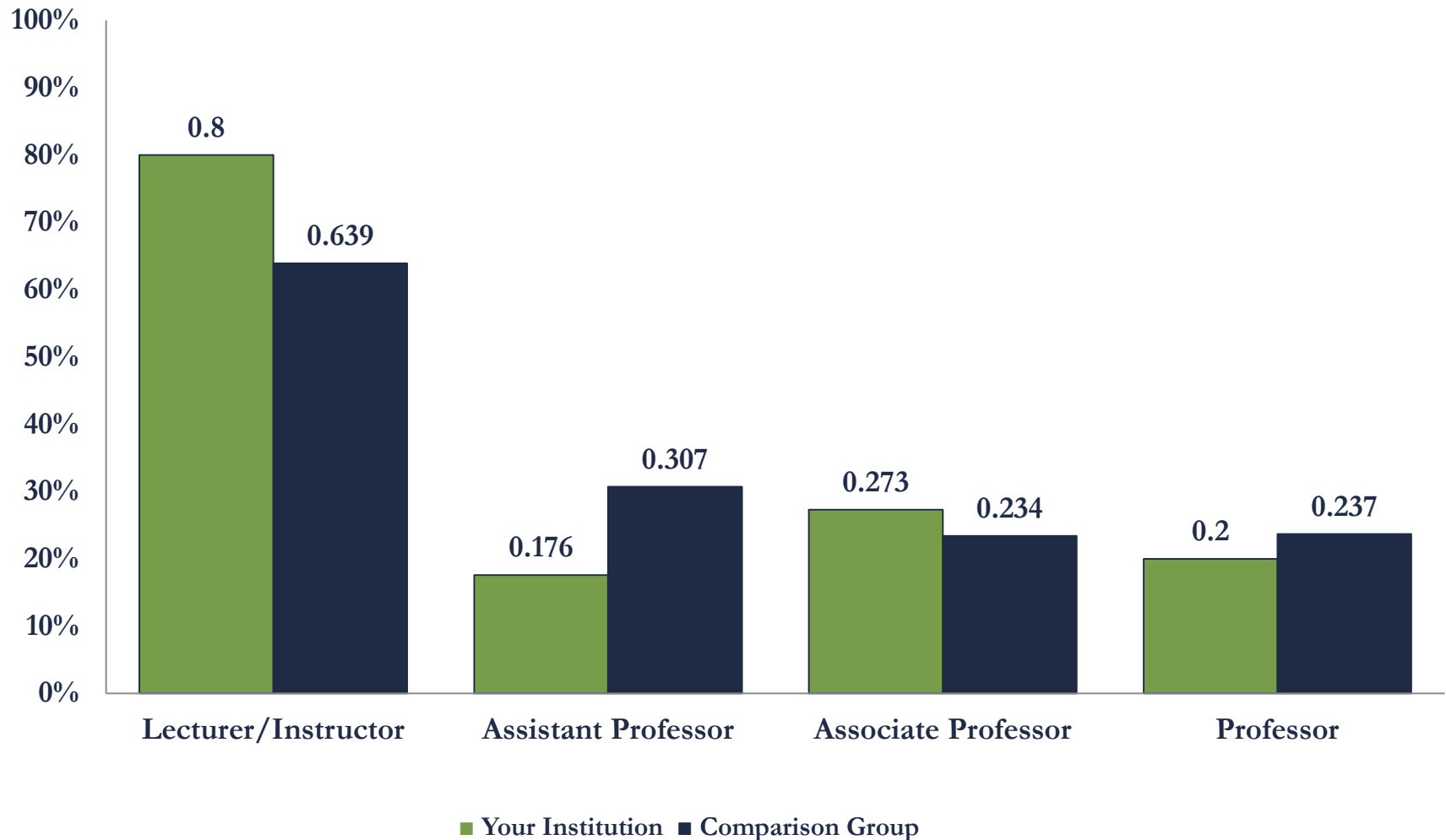
■ Frequently
■ Occasionally

■ Frequently
■ Occasionally

Types of Courses Taught During the Past Three Years



Percent Teaching 3 or More Courses this Term, by Rank



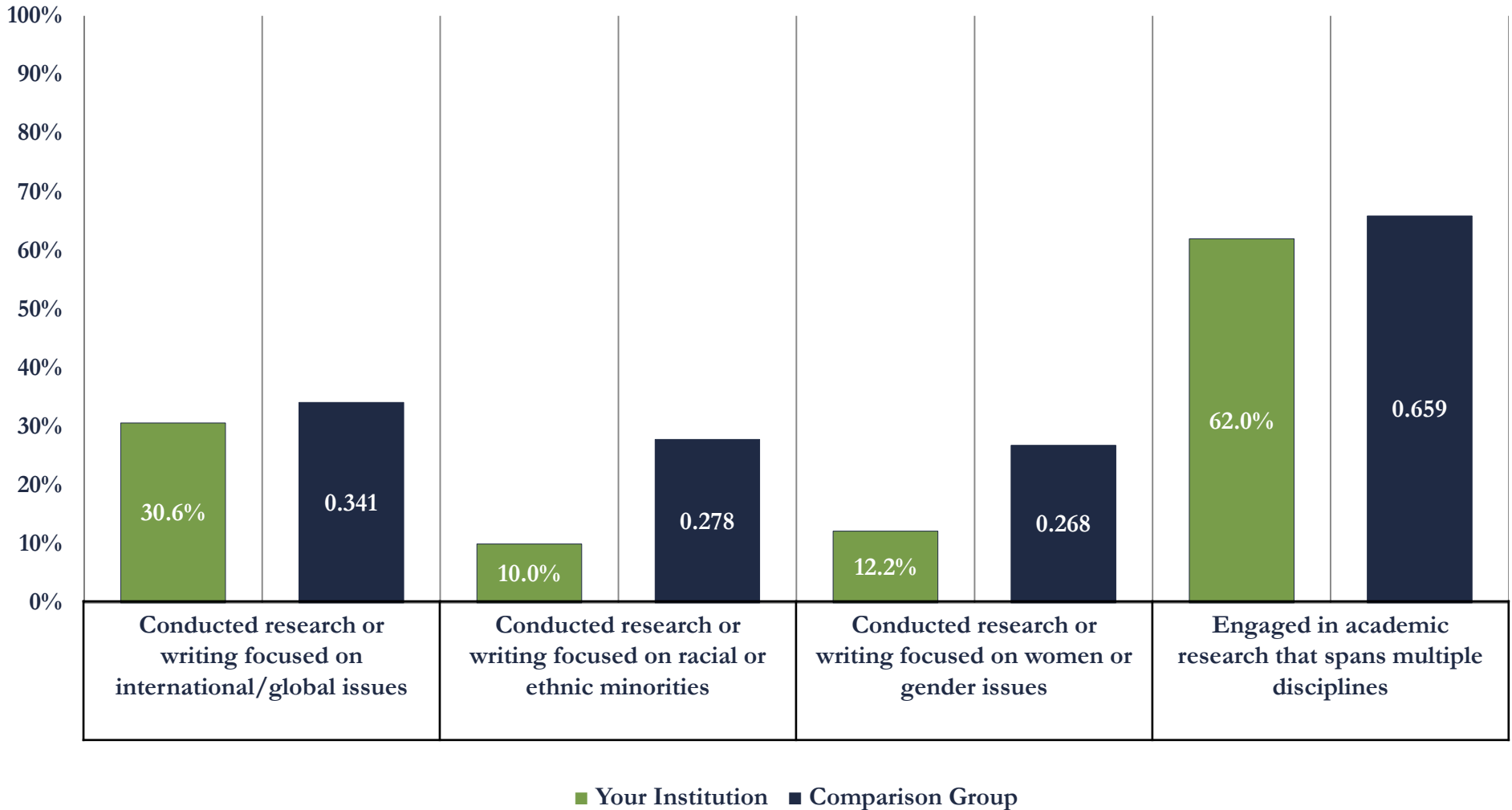
Research Activities

Scholarly Productivity

A unified measure of the scholarly activity of faculty

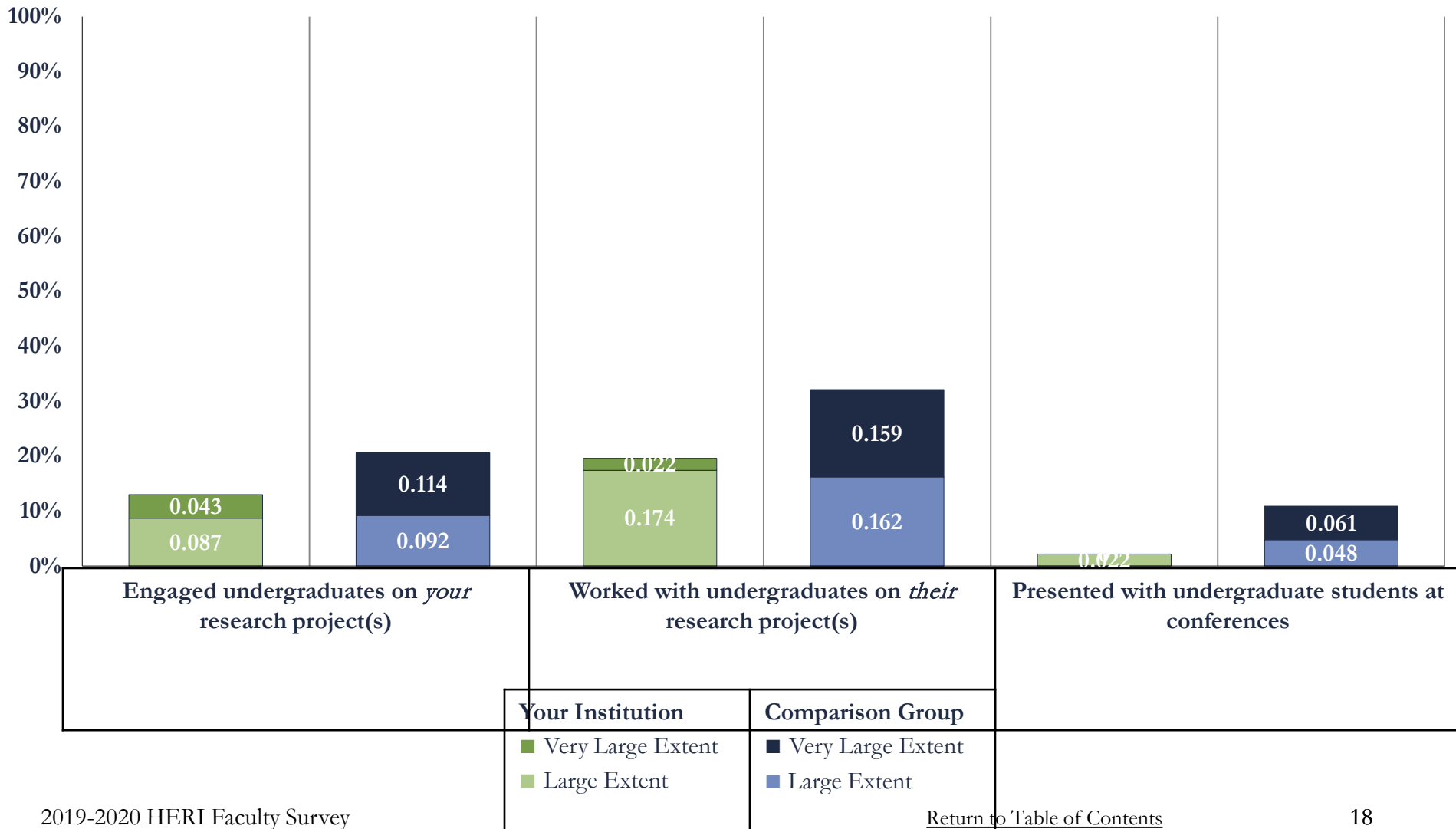


Foci of Faculty Research



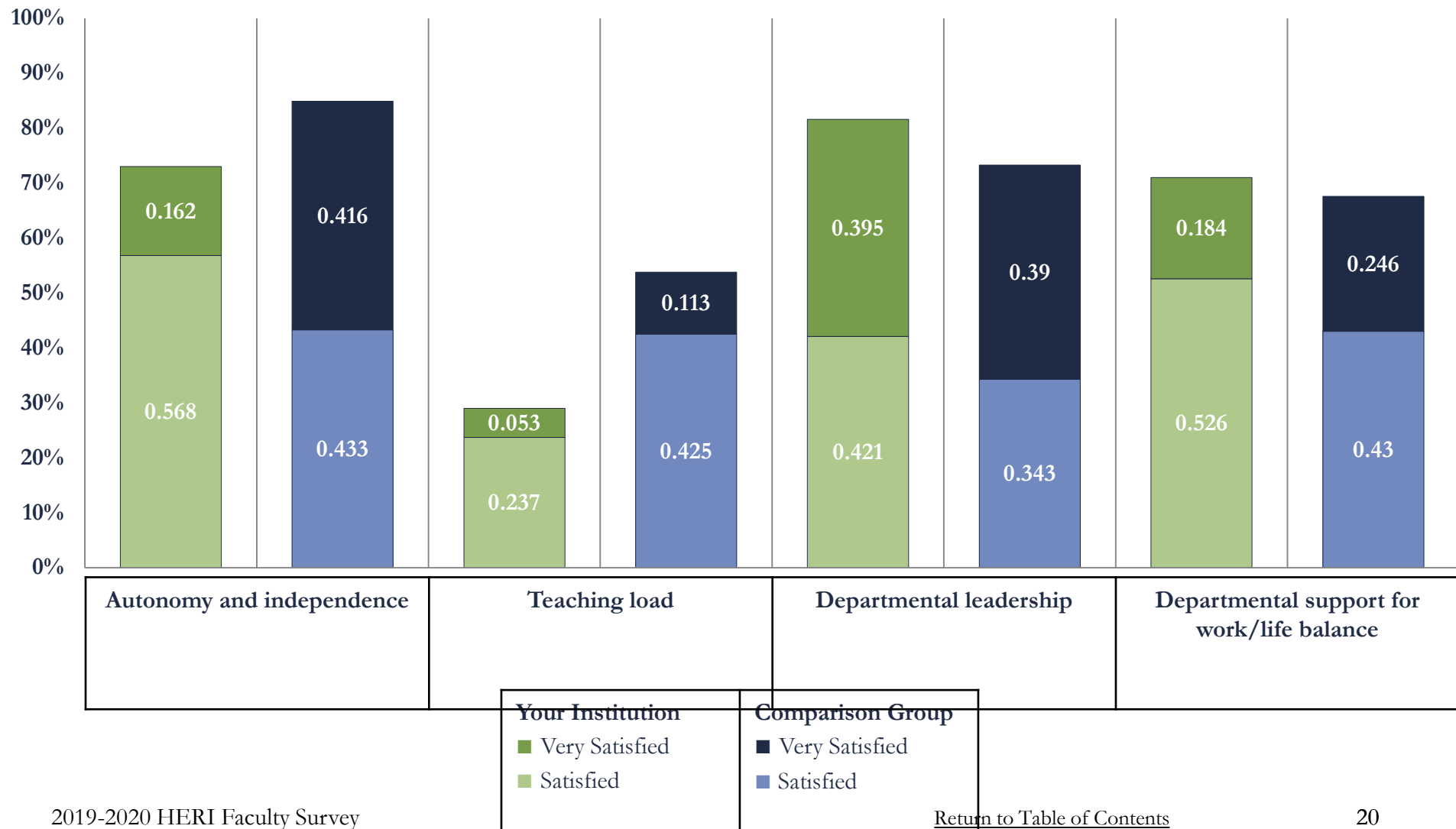
Faculty Collaboration with Undergraduates

With undergraduate research becoming a priority at many campuses, faculty are increasingly being asked to work with undergraduates on research projects.

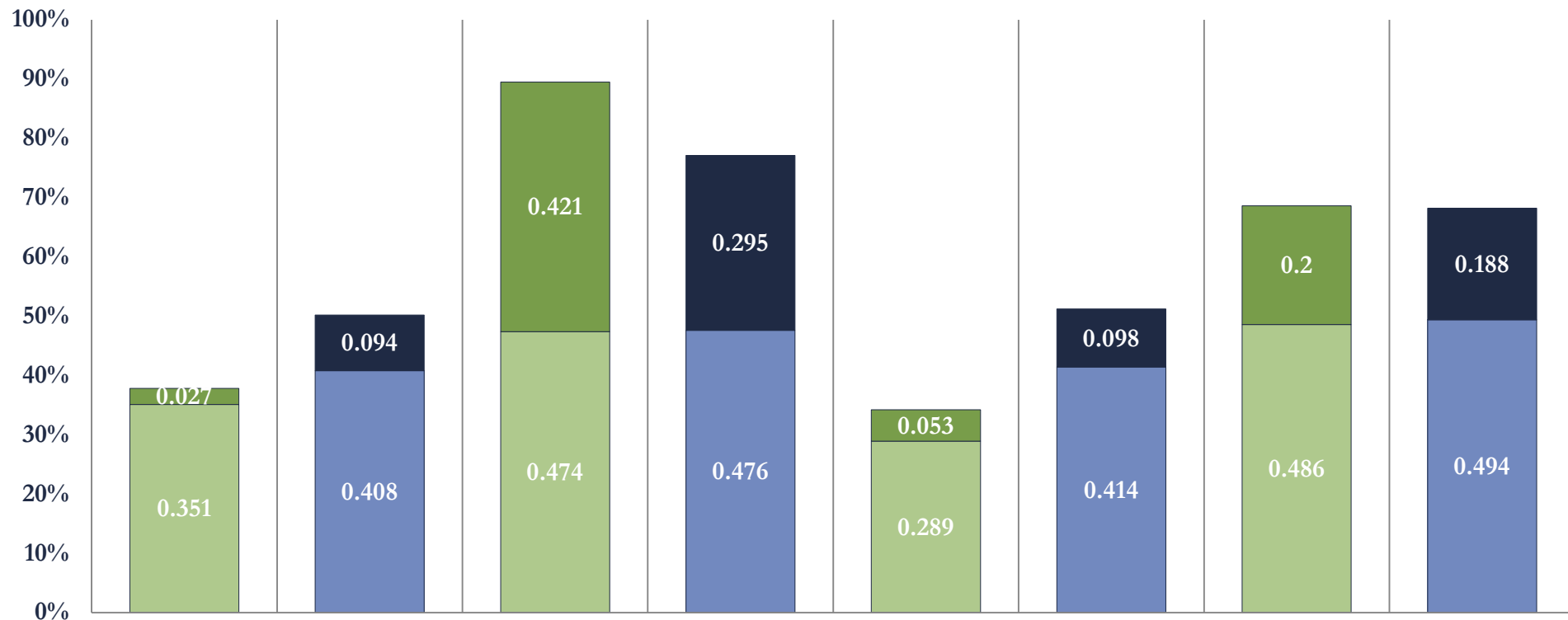


Faculty Satisfaction

Workplace Satisfaction



Satisfaction with Compensation



Salary

Retirement benefits

Opportunity for scholarly pursuits

Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)

Your Institution
 ■ Very Satisfied
 ■ Satisfied

Comparison groups
 ■ Very Satisfied
 ■ Satisfied

Satisfaction with Pay Equity and Family Flexibility



Relative equity of salary and job benefits

Flexibility in relation to family matters or emergencies

Overall job

Your Institution Comparison

Very Satisfied Satisfied Very Satisfied Satisfied

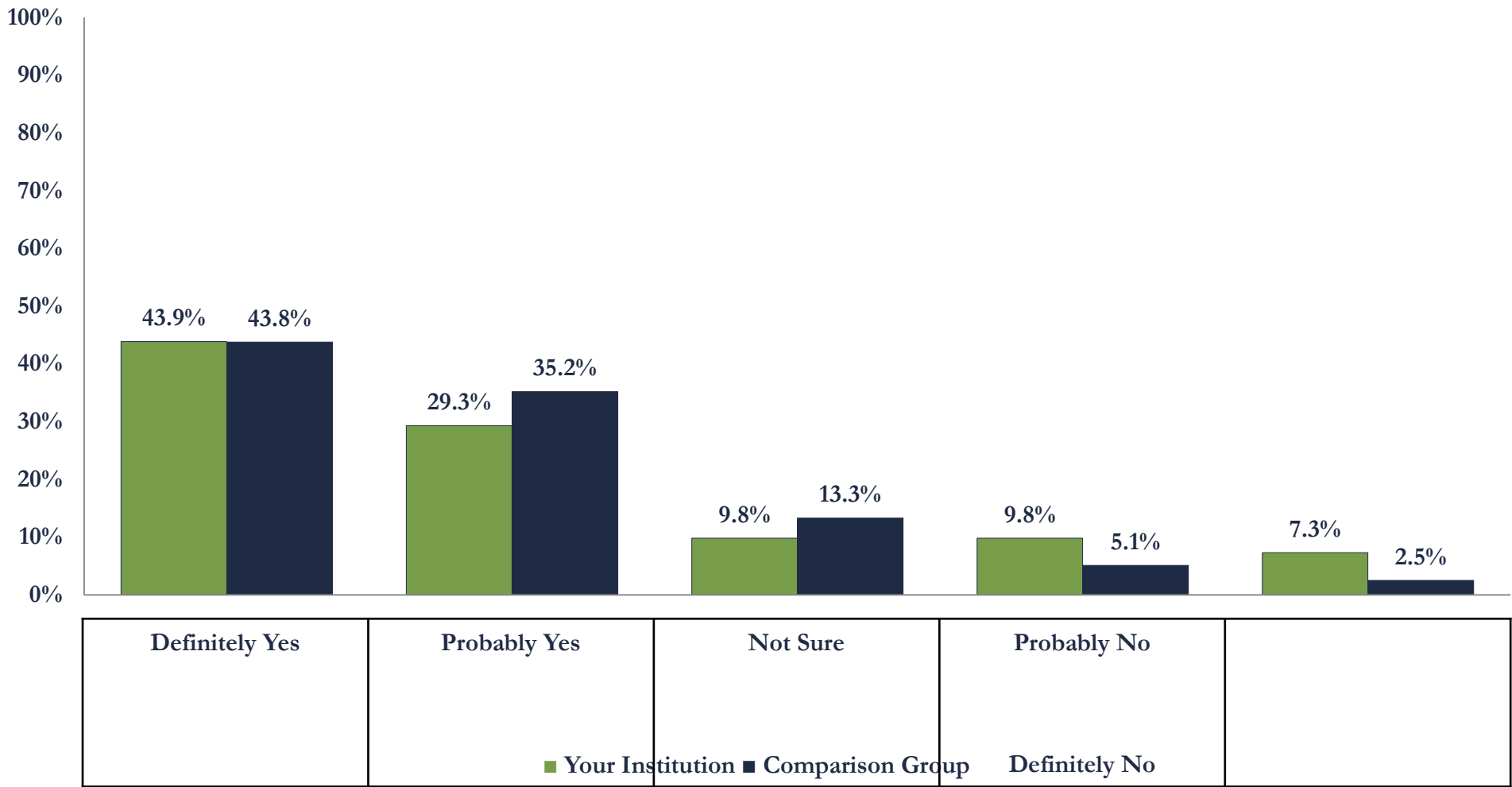
Satisfaction with Relative Equity of Salary and Job Benefits, by Race/Ethnicity

Race	Your Institution	Comparison Group
Native American/Alaska Native		
<i>Very Satisfied</i>	–	–
<i>Satisfied</i>	–	–
Asian/Pacific Islander		
<i>Very Satisfied</i>	–	4.3%
<i>Satisfied</i>	–	47.8%
Black/African American		
<i>Very Satisfied</i>	–	0.0%
<i>Satisfied</i>	–	37.5%
Latina/o/x		
<i>Very Satisfied</i>	–	10.3%
<i>Satisfied</i>	–	41.4%
White		
<i>Very Satisfied</i>	7.7%	8.6%
<i>Satisfied</i>	23.1%	36.8%

Other Race/Ethnicity

Overall Satisfaction

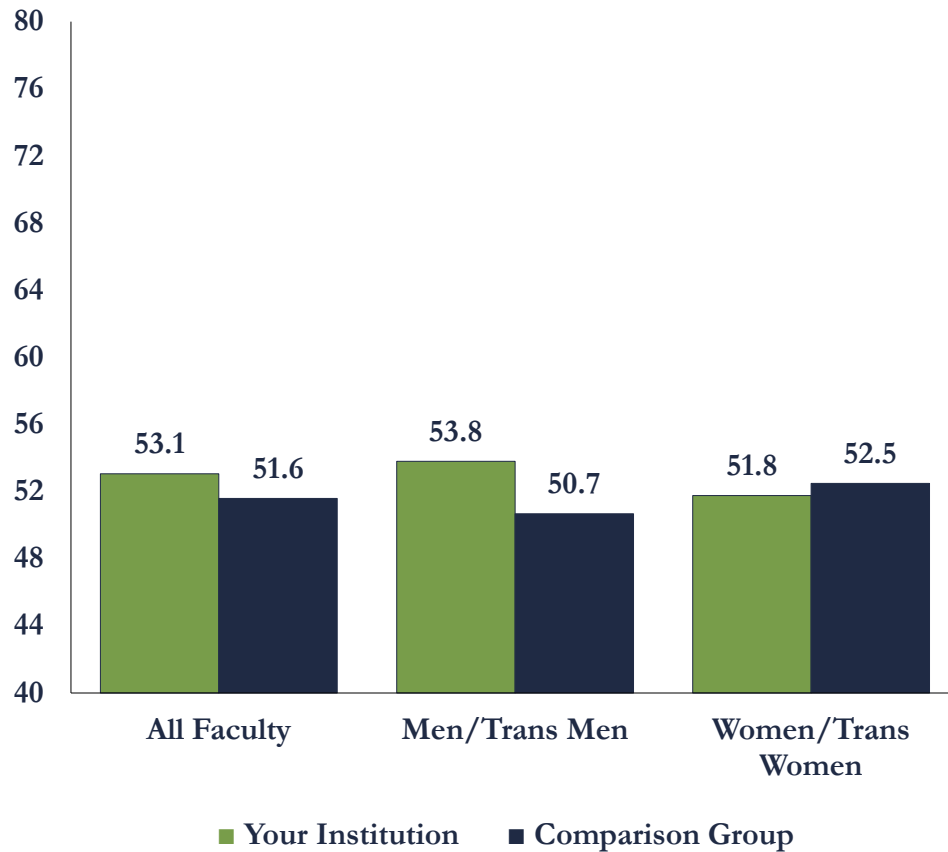
“If given the choice, would you still come to this institution?”



Sources of Faculty Stress

Career-Related Stress

Career-Related Stress measures the amount of stress faculty experience related to their career.



Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures and “red tape”
- Teaching load
- Lack of personal time
- Self-imposed high expectations

Stress Due to Discrimination, by Gender

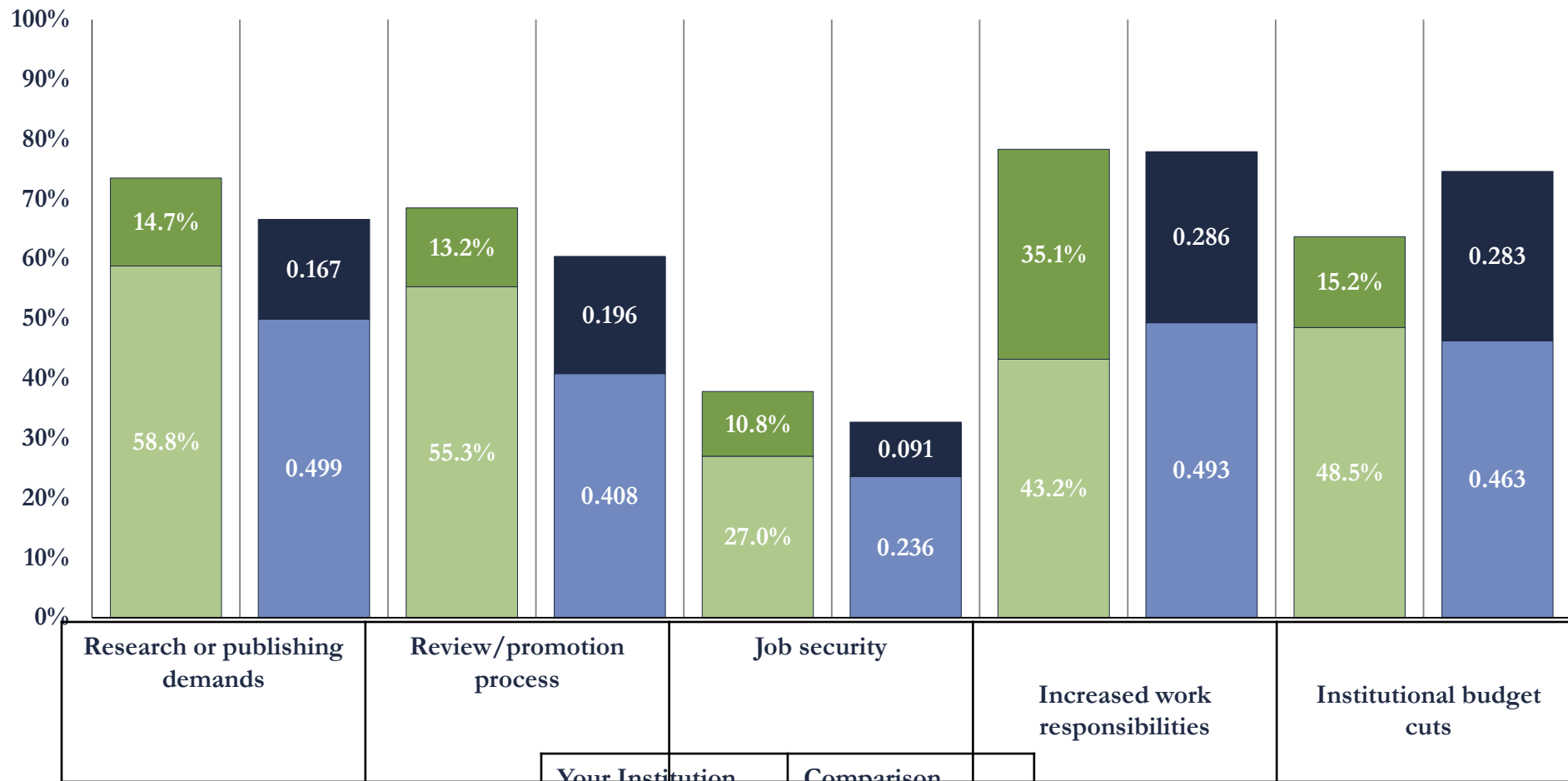


<p>Your Institution</p> <ul style="list-style-type: none"> ■ Extensive ■ Somewhat 	<p>Comparison Group</p> <ul style="list-style-type: none"> ■ Extensive ■ Somewhat
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Stress Due to Discrimination, by Race/Ethnicity

Race	Your Institution	Comp Group
Native American/Alaska Native		
<i>Extensive</i>	–	–
<i>Somewhat</i>	–	–
Asian/Pacific Islander		
<i>Extensive</i>	–	6.5%
<i>Somewhat</i>	–	32.3%
Black/African American		
<i>Extensive</i>	–	20.0%
<i>Somewhat</i>	–	53.3%
Latina/o/x		
<i>Extensive</i>	–	14.8%
<i>Somewhat</i>	–	33.3%
White		
<i>Extensive</i>	13.0%	7.4%
<i>Somewhat</i>	21.7%	21.1%
Other Race/Ethnicity		

Additional Sources of Stress



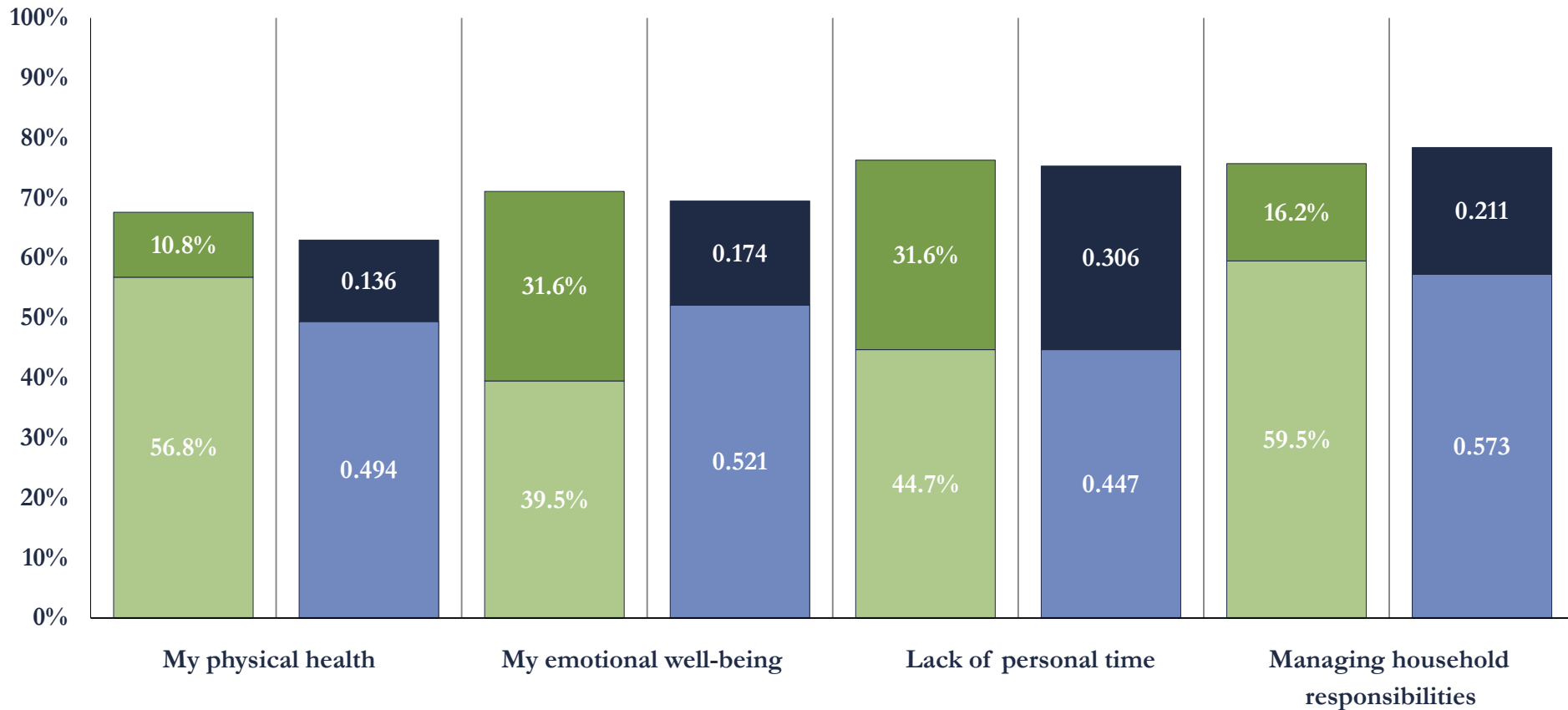
Your Institution

- Extensive
- Somewhat

Comparison Group

- Extensive
- Somewhat

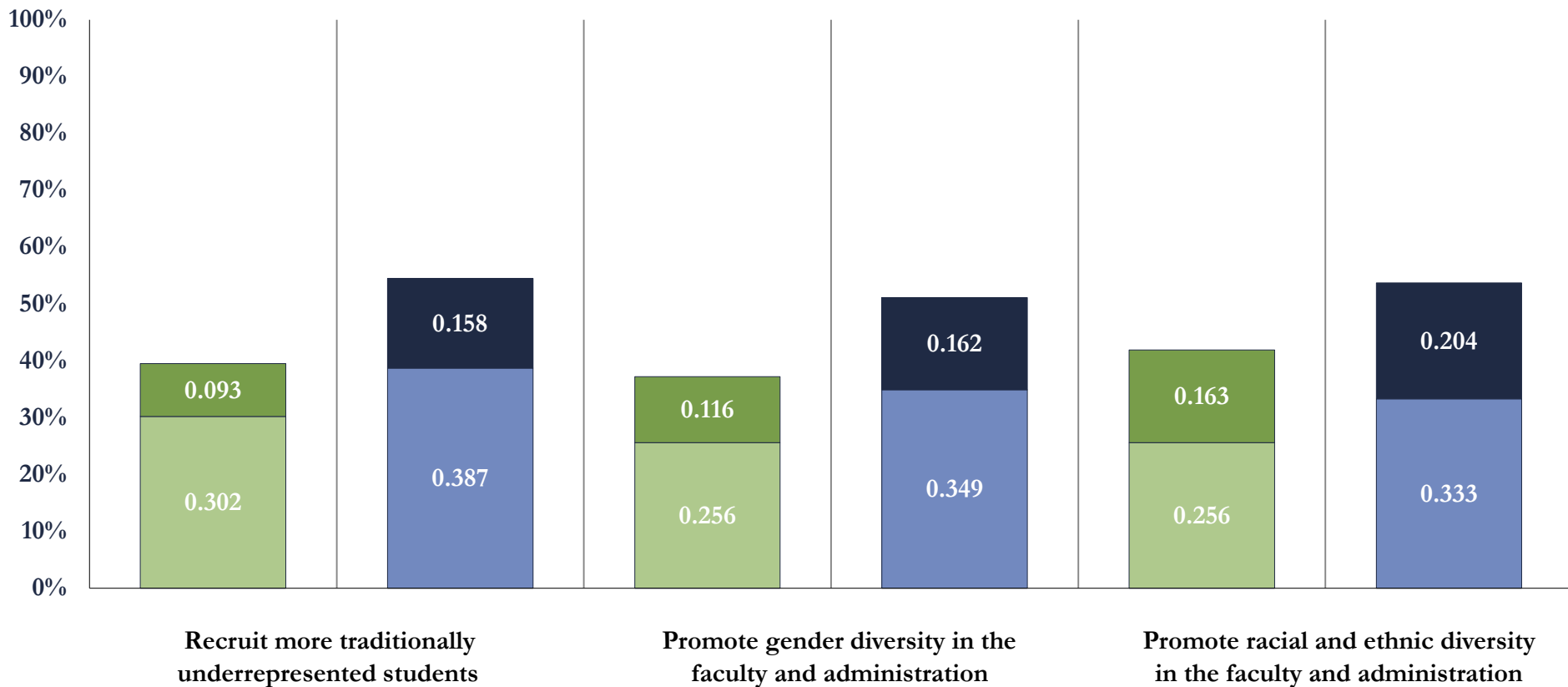
Personal Sources of Stress



<p>Your Institution</p> <ul style="list-style-type: none"> Extensive Somewhat 	<p>Comparison Group</p> <ul style="list-style-type: none"> Extensive Somewhat
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

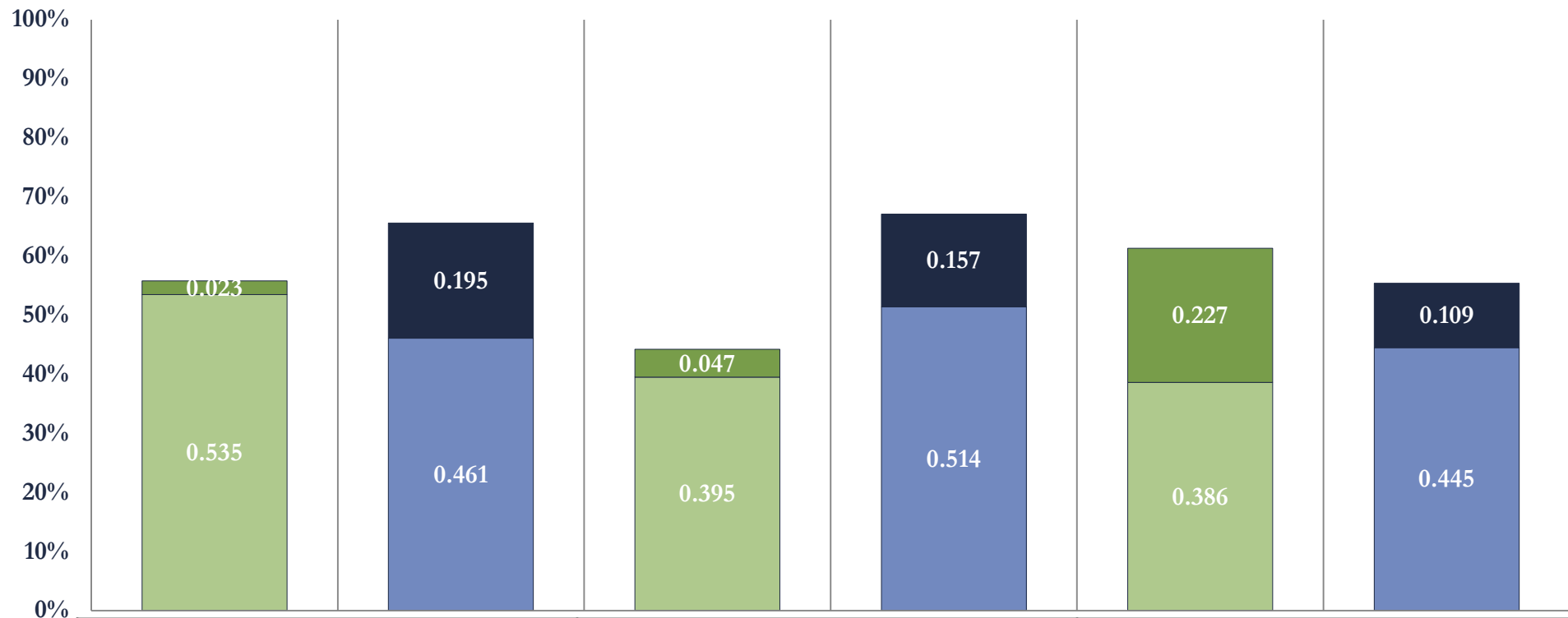
Faculty Perspectives on Campus Climate

Institutional Priority: Commitment to Diversity



Your Institution	Comparison Group
■ Highest Priority	■ Highest Priority
■ High Priority	■ High Priority

Perspectives on Campus Climate for Diversity

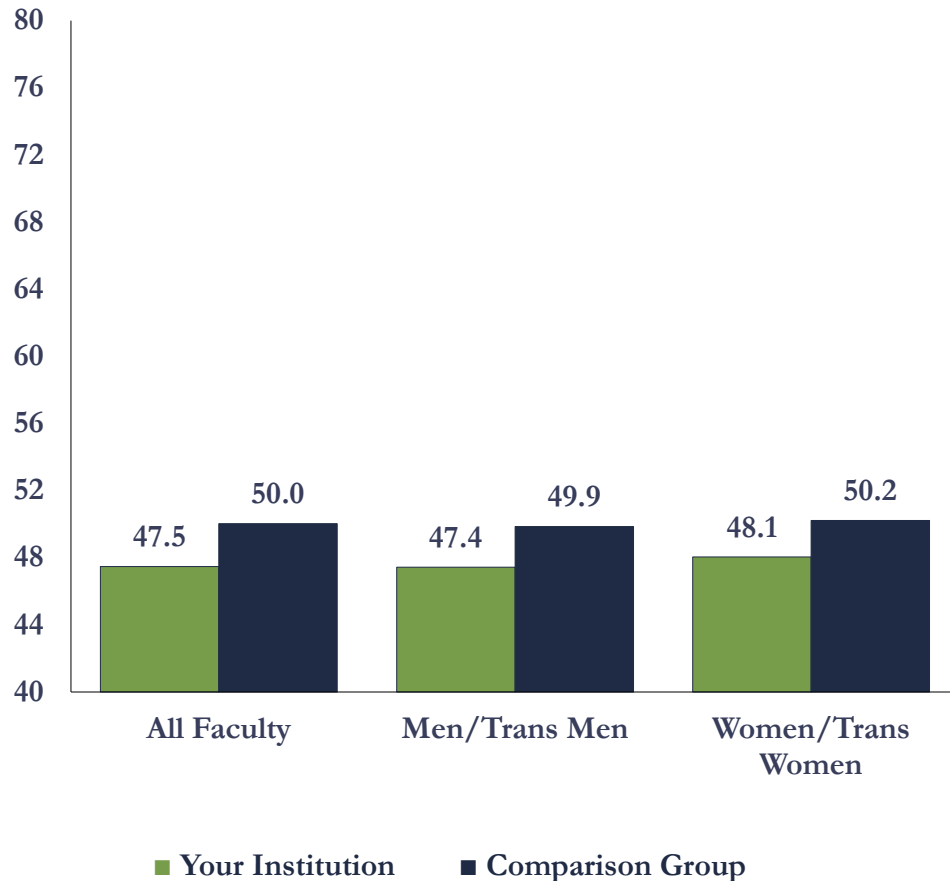


<p>This institution has effective hiring practices and policies that increase faculty diversity</p>	<p>This institution takes responsibility for educating underprepared students</p>	<p>Faculty are not prepared to deal with conflict over diversity issues in the classroom</p>
------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

Your Institution	Comparison Group
<ul style="list-style-type: none"> ■ Strongly Agree ■ Somewhat Agree 	<ul style="list-style-type: none"> ■ Strongly Agree ■ Somewhat Agree

Institutional Priority: Civic Engagement

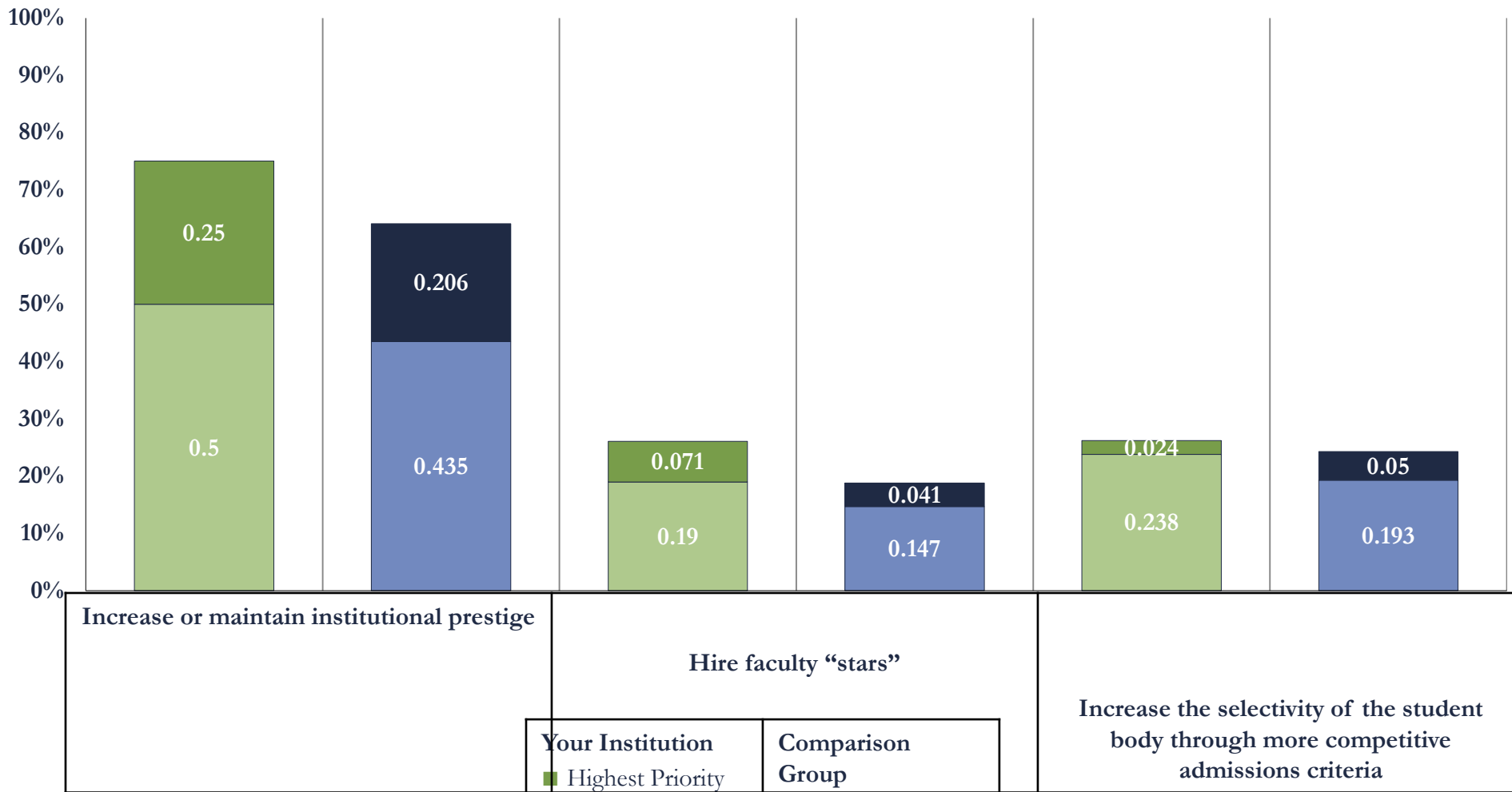
Civic Engagement measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.



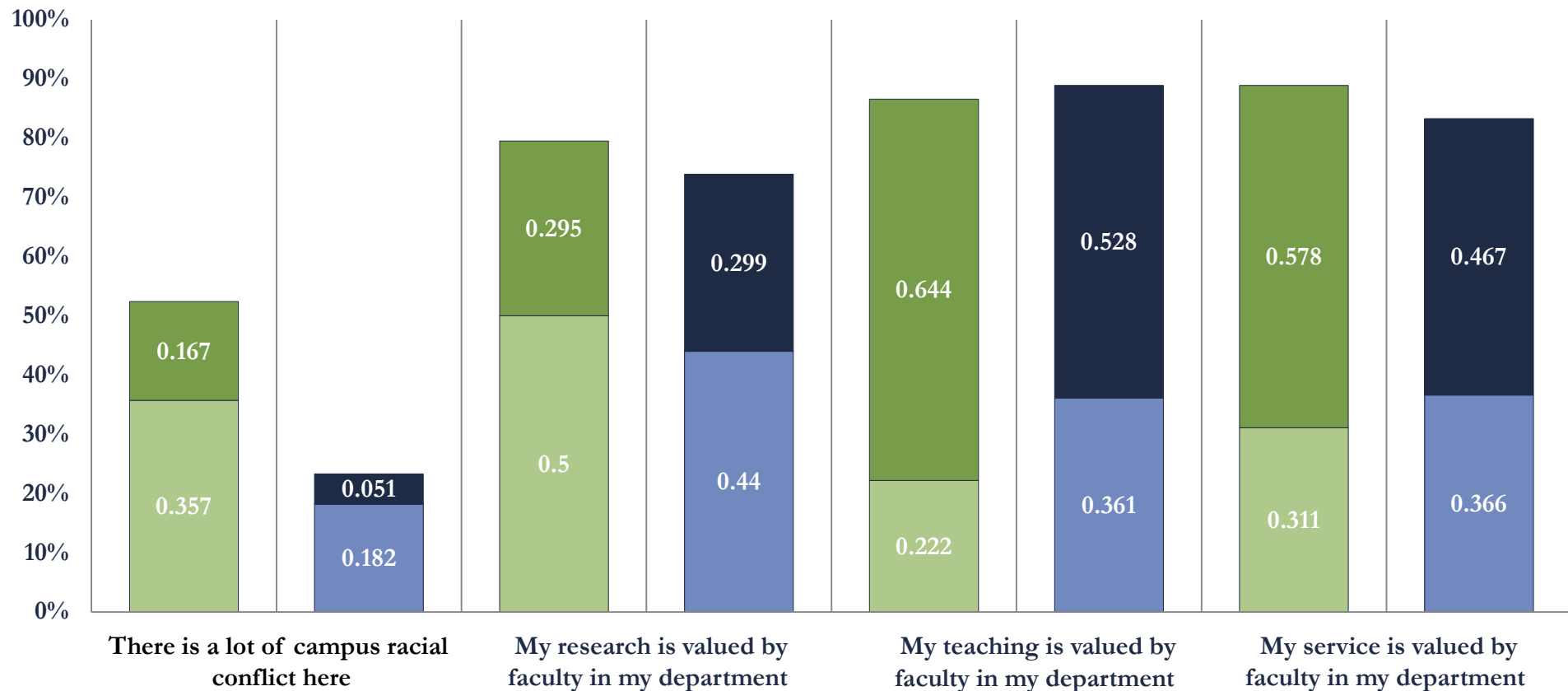
Construct Items

- Facilitate student involvement in community service
- Provide resources for faculty to engage in community-based teaching or research
- Create and sustain partnerships with surrounding communities

Institutional Priority: Increasing Prestige

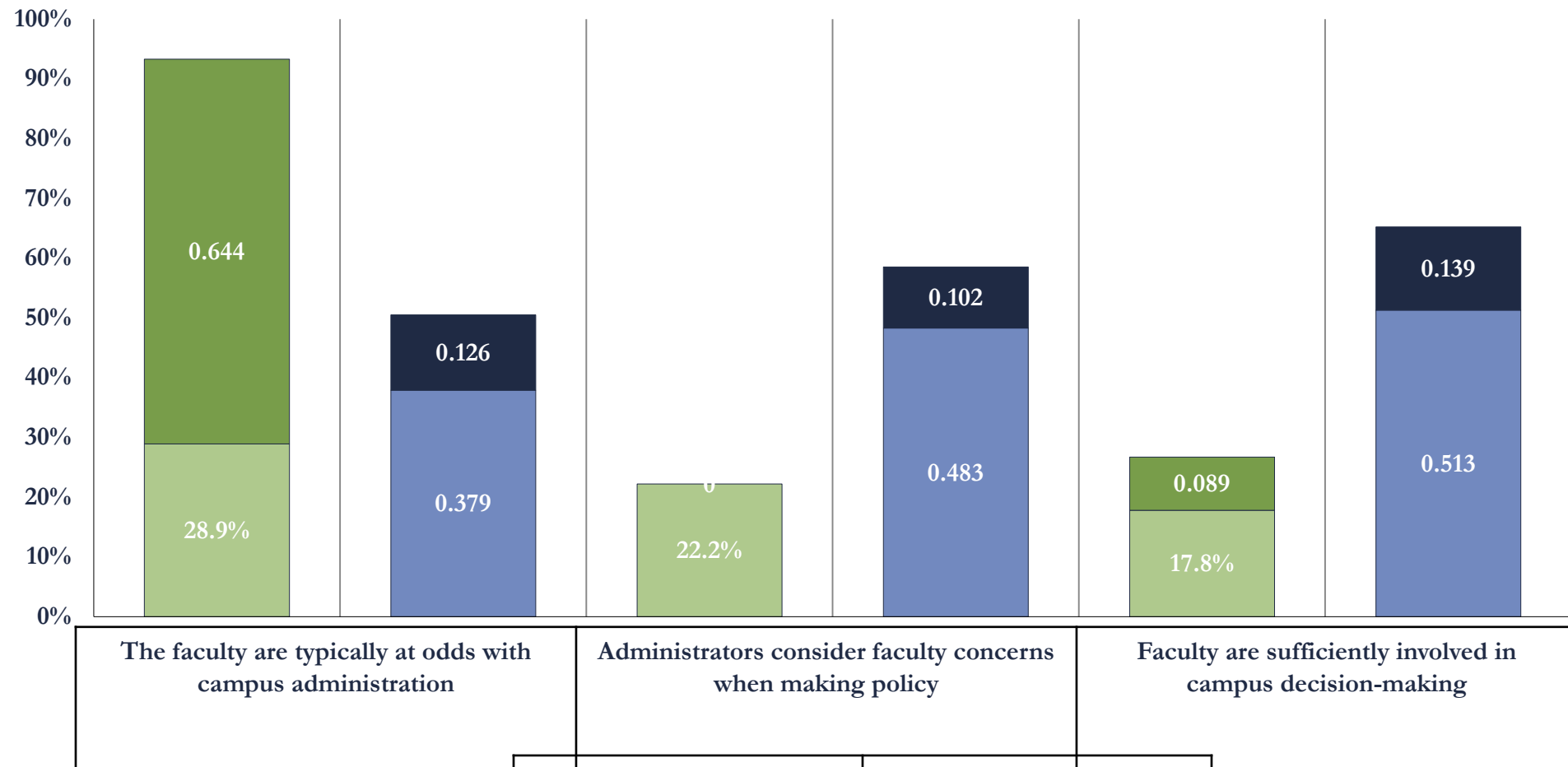


Perspectives on Campus and Departmental Climate



Your Institution	Comparison Group
<ul style="list-style-type: none"> Strongly Agree Somewhat Agree 	<ul style="list-style-type: none"> Strongly Agree Somewhat Agree

Perspectives on Shared Governance



Your Institution

- Strongly Agree
- Somewhat Agree

Comparison Group

- Strongly Agree
- Somewhat Agree

Commitment to the Institution

Percentage of respondents who replied “Yes”



■ Your Institution ■ Comparison Group



**The more you get to know your faculty,
the better you can understand their needs.**

For more information about HERI/CIRP Surveys

**The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey
Staff Climate Survey**

**Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu**



National College Student Bystander Survey Summary Report

California State University, Maritime

Prepared June 19, 2019

June 19, 2019

Dear Dr. Wilbur,

Thank you for California State University, Maritime's participation in the inaugural National College Student Bystander Benchmark Survey by WITH US. Included in this report is your university's survey data, as well as aggregate data from the group of participating California State University and University of California campuses.

Our team thoroughly enjoyed working with you to ensure the delivery of important information that will help you gain a better understanding of your students' attitudes, motivations, and behaviors toward sexual harassment, sexual assault and intimate partner violence; alcohol misuse, illegal drug use and other prescription drug abuse; hate, bias and discrimination; and hazing. To that end, we hope the enclosed report will help your university make informed policy decisions, develop health and safety programming, and create additional initiatives to help educate and save student lives.

We hope you will consider joining us again next year as we expand the National College Student Bystander Benchmark Survey nationwide. In the meantime, should you have any questions or need any additional assistance interpreting your survey data, please don't hesitate to contact our team directly at withus@calpoly.edu.

Sincerely,

Michael Eberhard, M.Ed.
Program Coordinator
WITH US
Cal Poly

Kevin T. Grant, Ed.D.
Director of Student Affairs Assessment and Research
Cal Poly

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About WITH US

In 2008, Scott and Julia Starkey lost their son, Carson, to alcohol poisoning from a hazing incident during his freshman year of college. The Starkey family committed their lives and resources to prevent further tragedies and established Aware Awake Alive, a national nonprofit dedicated to alcohol poisoning prevention. It was their mission to equip youth and their communities with the tools and confidence to take care of each other and make better choices around alcohol. Since its inception, Cal Poly has been one of Aware Awake Alive's greatest supporters and is now home base for the organization.

In 2018, WITH US officially launched at Cal Poly in order to broaden the influence and mission of Aware Awake Alive and build upon its successful peer-to-peer education and intervention model. Our mission is to empower peer-led movements of bystander intervention through evidence-based research and programs that inform and empower people to make meaningful changes in their campus communities.

About the Bystander Intervention Benchmark Survey

In order to make informed decisions that improve campus communities, WITH US launched the Bystander Intervention Benchmark Survey for California public universities to gather essential data on today's college students and the critical health and safety issues they face. This survey addresses the prevalence of four primary bystander intervention topics: sexual assault and intimate partner violence, hate and bias instances, hazing, and alcohol and other drug abuse.

Study Design

Eight CSU and UC campuses elected to participate in the statewide iteration of the 2019 survey. Each campus provided either a random sample of 5,000 currently enrolled undergraduate students, or a sample of all currently enrolled undergraduate students if the campus had fewer than 5,000 students. Participating campuses provided an initial communication with selected students via campus email to introduce and endorse the survey, while simultaneously requesting their participation. WITH US then followed up with selected students via campus email to formally invite and remind them to participate in the online survey.

Incentives and Confidentiality

To boost participation, WITH US offered the opportunity for participating students to enter a raffle and win one of 20 Amazon gift cards valued at \$100 each. WITH US also encouraged each participating university to include incentives of their own to further increase participation. Confidentiality was also an important aspect of this survey; WITH US assured participating students that their responses will remain anonymous and only be reported as part the aggregate sample of participating universities.

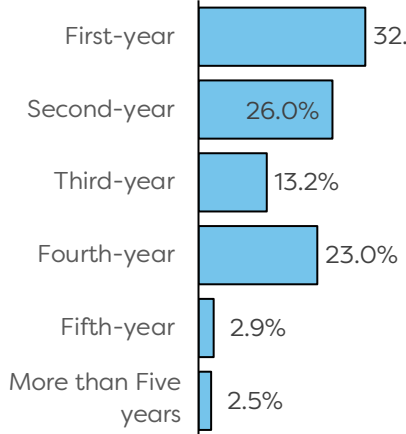
Student Involvement

WITH US strongly believes in providing students the opportunity to positively impact their local communities and campuses. In that vein and in the spirit of Cal Poly's motto of Learn by Doing, Cal Poly students played a big part in the creation and implementation of the Bystander Benchmark Survey, as well as the design of this very report. Before dispersing the Bystander Benchmark Survey to participating institutions, it was pilot tested at Cal Poly by an upper-division statistics course; two of the students who initially worked on this project continue working for WITH US as statistical interns today. Furthermore, this report was designed by a team of graphic design students within the Office of the Vice President for Student Affairs at Cal Poly, in close collaboration with the WITH US staff.

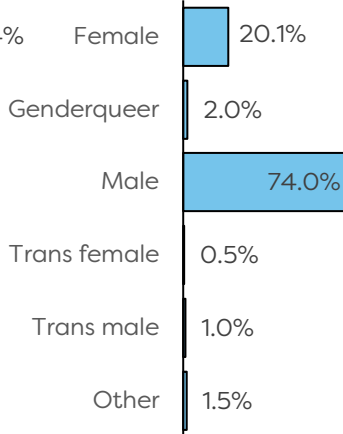
About this Report and Further Data Exploration

This report will be populated with basic summarizations of the response data obtained from the survey. Each campus will be able to see the basic summary statistics of student responses to each question for their campus specifically, as well as overall aggregate responses from other participating CSU and UC campuses. In addition, a raw response data file from your campus has been provided with this report, should you wish to further examine your campus data.

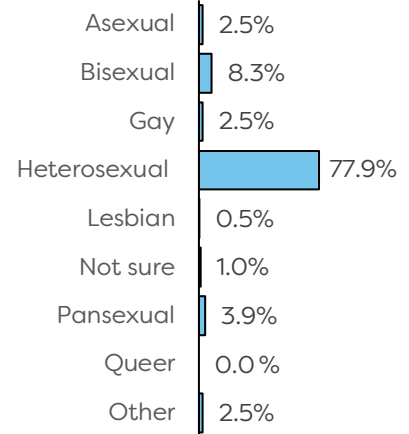
YEAR IN COLLEGE



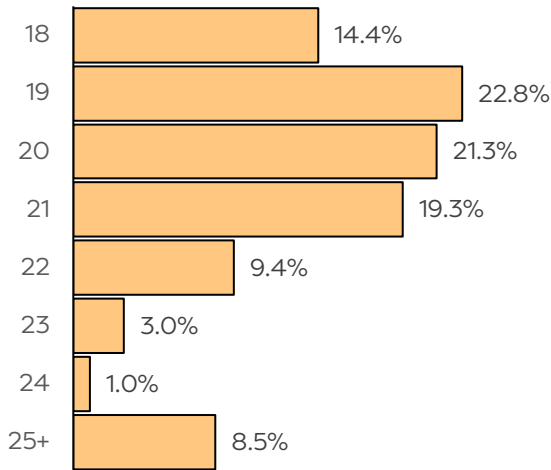
GENDER IDENTITY



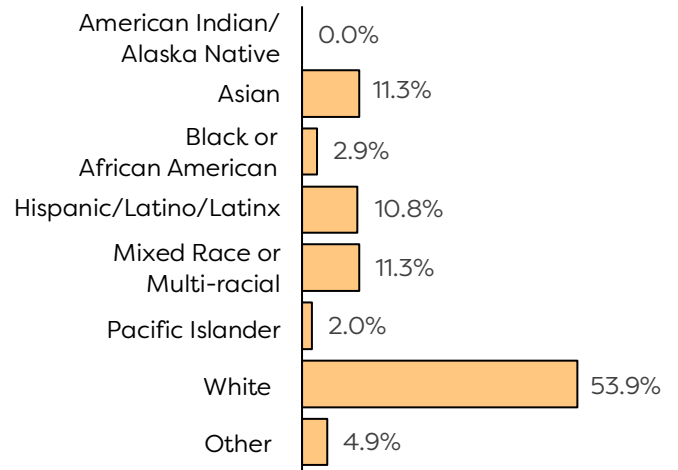
SEXUAL ORIENTATION



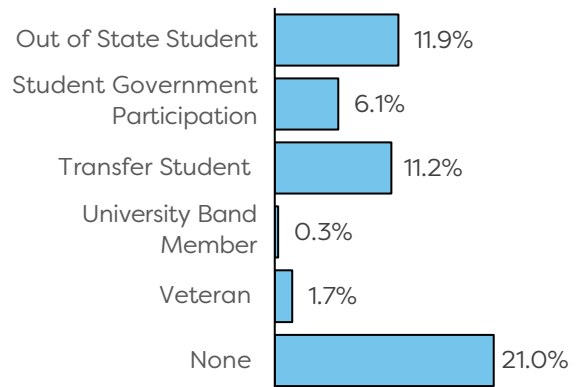
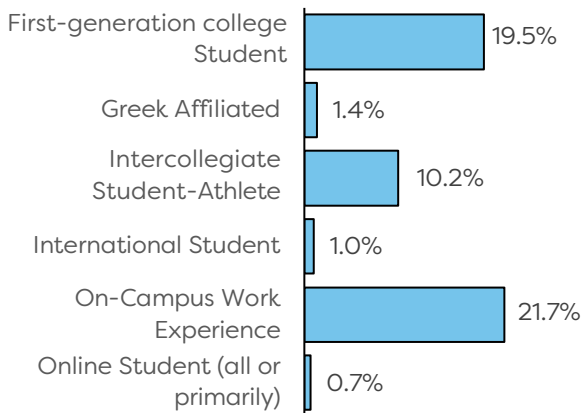
AGE



RACIAL/ETHNIC IDENTITY



AFFILIATIONS/IDENTITY



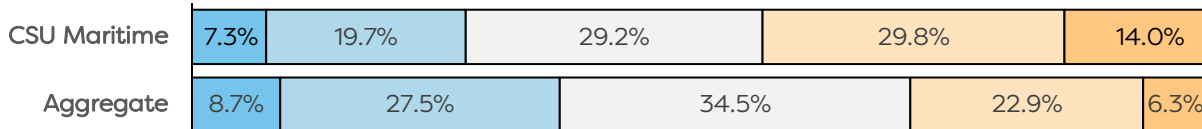
RESPONSE RATE
204 responded / 950 invited / 21.5%

SEXUAL HARASSMENT

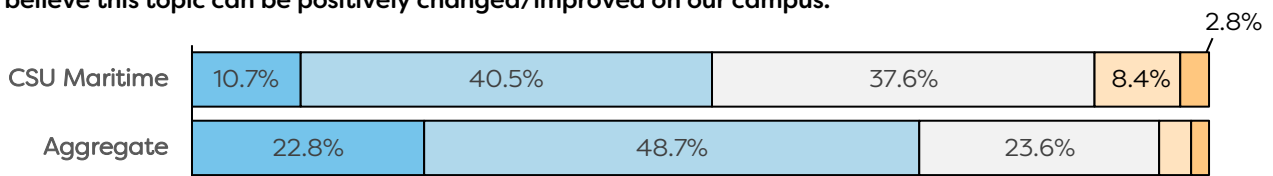
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when the conduct is made as a term or condition of an individual's employment, education, living environment or participation in a university community. The conduct unreasonably impacts an individual's employment or academic performance or creates an intimidating, hostile or offensive environment for that individual's employment, education, living environment, or participation in a university community (<https://sapac.umich.edu/article/63>).

● Strongly Agree ○ Agree ○ Neutral ○ Disagree ● Strongly Disagree

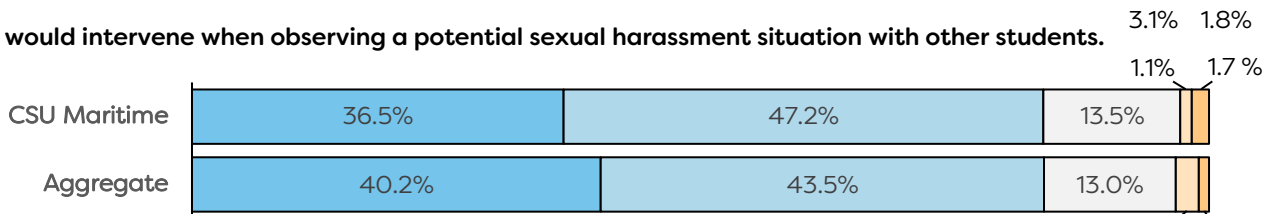
I think sexual harassment is a problem on/around this campus.



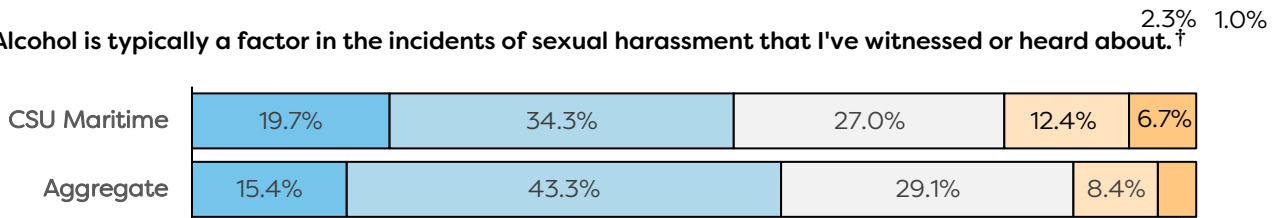
I believe this topic can be positively changed/improved on our campus.



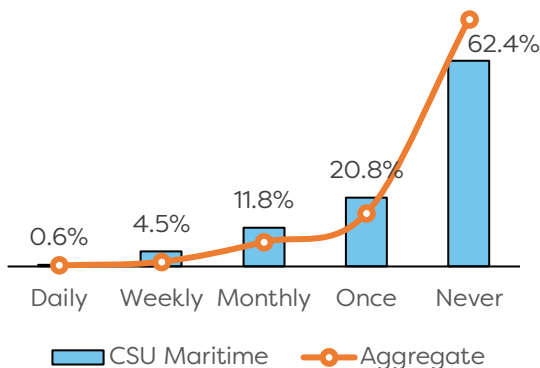
I would intervene when observing a potential sexual harassment situation with other students.



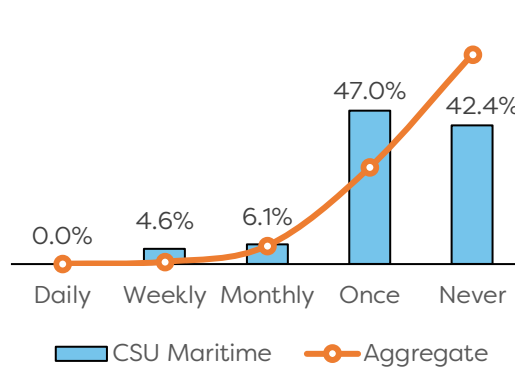
Alcohol is typically a factor in the incidents of sexual harassment that I've witnessed or heard about.†



During the Fall 2018 academic term, how often did you witness a potential sexual harassment situation?



During the Fall 2018 academic term, I stepped in to prevent a potential instance of sexual harassment.†



†Conditioned on situations reported as witnessed *Campus percentages listed only

In situations where I did not intervene, it was because...†

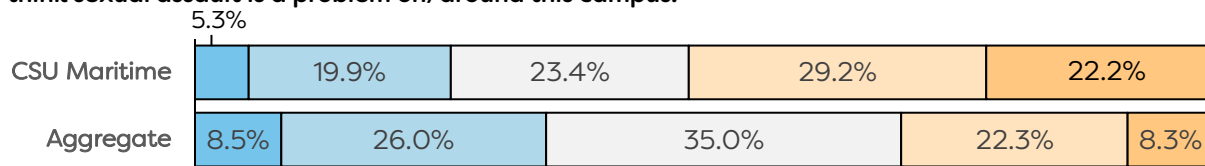
	Avg.		Avg.	
36%	41%	I didn't know what to do.	41%	28% My relationship with them made it complicated.
38%	38%	I was distracted at the time.	17%	25% I was paralyzed, but I wanted to do something.
17%	24%	I assumed somebody else would do something.	6%	4% The person deserved/chose whatever was happening.
27%	26%	It wasn't any of my business.	12%	8% I was concerned what my friends/peers would think of me.
35%	48%	The situation made me feel unsafe.	21%	21% I thought I could get in trouble by being involved.

SEXUAL ASSAULT

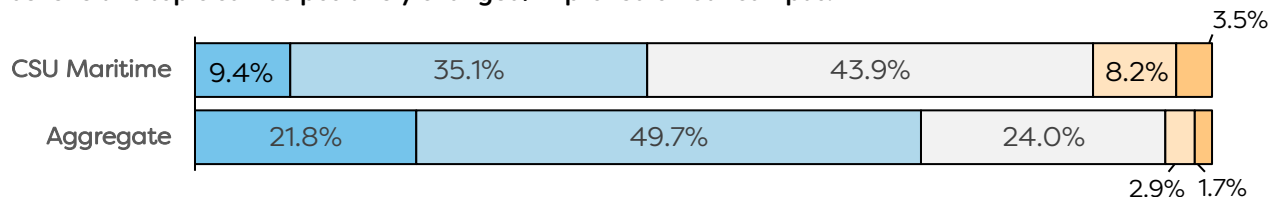
The term sexual assault refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include: attempted rape; fondling or unwanted sexual touching; forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator's body; penetration of the victim's body, also known as rape (<https://www.rainn.org/articles/sexual-assault>).

Strongly Agree Agree Neutral Disagree Strongly Disagree

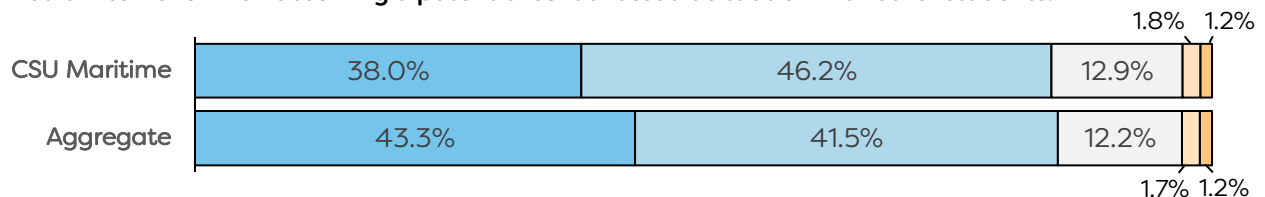
I think sexual assault is a problem on/around this campus.



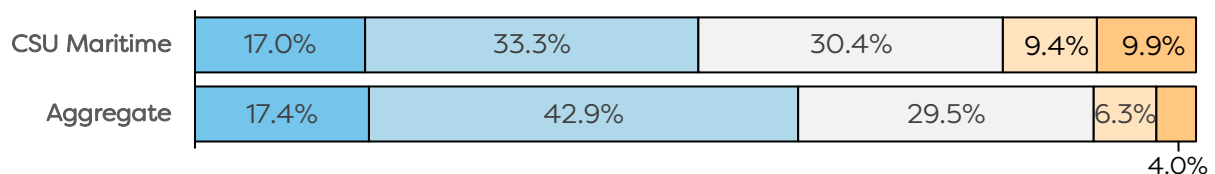
I believe this topic can be positively changed/improved on our campus.



I would intervene when observing a potential sexual assault situation with other students.

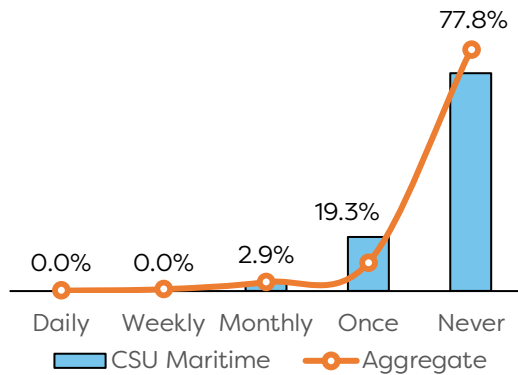


Alcohol is typically a factor in the incidents of sexual assault that I've witnessed or heard about.†

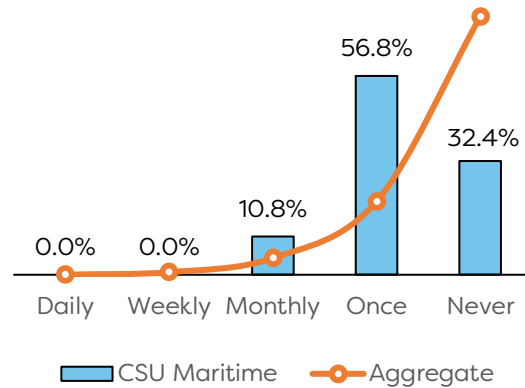


†Conditioned on situations reported as witnessed

During the Fall 2018 academic term, how often did you witness a potential sexual assault situation?



During the Fall 2018 academic term, I stepped in to prevent a potential instance of sexual assault.†

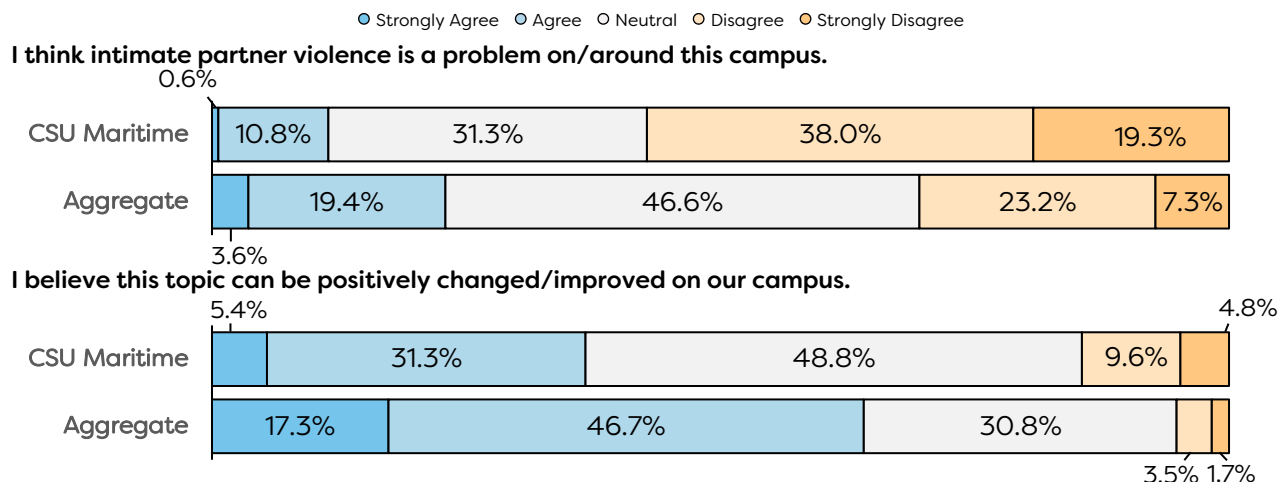


In situations where I did not intervene, it was because...†

24%	Avg. 37%	I didn't know what to do.	30%	Avg. 23%	My relationship with them made it complicated.
30%	32%	I was distracted at the time.	19%	23%	I was paralyzed, but I wanted to do something.
8%	23%	I assumed somebody else would do something.	8%	4%	The person deserved/chose whatever was happening.
14%	20%	It wasn't any of my business.	16%	9%	I was concerned what my friends/peers would think of me.
27%	42%	The situation made me feel unsafe.	11%	19%	I thought I could get in trouble by being involved.

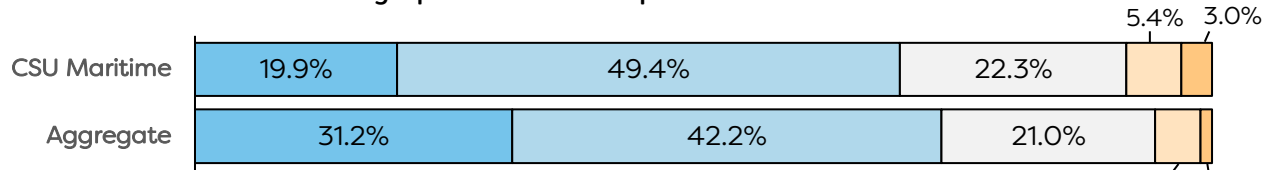
INTIMATE PARTNER VIOLENCE

Refers to a range of behaviors experienced in the context of any type of intimate relationship or friendship. These behaviors include use of physical force or threats of force against a partner including slapping, punching, throwing objects, threatening with weapons or threatening any kind of physical harm. It can also include extreme emotional abuse such as intimidation, blaming, putting down, making fun of, and name calling (<https://preventioninnovations.wordpress.com/>).

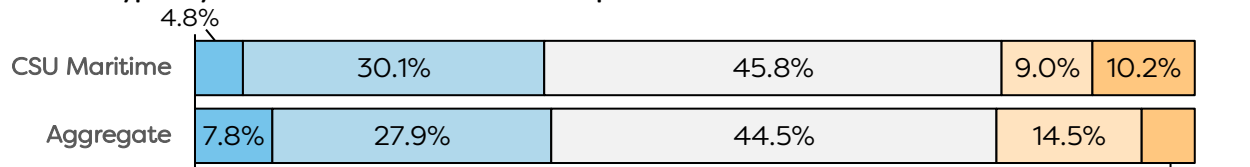


†Conditioned on situations reported as witnessed

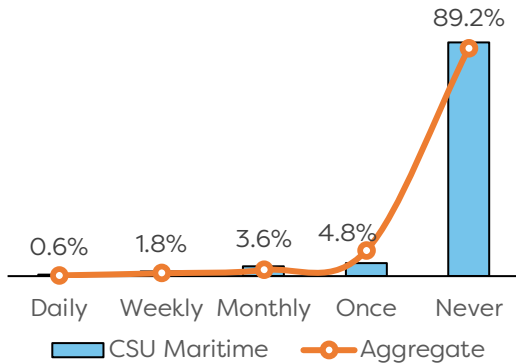
I would intervene when observing a potential intimate partner violence situation with other students.



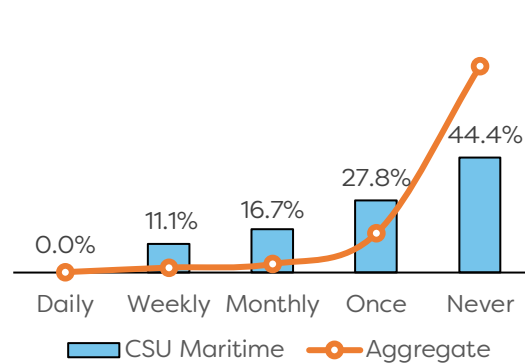
Alcohol is typically a factor in incidents of intimate partner violence that I've witnessed or heard about.†



During the Fall 2018 academic term, how often did you witness a potential intimate partner violence situation?



During the Fall 2018 academic term, I stepped in to prevent a potential instance of intimate partner violence.†



In situations where I did not intervene, it was because...†

33%	Avg. 49%	I didn't know what to do.	44%	Avg. 41%	My relationship with them made it complicated.
22%	22%	I was distracted at the time.	6%	23%	I was paralyzed, but I wanted to do something.
17%	21%	I assumed somebody else would do something.	6%	4%	The person deserved/chose whatever was happening.
39%	43%	It wasn't any of my business.	11%	10%	I was concerned what my friends/peers would think of me.
39%	47%	The situation made me feel unsafe.	22%	25%	I thought I could get in trouble by being involved.

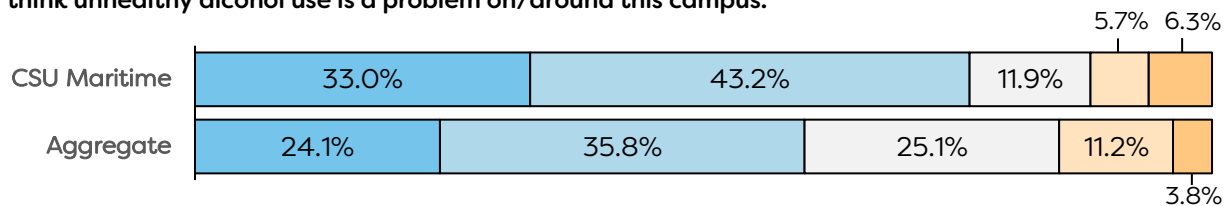
†Conditioned on situations reported as witnessed

UNHEALTHY ALCOHOL USE

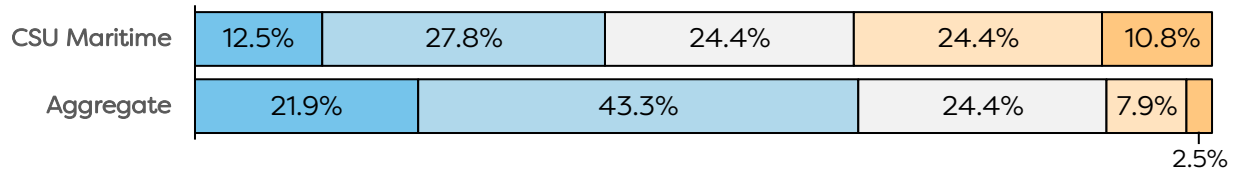
Unhealthy alcohol use includes any alcohol use that puts your health or safety at risk (or the health and safety of others) or causes other alcohol-related problems. This includes binge drinking and other high-risk drinking behaviors (<https://www.mayoclinic.org/diseases-conditions/alcohol-use-disorder/symptoms-causes/syc-20369243>).

● Strongly Agree ● Agree ● Neutral ● Disagree ● Strongly Disagree

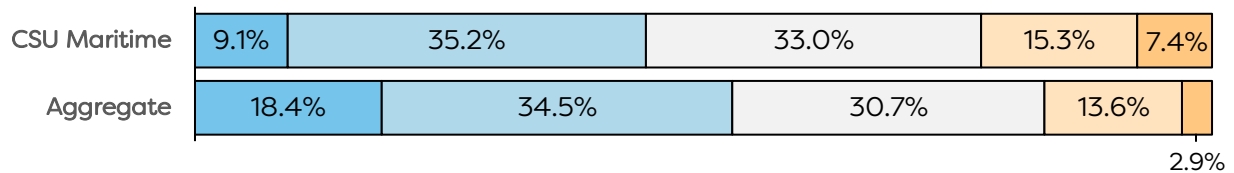
I think unhealthy alcohol use is a problem on/around this campus.



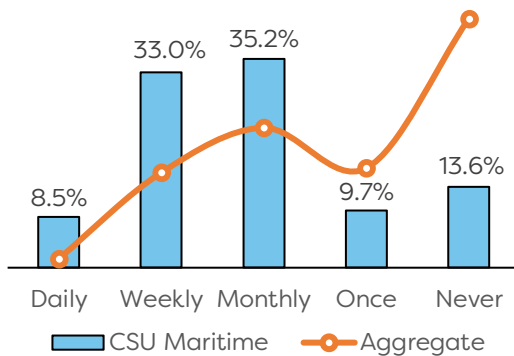
I believe this topic can be positively changed/improved on our campus.



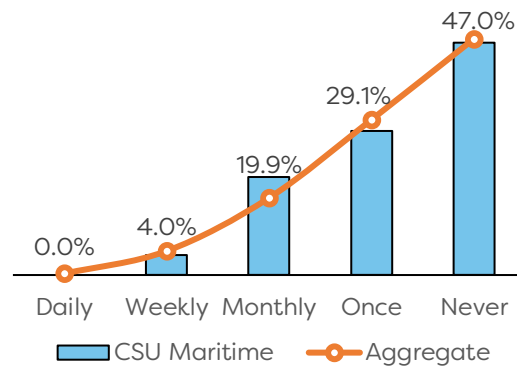
I would intervene when observing unhealthy alcohol abuse with other students.



During the Fall 2018 academic term, how often did you witness unhealthy alcohol abuse?



During the Fall 2018 academic term, I stepped in to prevent unhealthy alcohol abuse. †

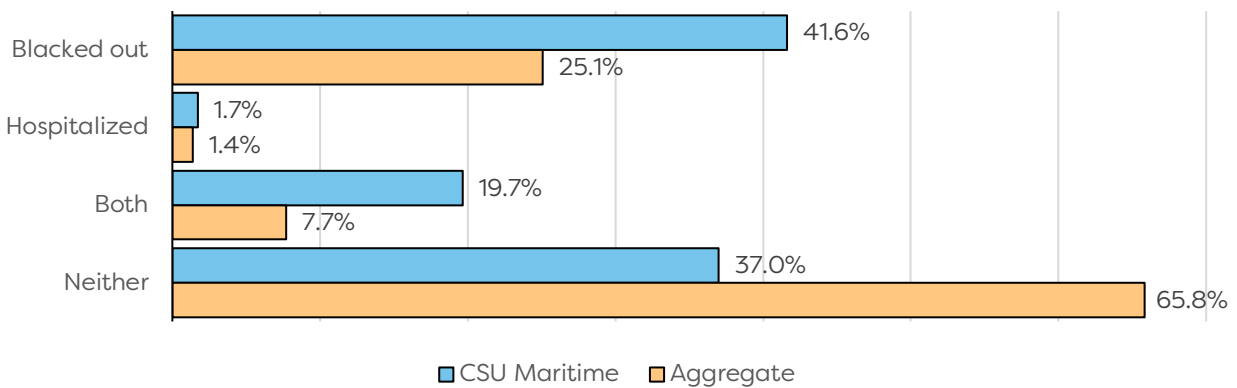


†Conditioned on situations reported as witnessed

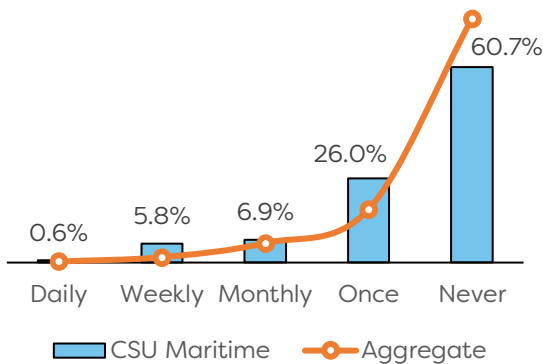
In situations where I did not intervene, it was because...[†]

21%	Avg. 38%	I didn't know what to do.	3%	Avg. 11%	I was paralyzed, but I wanted to do something.
34%	33%	I was distracted at the time.	40%	21%	The person deserved/chose whatever was happening.
25%	32%	I assumed somebody else would do something.	15%	13%	I was concerned what my friends/peers would think of me.
60%	55%	It wasn't any of my business.	26%	18%	I thought I could get in trouble by being involved.
17%	33%	The situation made me feel unsafe.	45%	35%	I didn't think it was an issue or a big deal.

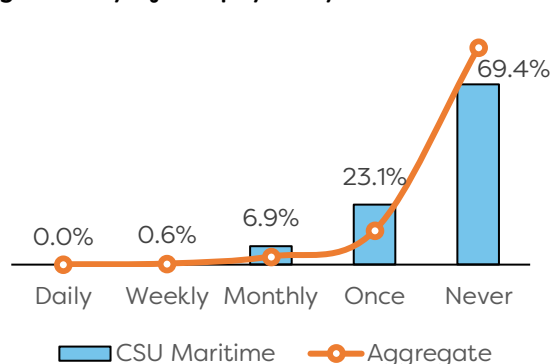
During the Fall 2018 academic term, I witnessed another student or have personally from unhealthy alcohol use...



During the Fall 2018 academic term, I witnessed another student (or personally) drive "under the influence" of alcohol.[†]



During the Fall 2018 academic term, I witnessed another student or have personally been significantly injured physically due to alcohol.[†]



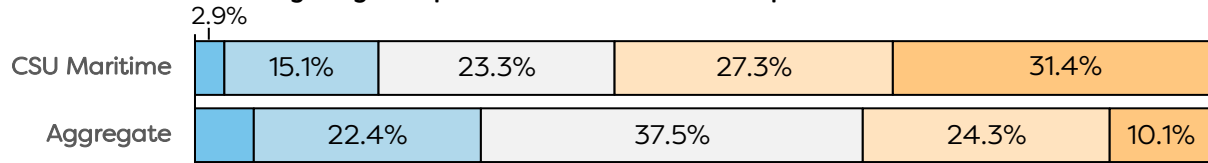
[†]Conditioned on situations reported as witnessed

ILLICIT OR 'HARD' DRUG USAGE

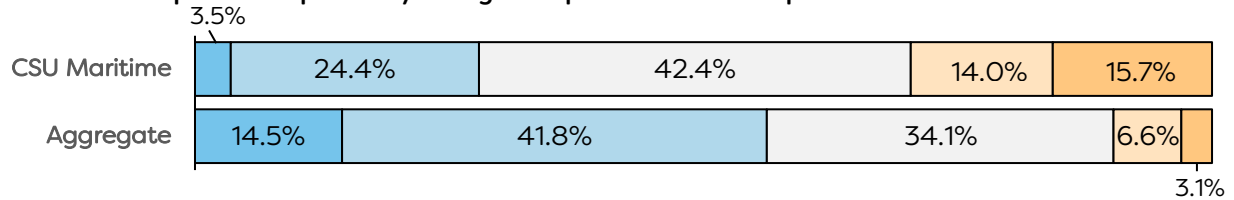
Illicit or "hard" drugs are drugs that have a high likelihood of abuse, potential death, or addiction. For example: heroin, cocaine, meth or hallucinogens (LSD, mushrooms).

● Strongly Agree ● Agree ● Neutral ● Disagree ● Strongly Disagree

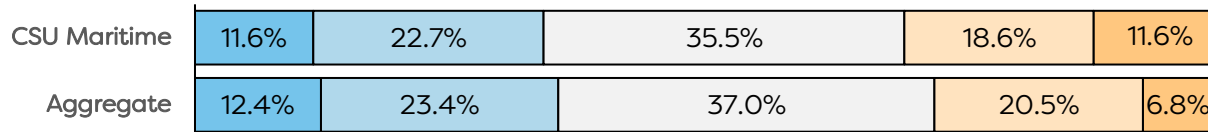
I think illicit or "hard" drug usage is a problem on/around this campus.



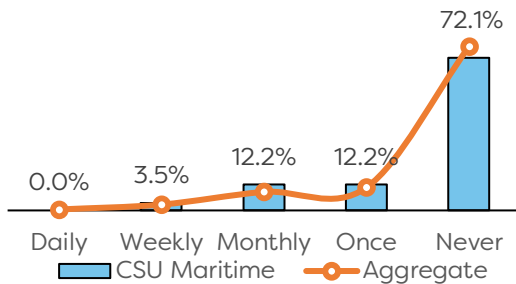
I believe this topic can be positively changed/improved on our campus.



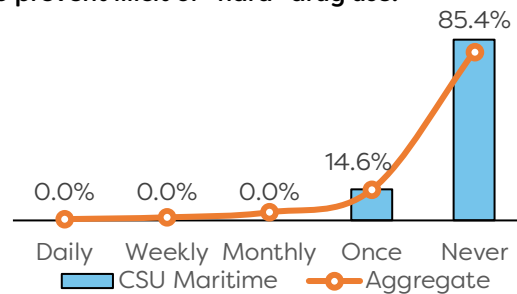
I would intervene when observing "hard" drug use with other students.



During the Fall 2018 academic term, how often did you witness illicit or "hard" drug use?



During the Fall 2018 academic term, I stepped in to prevent illicit or "hard" drug use.†



In situations where I did not intervene, it was because...†

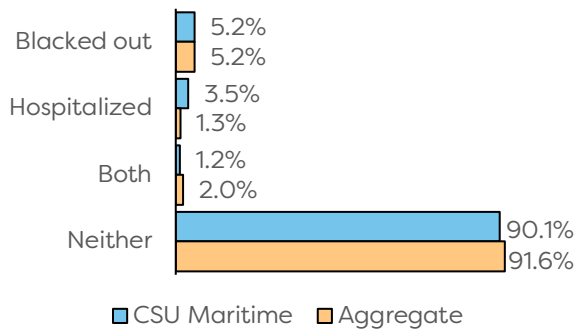
33%	Avg. 41%	I didn't know what to do.	10%	Avg. 11%	I was paralyzed, but I wanted to do something.
25%	23%	I was distracted at the time.	48%	34%	The person deserved/chose whatever was happening.
21%	20%	I assumed somebody else would do something.	25%	17%	I was concerned what my friends/peers would think of me.
67%	68%	It wasn't any of my business.	38%	24%	I thought I could get in trouble by being involved.
27%	36%	The situation made me feel unsafe.	42%	32%	I didn't think it was an issue or a big deal.
48%	37%	My relationship with them made it complicated.			

†Conditioned on situations reported as witnessed

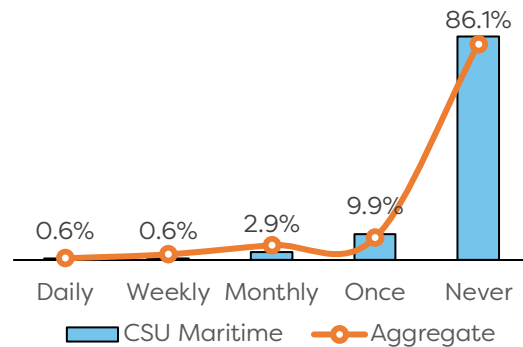
Within the past year, I have witnessed the following drugs being used by my peers...[†]

72%	Avg. 96%	Marijuana, pot, hashish	2%	Avg. 7%	Date rape drugs
0%	3%	Heroin	65%	47%	LSD/acid
20%	15%	Opiates	9%	5%	Dissociative anesthetics
57%	62%	Cocaine/crack	61%	47%	Hallucinogenic plants
7%	7%	Methamphetamines	15%	7%	Inhalants
46%	54%	Ecstasy, molly, MDMA	11%	5%	Other

During the Fall 2018 academic term, I witnessed another student experience, or have personally experienced, from "hard" drug usage...[†]



During the Fall 2018 academic term, I witnessed another student (or personally) drive "under the influence" of drugs.[†]

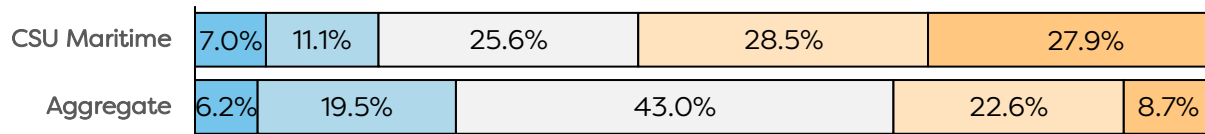


PRESCRIPTION DRUG ABUSE

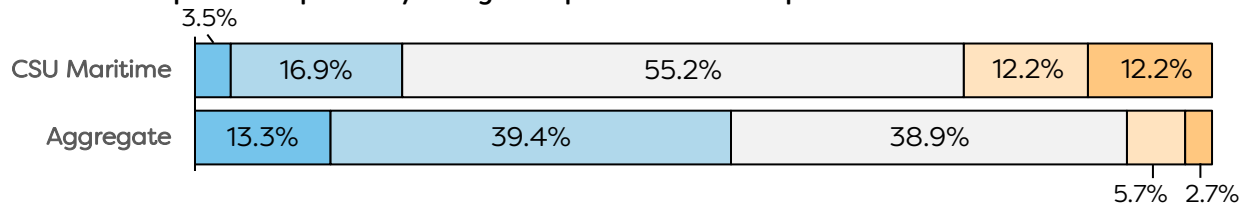
Prescription drug abuse is the use of a prescription medication in a way not intended by the prescribing doctor. Prescription drug abuse or problematic use includes everything from taking a friend's prescription painkiller for your backache to snorting or injecting ground-up pills to get high. Drug abuse may become ongoing and compulsive, despite the negative consequences. An increasing problem, prescription drug abuse can affect all age groups, but it's more common in young people. The prescription drugs most often abused include opioid painkillers, sedatives, anti-anxiety medications and stimulants (Mayo Clinic).

● Strongly Agree ○ Agree ○ Neutral ○ Disagree ● Strongly Disagree

I think prescription drug abuse is a problem on/around this campus.

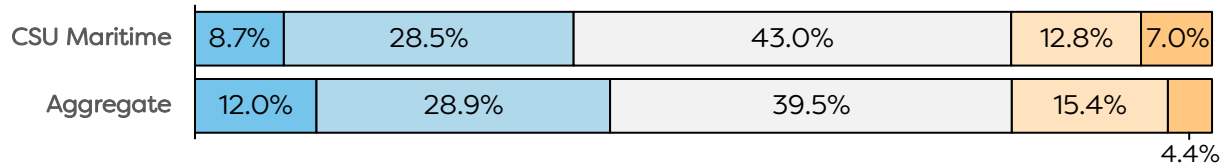


I believe this topic can be positively changed/improved on our campus.

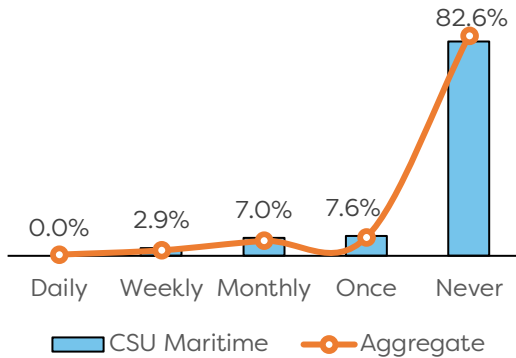


[†]Conditioned on situations reported as witnessed

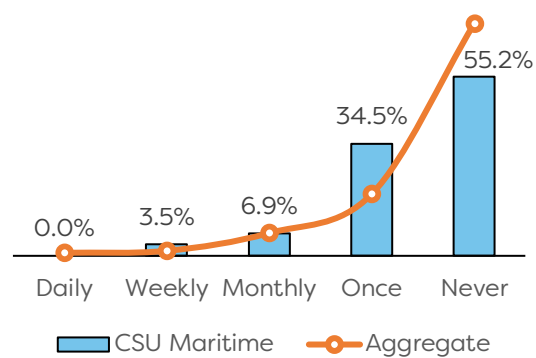
I would intervene when observing prescription drug abuse among other students.



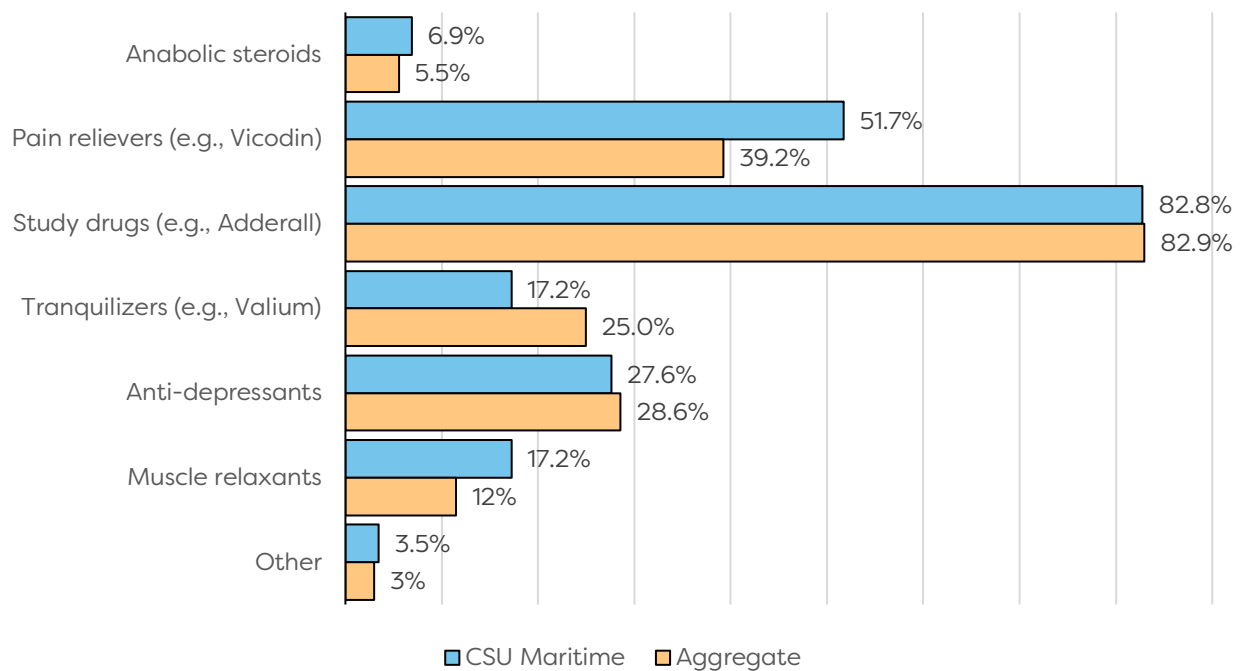
During the Fall 2018 academic term, how often did you witness prescription drug abuse?



During the Fall 2018 academic term, I stepped in to prevent prescription drug abuse.†



During the Fall 2018 academic term, I have witnessed the following prescription drugs being abused by other students..†



†Conditioned on situations reported as witnessed

In situations where I did not intervene, it was because...†

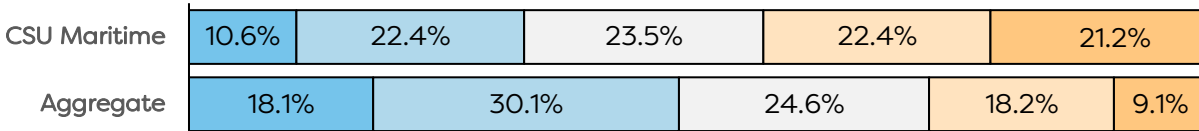
17%	Avg. 40%	I didn't know what to do.	10%	Avg. 11%	I was paralyzed, but I wanted to do something.
10%	19%	I was distracted at the time.	41%	30%	The person deserved/chose whatever was happening.
21%	17%	I assumed somebody else would do something.	21%	14%	I was concerned what my friends/peers would think of me.
48%	66%	It wasn't any of my business.	24%	16%	I thought I could get in trouble by being involved.
31%	23%	The situation made me feel unsafe.	28%	37%	I didn't think it was an issue or a big deal.

DISCRIMINATORY AND HATEFUL SPEECH/ACTIONS

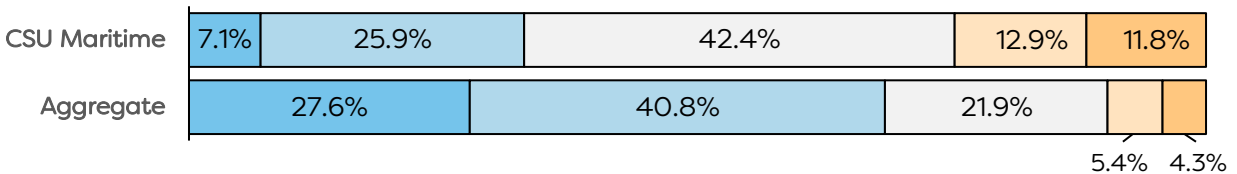
Hate speech is any form of expression through which a person/group intends to vilify, humiliate, or incite hatred against a group or a class of persons (Ward, 1998). This includes speech that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other traits (American Bar Association, <http://www.ala.org/advocacy/intfreedom/hate>).

● Strongly Agree ● Agree ○ Neutral ○ Disagree ● Strongly Disagree

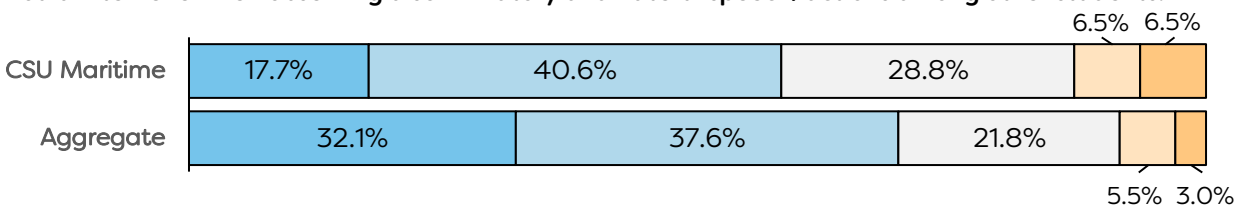
I think discriminatory and hateful speech/actions are a problem on/around this campus.



I believe this topic can be positively changed/improved on our campus.

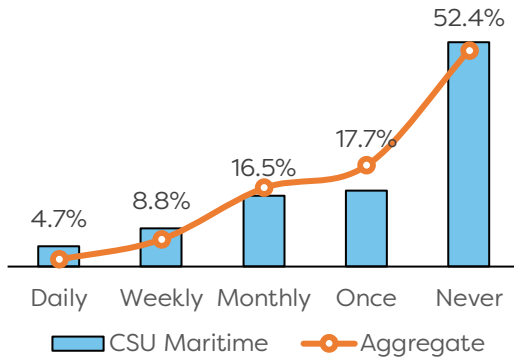


I would intervene when observing discriminatory and hateful speech/actions among other students.

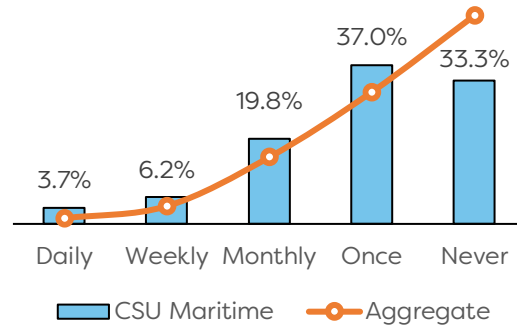


†Conditioned on situations reported as witnessed

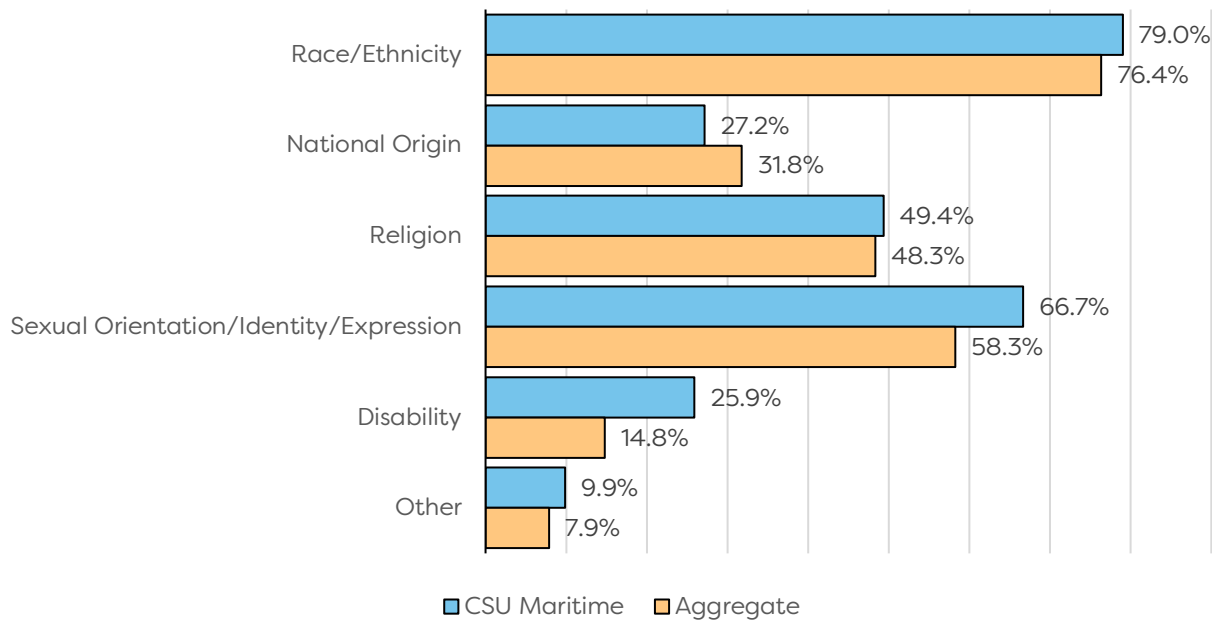
During the Fall 2018 academic term, how often did you witness discriminatory and hateful speech/actions?



During the Fall 2018 academic term, I stepped in to prevent discriminatory and hateful speech/actions. †



During the Fall 2018 academic term, I witnessed discriminatory and hateful speech/actions directed toward... †

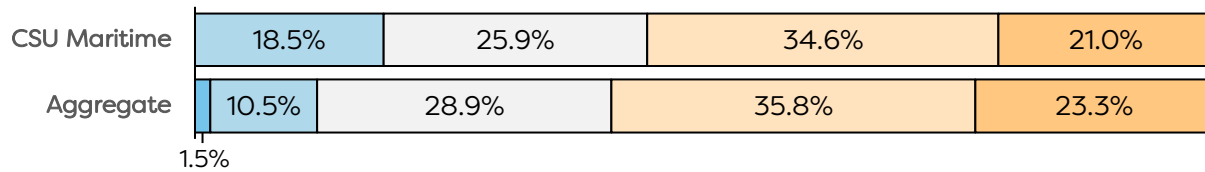


In situations where I did not intervene, it was because... †

Reason	CSU Maritime (%)	Aggregate (%)	Reason	CSU Maritime (%)	Aggregate (%)
I didn't know what to do.	20%	50%	My relationship with them made it complicated.	31%	23%
I was distracted at the time.	21%	31%	I was paralyzed, but I wanted to do something.	9%	23%
I assumed somebody else would do something.	17%	32%	The person deserved/chose whatever was happening.	11%	5%
It wasn't any of my business.	38%	36%	I was concerned what my friends/peers would think of me.	21%	14%
The situation made me feel unsafe.	21%	48%	I thought I could get in trouble by being involved.	12%	25%

†Conditioned on situations reported as witnessed

Alcohol is typically a factor in the incidents of discriminatory and hateful speech/actions that I've witnessed.†

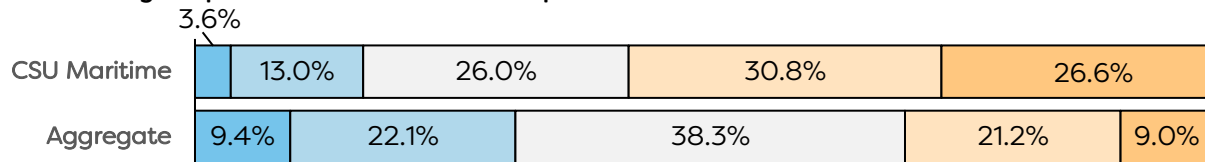


HAZING

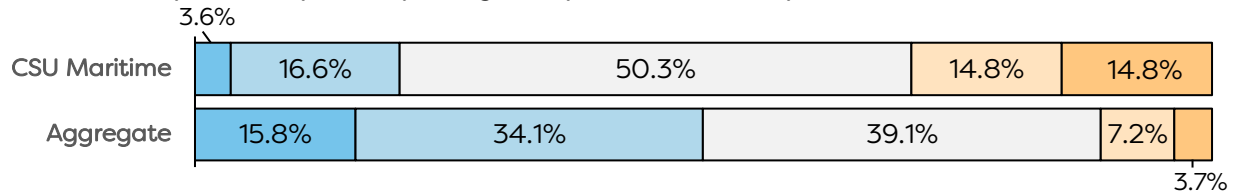
Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate (hazingprevention.org).

● Strongly Agree ● Agree ○ Neutral ● Disagree ● Strongly Disagree

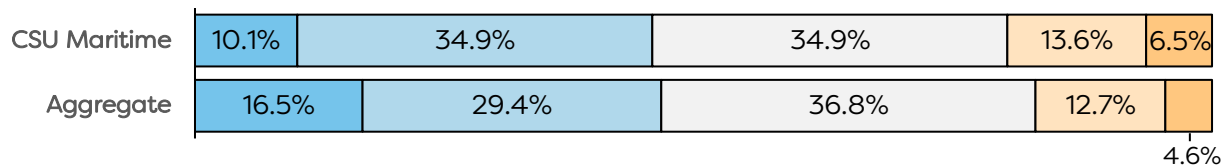
I think hazing is a problem on/around this campus.



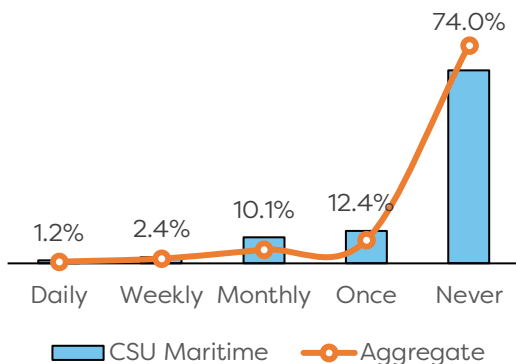
I believe this topic can be positively changed/improved on our campus.



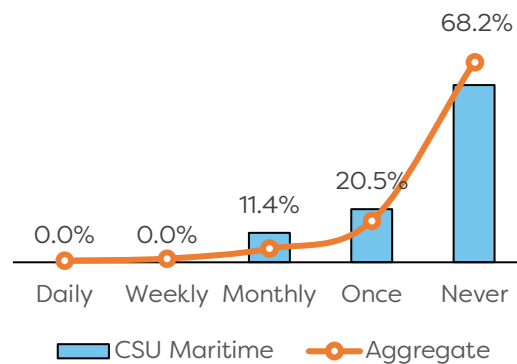
I would intervene when observing hazing among other students.



During the Fall 2018 academic term, how often did you witness hazing?

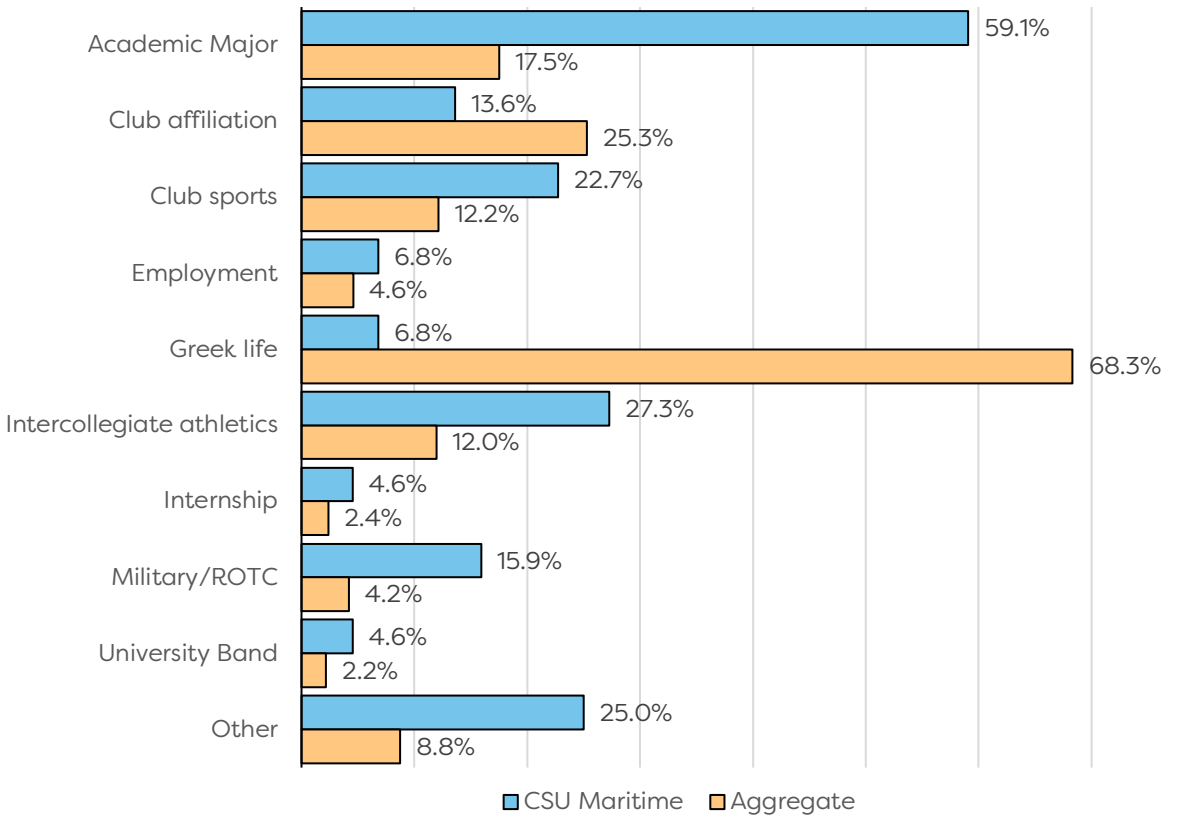


During the Fall 2018 academic term, I stepped in to prevent hazing.†



†Conditioned on situations reported as witnessed

In what context did the hazing you witnessed occur?†



In situations where I did not intervene, it was because...†

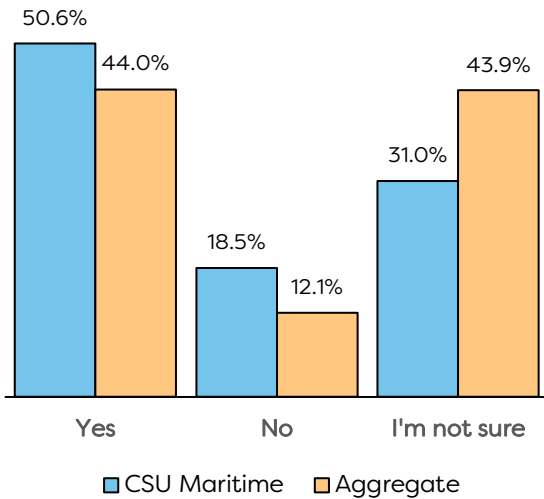
23%	Avg. 49%	I didn't know what to do.	12%	Avg. 14%	I was paralyzed, but I wanted to do something.
12%	22%	I was distracted at the time.	16%	22%	The person deserved/chose whatever was happening.
16%	26%	I assumed somebody else would do something.	14%	19%	I was concerned what my friends/peers would think of me.
35%	56%	It wasn't any of my business.	16%	23%	I thought I could get in trouble by being involved.
16%	30%	The situation made me feel unsafe.	35%	31%	I didn't think it was an issue or a big deal.

Alcohol is typically a factor in the incidents of hazing that I've witnessed.

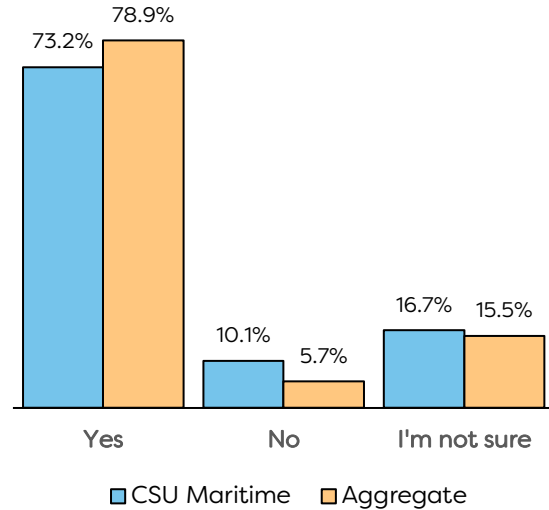
CSU Maritime	14.0%	32.6%	20.9%	16.3%	16.3%
Aggregate	23.0%	28.0%	21.2%	17.4%	10.4%

†Conditioned on situations reported as witnessed

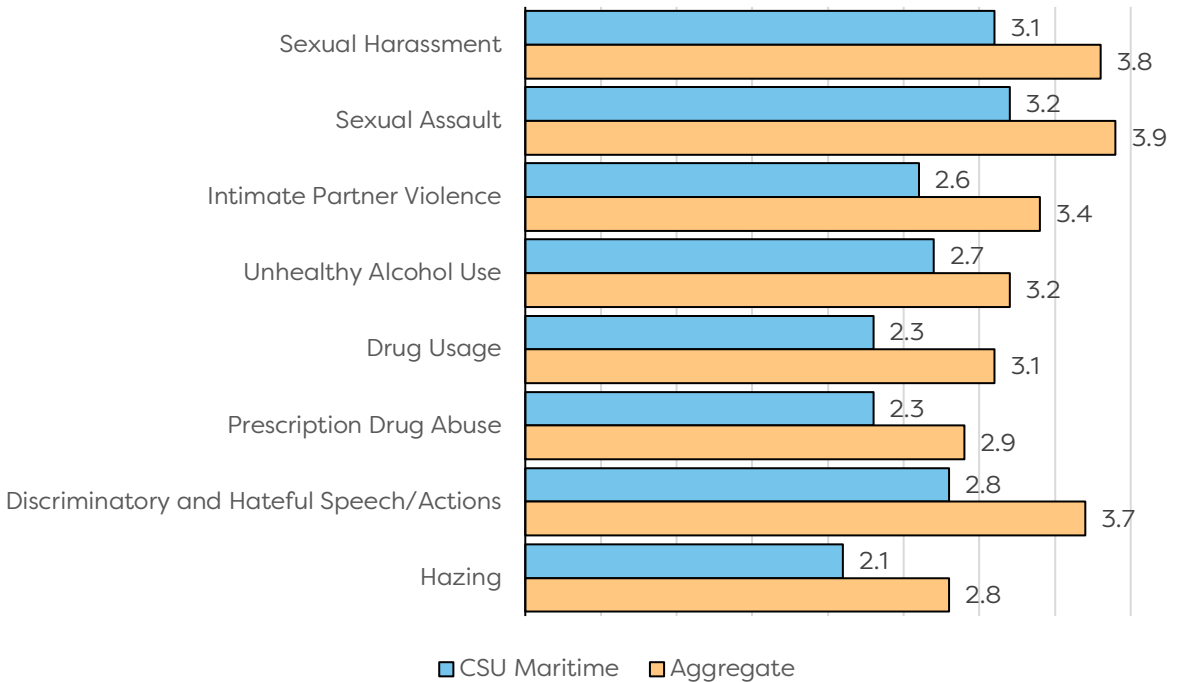
Do you know if your campus has a “Good Samaritan” or amnesty policy for students in bystander intervention situations?



Would knowledge of an amnesty policy encourage your willingness to engage in a bystander intervention situation?



On a scale of 1 (not concerning) to 5 (very concerning), how personally concerning are the following bystander intervention categories?





FSSE 2020
Inclusiveness & Engagement with Diversity
Topical Module
California State University Maritime Academy

			Lower Division		Upper Division		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	
1. Earlier, you answered some questions based on one particular undergraduate course section that you are teaching or have taught during this academic year. Thinking again about that course, how much does it emphasize the following? On the core FSSE survey, respondent must answer "Yes" to #7 (that they teach an undergraduate course) to receive the items in #1 in this item set.								
a. Developing the skills necessary to work effectively with people from various backgrounds	fICD01a	Very little	2	14	7	44	9	30
		Some	10	71	5	31	15	50
		Quite a bit	2	14	4	25	6	20
		Very much	0	0	0	0	0	0
		Total	14	100	16	100	30	100
b. Recognizing students' cultural norms and biases	fICD01b	Very little	7	50	8	50	15	50
		Some	3	21	4	25	7	23
		Quite a bit	4	29	2	13	6	20
		Very much	0	0	2	13	2	7
		Total	14	100	16	100	30	100
c. Students sharing their perspectives and experiences	fICD01c	Very little	2	13	5	31	7	23
		Some	10	67	8	50	18	58
		Quite a bit	2	13	2	13	4	13
		Very much	1	7	1	6	2	6
		Total	15	100	16	100	31	100
d. Exploring students' backgrounds through projects, assignments, or programs	fICD01d	Very little	9	60	10	63	19	61
		Some	5	33	6	38	11	35
		Quite a bit	1	7	0	0	1	3
		Very much	0	0	0	0	0	0
		Total	15	100	16	100	31	100
e. Learning about other cultures	fICD01e	Very little	11	73	9	56	20	65
		Some	3	20	2	13	5	16
		Quite a bit	1	7	3	19	4	13
		Very much	0	0	2	13	2	6
		Total	15	100	16	100	31	100
f. Discussing issues of equity or privilege	fICD01f	Very little	10	67	11	69	21	68
		Some	3	20	3	19	6	19
		Quite a bit	2	13	0	0	2	6
		Very much	0	0	2	13	2	6
		Total	15	100	16	100	31	100
g. Respecting the expression of diverse ideas	fICD01g	Very little	6	40	7	44	13	42
		Some	4	27	4	25	8	26
		Quite a bit	4	27	3	19	7	23
		Very much	1	7	2	13	3	10
		Total	15	100	16	100	31	100
2. How much does your institution emphasize the following?								
a. Demonstrating a commitment to diversity	fICD02a	Very little	4	29	4	25	8	27
		Some	7	50	5	31	12	40
		Quite a bit	3	21	4	25	7	23
		Very much	0	0	3	19	3	10
		Total	14	100	16	100	30	100
b. Providing faculty with the resources needed for success in a multicultural world	fICD02b	Very little	7	50	4	25	11	37
		Some	4	29	7	44	11	37
		Quite a bit	3	21	5	31	8	27
		Very much	0	0	0	0	0	0
		Total	14	100	16	100	30	100
c. Creating an overall sense of community among faculty	fICD02c	Very little	2	14	5	31	7	23
		Some	6	43	5	31	11	37
		Quite a bit	5	36	6	38	11	37
		Very much	1	7	0	0	1	3
		Total	14	100	16	100	30	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	fICD02d	Very little	6	43	4	25	10	33
		Some	4	29	4	25	8	27
		Quite a bit	4	29	6	38	10	33
		Very much	0	0	2	13	2	7
		Total	14	100	16	100	30	100
e. Providing information about anti-discrimination and harassment policies	fICD02e	Very little	2	14	3	19	5	17
		Some	5	36	4	25	9	30
		Quite a bit	6	43	6	38	12	40
		Very much	1	7	3	19	4	13
		Total	14	100	16	100	30	100
f. Taking allegations of discrimination or harassment seriously	fICD02f	Very little	5	38	5	31	10	34
		Some	5	38	2	13	7	24
		Quite a bit	3	23	6	38	9	31
		Very much	0	0	3	19	3	10
		Total	13	100	16	100	29	100
g. Helping faculty develop the skills to confront discrimination and harassment	fICD02g	Very little	6	43	5	31	11	37
		Some	6	43	4	25	10	33
		Quite a bit	2	14	5	31	7	23
		Very much	0	0	2	13	2	7
		Total	14	100	16	100	30	100
3. How much does your institution provide a supportive environment for the following forms of diversity?								
a. Racial/ethnic identity	fICD03a	Very little	6	46	2	13	8	28
		Some	4	31	7	44	11	38
		Quite a bit	3	23	3	19	6	21
		Very much	0	0	4	25	4	14
		Total	13	100	16	100	29	100
b. Gender identity	fICD03b	Very little	6	46	5	31	11	38
		Some	5	38	4	25	9	31
		Quite a bit	2	15	4	25	6	21
		Very much	0	0	3	19	3	10
		Total	13	100	16	100	29	100
c. Economic background	fICD03c	Very little	8	62	6	38	14	48
		Some	2	15	4	25	6	21
		Quite a bit	3	23	4	25	7	24
		Very much	0	0	2	13	2	7
		Total	13	100	16	100	29	100
d. Political affiliation	fICD03d	Very little	7	54	7	44	14	48
		Some	3	23	6	38	9	31
		Quite a bit	3	23	2	13	5	17
		Very much	0	0	1	6	1	3
		Total	13	100	16	100	29	100
e. Religious affiliation	fICD03e	Very little	7	54	8	50	15	52
		Some	4	31	6	38	10	34
		Quite a bit	2	15	2	13	4	14
		Very much	0	0	0	0	0	0
		Total	13	100	16	100	29	100
f. Sexual orientation	fICD03f	Very little	6	46	4	25	10	34
		Some	5	38	5	31	10	34
		Quite a bit	2	15	5	31	7	24
		Very much	0	0	2	13	2	7
		Total	13	100	16	100	29	100
g. Disability status	fICD03g	Very little	11	85	7	44	18	62
		Some	1	8	2	13	3	10
		Quite a bit	1	8	5	31	6	21
		Very much	0	0	2	13	2	7
		Total	13	100	16	100	29	100



California State University Maritime Academy

TNG Consulting, LLC External Review

February 2022

Introduction

California State University Maritime Academy (CSUMA or Cal Maritime) is a Maritime Academy and University in the California State System. Established in 1929 as the California Nautical School, in 1995 the school joined the California State University System. This merger provided opportunities for program and enrollment expansion. The maritime industry and specializing academies have historically been male dominated. Despite general social progress and intentional efforts (diverse staff hirings, targeted faculty and student recruitment, programming, etc.) male-identifying students still comprise the significant majority at CSUM.

TNG Consulting, LLC was contracted by California State University Maritime Academy to conduct an external review of campus climate with a focus on gender equity. This request originated from the Gender Equity Committee, with a stated desire to get more concentrated information, assessment and subsequent recommendations for the broader campus. With concerns regarding “survey fatigue” and other potential obstacles for progressive improvement, it was concluded that a third-party evaluation would best serve their goals. W. Scott Lewis, managing partner, and Allison Frost, an affiliated consultant, were selected for this assignment.

Working with designees from the Gender Equity Committee and others, a list of individuals and groups were selected for virtual interviews. These interviews included:

- Virtual one-on-one sessions with specific select administrators
- Virtual group sessions with select faculty and staff
- Virtual sessions with select identified students and student groups.

Additional virtual one-on-one sessions were conducted at the request of anyone who felt most comfortable with a private setting. Finally, Lewis and Frost were able to coordinate a campus visit, including a student-led tour of the Golden Bear.

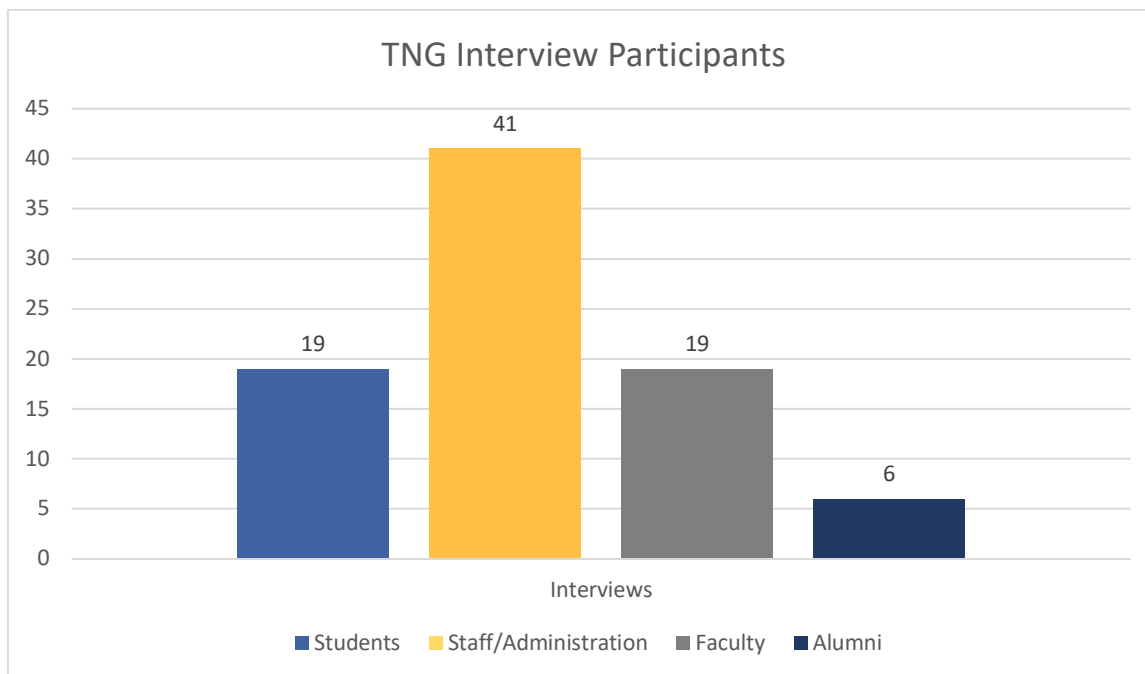
Interviews were typically scheduled for 60-90 minutes, with 90 minute sessions offered for group settings. Interviewers followed a standard structure to begin interviews, including introductions for all participants, explanation of the charge and initial discussion questions. Lewis and Frost included the same or similarly phrased questions in all sessions, while also allowing for natural conversation, information sharing, opportunities for clarity or expanded sharing. This structure created interviews that ensured prioritized topics were raised and balanced with the space for interviewees to dictate which issues, experiences or concerns were personally prioritized or most prominent.

Supplementary information was provided by the CSUMA Gender Equity Committee to establish more context and understanding of the campus. These materials included multiple survey results, university demographic data regarding admissions and retention, etc. By utilizing CSUMA specific data and comparable national data, consultants were able to assess parallels,

patterns and incongruencies between previous research and the themes expressed qualitatively through the interview process.

All information presented in this report is provided in the aggregate. Any specific statements or descriptions are deidentified or expressly permitted by the participant. This allowed for very candid and direct conversations throughout the interview process.

Though the initial primary focus of the project was gender equity, discrimination and related Title IX topics, additional themes consistently emerged – including but not limited to issues surrounding race, ethnicity, LGBTQIA+, and socio-economic status. Recognizing complex intersectionality of individual identities and experiences, we found those common themes to be essential to a thorough, comprehensive report, as well as any constructive and attainable recommendations.



*Staff, administration and faculty who were identified as Cal Maritime alumni are counted in both groups they represent.

Identity and Campus Culture

Perhaps the most consistent peripheral theme that arose during interviews is that of institutional identity. Cal Maritime has truly unique circumstances as an institution of higher education. Being the premier, non-military, maritime academy on the west coast, while also belonging to a strong state system, the University is faced with both opportunity and challenges by merging these two distinct organizational structures.

Unfortunately, the identity or campus culture of Cal Maritime - both formal and informal - has oscillated over the years due to changes in leadership and other administrative roles, institutional priorities, pressure or resistance from various stakeholders such as faculty, staff,

alumni, and natural development. As a result, there is a lack of an enduring, defined and espoused understanding of what it means to be a member of the Cal Maritime community. This ambiguity seems to fall into two primary categories: (1) balancing “student” and “cadet,” while also (2) creating a “cadet” experience without an overly military structure.

Staff, faculty, and students voiced varying opinions regarding whether students are considered students or cadets first. The majority of interviewed faculty and staff who fall into more traditional Student Affairs or faculty roles or who have not been previously associated with a corps of cadets, expressed frustration with pressure even to use the term “cadet” when they would prefer a student-focused approach. In contrast, faculty and administration who have worked in the maritime industry, maritime academy alumni, and the Office of the Commandants not surprisingly tended to focus on the cadet aspect of the students. The latter is likely appropriate given the roles they serve, but the perception of those roles has also become more aligned with a military type of corps. Many of the students indicated the emphasis on student versus cadet was a reason they intentionally selected CSUMA as opposed to other maritime or other military academy options.

This uncertainty is further compounded by a general lack of clarity regarding processes and roles within the institution. Many participants are under the impression that the Office of the Commandants is responsible for managing student discipline, while others believe this authority is limited to cadet related discipline such as grooming standards and assigning demerits. A clear distinction or delineation between what warrants a referral to the Commandants versus the Student Conduct Office is lacking. Overall, the commandant role is generally perceived as punitive and overly regimented. Attempts to alter that reputation has been stalled by chronic turnover, limiting the efficacy of individuals serving in this capacity.

Recruitment and retention concerns were also mentioned regarding the corps of cadets. Interviewees indicate the disclosure and explanation of the corps is sometimes seemingly strategically glossed over during certain recruitment efforts, creating heightened culture shock and adjustment challenges for certain students. The ability to retain these students is increasingly difficult without other options or programming for inclusion; students who are not interested in the corps may become isolated by their apathy toward a significant military style ideology and construct within the institution.

Conversely, other participants shared feelings of missed opportunities to recruit with a focus on the corps of cadets. This may be due to a perceived inability to compete with military academies. In any event, the tension between whether CSUMA is a “corps” school or a California State University school with a corps of cadets contributes significantly to all of the issues facing CSUMA – gender, race, LGBTQIA+, shared governance, etc. Ultimately, the varying degrees of support for an all-cadet student population and culture could be impacting the marketability of CSUMA when recruiting some future students. Further it is indicative of another lack of cohesiveness that impacts other areas including diversity, inclusion and Title IX.

This lack of clarity extends to the charge of committees, task forces, inter-departmental strategy teams and staff or faculty serving in supplementary volunteer roles on campus. Cal Maritime benefits from numerous passionate, caring, thoughtful and engaged individuals who are committed to progression and inclusion both on and off campus. Many have gained a reputation of trustworthiness and allyship for marginalized identities, creating unofficial resources for students seeking support. Without official collaboration, coordination and structure for these individuals to enact change and engage in constructive discussions, continuing to serve in these supplemental roles lead to feelings of defeat, frustration and burn out. It should not be lost on the leadership that for every one of these faculty and staff that leave, the messaging to the rest of the students, faculty and staff is that these issues are not important or worse, do not matter at all.

The responsiveness of some specific staff and faculty to issues of diversity, inclusion and Title IX, despite it being outside the typical purview of their job responsibilities, has on one hand created an opportunity to hear from voices that may otherwise be silenced. On the other hand, it has created the feeling of responsibility among those staff and faculty to be the only or one of the only trusted sources to seek on these issues. This phenomenon further bolsters the risk of “scope creep” for multiple roles, risk of overstepping – or the perception of such – and misunderstanding of process and rights for students and where those processes, rights and support actually “live” on campus. These relationships and reputations are valuable, but without knowledge and trust in campus partners, they often inadvertently undermine official processes and offices designed to navigate the concerns or incidents.

Finally, multiple participants expressed concern about the capacity of leadership to spearhead efforts for change. Many agree there is a shared outlook, desire for change, and recognition of the need for action, but they lack faith in the administration’s capacity to navigate and lead the charge. Individuals shared experiences of being undermined, over-ridden, second guessed or directly excluded from conversations based on their advocacy efforts or reputation for being vocal in addressing concerns. Some of the most invested and dedicated individuals feel stifled and devalued, leading to detachment and exasperation. These same individuals are frequently the ones building trusting and supportive relationships with students, making it difficult to advise students to trust the institution while they carry feelings of betrayal.

The trend of students disclosing they only trust a few, select individuals among the staff and faculty and even fewer identified trusted/safe spaces on campus is emphasized by some of the data available from the 2017 National Survey of Student Engagement (NSSE) survey of first year students, and senior students. This survey included questions about what students considered as contributing factors to the institution’s performance within 10 “Engagement Indicators.” The snapshot summary of the findings showed that 4 of the 5 lowest scores were non-academic. Additionally, the responses from first year students and seniors remained remarkably similar:

First year students’ rankings for lowest performance (scored relative to general peers):

-Reviewed your notes after class (-15)

- Quality of interactions with academic advisors (-19)
- Institution emphasis on attending events that address important social/economic/political issues (-21)
- Quality of interactions with other administrative staff and offices (-21)
- Institution emphasis on attending campus activities and events (-21)

Senior students' rankings for lowest performance (scored relative to general peers):

- Connected your learning to societal problems or issues (-16)
- Institution emphasis on attending events that address important social/economic/political issues (-17)
- Quality of interactions with student services staff (-18)
- Extent to which courses challenged you to do your best work (-23)
- Quality of interactions with other administrative staff and offices (-25)

It is noteworthy that only one academic contributing factor is included in each of the "lowest performance" rankings. This speaks highly of the staff and faculty creating engaging and effective educational environments. Certainly, academic endeavors remain the foundation of higher education institutions. However, the majority of the low performance factors relate to the development of engage citizens, soft skills and highlights the pattern of many students not finding meaningful and trusted connections with the staff and faculty at CSUMA. The lack of institutional emphasis on campus and global engagement illustrates a void in the institutional culture. There are many informal opportunities for students to engage with one another and individually with staff and faculty, but there is no perceived formal institutional importance or coordination supporting this area of growth. As a result, the unity desired by corps dress code guidance, participating in formation, etc, is not creating that development at the level apparently desired.

More broadly, the NCHA-II data indicates that while students express feeling difficulty in various areas of life (academics, career related, health, finances, etc.) at rates similar to the national undergraduate reference guide, they are seeking or receiving professional treatment and/or diagnostic guidance at lower rates than the average. While we cannot determine exactly why this difference exists, members of the CSUMA CAPS team shared that they disproportionately serve students from the underrepresented populations on campus. This may be due to lack of awareness regarding available services, the general avoidance of engaging with staff or administration for non-academic/training purposes, a mix of the two, or other factors. Regardless, this illustrates a large gap in services and opportunities to support the health, safety and wellbeing of the overall campus community.

Finally, the NSSE survey includes senior students reporting "very much" or "quite a bit" to numerous perceived gains. Again, four of the five lowest reinforce the shortcomings when developing global citizenry:

- Developing or clarifying a personal code of values and ethics

- Writing clearly and effectively
- Being an informed and active citizen
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

These shortcomings are especially concerning when considering the changing global maritime industry and international nature of the field.

Incidents of Discrimination

As anticipated, interviews provided a general consensus that Cal Maritime still faces the predicaments stereotypically associated with male-dominated cultures. Examples ranged from microaggressions and singular or isolated comments or jokes that are sexist, homophobic, and racist, to overt instances of tokenizing or objectifying female(s) and/or student(s) of color, hostile environments, intimidation and (at times unaddressed) sexual harassment and assault¹. Though many identified improvements over the years, the current culture is still concerning and problematic.

Specific incidents that were mentioned include, but are not limited to:

- Numerous interviewees (students and staff/faculty) referenced a situation of a freshman female student who was sexually assaulted within her first two weeks on campus.
- An incident that did go through a Title IX investigation took over a year and resulted in findings after at least one party had graduated from the institution, resulting in no reasonable resolution, accountability or sanctions. During the prolonged process, both students were placed in various educational situations together.
- A faculty member referencing a “joke” during class time, hesitated, then after encouragement from some students the instructor expressed they could not share the joke because of who was in the class, while pointing to the sole female in the classroom.
- Students subjected to homophobic jokes during watch and chastised with accusations and assumptions of their own sexual identity when they chose not to participate. The accusations continued for weeks and rumors and gossip spread to and through other students who were not present during the initial incident.
- Cadets who attempted to stop harassing behavior noticed their assignments (Watch and other duties) became the less desirable shifts after confronting problematic behavior, or more frequently assigned with those with whom they were in conflict.
- A female student who attempted to report and seek assistance after a sexual assault soon “dropped out” of Cal Maritime, though the interviewee indicated they could not confirm the reason.
- Hateful, demeaning and inhumane language used in text or online messaging conversations – examples of this included both text messages directly to the individual

¹ It is noteworthy that one of the survey responses that led to this report was that female students reported feeling “not safe” being on and walking across campus.

being harassed as well as throughout group text messages discussing other identified student targets.

- Multiple staff and faculty members identified a hesitancy to be a resource for students facing challenges of discriminations because of their mandatory reporting role and awareness of general distrust of Cal Maritime’s willingness or ability to handle allegations appropriately. This creates a conflict in efforts to connect with and/or be a trusted resource for students.
- A former student leader advised another student NOT to include involvement in student groups promoting social justice initiatives, suggesting that it may result in having a negative impact on their future employment opportunities.
- Some students shared they were nervous and fearful of expressing support for victims, survivors and underrepresented populations due to witnessing others being shamed, bullied or ostracized after taking a stand.
- After an incident of harassing notes and items left for a student living in the dorms, a staff member asked for an update and was told no action would be taken because they “don’t want to hamper expression.”
- Multiple staff members expressed fear of losing their job if they speak up about the concerns on campus, including being “blasted” on social media or other platforms after attempting to address matters or hold someone accountable.
- A student sought guidance from a staff member, then admitted they were too scared to make a Title IX report/complaint. The staff member responded by telling them that if they are not willing to engage in the formal process, then they cannot complain.
- The infantilization of sensitive topics (prohibiting “boom-boom” or “hanky-panky”) during conversations and trainings minimizes the importance of the messaging.
- Female students who came forward about concerning behavior from a male counterpart were only given the option for a mediated conversation, requiring all parties to be present in the same room.
- A male cadet who was held accountable (not through official Title IX processes) for inappropriate behavior toward a female cadet during cruise, was publicly presented with an award at the end of cruise.
- A female student shared she was asked “why can’t you be more like the male students” by a faculty member.
- Report of potential complainant of severe harassment asked whether they have considered the possible impact to the respondent’s livelihood/future by a staff member.

Females expressed an understanding that it is not a matter of “if” they will experience sexual harassment or assault, but “when” and “how often.”² Yet reporting numbers remain consistently low, with formal complaints or requests for investigation being uncommon. Many decide to “tough it out” in order to complete their program and move on to work and attempt to succeed in their field. Others experience valid fear of further negative implications such as retaliation, gossip within the small student body, or damage to future endeavors by being

² Similar feelings were expressed by and to students, faculty and staff of color and who identify as members of the LGBTQIA+ community.

labeled “problematic” within an extremely interconnected industry. Some students simply drop out and/or transfer after an incident. Male students and staff echoed these factors as obstacles to their female counterparts feeling safe and empowered.

While specifically discussing Title IX matters, many interviewees were surprised to learn there are options besides filing a formal complaint. Most believe it was an “all or nothing” situation, requiring in depth disclosures about trauma, identifying respondents, and requiring involvement in an investigation³. It is assumed that once a disclosure is made, that automatically initiates a process, removing any power of choice and requiring full cooperation. If a complainant is not interested in, or comfortable with, engaging in the formal process they resolve to navigate the situation on their own. This “all or nothing” perception has created situations that unnecessarily retraumatize individuals as they continue to attend formation, participate in classes and potentially be assigned watch shifts with the alleged perpetrator⁴. Students have missed out on opportunities for academic adjustments, varying types of support, and making fully informed decisions about a significant incident in their life. Formally responding to reports meets the specifics of Title IX regulations, but this is the bare minimum of addressing and resolving discrimination based on sex and gender at your institution.

Furthermore, interviewees interpreted the process to be drawn out and daunting, possibly lasting for semesters or years. The barriers to reporting are intensified by the risk of an overwhelming process and pervasive skepticism that the matter may not be addressed or resolved. This included doubts about any action taking place and doubts that it would be handled in a timely and satisfactory manner, with potential outcomes falling short of expectations. Though there are few documented Title IX reports to analyze whether there is validity to these claims, the shared distrust is being perpetuated without evidence or efforts to the contrary.

Incidents of discrimination that did not specifically fall within the common heteronormative classifications presented parallel concerns and barriers. The risk of outing oneself, creating a larger target, being characterized as a “problem student” and possible detriment to future endeavors heighten the stress and hesitancy associated with making a formal complaint. Most choose to play off incidents of inappropriate or homo-erotic jokes, remaining silent and confiding only in trusted individuals.

A frequently mentioned grievance relating to all subject matter was the lack of action and accountability. This was expressed in a variety of ways by students, staff, faculty and alumni. Some shared they feel that administration and leadership offer a lot of “lip service” with very little visible efforts or implementation of applicable changes. Another perception was that people are simply “checking the boxes” to meet requirements, mandates or try to create an

³ However well intended, a recent presentation on the process reinforced this viewpoint, with the graphics presented not illustrating the many options available to those who have been the subjects of any type of harassment.

⁴ Some students believed these assignments to be intentional but would not report it to campus authorities out of fear of further reprisal and/or belief that nothing would be done.

impression of achievement and progress. Too many tasks are done in an automated and robotic fashion, eliminating the individualization and adaptability to better serve students. Those who have spent more time at CSUMA lean toward the conclusion that rules, laws and consequences are more of a driving force than a genuine interest in continually improving the campus culture and student/cadet experience. This stagnation contributes to burn out within staff and faculty, and a sense of helplessness or pessimism for many individuals. The lack of observable endeavor and commitment diminishes the sincerity of any statements or promises offered⁵.

To highlight the concerns about overall safety, the NCHA-II⁶⁷ survey includes a section titled “Violence, Abusive Relationships and Personal Safety.” It is broken into 10 categories: a physical fight; a physical assault (not sexual assault); a verbal threat; sexual touching without their consent; sexual penetration attempt without their consent; sexual penetrations without their consent; stalking; an emotionally abusive intimate relationship; a physically abusive intimate relationship; a sexually abusive intimate relationship. Excepting the stalking category, the *total* percentage of respondents (male and female) who experienced each category within the previous 12 months was higher on the CSUMA specific data. It is especially noteworthy that reporting among females was higher across **all ten** categories, with over double the percentage having experienced stalking.

Title IX Office

Expressions of disappointment, mistrust and/or distrust were extremely prevalent throughout the conversations. The nature of these concerns were expressed by students, faculty and staff, and spanned many aspects of Title IX – processes, definitions, dissemination of information, personnel and overall institutional priority. Some participants had personal examples while others were aware of stories or unofficial characterizations.

⁵ For example, the recent action taken against Commandant Lombardo for expressing disdain and disgust while challenging the cadets to improve the culture, far outweighs any positive statements made by senior leadership. Additionally, statements shared in text conversations and in an open letter from student leaders that were sexist, racist, homophobic, threatening - and there was no immediate, explicit condemnation taken by CSUMA senior leadership. This continues to contribute to this perception which leads to decreased reporting.

⁶American College Health Association. American College Health Association-National College Health Assessment II: Undergraduate Student Reference Group Executive Summary Spring 2018. Silver Spring, MD: American College Health Association; 2018.

⁷ American College Health Association. American College Health Association-National College Health Assessment II: CSU Maritime Academy Executive Summary Spring 2018. Hanover, MD: American College Health Association; 2018.

A noteworthy element of these discussions was a distinct separation between the role and the individual serving in that role. Many interviewees clarified that the lack of trust they experienced was less indicative of personal feelings toward the Title IX Coordinator and more due to a sweeping perception of institutional detachment. The development of this position, particularly the hiring of an internal employee with no training or expertise in the area in lieu of a formal external search for a knowledgeable, experienced individual demonstrated at best an apathetic approach from leadership and at worst, the continuing “lip service” discussion. The general impression became one of Cal Maritime not prioritizing or truly valuing the important work needed to be done by this office. Interviews revealed a personal appreciation for the current coordinator, and some recognition of her personal dedication to attempt to fulfill the duties required of the role. However, the complete absence of confidence overshadowing the office, processes, and institutional regard directly hinder any efforts put forward by those within or promoting the functions of the current Title IX office and processes.

Perceptions of education, training and outreach regarding Title IX issues across campus varied. Staff and faculty often knew of their mandatory reporting obligation but were unsure of additional training or information for students. Students mentioned receiving presentations that felt over simplified or heavily focused on intimate partner violence. Use of multiple scenarios created confusion rather than further defining behaviors and expectations. Very few interviewees recalled information about complaint processing, investigations, or supportive measures. This messaging reinforced the belief of an “all or nothing” approach mentioned previously, further perpetuating a chilling effect on reporting and under-utilization of informal options. Lastly, the common denominator was that individuals did not feel confident that any report filed or complaint made to anyone in the Title IX Office or in senior leadership – outside of the few trusted individuals who are not in positions designed to address Title IX (or other) complaints – would be met with any degree of competence or seriousness.

Recommendations:

1. Develop a strategy for restructuring the Title IX office and position.

Immediately:

- Consider including this within the development of a broader diversity, inclusion and anti-discrimination department.
- Determine an alternate role for the current coordinator that will be better suited to their career path, skillsets and professional development outside this new office.

Within the next 6 months:

- Conduct a publicized open search for the position, prioritizing understanding of Title IX and Civil Rights regulations and processes, experience with formal investigations, and experience in educational and marketing initiatives.⁸

- Assess the need for additional staffing, such as a confidential Victim’s Advocate or case management position within an associated office, to provide additional outreach, policy guidance and resource referrals.
- Ensure that all new hires in this area are current with trauma informed practices, and advertise that as a priority.

Ongoing:

- Retain an independent agency to work with the Title IX office to:
 - Address all Title IX (and civil rights) complaints, including investigation and adjudication, that are reported for the next 2-3 Academic Years.
 - If that is not possible, at minimum investigate and adjudicate all high level/high profile complaints/reports, (e.g. sexual assault, intimate partner violence, and stalking)
 - If that is not possible, engage in an annual audit/assessment of all reports, complaints, adjudications, and outcomes (including interim and supportive measures) for the 2022-23 and 2023-24 academic years.
 - Engage in a formal analysis of pay scale/rates for faculty and staff to ensure gender and racial pay equality.

2. Demonstrate intentional messaging and support “from the top down.”

Within 3-6 months, with ongoing efforts, develop clear guidelines and protocols to:

- Clearly identify the behaviors that are expected in order to promote a change in culture, instruct all CSUMA employees to deliberately model these behaviors and have demonstrated accountability for those who fail to do so.
- Directly address and respond to major incidents (campus, local, national and global) in a timely fashion. Senior leadership must show a willingness to promptly and consistently take a stand and promote institutional values when incidents arise.
 - Follow all messaging with action and/or updates.
- Provide transparency and clarity when possible in any ongoing processes or investigations, through multiple modalities such as emails, town halls, etc.
- Explain gaps in information to the community with an openness to inquiry or clarification.
- Seek opportunities to improve communication and clarity of roles within the organization.
 - Review job descriptions for clarity and communicate to faculty, staff and students (e.g. Commandants v. Student Conduct v. Title IX roles and expectations).

3. Create a robust, proactive, education and outreach plan that utilizes both passive and active methods of communication.

Within next 3-6 months:

- Encourage dialogue and learning through event programming and presentations.

- Seek to highlight Title IX matters as well as other relevant topics such as diversity and inclusion efforts, trends for social issues, etc. at CSUMA and in the maritime industry. Connect these topics to institutional mission, vision and values.
- Design concise, readily available information regarding specific processes and policies including, but not limited to, definitions, flowcharts, and guidance for seeking additional assistance or clarification.

Over the next 3 years: Ongoing strategic planning and programming

- Partner with academic departments, non-academic offices, student groups, campus committees and external community resources to reach a variety of populations and demonstrate a shared interest in a safe and healthy campus for all, including the selection processes for the administrators in the new Title IX and/or diversity and inclusion staff.
- Leverage existing relationships and collaboration to continue to gather and analyze data relating to student concerns, campus climate, observations, etc.

4. Review and revise organizational structure, policies and designated role responsibilities.

Initiate review during or prior to Fall 2022, set reasonable deadlines and benchmarks, complete a review within 3 years:

- Ensure policies are current, inclusive, consistent and functional. Remove or modify any components that are no longer applicable, appropriate or exist without a reasonable basis.¹⁰
- Provide clarification of responsibilities, process jurisdiction and interoperability of duties, especially between the Commandants, Dean of Students, and Title IX functions.

5. Present informal opportunities within the next year, with more intentional, defined and supported opportunities scheduled over the next 2-3 years to:

- Encourage networking and intentionally facilitate and create bridge-building between disconnected areas such as academic departments, commandants, cruise crew, student affairs and others.
- Develop and maintain a formal Behavioral Intervention Team (BIT) and develop a protocol from national models on how that team will integrate with the Commandants, Dean of Students, and Title IX functions for support measures for students who report issues to those offices.
- Emphasize the common goal of serving students in exploring opportunities to collaborate with and support other roles, offices and processes.
- Explore additional methods and opportunities to instill trust within the institution and determine ways to convey that to students.

¹⁰ The recent controversy and discussion regarding the gendered grooming standards is an example of how this can create messaging inconsistent even within the administration at CSUMA.

6. Review and revise cruise preparation¹¹

In the next academic year:

- Develop a specialized session expressly on Title IX training for cadets going on cruise, taking into account logistical components like close quarters, shared living spaces, extended and continuous interaction with cohort and other unique aspects of this experience.
- Operationalize Title IX office’s role in assessing accommodations or sex related requests.
- Review staffing practices for cruise, evaluate whether staffing is appropriate and sufficient and/or appropriately and sufficiently trained to meet varying needs of the cadets beyond crew, technical instruction and medical/mental health.¹²
- Assess rooming/office locations onboard, with acknowledgment of physical limitations to determine optimal options for students to seek resources in a more private manner.
- Fully vet industry partners to ensure safety is a top priority and discrimination and harassment of any kind is not tolerated. Seek affiliation with other leaders in combatting problematic, adversarial and victimizing practices.

7. Representation, Access, Support and Empowerment

Within the next academic year and reevaluate annually for the at least the next 3-5 years

- Evaluate the need for student spaces, outlets and representation across campus and create the appropriate roles and spaces for students to engage in and find support, confidential sharing etc.
 - **Utilize current students to inform these actions, especially while this topic and conversations are prevalent.**
 - **Define at least 3 intentional spaces, groups or programming efforts within 1 academic year, with extended 3-5 year plans for development and support**
- Leadership must publicly express the importance and value of individuality and belonging on campus and streamline access to resources.
- Empower students, staff and faculty to create opportunities for personal exploration, connection, interaction, activism and civil discourse without retaliation.
- Provide administrative guidance and support to ensure sustainability of these endeavors.

¹¹ Cruise is such a unique, impactful and complex aspect of the maritime education. Therefore, these recommendations should be prioritized, and continually evaluated while incorporating other recommendation development and outcomes.

¹² Staff and faculty responsible for inquiry and investigation into harassment that is alleged on cruise **must** be trained in basic and trauma informed techniques.

Closing Note

California State University Maritime Academy is uniquely positioned to be the leader in fostering a diverse, inclusive and safe campus environment while producing skilled, capable, graduates who are truly prepared to join an evolving workforce. The students, staff, faculty and alumni demonstrate admirable levels of dedication and tenacity. Students are fiercely loyal while recognizing the need for vast improvement; they revere their school while recognizing a need to do more, do better, and strive to leave the academy better than when they arrived. Staff and faculty are devoted to the students and each other, exhibiting a strong willingness to invest in improving campus culture. Through the coordinated and intentional efforts in these areas, CSUMA will be on course to surpass peer academies in student recruitment and graduate placement. By doing so, the institution will secure a reputation that honors the best parts of being a public university and being an academy that provides a cadet experience.

TNG reserves the right to amend this report as necessary based on new information or data that may be provided.



American College Health Association **National College Health Assessment**

**CALIFORNIA STATE UNIVERSITY
MARITIME ACADEMY
Executive Summary**

Spring 2021

**American College Health Association
National College Health Assessment III**

ACHA-NCHA III

The ACHA-NCHA III supports the health of the campus community by fulfilling the academic mission, supporting short- and long-term healthy behaviors, and gaining a current profile of health trends within the campus community.



AMERICAN COLLEGE HEALTH ASSOCIATION

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ACHA, the nation's principal advocate and leadership organization for college and university health, represents a diverse membership that provides and supports the delivery of health care and prevention and wellness services for the nation's 20 million college students. For more information about the association's programs and services, visit www.acha.org, and www.acha.org/NCHA.

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Introduction and Notes

The ACHA-National College Health Assessment (ACHA-NCHA) is a national research survey organized by the American College Health Association (ACHA) to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits and behaviors on the most prevalent health topics. The ACHA-NCHA now provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with a vast spectrum of information on student health.

ACHA initiated the original ACHA-NCHA in 2000 and the instrument was used nationwide through the Spring 2008 data collection period. A revised survey, the ACHA-NCHA-II, was in use from Fall 2008 - Spring 2019 data collection periods. The survey was redesigned again, and data collection with the ACHA-NCHA III began in Fall 2019.

Please note that it is not appropriate to compare trends between versions of the survey. Directly comparing data points between the Original ACHA-NCHA, the ACHA-NCHA II, and the ACHA-NCHA III can lead to an erroneous conclusion and is not recommended.

Notes about this report:

1. Missing values have been excluded from analysis and only valid percents are included in this document, unless otherwise noted.
2. **The ACHA-NCHA III is programmed differently than earlier versions of the survey.** Rather than asking the respondents to answer every question (and offering a "not applicable" option), display logic was used throughout the survey to determine whether, based on their response to an earlier question, the student saw a follow-up question. This makes the valid percents of certain questions impossible to apply to the entire sample, as the denominator used was limited to only the number of students that saw the question. When appropriate, results are also presented using the entire sample as the denominator to show the proportion of the overall sample that experienced a particular issue. These differences in presentation are carefully noted throughout the document and will often explain differences observed between this document and the full data report. Please look carefully at descriptions of the data presented in each table, as well as any footnotes included.
3. **About the use of sex and gender in this report:** Survey results are reported by sex based on the responses to questions 67A, 67B, and 67C. The responses to these questions are used to create a new variable called RSEX. RSEX is used for organizing results in the ACHA-NCHA report documents. Respondents are reported as cis men or cis women only when their responses to 67A, 67B, and 67C are consistent with one another. If gender identity is consistent with sex at birth AND "no" is selected for transgender, then respondents are designated as either cis men or cis women in RSEX. If respondents select "yes" for transgender OR their sex at birth is not consistent with their gender identity, then they are designated as transgender/gender non-conforming in RSEX. A respondent that selects "intersex" for sex at birth, "no" for transgender, and man or woman for gender identity are designated as cis men or cis women in RSEX. A respondent that selects "intersex" for sex at birth, "yes" for transgender, or selects a gender identity other than man or woman are designated as transgender/gender non-conforming in RSEX. A respondent that selects "another identity" on 67C is designated missing in RSEX. A respondent that skips any of the three questions is designated as missing in RSEX. Totals displayed in this report include missing responses. Please see the ACHA-NCHA III survey codebook for more information about how data on sex and gender are coded.

For additional information about the survey's development, design, and methodology, email Mary T Hoban, PhD, MCHES, (mhoban@acha.org), Christine Kukich, MS (ckukich@acha.org), or visit www.acha-ncha.org.

We need to draw your attention to an important change in your ACHA-NCHA Report documents. Beginning in Spring 2021, responses for transgender and gender-nonconforming students are readily available directly in the report documents. This represents an important change in the way we have been reporting ACHA-NCHA results. We've prepared the following information to better explain the specific changes, our reasoning for doing so, and tips for using these redesigned report documents.

I. What we've done to date

- The ACHA-NCHA has asked respondents about their gender identity for 12 years.
- Data on transgender and gender-nonconforming (TGNC) students was available in the data file, but not displayed explicitly in the report documents in an effort to protect the privacy of TGNC students, particularly those students in smaller campus environments and at schools that publicly shared their ACHA-NCHA report documents.
- We have been trying to find the right balance between protecting students' privacy and making the results accessible to campus surveyors who may not use the statistical software that would be required to extract this information directly from the data files. Until now, we've erred on the side of protecting student privacy.

II. Why change?

- The number of TGNC students in our samples has been increasing over the years. Between 2008 and 2015, the number of students identifying as TGNC was very small (less than 0.05%). We've learned over the years that gender identity is complex and fluid. To better capture this complexity, we began asking separate questions about sex at birth and gender identity in Fall 2015. Now TGNC students tend to represent 3-4% of the overall sample.
- With greater number of students identifying as TGNC on the ACHA-NCHA in recent years, we have a better opportunity to understand their needs and behaviors than we have in years past.
- A number of health disparities between TGNC students and their cisgender peers have been well documented^[1], and schools need readily available access to this data in order to better address the needs of TGNC students.

III. What's different about the way we are reporting?

- First – a note about how we have been reporting ACHA-NCHA results to date. RSEX is a variable we create based on the responses to the questions on sex at birth, whether or not a student identifies as transgender, and their gender identity. The RSEX variable had allowed us to sort respondents into 4 groups for reporting purposes: male, female, non-binary, and missing. (Details about this variable can be found in all report documents.)
- The value labels for RSEX have been revised to better represent gender identity rather than sex. A value of "1" has been changed from "Male" to "Cis Men^[2]." A "2" has been changed from "Female" to "Cis Women^[3]." The value "3" has been changed from "non-binary" to "Transgender and Gender-Nonconforming" (TGNC), as it's a more accurate and inclusive term. The value "4" on RSEX remains "missing/unknown" and is used for students who do not answer all three questions.
- The "missing/unknown" column in the Data Report document has been replaced with a "Trans/Gender-Nonconforming" column. Because space limitations in the report prevent us from displaying all 4 categories plus a total column in the same document, it's now the "missing/unknown" column that is not displayed. Now when the Total of any given row is higher than the sum of the cis men, cis women, and TGNC respondents, the difference can be attributed to "missing/unknown" respondents that selected the response option presented in that row
- A column for "Trans/Gender-Nonconforming" has been added the Executive Summary Report document.

IV. Important considerations with this new format

- Percentages in the Executive Summary may represent a very small number of TGNC students and can limit the generalizability of a particular finding. To assist with the interpretation of the percentages displayed in the Executive Summary, the total sample size for each group has been added to every page.
- We encourage ACHA-NCHA surveyors to carefully review their report documents, particularly among the student demographic variables, and consider students who may be inadvertently identified in the results based on a unique combination of the demographic characteristics before sharing the documents widely or publicly. This is especially true for very small schools, as well as schools that lack diversity in the student population.
- Think about the implication of working with and documenting very small samples – from the perspective of making meaningful interpretations, as well as the privacy of respondents. This is true of all demographic variables, and not limited to gender identity. You may consider a minimum cell size or another threshold by which you make decisions about making your Institutional Data Report publicly available. It is less of a concern in your Institutional Executive Summary as we only display the percentages with the overall sample size.

[1] Greathouse M, BrckaLorenz A, Hoban M, Huseman R, Rankin S, Stolzenberg EB. (2018). Queer-spectrum and trans-spectrum student experiences in American higher education: The analysis of national survey findings. New Brunswick, NJ: Tyler Clementi Center, Rutgers University.

[2] Cisgender refers to people whose gender identity matches their sex assigned at birth. Cis men is short for "cisgender men" and is a term used to describe persons who identify as men and were assigned male at birth.

[3] Cis women is short for "cisgender women" and is a term used to describe persons who identify as women and were assigned female at birth.

This Executive Summary highlights results of the ACHA-NCHA III Spring 2021 survey for California State University Maritime Academy consisting of 155 respondents.

The response rate was 19.0%.

Findings

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

A. General Health and Campus Climate

- 54.3 % of college students surveyed (59.4 % cis men, 47.6 % cis women, and 28.6 % transgender/gender non-conforming) described their health as *very good or excellent*.
- 88.7 % of college students surveyed (89.1 % cis men, 88.1 % cis women, and 85.7 % transgender/gender non-conforming) described their health as *good, very good or excellent*.

Proportion of college students who reported they *agree or strongly agree* that:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
I feel that I belong at my college/university	75.2	64.3	57.1	71.6
I feel that students' health and well-being is a priority at my college/university	30.1	40.5	14.3	32.0
At my college/university, I feel that the campus climate encourages free and open discussion of students' health and well-being.	36.5	38.1	14.3	35.7
At my college/university, we are a campus where we look out for each other	66.3	63.4	57.1	64.7

B. Nutrition, BMI, Physical Activity, and Food Security

College students reported:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Drinking 0 sugar-sweetened beverages (per day), on average, in the last 7 days	35.6	31.0	14.3	33.8
Drinking 1 or more sugar-sweetened beverages (per day), on average, in the last 7 days	64.4	69.0	85.7	66.2
Drinking energy drinks or shots on 0 of the past 30 days	69.9	83.3	57.1	73.2
Drinking energy drinks or shots on 1-4 of the past 30 days	17.5	7.1	14.3	14.4
Drinking energy drinks or shots on 5 or more of the past 30 days	12.6	9.5	28.6	12.4
Eating 3 or more servings of fruits (per day), on average, in the last 7 days	18.1	21.4	14.3	18.7
Eating 3 or more servings of vegetables (per day), on average, in the last 7 days	25.7	33.3	16.7	27.9

■ **Estimated Body Mass Index (BMI):** This figure incorporates reported height and weight to form a general indicator of physical health. Categories defined by The World Health Organization (WHO) 2000, reprinted 2004. Obesity: Preventing and Managing the Global Epidemic. WHO Tech Report Series: 894.

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
BMI				
<18.5 Underweight	1.9	0.0	14.3	2.0
18.5-24.9 Healthy Weight	60.2	51.2	57.1	57.9
25-29.9 Overweight	24.3	22.0	0.0	22.4
30-34.9 Class I Obesity	6.8	12.2	14.3	8.6
35-39.9 Class II Obesity	2.9	9.8	14.3	5.3
≥40 Class III Obesity	3.9	4.9	0.0	3.9
Mean	25.17	26.98	26.13	25.69
Median	24.33	24.13	24.59	24.33
Std Dev	5.23	5.92	6.69	5.50

Students meeting the recommended guidelines for physical activity

Based on: US Dept of Health and Human Services. *Physical Activities Guidelines for Americans*, 2nd edition. Washington, DC: US Dept of Health and Human Services; 2018

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

Definitions:

- Recommendation for **aerobic activity**: 150 minutes or more of moderate-intensity physical activity per week or 75 minutes of vigorous-intensity physical activity or the equivalent combination
- Recommendation for **strength training**: 2 or more days a week of moderate or greater intensity activities that involve all major muscle groups
- **Active Adults** meet the recommendation for strength training **AND** aerobic activity
- **Highly Active Adults** meet the recommendation for strength training and **TWICE** the recommendation for aerobic activity (300 minutes or more of moderate-intensity physical activity per week or 150 minutes of vigorous-intensity physical activity or the equivalent combination)

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Guidelines met for aerobic exercise only	81.7	78.0	71.4	80.4
Guidelines met for Active Adults	56.7	48.8	42.9	53.6
Guidelines met for Highly Active Adults	47.1	36.6	42.9	43.8

Food Security

Based on responses to the *US Household Food Security Survey Module: Six-Item Short Form (2012)* from the USDA Economic Research Service.

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
High or marginal food security (score 0-1)	67.6	71.4	71.4	69.1
Low food security (score 2-4)	18.6	19.0	14.3	18.4
Very low food security (score 5-6)	13.7	9.5	14.3	12.5
Any food insecurity (low or very low food security)	32.4	28.6	28.6	30.9

C. Health Care Utilization

College students reported:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Receiving psychological or mental health services within the last 12 months	21.0	52.4	85.7	32.3

*The services were provided by:

My current campus health and/or counseling center	86.4	77.3	83.3	82.0
A mental health provider in the local community near my campus	0.0	18.2	33.3	12.2
A mental health provider in my home town	28.6	22.7	33.3	26.5
A mental health provider not described above	0.0	12.5	0.0	5.0

**Only students who reported receiving care in the last 12 months were asked these questions*

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Visiting a medical provider within the last 12 months	56.2	69.0	85.7	60.6

*The services were provided by:

My current campus health center	39.0	65.5	66.7	48.9
A medical service provider in the local community near my campus	12.1	17.9	66.7	17.4
A medical service provider in my home town	69.5	65.5	50.0	67.0
A medical service provider not described above	5.9	4.3	0.0	5.1

**Only students who reported receiving care in the last 12 months were asked these questions*

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

College students reported:

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Flu vaccine within the last 12 month		57.1	66.7	71.4	60.0
Not starting the HPV vaccine series		14.4	14.3	14.3	14.3
Starting, but not completing HPV vaccine series		5.8	4.8	0.0	5.2
Completing HPV vaccine series		37.5	50.0	57.1	41.6
Not knowing their HPV vaccine status		42.3	31.0	28.6	39.0
Ever having a GYN visit or exam (females only)			40.5	0.0	
Having a dental exam in the last 12 months		72.4	54.8	57.1	67.1
Being tested for HIV within the last 12 months		10.5	14.3	14.3	11.6
Being tested for HIV more than 12 months ago		14.3	21.4	28.6	16.8
Wearing sunscreen usually or always when outdoors		12.4	31.0	14.3	17.4
Spending time outdoors with the intention of tanning at least once in the last 12 months		39.2	46.3	0.0	39.1

D. Impediments to Academic Performance

Respondents are asked in numerous places throughout the survey about issues that might have negatively impacted their academic performance within the last 12 months. This is defined as negatively impacting their performance in a class or delaying progress towards their degree. Both types of negative impacts are represented in the figures below. Please refer to the corresponding Data Report for specific figures on each type of impact. Figures in the left columns use all students in the sample as the denominator. Figures in the right columns use only the students that experienced that issue (e.g. students who used cannabis, reported a problem or challenge with finances, or experienced a particular health issue) in the denominator. *(items are listed in the order in which they appear in the survey)*

Negatively impacted academic performance among all students in the sample

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Alcohol use		5.7	2.4	0.0	4.5
Cannabis/marijuana use		0.0	2.4	0.0	0.6

Negatively impacted academic performance among only students that experienced the issue

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	7.8	2.9	0.0	6.0
	0.0	9.1	0.0	3.6

Problems or challenges in the last 12 months

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Career	10.5	16.7	14.3	12.3
Finances	14.3	19.0	14.3	15.5
Procrastination	55.2	61.9	42.9	56.1
Faculty	17.1	7.1	28.6	14.8
Family	10.5	14.3	28.6	12.3
Intimate Relationships	4.8	11.9	0.0	6.5
Roommate/housemate	3.8	14.3	0.0	6.5
Peers	2.9	0.0	0.0	1.9
Personal appearance	2.9	11.9	14.3	5.8
Health of someone close to me	11.4	14.3	14.3	12.3
Death of a family member, friend, or someone close to me	9.5	23.8	14.3	13.5
Bullying	2.9	7.1	0.0	3.9
Cyberbullying	1.0	0.0	0.0	0.6
Hazing	0.0	2.4	0.0	0.6
Microaggression	0.0	0.0	42.9	1.9
Sexual Harassment	0.0	4.8	0.0	1.3
Discrimination	1.9	2.4	28.6	3.2

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	36.7	43.8	33.3	38.0
	46.9	42.1	33.3	43.6
	76.3	76.5	60.0	75.0
	78.3	42.9	100.0	71.9
	40.7	40.0	50.0	41.3
	16.1	33.3	0.0	20.8
	33.3	54.5	0.0	43.5
	15.8	0.0	0.0	9.7
	7.1	19.2	14.3	11.8
	32.4	46.2	33.3	35.2
	38.5	71.4	100.0	51.2
	60.0	60.0	0.0	54.5
	50.0	0.0	0.0	50.0
	0.0	100.0	0.0	100.0
	0.0	0.0	75.0	14.3
	0.0	40.0	0.0	33.3
	20.0	20.0	66.7	27.8

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

Negatively impacted academic performance among all students in the sample

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Acute Diagnoses in the last 12 months				
Bronchitis	0.0	0.0	0.0	0.0
Chlamydia	1.0	0.0	0.0	0.6
Chicken Pox (Varicella)	0.0	0.0	0.0	0.0
Cold/Virus or other respiratory illness	1.0	7.1	28.6	3.9
Concussion	0.0	2.4	0.0	0.6
Gonorrhea	1.0	0.0	0.0	0.6
Flu (influenza or flu-like illness)	0.0	4.8	28.6	2.6
Mumps	0.0	0.0	0.0	0.0
Mononucleosis (mono)	1.0	4.8	0.0	1.9
Orthopedic injury	0.0	2.4	0.0	0.6
Pelvic Inflammatory Disease	0.0	0.0	0.0	0.0
Pneumonia	0.0	2.4	0.0	0.6
Shingles	0.0	0.0	0.0	0.0
Stomach or GI virus or bug, food poisoning or gastritis	0.0	7.1	0.0	1.9
Urinary tract infection	0.0	4.8	0.0	1.3

Negatively impacted academic performance among only students that experienced the issue

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0.0	0.0	0.0	0.0
100.0	0.0	0.0	100.0
0.0	0.0	0.0	0.0
12.5	25.0	40.0	24.0
0.0	100.0	0.0	100.0
100.0	0.0	0.0	100.0
0.0	66.7	100.0	36.4
0.0	0.0	0.0	0.0
100.0	100.0	0.0	100.0
0.0	25.0	0.0	16.7
0.0	0.0	0.0	0.0
0.0	100.0	0.0	100.0
0.0	0.0	0.0	0.0
0.0	75.0	0.0	50.0
0.0	16.7	0.0	15.4

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Any ongoing or chronic medical conditions diagnosed or treated in the last 12 months	11.4	23.8	42.9	16.1

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
21.8	35.7	60.0	28.4

Other impediments to academic performance

Assault (physical)	0.0	2.4	0.0	0.6
Assault (sexual)	0.0	4.8	0.0	1.3
Allergies	0.0	9.5	14.3	3.2
Anxiety	18.1	38.1	57.1	25.8
ADHD or ADD	8.6	14.3	0.0	9.7
Concussion or TBI	0.0	4.8	0.0	1.3
Depression	13.3	33.3	71.4	21.9
Eating disorder/problem	0.0	2.4	14.3	1.3
Headaches/migraines	1.9	11.9	28.6	5.8
Influenza or influenza-like illness (the flu)	1.9	0.0	14.3	1.9
Injury	0.0	2.4	0.0	0.6
PMS	0.0	9.5	14.3	3.2
PTSD	0.0	7.1	14.3	2.6
Short-term illness	1.0	0.0	0.0	0.6
Upper respiratory illness	1.9	2.4	28.6	3.2
Sleep difficulties	22.9	33.3	42.9	26.5
Stress	34.3	45.2	71.4	38.7

0.0	50.0	0.0	25.0
0.0	40.0	0.0	28.6
0.0	25.0	50.0	14.7
46.3	59.3	80.0	54.1
64.3	66.7	0.0	65.2
0.0	100.0	0.0	66.7
45.2	73.7	100.0	60.7
0.0	25.0	100.0	22.2
15.4	31.3	66.7	28.1
66.7	0.0	50.0	50.0
0.0	20.0	0.0	8.3
0.0	26.7	50.0	29.4
0.0	75.0	100.0	80.0
25.0	0.0	0.0	12.5
50.0	7.7	40.0	22.7
51.1	51.9	75.0	52.6
53.7	55.9	100.0	56.6

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

E. Violence, Abusive Relationships, and Personal Safety

Within the last 12 months, college students reported experiencing:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
A physical fight	2.9	2.4	0.0	2.6
A physical assault (not sexual assault)	1.9	0.0	0.0	1.3
A verbal threat	14.3	7.1	14.3	12.3
Sexual touching without their consent	1.9	2.4	0.0	1.9
Sexual penetration attempt without their consent	1.0	0.0	0.0	0.6
Sexual penetration without their consent	1.0	0.0	0.0	0.6
Being a victim of stalking	1.9	2.4	0.0	1.9
A partner called me names, insulted me, or put me down to make me feel bad	6.7	11.9	0.0	7.8
A partner often insisted on knowing who I was with and where I was or tried to limit my contact with family or friends	1.9	0.0	0.0	1.3
A partner pushed, grabbed, shoved, slapped, kicked, bit, choked or hit me without my consent	0.0	2.4	0.0	0.6
A partner forced me into unwanted sexual contact by holding me down or hurting me in some way	0.0	0.0	0.0	0.0
A partner pressured me into unwanted sexual contact by threatening me, coercing me, or using alcohol or other drugs	1.0	0.0	0.0	0.7

College students reported feeling *very safe* :

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
On their campus (daytime)	76.2	70.7	71.4	74.0
On their campus (nighttime)	32.4	7.3	28.6	25.3
In the community surrounding their campus (daytime)	18.3	12.2	0.0	15.7
In the community surrounding their campus (nighttime)	8.6	2.4	0.0	6.5

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

F. Tobacco, Alcohol, and Other Drug Use

Percent (%)	Ever Used			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Tobacco or nicotine delivery products (cigarettes, e-cigarettes, Juul or other vape products, water pipe or hookah, chewing tobacco, cigars, etc.)	38.1	26.2	28.6	34.2
Alcoholic beverages (beer, wine, liquor, etc.)	77.1	71.4	71.4	74.8
Cannabis (marijuana, weed, hash, edibles, vaped cannabis, etc.) [Please report nonmedical use only.]	31.4	35.7	14.3	31.6
Cocaine (coke, crack, etc.)	9.5	7.1	0.0	8.4
Prescription stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.) [Please report nonmedical use only.]	9.5	7.1	0.0	8.4
Methamphetamine (speed, crystal meth, ice, etc.)	1.9	0.0	0.0	1.3
Inhalants (poppers, nitrous, glue, gas, paint thinner, etc.)	5.7	4.8	0.0	5.2
Sedatives or Sleeping Pills (Valium, Ativan, Xanax, Klonopin, Librium, Rohypnol, GHB, etc.) [Please report nonmedical use only.]	3.8	7.1	0.0	4.5
Hallucinogens (Ecstasy, MDMA, Molly, LSD, acid, mushrooms, PCP, Special K, etc.)	15.2	9.5	0.0	12.9
Heroin	1.9	0.0	0.0	1.3
Prescription opioids (morphine, codeine, fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine [Suboxone], etc.) [Please report nonmedical use only.]	4.8	2.4	0.0	3.9

*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

*Used in the last 3 months			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
24.8	14.3	14.3	21.3
64.8	64.3	71.4	64.5
7.6	14.3	0.0	9.0
2.9	2.4	0.0	2.6
0.0	2.4	0.0	0.6
0.0	0.0	0.0	0.0
0.0	2.4	0.0	0.6
0.0	2.4	0.0	0.6
5.7	7.1	0.0	5.8
0.0	0.0	0.0	0.0
1.0	2.4	0.0	1.3

Substance Specific Involvement Scores (SSIS) from the ASSIST

Percent (%)	*Moderate risk use of the substance			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Tobacco or nicotine delivery products	17.1	16.7	0.0	16.1
Alcoholic beverages	12.4	14.3	14.3	12.9
Cannabis (nonmedical use)	4.8	4.8	0.0	4.5
Cocaine	2.9	0.0	0.0	1.9
Prescription stimulants (nonmedical use)	1.0	2.4	0.0	1.3
Methamphetamine	1.0	0.0	0.0	0.6
Inhalants	1.0	0.0	0.0	0.6
Sedatives or Sleeping Pills (nonmedical use)	1.0	2.4	0.0	1.3
Hallucinogens	4.8	0.0	0.0	3.2
Heroin	1.0	0.0	0.0	0.6
Prescription opioids (nonmedical use)	1.0	0.0	0.0	0.6

*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

*High risk use of the substance			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
1.0	0.0	0.0	0.6
3.8	0.0	0.0	2.6
1.0	0.0	0.0	0.6
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

Proportion of students (overall sample) who report misusing prescription medications (taking without a prescription, or taking more medication or more often than prescribed) in the past 3 months:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Prescription stimulants	0.0	2.4	0.0	0.6
Prescription sedatives or sleeping pills	0.0	2.4	0.0	0.6
Prescription opioids	1.0	0.0	0.0	0.6

***Tobacco or nicotine delivery products used in the last 3 months**

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Cigarettes	14.3	4.8	14.3	11.6
E-cigarettes or other vape products (for example: Juul, etc.)	15.2	14.3	14.3	14.8
Water pipe or hookah	1.9	0.0	0.0	1.3
Chewing or smokeless tobacco	4.8	4.8	0.0	4.5
Cigars or little cigars	9.5	2.4	0.0	7.1
Other	0.0	0.0	0.0	0.0

*These figures use all students in the sample as the denominator, rather than just those students who reported tobacco or nicotine delivery product use in the last 3 months.

Students in Recovery

■ 1.6 % of college students surveyed (2.4 % cis men, 0.0 % cis women, and 0.0 % transgender/gender non-conforming) indicated they were in recovery from alcohol or other drug use.

When, if ever, was the last time you:

Percent (%)	Drank Alcohol			Total
	Cis Men	Cis Women	Trans/ Gender Non- conforming	
Never	21.9	14.3	28.6	20.6
Within the last 2 weeks	51.4	59.5	28.6	52.3
More than 2 weeks ago but within the last 30 days	8.6	4.8	28.6	8.4
More than 30 days ago but within the last 3 months	8.6	9.5	14.3	9.0
More than 3 months ago but within the last 12 months	4.8	7.1	0.0	5.2
More than 12 months ago	4.8	4.8	0.0	4.5

*Students were instructed to include medical and non-medical use of cannabis.

Cis Men	Cis Women	*Used Cannabis/Marijuana	
		Trans/ Gender Non- conforming	Total
63.8	61.9	85.7	64.5
3.8	2.4	0.0	3.2
0.0	0.0	0.0	0.0
2.9	4.8	0.0	3.2
10.5	19.0	0.0	12.3
19.0	11.9	14.3	16.8

Driving under the influence

- 15.0 % of college students reported driving after having **any alcohol** in the last 30 days.*
*Only students who reported driving in the last 30 days and drinking alcohol in the last 30 days were asked this question.
- 0.0 % of college students reported driving within 6 hours of using cannabis/marijuana in the last 30 days.*
*Only students who reported driving in the last 30 days and using cannabis in the last 30 days were asked this question.

Estimated Blood Alcohol Concentration (or eBAC) of college students. Due to the improbability of a student surviving a drinking episode resulting in an extremely high eBAC, all students with an eBAC of 0.50 or higher are also omitted from these eBAC figures. eBAC is an estimated figure based on the reported number of drinks consumed during the last time they drank alcohol in a social setting, their approximate time of consumption, sex, weight, and the average rate of ethanol metabolism. Only students who reported drinking alcohol within the last 3 months answered these questions.

Estimated BAC	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
< .08		90.1	86.7	80.0	88.7
< .10		91.5	90.0	80.0	90.6
Mean		0.03	0.04	0.04	0.04
Median		0.02	0.02	0.03	0.02
Std Dev		0.05	0.05	0.05	0.05

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

*Reported number of drinks consumed the last time students drank alcohol in a social setting.

Number of drinks	Percent (%)	Trans/ Gender Non- conforming			Total
		Cis Men	Cis Women		
4 or fewer		66.7	80.6	80.0	71.3
5		4.2	3.2	20.0	4.6
6		5.6	9.7	0.0	6.5
7 or more		23.6	6.5	0.0	17.6
Mean		4.0	3.0	2.6	3.6
Median		3.0	2.0	3.0	3.0
Std Dev		3.1	2.3	1.7	2.8

*Only students who reported drinking alcohol in the last three months were asked this question.

Reported number of times college students consumed five or more drinks in a sitting within the last two weeks:

	Among all students surveyed				
	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Did not drink alcohol in the last two weeks (includes non-drinkers)		48.6	40.5	71.4	47.7
None		22.9	35.7	14.3	25.8
1-2 times		16.2	16.7	14.3	16.1
3-5 times		8.6	7.1	0.0	7.7
6 or more times		3.8	0.0	0.0	2.6

*Only students who reported drinking alcohol in the last two weeks were asked this question.

*Among those who reported drinking alcohol within the last two weeks

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	44.4	60.0	50.0	49.4
	31.5	28.0	50.0	30.9
	16.7	12.0	0.0	14.8
	7.4	0.0	0.0	4.9

*College students who drank alcohol reported experiencing the following in the last 12 months when drinking alcohol:

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Did something I later regretted		19.5	11.8	0.0	16.4
Blackout (forgot where I was or what I did for a large period of time and cannot remember , even when someone reminds me)		10.4	8.8	20.0	10.3
Brownout (forgot where I was or what I did for short periods of time, but can remember once someone reminds me)		22.1	17.6	0.0	19.8
Got in trouble with the police		0.0	0.0	0.0	0.0
Got in trouble with college/university authorities		0.0	0.0	0.0	0.0
Someone had sex with me without my consent		0.0	2.9	0.0	0.9
Had sex with someone without their consent		1.3	0.0	0.0	0.9
Had unprotected sex		9.1	11.8	0.0	9.5
Physically injured myself		9.1	2.9	25.0	7.8
Physically injured another person		0.0	0.0	0.0	0.0
Seriously considered suicide		3.9	2.9	20.0	4.3
Needed medical help		0.0	0.0	0.0	0.0
Reported one or more of the above		25.0	17.9	20.0	22.7

*Only students who reported drinking alcohol in the last 12 months were asked these questions.

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

G. Sexual Behavior

When, if ever, was the last time you had:

Percent (%)	Oral sex			Total
	Cis Men	Cis Women	Trans/ Gender Non- conforming	
Never	39.4	31.0	14.3	36.4
Within the last 2 weeks	26.0	38.1	57.1	30.5
More than 2 weeks ago but within the last 30 days	4.8	4.8	14.3	5.2
More than 30 days ago but within the last 3 months	11.5	9.5	14.3	11.0
More than 3 months ago but within the last 12 months	4.8	9.5	0.0	5.8
More than 12 months ago	13.5	7.1	0.0	11.0

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
21.4	31.0	57.1	25.5
5.8	4.8	0.0	5.2
12.6	9.5	28.6	12.4
4.9	9.5	0.0	5.9
13.6	9.5	0.0	11.8

Percent (%)	Anal intercourse			Total
	Cis Men	Cis Women	Trans/ Gender Non- conforming	
Never	79.4	78.6	57.1	78.3
Within the last 2 weeks	6.9	0.0	0.0	4.6
More than 2 weeks ago but within the last 30 days	1.0	4.8	0.0	2.0
More than 30 days ago but within the last 3 months	1.0	4.8	0.0	2.0
More than 3 months ago but within the last 12 months	1.0	2.4	14.3	2.0
More than 12 months ago	10.8	9.5	28.6	11.2

*College students who reported having oral sex, or vaginal or anal intercourse within the last 12 months reported having the following number of sexual partners:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
1	70.6	65.4	66.7	68.7
2	11.8	15.4	33.3	14.5
3	7.8	15.4	0.0	9.6
4 or more	9.8	3.8	0.0	7.2
Mean	1.8	1.6	1.3	1.7
Median	1.0	1.0	1.0	1.0
Std Dev	1.7	0.9	0.5	1.4

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

College students who reported having oral sex, or vaginal or anal intercourse within the last 30 days who reported using a condom or another protective barrier *most of the time* or *always*:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Vaginal intercourse	28.6	26.7	100.0	34.0
Anal intercourse	12.5	0.0	0.0	10.0

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 30 days were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used any method to prevent pregnancy the last time they had vaginal intercourse:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
No, did not want to prevent pregnancy	0.0	0.0	0.0	0.0
No, did not use any method	11.1	4.3	0.0	8.1
Don't know	2.2	4.3	0.0	2.7

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

*Those students who reported using a contraceptive use the last time they had vaginal intercourse, reported they (or their partner) used the following methods:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Birth control pills (monthly or extended cycle)	56.4	23.8	16.7	42.4
Birth control shots	0.0	14.3	0.0	4.5
Birth control implants	23.1	38.1	33.3	28.8
Birth control patch	0.0	0.0	0.0	0.0
The ring	2.6	0.0	0.0	1.5
Emergency contraception ("morning after pill" or "Plan B")	2.6	4.8	0.0	3.0
Intrauterine device	12.8	14.3	0.0	12.1
Male (external) condom	38.5	33.3	66.7	39.4
Female (internal) condom	0.0	0.0	0.0	0.0
Diaphragm or cervical cap	0.0	0.0	0.0	0.0
Contraceptive sponge	0.0	0.0	0.0	0.0
Withdrawal	10.3	14.3	0.0	10.6
Fertility awareness (calendar, mucous, basal body temperature)	0.0	0.0	0.0	0.0
Sterilization (hysterectomy, tubes tied, vasectomy)	0.0	0.0	0.0	0.0
Other method	0.0	0.0	0.0	0.0
<i>Male condom use plus another method</i>	25.6	23.8	0.0	22.7
<i>Any two or more methods (excluding male condoms)</i>	20.5	19.0	16.7	19.7

*Only students who reported they or their partner used a method the last time they had vaginal intercourse were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used emergency contraception ("morning after pill" or "Plan B") in the last 12 months:

Yes (13 % cis men, 26.1 % cis women, 0 % trans/gender non-conforming)

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they experienced an unintentional pregnancy or got someone pregnant within the last 12 months:

Yes (0 % cis men, 0 % cis women, 0 % trans/gender non-conforming)

H. Mental Health and Wellbeing

Kessler 6 (K6) Non-Specific Psychological Distress Score (Range is 0-24)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
No or low psychological distress (0-8)	68.6	56.1	14.3	62.3
Moderate psychological distress (9-12)	20.6	34.1	14.3	23.8
Serious psychological distress (13-24)	10.8	9.8	71.4	13.9
Mean	6.61	6.93	14.14	7.11
Median	6.00	6.00	14.00	6.00
Std Dev	4.47	4.72	4.26	4.81

UCLA Loneliness Scale (ULS3) Score (Range is 3-9)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Negative for loneliness (3-5)	48.6	52.4	28.6	48.4
Positive for loneliness (6-9)	51.4	47.6	71.4	51.6
Mean	5.58	5.24	6.14	5.54
Median	6.00	5.00	6.00	6.00
Std Dev	1.95	1.94	1.35	1.93

Diener Flourishing Scale – Psychological Well-Being (PWB) Score (Range is 8-56)

(higher scores reflect a higher level of psychological well-being)

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Mean	43.98	47.19	40.71	44.60
Median	46.00	47.00	41.00	46.00
Std Dev	8.56	6.64	6.13	8.20

The Connor-Davison Resilience Scale (CD-RISC2) Score (Range is 0-8)

(higher scores reflect greater resilience)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Mean	6.38	6.67	5.71	6.41
Median	6.00	7.00	6.00	6.00
Std Dev	1.40	1.12	1.50	1.35

Self injury

■ 8.4 % of college students surveyed (7.6 % cis men, 9.5 % cis women, and 14.3 % trans/gender non-conforming) indicated they had intentionally cut, burned, bruised, or otherwise injured themselves within the last 12 months.

Within the last 12 months, have you had problems or challenges with any of the following:

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Academics		54.3	71.4	85.7	60.0
Career		28.6	38.1	42.9	32.3
Finances		30.5	45.2	42.9	35.5
Procrastination		72.4	81.0	71.4	74.8
Faculty		22.1	16.7	28.6	20.8
Family		25.7	35.7	57.1	29.7
Intimate relationships		29.5	35.7	14.3	31.0
Roommate/housemate		11.4	26.2	0.0	14.8
Peers		18.1	21.4	28.6	20.0
Personal appearance		40.0	61.9	100.0	49.0
Health of someone close to me		35.6	31.0	42.9	35.1
Death of a family member, friend, or someone close to me		24.8	34.1	14.3	26.6
Bullying		4.8	11.9	14.3	7.1
Cyberbullying		1.9	0.0	0.0	1.3
Hazing		0.0	2.4	0.0	0.6
Microaggression		11.4	11.9	57.1	13.5
Sexual Harassment		1.0	14.3	0.0	4.5
Discrimination		9.5	11.9	42.9	11.6

*Only students who reported a problem or challenge in the last 12 months were asked about level of distress.

Students reporting none of the above	6.7	4.8	0.0	5.8
Students reporting only one of the above	10.5	7.1	0.0	9.0
Students reporting 2 of the above	14.3	11.9	14.3	13.5
Students reporting 3 or more of the above	68.6	76.2	85.7	71.6

***Of those reporting this issue, it caused moderate or high distress**

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	78.9	93.3	100.0	84.9
	73.3	62.5	100.0	72.0
	84.4	68.4	100.0	80.0
	64.5	76.5	60.0	68.1
	52.2	57.1	50.0	53.1
	63.0	66.7	100.0	67.4
	58.1	66.7	0.0	60.4
	41.7	72.7	0.0	56.5
	31.6	44.4	100.0	41.9
	47.6	65.4	71.4	56.6
	56.8	76.9	33.3	61.1
	69.2	78.6	100.0	73.2
	0.0	60.0	0.0	27.3
	0.0	0.0	0.0	0.0
	0.0	100.0	0.0	100.0
	33.3	20.0	100.0	42.9
	0.0	50.0	0.0	42.9
	40.0	40.0	100.0	50.0

Suicide Behavior Questionnaire-Revised (SBQR) Screening Score (Range is 3-18)

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Negative suicidal screening (3-6)	79.6	71.4	42.9	75.8
Positive suicidal screening (7-18)	20.4	28.6	57.1	24.2
Mean	4.63	5.33	7.29	4.93
Median	3.00	3.00	7.00	3.00
Std Dev	2.35	3.30	4.27	2.79

Suicide attempt

- 1.3 % of college students surveyed (1 % cis men, 2.4 % cis women, and 0 % trans/gender non-conforming) indicated they had attempted suicide within the last 12 months.

Within the last 12 months, how would you rate the overall level of stress experienced:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
No stress	1.9	0.0	0.0	1.3
Low	33.3	26.2	0.0	29.7
Moderate	44.8	45.2	42.9	45.2
High	20.0	28.6	57.1	23.9

I. Acute Conditions

College students reported being diagnosed by a healthcare professional within the last 12 months with:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Bronchitis	0.0	4.8	0.0	1.3
Chlamydia	1.0	0.0	0.0	0.6
Chicken Pox (Varicella)	0.0	0.0	0.0	0.0
Cold/virus or other respiratory illness (for example: sinus infection, ear infection, strep throat, tonsillitis, pharyngitis, or laryngitis)	7.6	28.6	71.4	16.1
Concussion	0.0	2.4	0.0	0.6
Gonorrhea	1.0	0.0	0.0	0.6
Flu (influenza) or flu-like illness	5.7	7.1	28.6	7.1
Mumps	0.0	0.0	0.0	0.0
Mononucleosis (mono)	1.0	4.8	0.0	1.9
Orthopedic injury (for example: broken bone, fracture, sprain, bursitis, tendinitis, or ligament injury)	1.9	9.5	0.0	3.9
Pelvic Inflammatory Disease	0.0	0.0	0.0	0.0
Pneumonia	0.0	2.4	0.0	0.6
Shingles	0.0	0.0	0.0	0.0
Stomach or GI virus or bug, food poisoning or gastritis	1.9	9.5	0.0	3.9
Urinary tract infection	0.0	28.6	14.3	8.4

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

J. Ongoing or Chronic Conditions

The questions for the *ongoing or chronic conditions* are presented differently in this report than the order they appear in the survey. In the survey, all items appear in a single list, ordered alphabetically. In this report, the conditions are presented in groups to ease burden on the reader. The findings are divided into mental health conditions, STIs and other chronic infections, and other ongoing or chronic conditions in this report.

Mental Health	College students reported ever being diagnosed with the following:			
	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming
ADD/ADHD - Attention Deficit/Hyperactivity Disorder	10.5	9.8	0.0	9.7
Alcohol or Other Drug-Related Abuse or Addiction	1.0	0.0	14.3	1.3
Anxiety (for example: Generalized Anxiety, Social Anxiety, Panic Disorder, Specific Phobia)	11.4	26.2	42.9	16.8
Autism Spectrum	4.8	0.0	0.0	3.2
Bipolar and Related Conditions (for example: Bipolar I, II, Hypomanic Episode)	0.0	0.0	0.0	0.0
Borderline Personality Disorder (BPD), Avoidant Personality, Dependent Personality, or another personality disorder	0.0	0.0	0.0	0.0
Depression (for example: Major depression, persistent depressive disorder, disruptive mood disorder)	8.6	23.8	42.9	14.2
Eating Disorders (for example: Anorexia Nervosa, Bulimia Nervosa, Binge-Eating)	0.0	2.4	0.0	0.6
Gambling Disorder	0.0	0.0	0.0	0.0
Insomnia	2.0	11.9	0.0	4.6
Obsessive-Compulsive and Related Conditions (for example: OCD, Body Dysmorphia, Hoarding, Trichotillomania and other body-focused repetitive behavior disorders)	0.0	2.4	14.3	1.3
PTSD (Posttraumatic Stress Disorder), Acute Stress Disorder, Adjustment Disorder, or another trauma- or stressor- related condition	0.0	7.3	0.0	2.0
Schizophrenia and Other Psychotic Conditions (for example: Schizophrenia, Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder)	0.0	0.0	0.0	0.0
Tourette's or other neurodevelopmental condition not already listed	0.0	0.0	0.0	0.0
Traumatic brain injury (TBI)	1.0	2.4	0.0	1.3

*Of those ever diagnosed, those reporting contact with healthcare or MH professional within last 12 months			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
36.4	100.0	0.0	53.3
0.0	0.0	0.0	0.0
41.7	81.8	100.0	65.4
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
66.7	80.0	100.0	77.3
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	20.0	0.0	14.3
0.0	100.0	100.0	100.0
0.0	100.0	0.0	100.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	100.0	0.0	50.0

*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Students reporting none of the above</i>	76.2	66.7	42.9	72.3
<i>Students reporting only one of the above</i>	15.2	7.1	0.0	12.3
<i>Students reporting both Depression and Anxiety</i>	4.8	23.8	42.9	11.6
<i>Students reporting any two or more of the above (excluding the combination of Depression and Anxiety)</i>	3.8	2.4	14.3	3.9

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

STI's/Other chronic infections

College students reported ever being diagnosed with the following:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Genital herpes	0.0	0.0	0.0	0.0
Hepatitis B or C	0.0	0.0	0.0	0.0
HIV or AIDS	0.0	0.0	0.0	0.0
Human papillomavirus (HPV) or genital warts	0.0	2.4	0.0	0.7

*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.

***Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	100.0	0.0	100.0

Other Chronic /Ongoing Medical Conditions

College students reported ever being diagnosed with the following:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Acne	20.0	24.4	14.3	20.8
Allergies - food allergy	1.9	14.3	14.3	5.8
Allergies - animals/pets	7.6	12.5	14.3	9.2
Allergies - environmental (for example: pollen, grass, dust, mold)	16.2	35.7	14.3	21.3
Asthma	11.4	26.2	33.3	16.2
Cancer	0.0	0.0	0.0	0.0
Celiac disease	0.0	0.0	0.0	0.0
Chronic pain (for example: back or joint pain, arthritis, nerve pain)	1.0	4.8	0.0	1.9
Diabetes or pre-diabetes/insulin resistance	0.0	7.1	0.0	1.9
Endometriosis	0.0	2.4	0.0	0.7
Gastroesophageal Reflux Disease (GERD) or acid reflux	1.0	7.1	0.0	2.6
Heart & vascular disorders (for example: atrial fibrillation or other cardiac arrhythmia, mitral valve prolapse or other valvular heart disease, congenital heart condition)	1.0	0.0	0.0	0.6
High blood pressure (hypertension)	4.8	0.0	0.0	3.2
High cholesterol (hyperlipidemia)	1.9	2.4	14.3	2.6
Irritable bowel syndrome (spastic colon or spastic bowel)	0.0	0.0	0.0	0.0
Migraine headaches	1.9	7.3	28.6	4.6
Polycystic Ovarian Syndrome (PCOS)	0.0	2.4	0.0	0.7
Sleep Apnea	1.9	2.4	0.0	1.9
Thyroid condition or disorder	0.0	2.4	0.0	0.7
Urinary system disorder (for example: bladder or kidney disease, urinary reflux, interstitial cystitis)	0.0	0.0	0.0	0.0

*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.

***Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
33.3	40.0	100.0	37.5
50.0	50.0	0.0	44.4
0.0	20.0	0.0	7.1
11.8	46.7	0.0	27.3
41.7	20.0	0.0	29.2
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
100.0	100.0	0.0	100.0
0.0	33.3	0.0	33.3
0.0	100.0	0.0	100.0
0.0	66.7	0.0	50.0
0.0	0.0	0.0	0.0
60.0	0.0	0.0	60.0
50.0	0.0	0.0	25.0
0.0	0.0	0.0	0.0
50.0	66.7	50.0	57.1
0.0	100.0	0.0	100.0
100.0	0.0	0.0	66.7
0.0	100.0	0.0	100.0
0.0	0.0	0.0	0.0

Cis Men n =	105
Cis Women n =	42
Trans/GNC n =	7

Students who reported being diagnosed with diabetes or pre-diabetes/insulin resistance, indicated they had:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Type I Diabetes	0.0	0.0	0.0	0.0
Type II Diabetes	0.0	0.0	0.0	0.0
Pre-diabetes or insulin resistance	0.0	100.0	0.0	100.0
Gestational Diabetes	0.0	0.0	0.0	0.0

K. Sleep

Reported amount of time to usually fall asleep at night (sleep onset latency):

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 15 minutes	47.6	33.3	42.9	43.2
16 to 30 minutes	22.9	19.0	14.3	21.3
31 minutes or more	29.5	47.6	42.9	35.5

Over the last 2 weeks, students reported the following average amount of sleep (excluding naps):

On weeknights				
Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 7 hours	44.8	50.0	42.9	45.8
7 to 9 hours	55.2	50.0	57.1	54.2
10 or more hours	0.0	0.0	0.0	0.0

On weekend nights				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
19.0	23.8	0.0	19.4	
75.2	61.9	85.7	72.3	
5.7	14.3	14.3	8.4	

Students reported the following on 3 or more of the last 7 days:

Felt tired or sleepy during the day				
Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0 days	4.8	2.4	0.0	3.9
1-2 days	23.8	19.0	28.6	22.6
3-5 days	41.9	38.1	28.6	40.6
6-7 days	29.5	40.5	42.9	32.9

Got enough sleep so that they felt rested				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
13.3	14.3	28.6	14.2	
41.9	47.6	42.9	43.2	
37.1	31.0	28.6	35.5	
7.6	7.1	0.0	7.1	

Demographics and Sample Characteristics

■ Age		■ Students describe themselves as	
18 - 20 years:	53.9 %	Straight/Heterosexual:	79.4 %
21 - 24 years:	36.4 %	Asexual:	1.9 %
25 - 29 years:	5.2 %	Bisexual:	12.3 %
30+ years:	4.5 %	Gay:	1.9 %
Mean age:	21.3 years	Lesbian:	0.6 %
Median age:	20.0 years	Pansexual:	1.9 %
■ Gender*		Queer:	0.6 %
Cis Women:	27.1 %	Questioning:	1.3 %
Cis Men:	67.7 %	Identity not listed above:	0.0 %
Transgender/Gender Non-conforming:	4.5 %		
<i>* See note on page 2 regarding gender categories</i>			
■ Student status		■ Housing	
1st year undergraduate:	21.3 %	Campus or university housing:	59.4 %
2nd year undergraduate:	29.7 %	Fraternity or sorority residence:	0.6 %
3rd year undergraduate:	21.9 %	Parent/guardian/other family:	20.6 %
4th year undergraduate:	21.3 %	Off-campus:	18.1 %
5th year or more undergraduate:	5.2 %	Temporary or "couch surfing":	0.0 %
Master's (MA, MS, MFA, MBA, etc.):	0.6 %	Don't have a place to live:	0.0 %
Doctorate (PhD, EdD, MD, JD, etc.):	0.0 %	Other:	1.3 %
Not seeking a degree:	0.0 %		
Other:	0.0 %		
Full-time student:	98.7 %	■ Students describe themselves as	
Part-time student:	0.6 %	American Indian or Native Alaskan	3.9 %
Other student:	0.6 %	Asian or Asian American	19.4 %
■ Visa to work or study in the US:		Black or African American	4.5 %
	5.2 %	Hispanic or Latino/a/x	20.6 %
■ Relationship status		Middle Eastern/North African (MENA) or Arab Origin:	0.6 %
Not in a relationship:	61.9 %	Native Hawaiian or Other	
In a relationship but not married/partnered:	36.8 %	Pacific Islander Native:	3.9 %
Married/partnered:	1.3 %	White:	63.9 %
■ Primary Source of Health Insurance		Biracial or Multiracial:	10.3 %
College/university sponsored SHIP plan:	13.5 %	Identity not listed above:	2.6 %
Parent or guardian's plan:	71.6 %	<i>If Hispanic or Latino/a/x, are you</i>	
Employer (mine or my spouse/partners):	0.0 %	Mexican, Mexican American, Chicano:	78.1 %
Medicaid, Medicare, SCHIP, or VA:	11.0 %	Puerto Rican:	9.4 %
Bought a plan on my own:	1.3 %	Cuban:	0.0 %
Don't have health insurance:	1.3 %	Another Hispanic, Latino/a/x, or Spanish Origin:	15.6 %
Don't know if I have health insurance:	0.6 %	<i>If Asian or Asian American, are you</i>	
Have insurance, but don't know source:	0.6 %	East Asian:	56.7 %
■ Student Veteran:		Southeast Asian:	40.0 %
	3.2 %	South Asian:	3.3 %
■ Parent or primary responsibility for someone else's child/children under 18 years old:		Other Asian:	0.0 %
	0.6 %		

■ **First generation students** 34.2 %
(Proportion of students for whom no parent/guardian have completed a bachelor's degree)

■ **Do you have any of the following?**

Attention Deficit/Hyperactivity Disorder (ADD or ADHD):	11.0 %
Autism Spectrum Disorder:	3.2 %
Deaf/Hearing loss:	1.3 %
Learning disability:	3.2 %
Mobility/Dexterity disability:	1.3 %
Blind/low vision:	3.9 %
Speech or language disorder:	2.0 %

■ **Participated in organized college athletics:**

Varsity:	22.6 %
Club sports:	15.7 %
Intramurals:	19.9 %

■ **Member of a social fraternity or sorority:**

Greek member:	1.3 %
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Dear Cal Maritime Community,

As many of you are aware, in November 2021 Cal Maritime senior leaders commissioned an independent civil rights investigator to do a review of the 2021 Sea Training during the second cruise. This investigation was in response to an egregious incident of vandalism that occurred aboard the training ship in August 2021. As the initial incident was being investigated in the fall 2021 semester, it became clear that there were additional concerns about behavior and incidents aboard the Training Ship *Golden Bear* (TSGB). Inclusive excellence is a core value at Cal Maritime and, given the incidents on cruise, some campus colleagues felt we were falling short in this area.

The independent investigator came to campus and individuals were invited to provide feedback on their cruise experience. Forty-six individuals (cadets, faculty, and staff) shared their feedback and perspectives on cruise and the attached report, with a summary of findings and recommendations, was issued. In direct response to the report, President Cropper has created a Presidential Task Force that will begin its work in March 2022. The Presidential Task Force is charged with providing immediate and long-term recommendations on ways to make cruise a positive, safe, and equitable experience for every cadet.

In addition, Cal Maritime has initiated a broad series of efforts to improve campus climate in areas related to sexual assault/harassment, inclusion, and safety both on our campus and on the TSGB and commercial cruise. We have engaged in efforts to assess our environment, taken action to allocate resources, and added programming and staff to ensure a welcoming and inclusive environment. The following highlights several of the actions to date. Please also visit the [Inclusion Initiatives](#) webpage, which will be updated regularly.

Title IX

In December 2021, we contracted with Grand River Solutions (GRS), a Title IX consultancy organization, in response to ongoing and persistent feedback that our community did not trust our current Title IX program. GRS provides Title IX and equity law support to colleges and universities and offers guidance and support on Title IX policy and procedure development, program assessment, investigations, hearings, and Title IX training and education. We hired one of their staff to serve as our interim Title IX coordinator, and currently have a national search open for a new Title IX and Civil Rights Officer. We are also adding the role of a faculty deputy Title IX coordinator and a deputy on the TSGB.

Moreover, we have expanded the confidential advocate role through our partnership with [WEAVE](#) and have transitioned the position from part-time to a full-time, beginning in February 2022. This individual is available for cadets participating in Sea Training I/II/III (ST I/II/III).

Inclusion

The campus is opening an Inclusion Center to offer a space to support education and awareness of diversity, equity, and inclusion. The center will provide cadets a place to gather and study, help generate a sense of belonging, and hold programs focused on fostering a sense of value and empowerment for all cadets. We are hiring a Coordinator of Belonging and Engagement Initiatives to oversee the center and other inclusion efforts.

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

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During the fall semester, the Associated Students (ASCMA) adopted a resolution regarding revisions to the uniform and grooming standards. In response, we initiated a process to review the current standards with the goal of establishing inclusive uniform and grooming standards. Through the engagement and shared governance process, we were able to capture a broader set of perspectives, including feedback from cadets, faculty, staff, alumni, and external industry stakeholders to ensure equity and opportunity for expression by all cadets. The revised Uniform and Grooming Standards went into effect in January 2022. We welcome feedback throughout the 2022 spring semester and summer cruise on these revisions and will make further modifications, if warranted, based on the feedback we receive.

Education

The Cal Maritime campus will be hosting a CommUNITY Day on April 5, 2022. The daylong workshop will replace the normal class schedule and will focus on key topics like communicating across differences, Sexual Assault and Sexual Harassment (SASH), implicit bias, bystander intervention/allyship, anti-racism, and intersectionality.

We are currently in the process of planning Safe Zone allyship trainings for the campus community. The divisions of Academic Affairs and Cadet Leadership and Development are also building a First-Year Experience (FYE) program for implementation in the fall 2022 semester. We are committed to creating FYE curriculum and programming that will establish a sense of belonging, respect, and inclusion for our cadets beginning when they join our campus community.

Prevention

Along with the other state maritime academies (SMAs), we have been working closely with the United States Maritime Administration (MARAD) and representatives of the United States Department of Transportation (DOT) to ensure that all our cadets who participate in Sea Training are safe and respected. Our team has worked with the other SMAs to assist MARAD on its development of Every Mariner Builds a Respectful Climate (EMBARC) program to create universal policy standards for implementation this spring.

These improvements include:

- Mandatory in-person, in-depth SASH training for all faculty, staff and cadets going on TSGB cruise
- Safety and prevention scenario-based training for all cadets going on cruise or commercial sea time
- Distribution of cards with resources and contact information (including a safe word) for cadets prior to beginning STII
- Clear protocol for Title IX-related issues occurring while on cruise
- Designated Title IX deputy on cruise
- Introducing new safety measures as part of SMA SASH agreement for STII which include:
 - A Designated Person Ashore (DPA) on campus (risk manager) trained in SASH
 - Satellite texters – smart watches
 - Buddy system, whenever possible
 - Peer mentoring program
 - Female faculty/alum mentoring program

Climate

We have implemented an anonymous survey for cadets participating in Sea Training to share their experiences of sexual assault/harassment and discrimination. This will inform both our education and prevention efforts on cruise, and our preparation and response for commercial sea time. In addition, we are committed to doing a campus-wide climate survey in 2023.

Moving Forward

We realize there is more work to do, and we are committed to ongoing change to ensure a safe and welcoming environment on our campus and during Sea Training. This is part of our collective commitment to making Cal Maritime the most diverse, relevant, and inclusive maritime university. We will continue the dialogue, but we will lead with our actions, striving to create a better educational, equitable and inclusive experience for all.

In Service,

Thomas A. Cropper, President

Lori Schroeder, Provost & Vice President, Academic Affairs

Franz Lozano, Vice President, Administration and Finance

Kathleen McMahon, Vice President, Cadet Leadership and Development

Richard Ortega, Interim Vice President, University Advancement

Sam Pecota, Commanding Officer, TS *Golden Bear*

Karyn Cornell, Chief of Staff and AVP of University Affairs

Mark Goodrich, AVP, Enterprise Services

Michael Martin, AVP, Human Resources Safety and Risk Management and Diversity & Inclusion

Karen Yoder, Director of Athletics

Feedback and Perspectives on 2021 Training Cruises

Executive Summary

Background

Cal Maritime's administrative leadership engaged a civil rights investigator from another CSU campus to conduct confidential interviews regarding the experience of cadets, faculty, and staff who participated in Cruise II, which occurred from July 14 to August 27, 2021. The investigator's scope was later expanded to include interviews with participants on Cruise I, which occurred earlier in the year (May 31 to July 14) to provide a broader perspective about training cruise climates and individual experiences.

A total of 46 confidential interviews – either in person on campus or virtual – were conducted between November 16 and December 1 (24 cadets, 15 faculty and 7 staff). Fourteen (14) of those interviewed sailed on Cruise II, 11 sailed on Cruise I, 12 sailed on both Cruise I and II, and nine sailed on neither but wished to share their perspectives about cruises or the campus climate. Participation was voluntary: those who were interviewed asked to speak with the investigator.

The interviews did not constitute a formal investigation of any complaint under Title IX; however, the investigator informed participants that she was obligated to report any specific incidents raised during an interview that could give rise to a Title IX complaint. In addition, the interviews were not structured around specific incidents; participants were invited to discuss any topic they wished about Cruise. For these reasons and because participation in this process was voluntary, the report is not intended to represent a comprehensive or quantitative survey of the more than 400 participants in 2021 training cruises. This is not to discount or downplay the concerns raised by the interview participants.

Cal Maritime deeply appreciates the participation of the 46 individuals who asked to be interviewed. The administrative leadership takes their perspectives and concerns seriously.

Key Findings

Interview participants raised concerns over specific incidents or the general climate aboard training cruises in four areas: Safety, Professionalism, Misconduct and Response.

Safety

- Participants raised safety concerns over four incidents on Cruise II. These included a discovery that the Starboard side pilot door was left open, failure to turn off a pump that resulted in a ballast tank filling with water, a sewage spill from the classroom deck into the gymnasium, and the safety of swim call.
- Participants perceived a lack of response or resolution to the pilot door issue, a breakdown of communication in the sewage spill incident, and an inconsistent approach to how swim call was conducted between Cruise I and II.

Professionalism

- Some participants perceived a lack of professionalism as their primary concern over cruise culture and Cal Maritime generally.
- Participants raised concerns over arbitrary and inconsistent enforcement of grooming standards, particularly regarding facial hair by male cadets.
- Participants noted there as confusion over whether tobacco use on Cruise I was permitted. These participants noted a discrepancy in adherence and enforcement of policy.
- Participants raised concerns about how female staff were addressed (by first name instead of title) and concern that female cadets were not provided the same feedback and instruction as male cadets during and after training exercises.
- Interview participants who were on Cruise II said there was a “breakdown in communication” and some participants stated that leaders were “inaccessible” or “largely absent.”

- Some participants raised concerns over insensitive jokes or offensive language and inappropriate songs being performed during karaoke night.

Misconduct

- Interview participants described several incidents of misconduct aboard Cruise I or Cruise II and inconsistent responses to these incidents (both lacking responses and perceived overreactions).
- Participants raised concerns over several instances of inappropriate, discriminatory, vulgar or offensive writings or other imagery, especially toward female cadets, during both Cruise I and Cruise II. These writings or imagery were drawn on the ship bow, on doors in the lower berthing area, and on a whiteboard in the control room.
- Participants raised concerns over a cadet locked in a closet for several hours as a “prank.”
- Participants raised concerns over anti-LGBTQIA+ behavior and language used frequently aboard cruises and on campus. Participants said the language used and games played by many cadets were offensive and demeaning to LGBTQIA+ community members.
- Participants also raised concerns over offensive language and other treatment toward female cadets and shared the perception that there was an expectation of sexual harassment in the maritime industry and distrust in the Title IX function at Cal Maritime.

Response

- Participants raised concerns over the perception that acts of misconduct or other incidents are handled inconsistently or arbitrarily. For example, a much more severe response was perceived to the offensive writings on Cruise II than those on Cruise I, which participants viewed as similar acts of misconduct. In addition, participants perceived that the on-ship reaction to the offensive writings on Cruise II were materially different (“nonchalant”) from the subsequent investigation launched by campus leadership.
- Participants perceived that no response from leadership at all was made to other incidents of misconduct; nor did participants believe that reporting offensive language or behaviors would result in a response from leadership.
- Participants perceived that Cal Maritime did not have systems or functions to address discriminatory language or behavior impacting LGBTQIA+ students, and that the enforcement of grooming standards would require strict adherence to gender roles.
- Participants expressed that there was a lack of concern and support for the experience of female cadets and cadets of color, both on cruises and on campus.

Recommendations

1. When infractions occur, an investigation should be done into the specific conduct of the individual or individuals accused. If an investigation finds a violation of policy or community standard, the respondent should be sanctioned accordingly.
2. Investigations should follow a consistent set of reporting and response protocols to ensure accountability and equity in handling all reports of misconduct. Managers and supervisors should be trained to promote consistency in the application of university policies addressing misconduct, harassment or discrimination.
3. The campus should make efforts to increase female and minority representation on cruise and on campus.
4. Leadership should conduct a larger, more comprehensive survey of the climate at CSUM.
5. The campus should deputize a Title IX professional with the necessary skills and experience to navigate unique Title IX situations (e.g. addressing claims made on a training vessel in the middle of the ocean).
6. Cadets, faculty, and staff should undergo extensive mandatory training on sexual assault, sexual harassment, discrimination and hazing prior to embarking on cruise.
7. More training should be required in order to improve the community’s understanding of what type of conduct violates community standards and CSU Executive Orders addressing Title IX and Discrimination, Harassment and Retaliation.

Introduction

California State University Maritime Academy (“CSUM”) is a public university in Vallejo, California. It is one of 23 campuses in the California State University system and the only maritime academy on the United States West Coast. As of Fall 2021, there were 925 cadets enrolled at CSUM. CSUM enrollment contained 80.5% male cadets and 19.5% female cadets in Fall 2021. Cadets utilize Merchant Marine Navy-style uniforms, customs, and traditions. Based on academic majors, cadets are organized into Squads, Sections, Divisions and Companies.

CSUM conducts two training cruises for cadets each summer onboard Training Ship Golden Bear (“TSGB”). In 2021, Cruise I took place from May 31, 2021 to July 14, 2021. Cruise II took place from July 14, 2021 to August 27, 2021. Faculty, staff, and cadets participate in the cruises and live and work onboard the ship for several weeks.

In the summer of 2021, following the completion of Cruise II, concern regarding incidents that allegedly took place on Cruise II prompted CSUM to undertake an examination of cruise culture as a whole.

Methodology

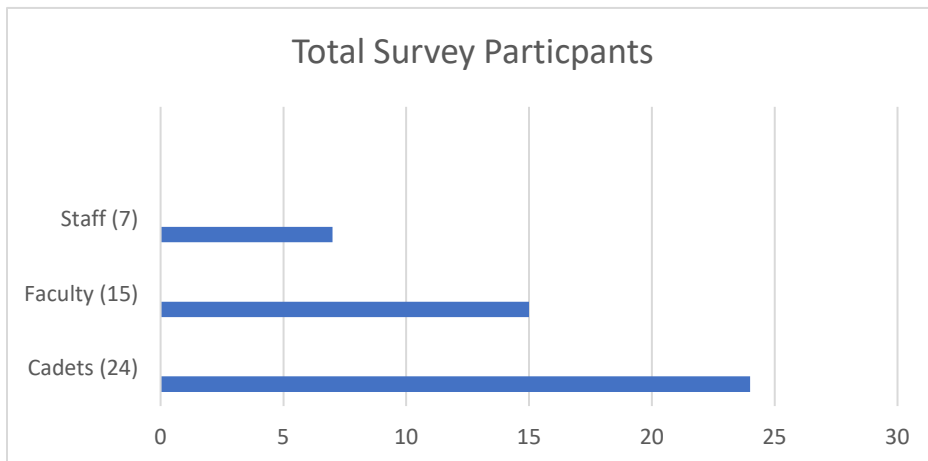
CSUM engaged an independent investigator¹ to survey cruise participants regarding their experiences and perspectives of cruise culture.² CSUM sent an email to the entire campus community inviting faculty, staff, and cadets to participate in the survey. Participants were invited to speak with the investigator privately.³ Between November 16 – 18, 2021, the investigator conducted on-campus interviews with 37 participants. The investigator then offered additional time for virtual interviews to accommodate individuals who had not yet had an opportunity to speak with the investigator. Between November 30 and December 1, 2021, the investigator conducted 9 additional interviews via Zoom.

During each interview, the investigator asked specific questions as well as open-ended questions regarding cruise culture, and allowed time for participants to share the reasons they had chosen to meet with the investigator.

Here, the investigator summarizes the experiences and perspectives shared by the survey participants.

Demographics

The investigator spoke with 46 survey participants. See the demographic breakdown of participants below:



¹ The investigator is a civil rights investigator at California Polytechnic State University in San Luis Obispo, and will be referred to throughout this document as “the investigator.” The investigator committed several hours of study in preparation for this project, but does not have a maritime background and, for this reason, may utilize layman’s terms.

² The survey was not a fact-finding investigation regarding any specific incident; while some statements by participants were corroborated, the investigator made no determinations with respect to credibility and/or policy violations.

³ This Executive Summary does not identify the survey participants by name. The investigator advised participants, however, of the investigator’s mandatory reporting obligation pursuant to CSU Systemwide Executive Orders 1096/1097, Revised August 14, 2020.

As depicted below, the majority of cadets who spoke with the investigator sailed **on Cruise II only**. The seven cadets who sailed on both Cruise I and Cruise II offered a unique and valuable perspective regarding the similarities and differences between Cruise I and Cruise II.

	CRUISE I ONLY	CRUISE II ONLY	BOTH	NEITHER ⁴
CADETS	6	10	7	1
FACULTY	5	2	2	7
STAFF	0	2	3	1

Background

Cruise I took place from May 31, 2021 to July 14, 2021. Cruise II took place from July 14, 2021 to August 27, 2021. Approximately 200 people sail on the TSGB for each cruise. Between 40-50 people onboard the ship are staff or faculty, and cadets constitute the remaining population. Some cadets hold special leadership titles and responsibilities. For example, a Cadet First Mate serves in a leadership capacity which mimics the role of Chief Mate on the ship. Adhering to the hierarchy, or “chain of command,” is paramount onboard the TSGB as it is meant to reflect the reality of working in the maritime industry.

Several Cruise II participants noted the larger than usual number of first year cadets onboard Cruise II. Those interviewed referred to these cadets as “fresh out of high school” and “very young and immature.” By contrast, the youngest cadets onboard Cruise I were older, junior year cadets. Both cruises were cancelled in 2020 due to the COVID-19 pandemic, so cadets who needed to satisfy their cruise requirement to get their license had to wait until Cruise I, 2021. Several interview participants pointed to this factor as an explanation for the age and experience of the cadets on Cruise I.

Summary

In reviewing the specific incidents of bias and concern shared with the investigator, certain themes emerged - some directly related to cruise, some tangentially related to cruise, and some entirely unrelated to cruise, but nonetheless part of a larger commentary on CSUM culture as a whole. To honor the intention and scope of the survey, this Executive Summary focuses primarily on incidents of bias and concern related to: Safety; Professionalism; Misconduct; and Response. The Executive Summary also describes specific subcategories for each theme. Further, experiences related to each of these areas often intersected to contribute to the perspectives of cruise culture shared by the majority of interview participants.

At times, interview participants raised specific experiences as standalone problems or concerns. They also described certain experiences, however, for the express purpose of drawing a contrast with an experience on a different cruise under a different captain. For example, some of the specific incidents of bias and concern summarized here suggest that unsafe, uncouth, and concerning behavior took place on both cruises, but survey participants perceived that tolerance or intolerance for the conduct, and who ultimately was held responsible, was inconsistent.

Safety

⁴ Some individuals with general information regarding the climate at CSUM – not specific to Cruise I or II – spoke with the investigator. For this reason, a column titled “neither” relates to the 7 faculty members, one staff member, and one student who did not participate in either cruise, but chose to speak with the investigator.

Interview participants raised concerns about safety on both Cruise I and Cruise II, with particular emphasis on safety concerns aboard Cruise II. Participants mentioned safety in a variety of contexts, with some interview participants identifying safety as their primary concern, and some interview participants raising safety as a secondary or lesser concern, but a concern nonetheless. Accordingly, the level of detail participants shared regarding the experiences summarized below varied. Nonetheless, multiple survey participants referenced each safety item described.

Cruise II - Starboard side pilot door

Multiple cadets onboard Cruise II described the discovery that the Starboard side pilot door was wide open in the middle of the night. The cadets stated they were completing inspections and were surprised to find the door open. The cadets described the potentially enormous danger of someone falling overboard through the open door, especially at night. The cadets who described this to the investigator stated that they identified a potential solution for keeping the pilot door shut, even going so far as to gather the materials (nuts, bolts, etc.) needed to make an adjustment. However, the cadets stated that when they reported the concern and proposed a solution, no adjustment was made.

Cruise II - Ballast tank

Two cadets onboard Cruise II described finding a pump left on which resulted in a ballast tank filling with approximately four inches of water.

Cruise II - Blackwater incident

Several interview participants referred to the “Blackwater Incident” during interviews with the investigator. According to interview participants, sewage spilled from the classroom deck, which is located two decks below main deck. One deck below the classroom deck is the gymnasium, which became filled with sewage, soaking several life jackets and mattresses and other items and resulting in a hazmat/toxic waste situation. The interview participants who described this to the investigator all shared the perspective that a breakdown in communication contributed to the delay in addressing the spill in a satisfactorily prompt manner.

Swim Call

Interview participants had different perspectives with respect to the safety of the swim calls for Cruise I and Cruise II. One of the twelve people who were on both Cruise I and Cruise II stated that the swim call on Cruise II was uniquely “unsafe.” This participant also reported that the swim call on Cruise II differed materially from the swim call on Cruise I, (apart from the fact that the swim calls took place in different locations in Hawaii). According to this participant, the swim call on Cruise II “felt rushed” in the anchoring process and deviated from the itinerary of the voyage.

Professionalism

As with safety, professionalism was discussed with the investigator in a variety of contexts. Some individuals identified professionalism, and the perceived lack thereof, as their primary concern related to cruise culture, and more broadly CSUM culture. Others mentioned professionalism as an aside. Each of the professionalism concerns listed below were raised by at least two interview participants.

Enforcement of Grooming Standards

Confusion and arbitrary enforcement of grooming standards was an oft-repeated topic in interviews. Every interview participant mentioned it and the vast majority expressed confusion regarding what is allowed and what is not allowed, and the reasons for such enforcement. In particular, the topic of facial hair for men was referenced by both male and female interview participants. Several female faculty referenced the topic because of concern for their male colleagues.

Specifically, interview participants stated to the investigator that during Cruise I, male faculty and cadets were permitted to have facial hair without reprimand. In contrast, during Cruise II, male faculty and cadets were also permitted to have facial hair, but were later reprimanded for it. The vast majority of individuals interviewed identified the disparity between the alleged grooming standard enforcement on Cruise I and Cruise II, and also expressed support for the more relaxed attitudes towards grooming standards, especially with regard to facial hair. Out of the 26 interview participants who were either on both cruises or Cruise II only, only two agreed that

refusing to require male identified people aboard the ship to shave their facial hair created a “culture of insubordination.” Regardless, the majority of interview participants perceived a discrepancy between the campus response to the respective grooming enforcement onboard Cruise I and Cruise II.

Tobacco Use

Several interview participants reported witnessing shipmates smoking cigarettes on deck during Cruise I, and they perceived that it was done so with permission. Several interview participants reported witnessing people using tobacco on Cruise II. Some who reported seeing the tobacco use felt it was unprofessional and created a “lax” environment prime for rule breaking, while others did not care. Again, there appeared to be a discrepancy in expectation that a policy will or will not be enforced.

Disrespect Towards Females on TSGB

Interview participants reported experiencing sexism on Cruise I in the way some men spoke about new mothers, however, they were hesitant to provide details about this claim and cited “fear of retribution” as their reason. Multiple interview participants who sailed on Cruise II reported overhearing female staff being referred to by the first names rather than their title. Participants stated their perception of this as a slight against the female staff and a sign of disrespect. Similarly, female cadets onboard Cruise II reported that male cadets received feedback and instruction after exercises, but female cadets did not receive similar feedback or instruction. The female cadets stated they believe this is because of their gender. Several female interview participants reported feeling as though they are “allowed” to be on cruise, but not valued or respected members of the community. The treatment of females on TSGB is discussed further under Misconduct and Response.

Communication

All 26 of the interview participants who sailed on Cruise II referred to a “breakdown in communication” onboard the TSGB. The interview participants offered a variety of reasons for this breakdown in communication, ranging from insubordination to personal differences. Participants told the investigator that during Cruise II, some leaders were “largely absent” or “inaccessible.”

Politically Incorrect “Jokes” and Offensive Language

Three interview participants reported hearing leaders refer to “Honolulu” as “Honoruru,” mimicking an Asian accent onboard Cruise II. One of the interview participants reported being offended by that slur, and the other two admitted to frequently using that slur themselves. Two interview participants reported hearing a leader refer to people as “swinging Richard,” which seemingly serves as a euphemism for “swinging dicks.” One female cadet reported hearing a leader say something to the effect of “I can’t piss off the side of the ship anymore because there are female cadets onboard now.” During karaoke night, there were reports of lewd and inappropriate songs being performed.

Misconduct

Interview participants described misconduct in a variety of ways. Some people described incidents of misconduct and a perceived lack of response; by contrast, others described overreactions to specific incidents of misconduct. Each of the misconduct incidents discussed in the following paragraphs were identified by at least two interview participants.

Bow Incident— Cruise I

During Cruise I, cadets graffitied the bow of the TSGB with vulgar language. For example, scrawled across the bow of the ship was the question “ass or tits?” and a ranking system of the anatomy of the female cadets onboard. The graffiti was reported by a female cadet.

Berthing Incident – Cruise II

During Cruise II, the engineers living in the lower berthing area of the ship were using chalk to write and draw on each other’s doors. Many of the writings and drawings were graphic in nature, such as chalk writing that said “I love cum in my ass,” however some were simply nicknames or inside jokes that were not explicitly sexual, homophobic, or vulgar. One of the interview participants stated they were on watch when they first came across the chalked doors, and they erased the chalk and reported what they saw. According to the interview participant, approximately one week after initially reporting the chalk, the interview participant saw that the doors had been

chalked with the words “phallic symbol.” Reportedly, a door which had a window was removed from its original place and placed in front of a cadet’s room, and the words “gay sex dojo”—or something to that effect—were chalked on the door.

Interview participants attributed The Berthing Incident on Cruise II to a variety of factors. Some acknowledged that the cadets onboard Cruise II were far less experienced and less mature than the cadets on Cruise I. That said, multiple interview participants stated “if you pack a bunch of kids on a ship for months at a time, they’re going to start pranking each other.” Another interview participant said “when a bunch of engineers are together, as long as they have a screwdriver they’re going to start taking shit apart.” These statements reflect the generally blasé attitude of the majority of the cadets questioned about The Berthing Incident on Cruise II.

Closet Incident – Cruise I

Multiple interview participants reported an instance that took place on Cruise I wherein a cadet was locked inside a closet for several hours with no means of escape. A faculty member eventually heard banging from inside the closet and freed the cadet. The interview participants with knowledge of this incident stated that being locked in a small space onboard a ship is very dangerous because of the possibility of not being found for many hours, if not days. The interview participants also stated that it was highly unlikely that the Closet Incident was an accident and not an act of misconduct or a “prank” on an unsuspecting cadet.

Whiteboard Incident – Cruise II

On Cruise II, there was reportedly a whiteboard in a control room where male cadets had written a football-like roster of other male cadets with whom a female cadet had allegedly had sex.

LGBTQIA+ Experience on Cruise

Reportedly, there is a common practice on cruise of male cadets exposing their genitals to their classmates and, if and when the classmate glances at the exposed genitals, the exposed cadet shouts something to the effect of “you looked, you’re gay!” Similarly, there is a game called “gay chicken” frequently played on cruise, which is when two ostensibly heterosexual male cadets begin touching each other in a provocative way, and the first one to flinch is the “gay chicken.” Among cadets, there is rampant use of the words “faggot,” “homo,” “dyke,” “cocksucker,” and “pussy” to refer to fellow cadets, including those in the LGBTQIA+ community. The interview participants, particularly the cadets, stressed the fact that these words are frequently used on campus, too, and not just on cruise.

Female Cadet Experience on Cruise

Of the 24 cadets who participated in an interview, only nine were female. Out of those nine female cadets, five of them reported being the target of a popular refrain from male cadets. Reportedly, when working with male cadets on TSGB (and on campus), the male cadets will say to the female cadets “if I wanted your input, I would fuck it out of you.”

The female cadets who participated in an interview expressed what can only be described as an expectation for sexual harassment, if not assault, at some point in their maritime career. Several of the female cadets either disclosed a personal experience of sexual misconduct or an experience of a friend. When asked whether they reported the incident, three of the female cadets expressed doubt or distrust in the Title IX function at CSUM.⁵

Cadets of Color Experience on Cruise

The majority of cadets who participated in an interview reported hearing the “n-word” frequently on campus as well as on cruise. Of note, several cadets reported hearing the word in “a non-hateful way,” as if to suggest that there is an acceptable way in which one can use the word.

Response

As with several of the items discussed in this Executive Summary, a key concern stated was the perception that misconduct is addressed differently. For example, several interview participants—including all seven of the cadets

⁵ The investigator informed all interview participants of her status as a mandated reporter prior to the start of the interview. The investigator fulfilled her mandated reporter duty and notified the Title IX Coordinator of the disclosures referenced here.

who sailed on both Cruise I and Cruise II—expressed confusion and surprise that the survey was in response to the events that took place on Cruise II (e.g., “The Berthing Incident”) and that the scope of the survey was initially limited to conduct and experiences aboard Cruise II. The interview participants were confused because, according to them, what took place on Cruise II was not out of the ordinary in terms of “cruise mischief” or “pranks.” The fact that this type of conduct appears to be expected is troubling in and of itself. The majority of the cadets interviewed cited what they referred to as “The Bow Incident” on Cruise I as a comparable instance of misconduct, which, in their estimation, did not receive the same reaction as The Berthing Incident. According to the majority of interview participants, what occurred on Cruise II (e.g. The Berthing Incident) did not diverge in any meaningful way from the type of “pranks” or “mischief” that otherwise occurs on every cruise, including Cruise I.

Bow Incident— Cruise I

In response to The Bow Incident, no investigation took place and all deck company cadets lost approximately four hours of liberty. When the female deck company cadets complained that they should not lose liberty for what they perceived to be an ostensibly male course of conduct, they were allegedly told that it was only fair to punish all of the cadets because there was no way of knowing who wrote the vulgar comments on the bow. With regard to announcement of the incident and public response, interview participant accounts vary. Some of the participants reported hearing that liberty was taken away at formation in a very public way, but most of them recalled receiving no explanation for the loss of liberty or public acknowledgment of the incident. None of the interview participants reported hearing about or participating in an investigation into The Bow Incident.

Berthing Incident—Cruise II

The interview participants who stated they reported the chalked doors said that there was a “nonchalant” response from the leadership. However, following the discovery of the chalked doors one week later, campus leadership was contacted and an investigation into the incident began. The engineers responsible were publicly relieved of their positions at formation the next morning, which most of the interview participants perceived as a grave consequence.

Another factor reported as a potential contribution to the Berthing Incident mischief on Cruise II was the Commandant change. When the TSGB was on the way back to Vallejo from Hawaii, towards the end of cruise, the original Commandant had to leave the TSGB for personal reasons and a less experienced Commandant took over.

Closet Incident—Cruise I

The interview participants who raised the Closet Incident expressed outrage at their perception that there was no investigation into the incident and “no acknowledgement of it by anyone in a leadership position.”

Whiteboard Incident—Cruise II

Cadets and faculty who participated in an interview reported that “leadership passed by that board all the time and let it stay up. They didn’t seem to care.”

Minority Population Experience on Cruise

The interview participants who reported hearing offensive and homophobic slurs such as “faggot” and “dyke” stated they believe “nothing will be done” if this conduct is reported. The interview participants expressed a general lack of trust in any system or function on campus to meaningfully address homophobia or violence against the LGBTQIA+ community. These interview participants stated they believe CSUM perpetuates a culture of homophobia by enforcing grooming standards that require strict adherence to gender roles, i.e. male cadets are not permitted to have long hair. Several cadets drew a comparison between the disciplinary reaction to the Berthing Incident and the group chat text message conversation between corps leadership containing violently transphobic language. The cadets perceived a swift, decisive response from the administration to The Berthing Incident—wherein those involved were publicly relieved of their duties—but perceived “no reaction” by the administration to the violently transphobic text messages.⁶

⁶ The investigator acknowledges that the steps campus did or did not take to address the transphobic text messages are not within the scope of the survey and are only offered here to convey what she was told by the interview participants. The investigator acknowledges the gap which often exists between what is perceived on a campus (i.e. “nothing is being done”) and what is actually occurring, which is likely confidential.

Most of the female cadets attributed the problem of sexual harassment and assault to the more general nature of the maritime industry. Some of the female cadets, however, described aggravating factors at CSUM that make this problem worse. The female cadets who participated in an interview all said something to the effect of “the administration does not care about the female cadet experience at CSUM” and “there is no system in place to help us.” The female cadets relayed that they feel their male classmates “hog” the learning experience, and that there is not enough inclusion of female cadets in learning the material.

Regarding the experience of cadets of color on cruise, interview participants reported feeling unsupported by CSUM administration. However, cadets stated they felt supported by their faculty and that “faculty are the only ones who see us.” As stated above, interview participants raised the issue of frequent use of the n-word by cadets, and expressed anger that disciplinary proceedings for the use of this word reportedly do not occur.⁷

Recommendations

Interview participants offered suggestions for ways in which CSUM could improve the climate on cruise as well as on campus, and which the concerns and bias incidents described suggest are likely appropriate.

Make a Commitment from the Top to Consistency and Inclusion

Interview participants described multiple incidents of misconduct that received dissimilar responses. They view the discrepancy as problematic. Interview participants perceive the irregular enforcement of policies and standards as personal, unfair, and potentially related to identities and/or roles in relations on campus. Persistent expectations for consistency were stated by faculty, staff, and cadets alike. Several participants also mentioned their perception of an inadequate and opaque response from the campus leadership to items like the transphobic text messages exchanged in a group chat between members of the Corps of Cadets.⁸ The interview participants felt that the campus leadership response to the text messages should have mirrored the swift and severe action taken against the perpetrators of The Berthing Incident (i.e. a public reprimand where they were stripped of their leadership roles).

The investigator frequently heard from interview participants that certain groups of cadets—i.e. deck company—were sanctioned as a group for the actions of one or a small group. Sanctioning groups of people without an investigation exposes the university to the unnecessary risk of violating due process. When infractions occur, an investigation should be done into the specific conduct of the individual or individuals accused. If an investigation finds a violation of policy community standard, the respondent should be sanctioned accordingly.

Strengthen Relationships and Reporting/Response Protocols to Ensure Accountability

Regardless of their position at CSUM, nearly all interview participants described a lack of individual accountability, principally for misconduct and miscommunication. Participants stated a perception that which individuals avoid accountability (cadets, leadership, administration) depends largely on whether they are cadets, faculty, or staff. Cadets and faculty believe that the administration is not held accountable for the lack of response to reports of sexual assault and the non-inclusive environments for female cadets, cadets of color, and LGBTQIA+ cadets. Roles and labor relations between the administration and the faculty are evidently strained and must be taken into consideration when designing and implementing training, reporting, and response protocols. Furthermore, the campus should make efforts to increase female and minority representation on cruise and on campus.

This project shed light on the need for a larger, more comprehensive survey of the climate at CSUM. It is apparent that the concerning behavior that took place on the 2021 training cruises did not happen in a vacuum or simply on cruise, but rather it points to a more systemic problem that should be carefully assessed by climate experts.

⁷ It should be noted that none of the cadets who said they heard the n-word being used reported it to anyone in a position of authority.

⁸ The investigator acknowledges that the steps campus did or did not take to address the transphobic text messages are not within the scope of the survey and are only offered here to convey what she was told by the interview participants. The investigator acknowledges the gap which often exists between what is perceived on a campus (i.e. “nothing is being done”) and what is actually occurring, which is likely a confidential disciplinary proceeding.

Interview participants reported a severe lack of faith or trust in the reporting mechanisms available to them to address the misconduct experienced on cruise and on campus. Deputizing a Title IX professional with the necessary skills and experience to navigate unique Title IX situations (e.g. addressing claims made on a training vessel in the middle of the ocean) is recommended for future cruises. Additionally, cadets, faculty, and staff should undergo extensive required training on sexual assault and hazing prior to embarking on cruise.

Build Common Understanding Through Training, Transparency, and Communication

Interview participants expressed frustration at a perceived lack of transparency in the campus leadership's response to issues effecting the campus community as a whole. To be clear, some interview participants have an expectation of transparency that is not grounded in an understanding of the confidentiality rights afforded to individuals involved in a conduct process, and training and transparency around these rights is needed. Nevertheless, interview participants repeatedly stated their desire to have a more sincere channel of communication between the campus leadership and the community. Increased training opportunities could help address the perceptions that action is not taken when misconduct occurs, and more training could also improve the community's understanding of what type of conduct violates community standards or Executive Orders.

Campus Climate Discussion (SASH and DEI) *CLC Update*

11/16/2021



Recent Campus Events

- MidshipmanX
- Reaction to Town Hall
- ASCMA Uniform and Grooming Resolution
- CSUM student voices website
- Cadet Leader group chat
- Formation peaceful protest

Community Discussions

Creating spaces for community discussion, learning, listening, and healing

- Lunches
- Small Group Discussions
- Cadet led forums
- Teach-In – Stand Down Day

Data Collection

- ❖ Review Existing Data
 - ❖ NCHA 2019
 - ❖ WithUs 2020 (National College Bystander Intervention Survey)
 - ❖ TNG (report outstanding)
- ❖ Cruise Climate Review (underway with Cal Poly Investigator)
- ❖ Introduce Anonymous Reporting (low reporting dues fear of retaliation)
 - ❖ Post sea-trainings
 - ❖ Campus culture (process similar to USMMA, Maine and SUNY Maritime)
- ❖ Collect new data – Comprehensive Climate Survey)

Prevention Education

- ❖ Update existing workshops/trainings
 - ❖ Cadets
 - ❖ Faculty
 - ❖ Staff
 - ❖ Athletics
 - ❖ Police Services
- ❖ Work closely with existing groups
 - ❖ DEI
 - ❖ GEC
 - ❖ WEG
 - ❖ CAPS
- ❖ Introduce new safety measures for sea-trainings
 - ❖ Satellite phones - Peer Mentoring Program
 - ❖ Buddy-system - Scenario Discussions, flow charts

Recommendations & Questions

Thank you



CAL MARITIME

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

www.csum.edu

Unity Council

December 08, 2020

Unity Council Focus Areas



Education

Integration
& Advocacy

Culture

Education (Events)

Current Charter:

Sponsor programs and activities that publicly celebrate our diverse community and culture within our campus.

Proposed Consideration:

In collaboration with University Affairs and/or Associated Students, the Council would establish 4 annual signature events predetermined (e.g. first Wednesday of the month) for Black History month (Feb), Women's History month (March – WML) and Hispanic Heritage month (Sept) and International Day Celebration (Nov). These would be pre-established, planned by UC with support at campus level.

Additional programming would be led by cadets, supported by the Council.



Integration and Advocacy

Current Charter:

- Assess the university's "campus climate" and recommend improvement strategies based upon the evidence
- Serve as a medium of communication on diversity issues between and among divisions, departments and other institutional units of the campus.
- Encourage "best practices" which increase and enhance recruitment and retention of diverse faculty, staff and cadets
- Foster mutual respect, appreciation, understanding, collaboration and effective communication among the members of a diverse university community
- Participate in campus strategic planning; establish objectives, methods, resources and assessment tools to assure progress.

Proposed Considerations:

- Onboarding and ongoing development of employees to include DEI
- Cadet orientation/FYE and ongoing development to include DEI
- Enrollment management and cadet retention programs to include DEI

Culture

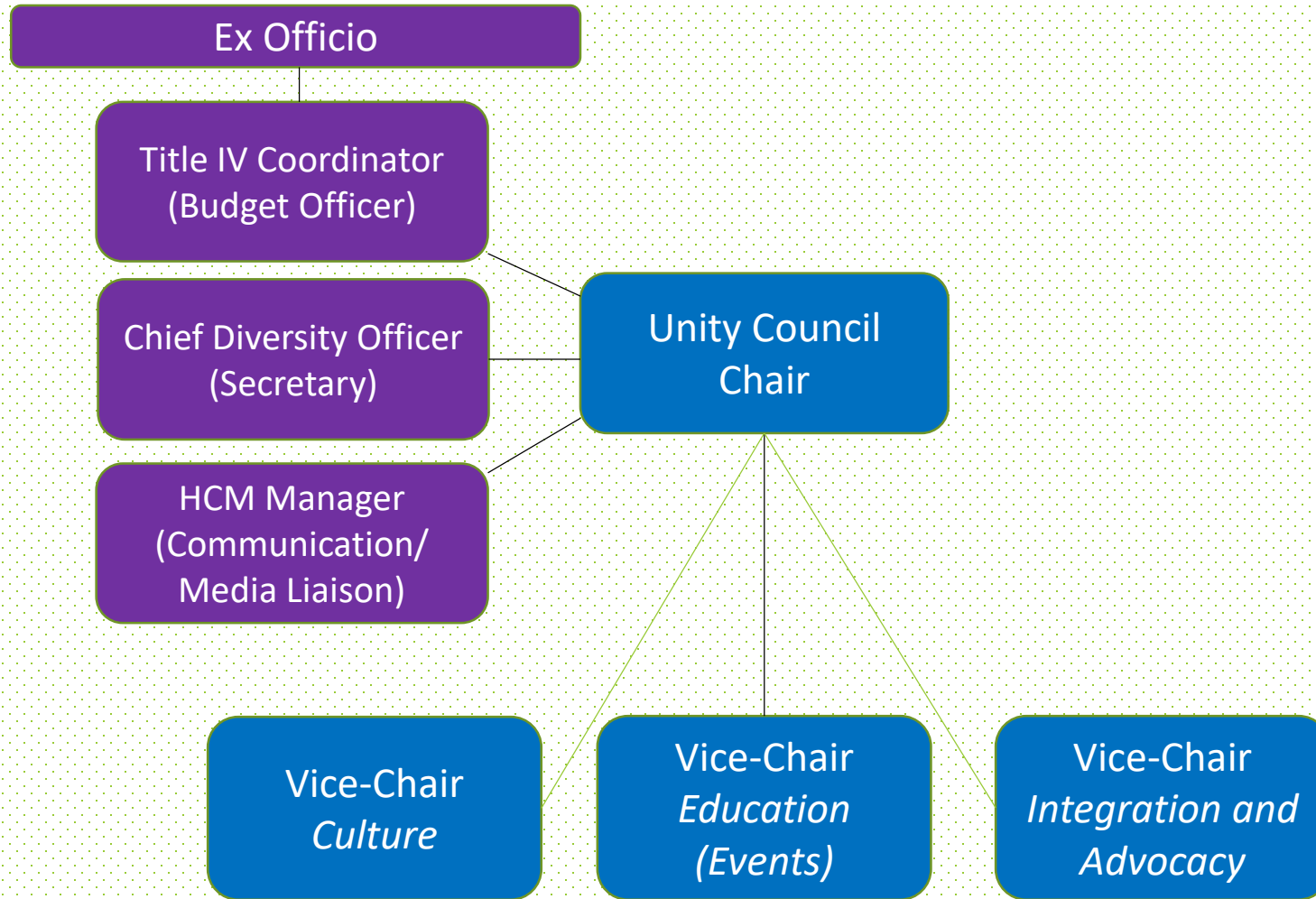
Current Charter:

- ❑ Disseminate information to members of the university community regarding historic contributions of diverse communities to California, the United States and our global society.
- ❑ Create opportunities to encourage dialogue on important current and social justice issues to foster a supportive and open campus culture (maybe place under Culture)

Proposed Considerations:

- ❑ Creating opportunities to give students' agency to become part of larger communities and initiatives in collaboration with Triad/Associated Students.

Unity Council Structure



**California State University Maritime Academy
Diversity, Equity & Inclusion Council Charter
August 10, 2021**

Preamble

Cal Maritime is guided by its founding mission to educate and develop exceptionally competent cadets for progressively challenging leadership careers within the global maritime profession. During their career progression, Cal Maritime graduates will have the opportunity to live, work and promote positive change within richly diverse cultures. Thus, as future leaders, it is critical that Cal Maritime cadets and graduates develop and possess a worldview in which diverse ideas, opinions and people are heard, acknowledged, accepted, and honored.

In support of the mission critical principles of diversity, equity, inclusion and social justice, the Diversity, Equity & Inclusion Council (DEI Council) is intended to lead Cal Maritime's efforts to develop and prepare cadets to thrive and succeed as agents of positive growth and change in their communities and places of work. As such, the DEI Council will also educate and prepare Cal Maritime's faculty and staff in the principles, importance and applications of diversity, equity, inclusion and social justice so that they may best inform, encourage and support the cadets in their personal development and career journeys.

Definitions

The Cal Maritime Diversity, Equity, and Inclusion Council (DEI Council) shall use the following definitions to inform their work:

Diversity - the practice or quality of including, involving and embracing people from a range of different backgrounds and identities including but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

Equity - the guarantee of fair treatment, access, opportunity, and advancement for all people while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Inclusion - authentically including traditionally excluded individuals and/or groups into processes, activities, and decision-making in a way that shares power and ensures equal access to opportunities and resources that are key for success.

Social Justice – can be defined many ways. It may be broadly understood as the fair and compassionate distribution of the fruits of economic growth. Social justice may also be defined as equal rights and equitable opportunities for all. While formal definitions for social justice vary in wording, there are generally commonalities among them: equal rights, equal opportunity, and equal treatment.

Article I - Name

Section 1. Policy

The Cal Maritime Diversity, Equity & Inclusion Council (DEI Council) is the official name established pursuant to university policy.

Article II - Purpose

Section 1. Cal Maritime DEI Council's Charge.

The Cal Maritime DEI Council is not a program. It is a commitment by the university community and DEI Council members to advance the educational mission of Cal Maritime and foster mutual respect, appreciation, understanding, collaboration, and communication among the members of the university's diverse community. Consistent with that mission, the Cal Maritime DEI Council shall focus on the following areas:

Education & Training

- Encourages deployment of industry-leading, visionary, and best practices to increase and enhance recruitment and retention of diverse cadets, faculty, and staff, including:
 - Introduction of principles and practices of diversity, equity and inclusion during cadet and employee onboarding
 - Ongoing, progressive instruction and development in the principles and practices of diversity, equity, inclusion, and social justice during cadet First Year Experience (FYE) and at other key points during cadet, faculty, and staff development
- Advocates for and supports the implementation of professional development and training around diversity, equity, and inclusion topics, such as implicit bias, LGBTQIA+ allyship, UndocuAlly support, etc.

Climate Assessment & Policy

- Reviews the university's "campus climate" assessments and recommends improvement strategies based upon report findings
- Serves as a medium of communication on DEI issues between and among divisions, departments, and other institutional units of the campus
- Participates in campus strategic planning initiatives with campus partners; establishes objectives, methods, resources, and assessment tools to track and ensure progress and improve outcomes for campus diversity, equity, and inclusion programming
- Solicits input on policy initiatives from campus stakeholder groups, including cadets, faculty, staff, and alumni
- Recommends campus-wide policy initiatives that promote increased awareness and integration of diversity, equity, and inclusion to the Office of the President

Dialogue & Programming

- Disseminates information to the university community regarding the historic contributions of diverse communities within California, the United States and internationally
- Encourages and facilitates dialogue on important past and current issues to foster a supportive and open campus culture
- Creates opportunities for faculty, staff, and cadets to become part of larger communities and initiatives relating to diversity, equity, and inclusion
- Sponsors programs and activities that publicly celebrate the diverse communities and cultures within the university. In collaboration with University Affairs and other campus partners, the DEI Council may establish annual signature events including but not limited to:
 - Latino/a Heritage month in September
 - International Day Celebration in November
 - Black History Month in February
 - Women's History month in March
- It is expected that additional cadet-led or campus department programming will also be supported by the DEI Council as reasonably possible.

Section 2. Level of Effort

The Cal Maritime DEI Council will, to the greatest extent possible, adapt and utilize available federal and state government, California State University systemwide, and private resources to execute its charter. Council members will actively network with colleagues on campus, in the regional community and within higher education in order to achieve DEI Council objectives.

Article III - Membership

The Cal Maritime DEI Council shall consist of volunteer representatives, to be nominated by divisional vice presidents, the TSGB Captain and/or other relevant nominating bodies, and will be considered and, at the president's sole discretion, appointed to the council by the president.

One DEI Council member, who is appointed as such by the president, shall serve as DEI Council Chair. Other representatives will be nominated to represent the following divisions, departments and/or functions:

- Academic Affairs
- Administration and Finance
- University Advancement
- Cadet Leadership & Development
- Athletics
- Office of the President and/or University Affairs
- Academic Senate
- At-large representatives from the staff and faculty
- Cadet representatives – Including an ASCMA officer, Corps Staff, the Residence Hall Officer (RHO), and an Athlete representative from the Student Athletic Council

Four Cal Maritime administrators will serve the DEI Council as non-voting ex-officio positions:

- Chief Diversity Officer (Secretary)
- Title IX Coordinator (Treasurer)
- Human Capital Manager (Training and Development/University Affairs Liaison)

- Dean of Cadets

Three Cal Maritime staff members will serve the DEI Council as voting ex-officio positions:

- Coordinator of Belonging and Engagement
- Coordinator of Educational Opportunity Program
- Coordinator of Accessibility and Disability Services

Cal Maritime Alumni and members of the community may also be nominated by the vice presidents or TSGB captain and appointed to the DEI Council by the president.

Section 1. Voting

All members of the council shall have one vote each and must be present to vote. In case of a tie, the Chair's vote will serve as the tiebreaker.

Section 2. Terms of Membership.

Members of the DEI Council are appointed to one-year terms, beginning May 1st and ending April 30th of the following year. Members may volunteer and be re-appointed, at the president's sole discretion, to serve unlimited additional terms. However, no member shall be appointed to serve more than three one-year terms over a five consecutive year period.

In the event a member does not complete the duration of their term, the nominating vice president or TSGB captain may, at their discretion, nominate a replacement member for consideration and appointment by the president. Such replacement members shall complete the original term of the departing member.

All members serve at the discretion of the president. Members may be removed from the council at any time at the president's sole discretion.

Ex-officio members are not subject to the term limitations outlined in the Terms of Membership, as they become members of the council as a function of their university job positions. Ex-officio members are automatically removed from the council when they leave their job positions.

Section 3. Training.

Each new council member shall receive training on the history, mission, purpose, and goals of the DEI Council, as well as relevant Cal Maritime and California State University policies. Such training will be developed and conducted by and/or under the supervision of the council.

Members shall also receive information and/or training in Robert's Rules of Order (Newly Revised).

Section 4. Conduct.

Each member shall abide by professional conduct and actively support the mission, purpose, goals and related Cal Maritime policies. Failure to adhere to appropriate standards of professional conduct shall result in suspension or removal from the council.

Decisions by the president to remove members from the council may occur at any time and may not be appealed, as council membership is a privilege, not a right.

All decisions by the president with respect to council membership are made at the president's sole discretion and are final.

Article IV. Officers

Section 1. Chairpersons.

Officers of the DEI Council will consist of a chair and three vice chairs. The president shall appoint the council chair.

There shall be one vice chair for each focus area: Education & Training; Climate Assessment & Policy; and Dialogue & Programming. Vice chairs will be selected by a majority vote of the DEI Council membership.

Section 2. Term of Office.

If for any reason the council chair is unable to complete their term of office, the DEI Council secretary, will act as interim chair until such time as the president appoints a new council chair.

Article V. Duties of the Officers

Section 1. Chair.

The chair shall preside at all meetings of the DEI Council. The chair will prepare the agenda and distribute it at least three days in advance of monthly meetings.

Section 2. Vice Chairs.

Vice chairs shall substitute for the chair during the chair's absence and shall perform such other duties as may be assigned by the chair.

Vice chairs shall preside at all meetings of the focus area team for the focus area which they were elected to lead.

Section 3. Ad Hoc Groups.

Special meetings and working groups shall be led by council members as appointed by the chair.

Article VI. Meetings

Section 1. Schedule.

The DEI Council shall normally meet monthly, but in all cases shall meet regularly, at a frequency determined by majority vote of the council.

The schedule of meetings shall be published for each semester (fall - published in August or September; spring - published in December or January) and for the summer (published in May).

Special meetings may be called to address matters that cannot be addressed during regularly scheduled meetings, either because of urgency or because of the special nature of the matter at hand.

Special meetings as described above may be called at the discretion of the chair or by majority vote of the council.

All council meetings will be scheduled at times and locations reasonably convenient for members. Reasonable care will be given to ensuring that meeting schedules do not jeopardize an appointee's membership.

Section 2. Guests.

All council meetings are open to the public. Neither non-members nor guests may vote on issues/items before the council.

Non-members and guests may participate in DEI Council meetings at the discretion of the council chair.

Section 3. Attendance Requirements.

Meeting attendance will be recorded in the meeting minutes.

Any member absent from three consecutive meetings shall be considered to have resigned from the council and shall be removed from membership.

Faculty members not under contract during the month in which a meeting is held shall not be considered absent for the respective meeting.

Section 4. Quorum.

A majority of the current membership of the council (50% + 1) constitutes a quorum.

Cadet or faculty membership shall not affect quorum during summer training cruises for members participating in cruises. Membership of faculty working under partial year contracts shall not affect quorum during non-contract months.

Section 5. Minutes.

Minutes of full-council meetings will be recorded by the council secretary. Retaining a video or audio recording of council meetings for later reference and use by the council may serve as an acceptable alternative to meeting minutes.

Approved minutes will be posted on the "Diversity at Cal Maritime" webpage. Minutes will reflect a summary of the meeting.

All requests for information shall be germane to the purpose of the DEI Council and may require the council's approval.

Section 6. Meeting Conduct.

Meetings shall follow the approved agenda. Voting shall be by show of hands or by verbal acclamation. Votes will be recorded as part of the minutes. Alternate or proxy votes are not permitted.

Section 7. Announcements.

All meeting times and places shall be appropriately announced to the campus community. Members must be advised of changes in established meeting dates, times and/or locations reasonably in advance of meetings. All meetings require notification.

Article VII. Funding

Section 1. Activities.

DEI Council activities will be funded by the Office of the President, subject to annual budgetary allocations and as approved by the president.

The council treasurer shall be responsible for managing expenditures within the budget and shall report on the budget status at each regularly scheduled council meeting.

Article VII Amendments

Section 1. Charter.

Desired amendments to the charter shall be approved by majority vote of the DEI Council. All amendments require the president's approval prior to implementation by the council.

Proposed amendments shall be delivered to and discussed with the president by the council chair.

The council shall review the charter to assess the need for updates and changes at least once every five years, or sooner if deemed necessary by the council.

Approved by the president: _____
Thomas A. Cropper, president

Date: _____



Gender Equity Committee Update

CLC, December 8, 2020



□ac□ground

Ad □oc □aculty Senate Committee

- Student evaluations of faculty, Spring 2018
 - Initiated as an informal faculty group
 - Grew to include members from across campus
 - Ad hoc status given by Faculty Senate, Spring 2019, with the following slate:
 - 3 students
 - 1 administrative liaison
 - 1 Faculty Senate Executive Board liaison
 - 1 Student Affairs or HR representative
 - 3 faculty
-

Members and Charge

- Chair Julie Simons
- Vice Chair Ian Wallace
- Secretary Samara Turback
- Administrative Liaison Devin Anderson
- RR Representative Jillon
- Senate Exec Liaison Elizabeth McNie
- Student Reps
 - Trace Adams
 - Maggie Laton
 - Sophie Scofield

“To study gender equity issues in our campus culture and make recommendations to the Faculty Senate on policies and best practices that can be adopted.”

Projects and Collaborations

- ✓ Faculty Senate Resolution on Gender Equity, passed in 2019/20
 - ✓ First resolution by the Faculty Senate in 10 years, took some time to work out the process
- S□□ murals□
 - ✓ Archival project Jean Van Noeck, Patricia Tibodeau completed fall 2020
 - Ad hoc murals non-Senate Committee Captain Pecota final policy draft written fall 2020
- Gender equity consultants□
 - ✓ Application for funding Spring 2020
 - ✓ Identification of 3N consultants Summer 2020
 - Project ongoing in 2020/21 report expected Spring 2021□

Projects and Collaborations

- Working Group on Equity of the Cadet Experience and Policies (California Urban)
- ✓ Formation of group Fall 2020
- ✓ Identification of policies and opportunities Fall 2020
- Projects
 - Name change policy
 - Collaboration with Uniform Steering Group
 - Housing policy
 - Drug test/conduct policy
 - Cruise Handbook policy
 - Student leaders selection policies
- ✓ Drafted memo regarding the Cal Maritime Corporation Inaugural Board Fall 2020

Projects and Collaborations

□ Committee Policy and Practices

- ✓ Draft Policy, Fall 2020
- **Decision with Faculty Senate on Ad Hoc Status and Policies and Practices**
- **Adoption of formal Policy**

✓ Other advocacy

- ✓ Equity feedback on Faculty Senate Bylaws, Committee members, 2019-20
- ✓ Student handbook feedback, Spring 2020
- ✓ New student evaluation of teaching for online courses, Fall 2020
- **Edwards Leaders assessment collaboration, Fall 2020 present**
- **Strategic Enrollment Management Group, Fall 2020 present**

□ Future projects and collaborations

- **Overhaul of student evaluations of teaching, anticipated Spring 2021**
- **Certificate Program in Student Success Analytics, Spring 2021**
- **Strategic Planning Initiatives (Cadet Experience, Inclusive Excellence)**



Uniform and Grooming Standards Policy

Policy Number:	SA-01-003
Policy Administrator:	Vice President, Cadet Leadership & Development
Policy Initiator:	Vice President, Cadet Leadership & Development
Authority:	Division of Cadet Leadership & Development and Title V, Section 41301, of the California Administrative Code: Standards of Student Conduct
Effective Date:	January 24, 2022
Revised Date:	n/a
Approved:	President Thomas A. Cropper
Approval Signature:	/s/

Purpose:

Uniform and grooming standards reflect our core values and demonstrate our commitment to safety, inclusion, and professionalism. The cadet code of conduct and policy for uniform and grooming is administered through the authority of Title V, Section 41301, of the California Administrative Code: Standards for Student Conduct. Exceptions to the uniform and grooming standards are explained later in the policy.

Background:

Early in the fall 2021 semester, ASCMA organized around some requested changes to Cal Maritime's uniform and grooming standards. Their intent was to ensure gender equity and inclusivity, which they believed was prohibited by discriminatory language in the standards. The Faculty Senate endorsed the ASCMA resolution a short time later. During this same period, staff leadership from the Division of Cadet Leadership and Development was consulting with CSU System Counsel, collecting data from other institutions, and drafting revised standards to address the concerns of ASCMA and Faculty Senate.

A first draft was circulated to several groups on campus, including ASCMA, Faculty Senate, the DEI Council, and the Gender Equity Committee. Upon receiving their feedback, another draft was produced incorporating some of their feedback, and re-circulated to the same groups, in addition to the Alumni Association, MARAD, industry partners, the Campus Leadership Council, and the Compass. Their feedback has now been reviewed and incorporated into this final version.

As the feedback and review process provided us with a diversity of opinions related to the current standards and future versions, not all input was incorporated into the most recent version. There were both points of consensus and points of divergence, leading us to prioritize the initial input of the

ASCMA and Faculty Senate, pending further input and discussion for later versions. It is important to note that no element of the proposed new standards is more restrictive than those previously in place; restrictions were removed and a greater latitude for individual expression was incorporated, without compromising overall visual consistency of the uniform.

This version of the uniform and grooming standards is designed to:

- Meet the federal mandate for a uniformed Corps of Cadets (student body);
- Address concerns related to equity with respect to gender identity and gender expression;
- Instill a sense of pride in the Cal Maritime identity and image on campus, in the community, and in the maritime industry;
- Remove subjective or ambiguous criteria (e.g., “conservative” or “professional”) that allowed for the potential of disparate treatment and/or unconscious bias;
- Move beyond the initial scope of the ASCMA and Faculty Senate resolutions to allow for greater personal expression;
- Demonstrate cadets’ ability to maintain adherence to a set of standards for a sustained period of time; and
- Balance unique facets of our maritime academy and CSU identities that emphasize uniformity and individuality, respectively.

Scope:

This policy applies to all cadets enrolled at Cal Maritime.

Accountability:

The Cadet Conduct Administrator and Commandants Office are responsible for administering this policy.

Policy:

Appearance in uniform is a key element of Cal Maritime and its graduates. It is Cal Maritime’s hope that these standards set a baseline for cadets’ personal and professional image and, regardless of whether they are in or out of uniform, represent the values of and pride in our institution.

These standards apply on lower campus, 0700-1630, Monday-Friday, on days when classes are in session, in addition to any other times when cadets are on official academy business (e.g., watch, representing Cal Maritime in an official capacity, or Cal Maritime events), unless otherwise announced. Cadets engaged in off-campus experiential learning activities, such as internships, may be required to conform to other standards, as directed by site staff.

Any exceptions to the uniform and grooming standards require written authorization, known as a “chit,” from an appropriate office within the Division of Cadet Leadership and Development¹. One example of the use of a chit would be the approval of alternate footwear due to an injury. Upon request, cadets must

¹ Medical requests are addressed by the Student Health Center; accessibility requests are addressed by the Office of Accessibility and Disability Services; and other requests are addressed by the Office of the Dean of Cadets, each in consultation with the Office of the Commandant.

indicate they have a chit for a uniform and grooming accommodation; this may be verified with the Office of the Commandant.

Grooming Standards

Hair Requirements

- Long hair is defined as that which falls past the bottom of the back shirt collar, when not secured. Long hair must be pulled into a single tight bun on the midline at the top or back of head or, alternatively, put into a single braid, gathered braids, or a ponytail on the midline at the back of the head; braids and ponytails may not fall more than 3 inches below the bottom of the shirt collar.
- Short hair is defined as that which does not fall past the bottom of the back shirt collar, when not secured. Short hair need not be pulled back or secured in any way, except as outlined below.
- All hair, regardless of length must be maintained or secured so as not to obscure any part of the eyes or face and to allow for the proper wearing of the appropriate Uniform of the Day ballcap or combination cover.

Facial Hair

- Mustaches are authorized, but may neither fall below the upper lip nor extend past the corners of the mouth. Sideburns are authorized, but may not extend past below mid-ear level. No other facial hair is authorized and cadets are to be in uniform, free of facial hair of any length, including overnight growth, other than mustaches or sideburns. Beards of any length are not authorized while in uniform.

Fingernails

- Fingernails shall not exceed 0.25 in., measured from the fingertip.

Body Piercings

- The wearing of stud earrings, each no larger than 0.2 in. (0.5 cm) in diameter, in ears is authorized. No piercings other than those in the ear are authorized, if visible while in uniform wearing the Uniform of the Day.

Rings

- One ring is permitted on each hand. An engagement and wedding pair of rings is authorized as a single ring on the same hand.

Necklaces

- Necklaces are authorized, but must be worn inside the uniform.

Bracelets, Wrist Watches, and Fitness Trackers

- A total of one bracelet and one wristwatch / fitness tracker, when worn on opposite wrists, are authorized.

Uniform Standards

At Cal Maritime, all cadets are expected to maintain a neat and orderly appearance. Wearing a uniform fosters a sense of belonging and equity, instills pride and discipline, and prepares cadets for their future profession. There are five uniforms issued to every cadet that are to be worn as directed. The Uniform of the Day will be determined by the Office of the Commandant and include guidance for uniforms both in classrooms as well as labs or shipboard instruction.

Cadets are provided with matching uniform sets of their choice through the Sea Bag ordering process, which include pants and shirts. These sets are identified by the manufacturer as “male” or “female” cuts. The bookstore can exchange individual “male” and “female” cut items, after the ordering process is complete, allowing for the mixing of sets.

A typical Uniform of the Day at Cal Maritime will consist of the khaki uniform and optional wear of the Cal Maritime outer wear for classroom settings and issued coveralls with safety gear for labs or shipboard instruction.

In the event that a cadet has a combination of both classroom and labs or shipboard instruction, cadets will be required to change into coveralls for their time in labs or shipboard work.

Khaki Uniform (Default Uniform)

- Cal Maritime ballcap or combination cover
- Khaki short-sleeved shirt (Khaki long-sleeved shirt has been discontinued)
- Khaki trousers
- Khaki belt with shined buckle
- Campus-issued black leather dress shoes or black work boots
- White crew-neck undershirt
- Black dress socks
- Name tag
- Collar devices representing rank and major
- USNR, USCGR, and SSOP Insignia (optional)
- For foul weather: Issued outer wear, as authorized

Salt and Pepper Uniform (Dress Uniform)

- White combination cover
- White short-sleeved dress shirt
- Black dress trousers or optional black dress skirt
- Black belt with shined brass buckle
- Campus-issued black leather dress shoes
- Plain white crew neck undershirt
- Black dress socks
- Collar devices (formerly shoulder boards)

Note: When worn with the black dress skirt, in lieu of black crew cut socks and shined black leather dress shoes, a cadet’s nude stockings and heels (closed heel and toe), with a heel 2 inches or less will be worn.

Coveralls Uniform

- Cal Maritime ballcap
- Blue or khaki coveralls with sewn name tape
- White crew-neck undershirt
- Black boots

Overalls Uniform

- Cal Maritime ballcap
- Blue overalls with sewn on nametape
- Blue long-sleeved Keelhauler shirt
- Black boots

Winter Dress Uniform

- White combination cover
- Eisenhower jacket with optional name tag
- White long sleeve dress shirt
- Black tie (half or full Windsor knot) with black dress trousers or black tie tab with black dress skirt
- Black dress trousers or optional black dress skirt
- Black belt with shined brass buckle
- Campus-issued black leather dress shoes
- White crew-neck undershirt
- Black dress socks

Seasonal Dress Uniforms (As applicable, uniform wear out date through AY 2022)

- White combination cover
- Dress blue coat with proper rank on sleeve
- White long-sleeved dress shirt
- Black tie (half or full Windsor knot) with black dress trousers or black tie tab with black dress skirt
- Black dress trousers or optional black dress skirt
- Black belt with shined brass buckle
- Campus-issued black leather dress shoes
- White crew-neck undershirt
- Black dress socks

Note: For both dress uniforms, black or nude stockings and black shoes with a heel no higher than two inches will be worn with the black dress skirt in lieu of black socks and black leather dress shoes.

Spirit Gear Uniform

- Any approved Cal Maritime, division, company, or Keelhauler shirt
- Jeans or khaki pants
- Closed-toe shoes or sneakers
- Issued or authorized Cal Maritime athletic wear

Physical Fitness Uniform

- Cal Maritime “Blue Crew” t-shirt or grey Keelhauler shirt
- Blue Keelhauler shorts
- Track suit
- Athletic shoes
- Issued or authorized Cal Maritime athletic wear

As an exception to the above uniform standards, appropriate Personal Protective Equipment (PPE) must be worn or other adjustments to uniform must be made when directed by faculty or staff for safety reasons in classroom, lab, or work environments.

First Year Seminar
Course Number/Section
Fall 2022

Instructor:

Office Location:

Email:

Office Hours:

Class Days/Time:

Classroom:

Course Description

The purpose of the First Year Seminar is to introduce Cal Maritime cadets to the campus community and prepare students for academic, personal, and professional success. This course is designed to help students successfully transition from high school to college life by providing students with the necessary resources and support. Through fostering a sense of belonging, helping students navigate campus norms and expectations, providing students with opportunities for self-reflection, guiding students through academic success strategies, and engaging students in meaningful dialogue, the First Year Seminar aims to foster confidence and character among of our cadets and equip them to take ownership over their college experience.

First Year Seminar Learning Outcomes (SLO)

*Adapted from University of South Carolina's University 101.

1. Foster Academic Success

As a result of this course, students will:

- 1A. Adapt and apply appropriate academic strategies to their courses and learning experiences
- 1B. Identify and apply strategies to effectively manage time and priorities
- 1C. Identify relevant academic policies, processes and resources related to their academic success and timely attainment of degree requirements

2. Discover and Connect with the Cal Maritime community

As a result of this course, students will:

- 2A. Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom

- 2B. Develop positive relationships with peers and faculty and staff members
- 2C. Describe the mission and vision of their major program and that of Cal Maritime.

3. Promote Personal Development, Well-Being, and Social Responsibility

As a result of this course, students will:

- 3A. Clarify their values and identity and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves
- 3B. Examine and develop strategies that promote well-being and explain how wellness impacts their academic and personal success
- 3C. Initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability

Required Texts/Readings

There is no required textbook for this course. All required readings and assignments can be found on the course learning management system.

Classroom Protocol

Courtesy and Respect

As a member of the Cal Maritime community, you are expected to treat all classmates, faculty, and staff with the utmost courtesy and respect. In this class we will have many opportunities for self-reflection and discussion, and we want all cadets to feel like this is a safe place for everyone to be themselves and to engage in meaningful dialogue. This course is designed to be a learning experience for everyone, and so we expect that all cadets treat each other kindly and graciously. We also encourage you all to not make assumptions and to give one another the benefit of the doubt. This class is a great way for you to learn from people who are different than you and to develop your empathy and emotional intelligence. All cadets are expected to positively contribute to an open and inclusive learning environment and to respect confidentiality when appropriate. We also expect that you will respect your instructor and classmates by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

Electronics Policy

[Insert text here](#)

Email Policy

[Insert text here](#)

Office Hours and Appointments

[Insert text here](#)

Grade Appeals

[Insert text here](#)

Course Format and Grading

<i>Attendance & Participation</i>	20%
<i>Academic Success Strategies</i>	20%
<i>Reflection Paper Prompts.....</i>	20%
<i>Making the Most of your First Semester Activities.....</i>	20%
<i>“This I Believe” Assignment.....</i>	20%

Participation (20%):

In order to receive full participation points, students are expected to show up to all class meetings and outside events and actively engage and participate in class discussions, activities, and assignments. Full points will be reserved for students who demonstrate a consistent and active involvement in class as well as a positive attitude and willingness to learn and grow in this course. You will also be required to schedule a one-on-one meeting with your instructor to check in about your progress during the semester. More information will be provided about this later in the semester.

Weekly Homework Assignments (60%)

Academic Success Strategies (20%):

Throughout the semester, students will be required to complete 4 academic success strategies activities (each worth 5% of your grade). Instructions for these 4 activities will be provided by your instructor and available to view on Brightspace. See the course schedule for more details. A general overview of topics of these academic success assignments are as follows:

- Faculty Office Hours Assignment
- Creating a time-management plan and schedule for the semester
- Study Skills Assignment
- Registering for classes and creating a 4-year academic plan

Reflection Paper Prompts (20%):

Throughout the semester you will be asked to write 4 short, 1-2pg reflection papers (each worth 5% of your grade) that respond to the topics covered in class. Paper prompts will be provided by your instructor and available to view on Brightspace. See the course schedule for more details. The general topics of the reflection paper prompts are as follows:

- At Risk Behaviors/ Sexual Assault
- Diversity, Equity, and Inclusion
- Mental Health
- Growth Mindset

Making the Most of Your First Semester Activities (20%):

Throughout the semester, students will be required to complete 4 activities from the list of activities provided below (each worth 5% of your grade). Students will be given the opportunity to choose the activities that would be the most meaningful for them in their first semester at Cal Maritime. Further

instructions for each activity will be provided by your instructor and available to view on Brightspace. See the course schedule for more details.

Schedule an appointment with Career Services to talk about your resume/ career exploration/ finding a job or internship/ etc.	Join a club on campus and write a brief reflection on why you joined and what you are hoping to get out of your experience	Set up a personal budget to track income and expenses (sample budget handout available on course Brightspace)
Complete the wellness reflection activity available on Brightspace	Grab a coffee with one of your classmates that you DON'T already know and report back on 5 new things you learned about them	Stop by the Counseling Center on campus and ask for stress management and wellness tips
Go to the career fair on campus and apply to at least one job or internship	Take a student leader (e.g. division leader/ RHO/etc.) to coffee and ask what they have learned about being a leader on campus	Try out a fitness class at the rec center or attend a Keelhauler sporting event and document your experience
Fill out your FAFSA and/or submit a scholarship application	Attend an event hosted by the Peer Health Educators on campus and write a brief reflection on what you learned	Visit the library and introduce yourselves to a librarian and ask them to tell you 3 things you should know about the library

This I Believe Assignment (20%):

“This I Believe” is an organization that promotes public dialogue about belief, in their words, “one essay at a time.” The original incarnation of the program was a radio broadcast hosted by Edward R. Murrow in the 1950s and allowed people to distill into a few minutes the guiding principles by which they lived. This later became a podcast hosted by NPR, a collection of essays, and a series of books throughout the early 2000s.

At the end of the semester, cadets will be given the opportunity to create their own “This I Believe” artifact. Cadets will be asked to reflect upon what they have learned during their first semester Cal Maritime and pick one to two core values that have shaped who they are and how they view the world. Using the guiding principles that they have selected, cadets will then put together an artifact through which they can communicate their values to others; this can be a written essay, spoken word, artistic interpretation, visual representation, or any other medium through which they want to share. All students will be expected to complete this assignment and upload their artifacts to the course Brightspace; however, on the last day on the class, students will also be given the opportunity to share their artifacts with their classmates if they feel comfortable doing so. More details on this assignment will be provided later in the semester.

Grading Scale

<i>Letter Grade</i>	<i>Percentage</i>	<i>Letter Grade</i>	<i>Percentage</i>	<i>Letter Grade</i>	<i>Percentage</i>
A	93-100	B-	80-82.99	D+	67-69.99
A-	90-92.99	C+	77-79.99	D	63-66.99
B+	87-89.99	C	73-76.99	F	62.99 & below
B	83-86.99	C-	70-72.99		

University Policies

Academic integrity

Students should know and understand the [University's Academic Integrity Policy](#). Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. All alleged violations of academic integrity will be sent to the AIC.

Campus Policy in Compliance with the American Disabilities Act

CSU Maritime Academy is committed to providing reasonable accommodations to students with disabilities. Students who need accommodations are encouraged to contact Siobhan Case, with the Disability Services Office (DSO) by email at scase@csum.edu or visit: <https://www.csum.edu/web/seas/disability-services.html>

Student Technology Resources

Computer labs for student use are detailed below. Please see the postings outside the labs to see when classes are scheduled for these locations. Otherwise, hours are listed as below.

Lab Name	Location	Hours
Classroom Computer Lab	Classroom Building Room 105	24/7 Access via Portpass.
Lab 101	Laboratory Building Room 101	Open while building is open.

Course Schedule

This schedule only serves as an approximation and is subject to change at the discretion of the instructor. All assigned materials, as well as all course assignments can be found on Brightspace.

Week	Date	Topic	Assignments (Due at the start of class at the beginning of the week)
1	Aug 29-Sept 2	Welcome/ Community Building	<ul style="list-style-type: none"> No assignments due
2	Sept 5-9	Welcome to the Major/ Setting up for success	<ul style="list-style-type: none"> Making the Most of Your First Semester Activity #1 Due
3	Sept 12-16	Cadet Leadership Rotating Sessions (At Risk Behaviors/ Sexual Assault, DEI, Mental Health)	<ul style="list-style-type: none"> Academic Success Strategies Assignment #1 Due- Faculty Office Hours
4	Sept 19-23	Time Management and Study Skills	<ul style="list-style-type: none"> Reflection Paper #1 Due
5	Sept 26-30	Cadet Leadership Rotating Sessions (At Risk Behaviors/ Sexual Assault, DEI, Mental Health)	<ul style="list-style-type: none"> Academic Success Strategies Assignment #2 Due-Time Management Plan
6	Oct 3-7	Faculty Choice (dept. specific skills) Round 1	<ul style="list-style-type: none"> Reflection Paper #2 Due
7	Oct 10-14	Cadet Leadership Rotating Sessions (At Risk Behaviors/ Sexual Assault, DEI, Mental Health)	<ul style="list-style-type: none"> Academic Success Strategies Assignment #3 Due-Study Skills Assignment
8	Oct 17-25	Getting to Know Your Faculty (Faculty Panel)	<ul style="list-style-type: none"> Reflection Paper #3 Due
9	Oct 24-28	Academic Advising/ Registering for Classes	<ul style="list-style-type: none"> Making the Most of Your First Semester Activity #2 Due
10	Oct 31- Nov 4	Mid-Semester Check-In	<ul style="list-style-type: none"> Making the Most of Your First Semester Activity #3 Due
11	Nov 7-11 *Registration this week	Personal Identity and Values	<ul style="list-style-type: none"> Reflection Paper #4 Due
12	Nov 14-18	Financial Aid	<ul style="list-style-type: none"> Academic Success Strategies Assignment #4 Due-Registration and 4 Year Academic Plan
13	Nov 21-25 Thanksgiving Week	Faculty Choice (dept. specific skills) Round 2	<ul style="list-style-type: none"> Making the Most of Your First Semester Activity #4 Due
14	Nov 28- Dec 2	Career Exploration/ Preparation	<ul style="list-style-type: none"> No assignments due (work on your "This I Believe Assignment)
15	Dec 5-9	Faculty Choice (dept. specific skills) Round 3	<ul style="list-style-type: none"> No assignments due (work on your "This I Believe Assignment)

Week	Date	Topic	Assignments (Due at the start of class at the beginning of the week)
16	Dec 12-16	End of the Semester Celebration	<ul style="list-style-type: none"> • "This I Believe" Assignment

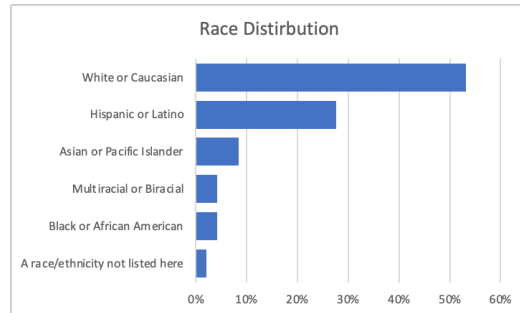
First Year Seminar Fall 2022 Assessment Results

Section 1: Breakdown of Student Demographics

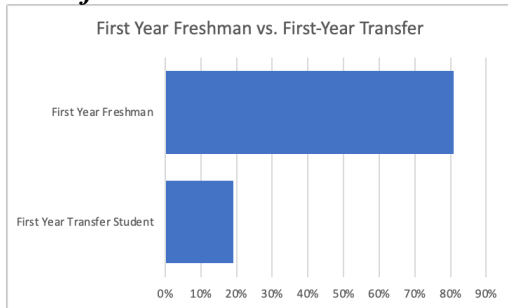
Student Majors

Marine Engineering Technology	19
Mechanical Engineering	11
Facilities Engineering Technology	10
Global Studies and Maritime Affairs	5
Oceanography	2
Grand Total	47

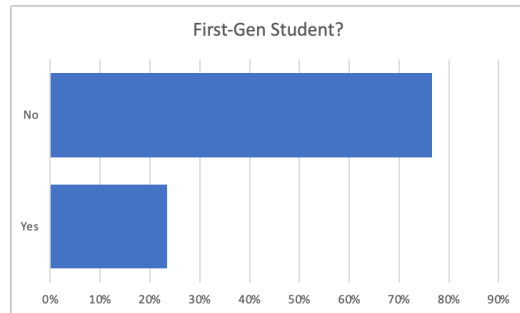
Race Distribution



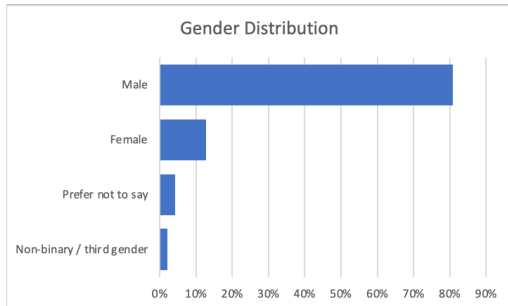
First Year Students vs. First Year Transfers



First-Gen Student Distribution



Gender Distribution

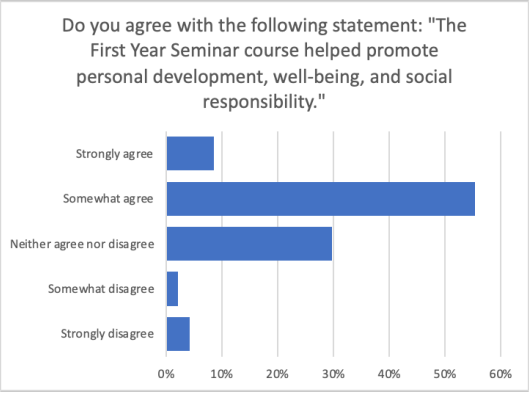
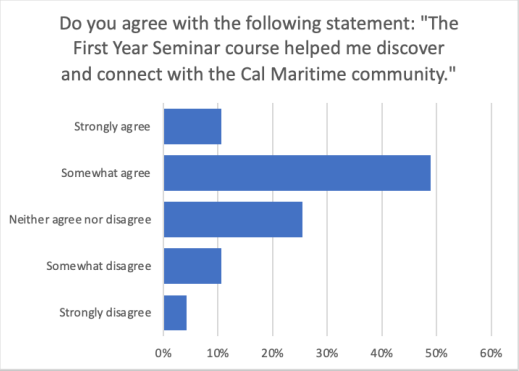
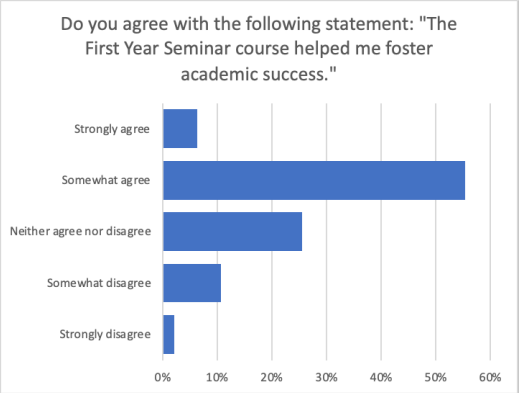


Section 2: Effectiveness of Learning Outcomes

How effective do you think that this First Year Seminar course was in helping you:	Extremely Effective	Very Effective	Moderately Effective	Slightly Effective	Not Effective at All
<i>adapt and apply appropriate academic strategies to your courses and learning experiences</i>	4%	34%	49%	9%	4%
<i>identify and apply strategies to effectively manage your time and priorities</i>	6%	28%	47%	19%	0%
<i>identify relevant academic policies, processes and resources related to your academic success and timely attainment of degree requirements</i>	6%	36%	45%	13%	0%
<i>identify and use appropriate campus resources and engage in opportunities that contribute to your learning within and beyond the classroom</i>	9%	34%	45%	13%	0%
<i>develop positive relationships with your peers and faculty and staff members</i>	11%	32%	38%	13%	6%
<i>describe the mission and vision of your major program and that of Cal Maritime</i>	6%	45%	34%	11%	4%
<i>clarify your values and identity and articulate how these shape your perspectives and relationships with people who are similar to and different from yourself</i>	6%	36%	34%	21%	2%
<i>examine and develop strategies that promote well-being and explain how wellness impacts your academic and personal success</i>	6%	21%	49%	21%	2%
<i>initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability</i>	9%	45%	30%	15%	2%

Main Takeaways:

1. **More than 40% of students found the FYS course to be either extremely effective or very effective in achieving the following learning outcomes:**
 - a. *identify relevant academic policies, processes and resources related to your academic success and timely attainment of degree requirements*
 - b. *identify and use appropriate campus resources and engage in opportunities that contribute to your learning within and beyond the classroom*
 - c. *develop positive relationships with your peers and faculty and staff members*
 - d. *describe the mission and vision of your major program and that of Cal Maritime*
 - e. *clarify your values and identity and articulate how these shape your perspectives and relationships with people who are similar to and different from yourself*
 - f. *initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability*
2. **More than 75% of students found the FYS course to be either extremely effective, very effective, or moderately effective at achieving all of the course learning outcomes.**



Section 3: Evaluation of Course Topics

How useful did you personally find the following topics in your First Year Seminar course?

TOPIC	Extremely Useful	Very Useful	Moderately Useful	Slightly Useful	Not Useful	N/A
<i>Intro to Major</i>	15%	40%	30%	11%	4%	0%
<i>Time Management</i>	15%	28%	47%	9%	2%	0%
<i>Mental Health</i>	11%	30%	43%	13%	4%	0%
<i>Study Skills</i>	9%	26%	38%	19%	9%	0%
<i>Sexual Assault/Harassment</i>	11%	30%	30%	19%	9%	2%
<i>Diversity, Equity, and Inclusion</i>	9%	23%	34%	19%	11%	4%
<i>Getting to Know Your Faculty</i>	21%	32%	34%	9%	2%	2%
<i>Academic Advising</i>	26%	34%	28%	13%	0%	0%
<i>Mid-Semester Check-In</i>	15%	26%	40%	11%	6%	2%
<i>Identity and Values</i>	6%	23%	49%	15%	6%	0%
<i>Financial Aid</i>	26%	32%	32%	6%	2%	2%
<i>Career Exploration/Preparation</i>	26%	28%	34%	6%	2%	4%
<i>Success in Your Major/ Department</i>	19%	36%	23%	15%	4%	2%

Summary of Most Useful Topics-

1. Academic Advising
2. Financial Aid
3. Career Exploration/Preparation
4. Getting to Know Your Faculty
5. Intro to Major/ Success in Your Major/Department
6. Time-Management
7. Mid-Semester Check-In
8. Mental Health
9. Sexual Assault/Harassment
10. Study Skills
11. Diversity, Equity, and Inclusion
12. Identity and Values

How IMPORTANT do you think the following topics are for FUTURE Cal Maritime students to cover in FUTURE First Year Seminar courses?

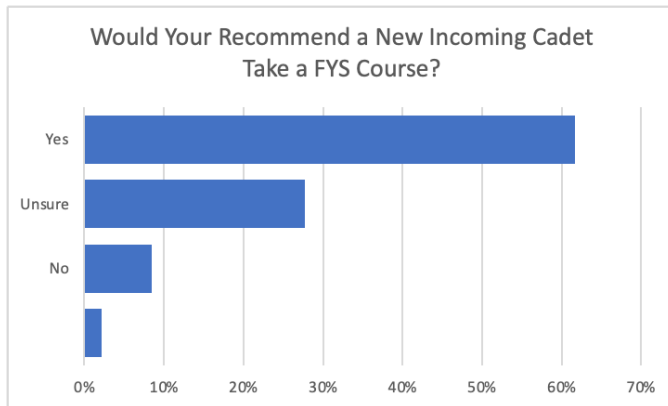
TOPIC	Extremely Important	Very Important	Moderately Important	Slightly Important	Not Important
<i>Intro to Major</i>	45%	32%	21%	2%	0%
<i>Time Management</i>	32%	36%	30%	0%	2%
<i>Mental Health</i>	30%	40%	23%	4%	2%
<i>Study Skills</i>	36%	26%	32%	4%	2%
<i>Sexual Assault/Harassment</i>	21%	34%	32%	11%	2%
<i>Diversity, Equity, and Inclusion</i>	19%	32%	28%	19%	2%
<i>Getting to Know Your Faculty</i>	38%	30%	26%	4%	2%
<i>Academic Advising</i>	51%	32%	15%	2%	0%
<i>Mid-Semester Check-In</i>	23%	23%	43%	9%	2%
<i>Identity and Values</i>	19%	30%	40%	9%	2%
<i>Financial Aid</i>	45%	32%	21%	2%	0%
<i>Career Exploration/Preparation</i>	47%	28%	21%	4%	0%
<i>Success in Your Major/ Department</i>	45%	32%	21%	2%	0%

Summary of Most Important Topics for Future Cadets-

1. Academic Advising
2. Intro to Major/Success in Major/Department/Financial Aid (TIE)
3. Career Exploration/Preparation
4. Getting to Know Your Faculty
5. Mental Health
6. Study Skills/Time Management
7. Sexual Assault/Harassment
8. Diversity, Equity, and Inclusion
9. Identity and Values
10. Mid-Semester Check-In

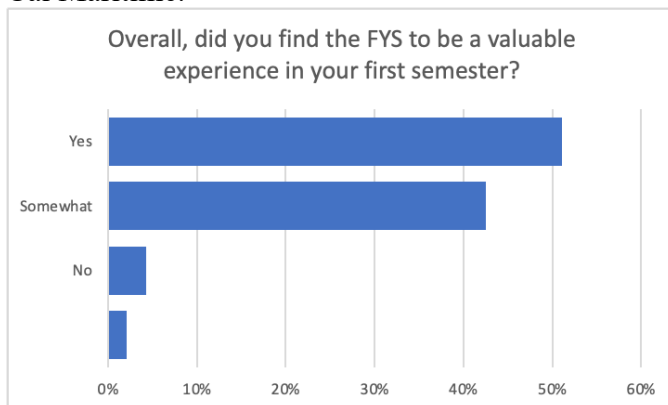
Section 4: Final Evaluation of Course

Over 60% of students would for sure recommend a new incoming cadet at Cal Maritime take a FYS course.



The unlabeled bar represents students who did not answer the question

Almost 100% of students saw at least some value in their FYS course in their first semester at Cal Maritime.



The unlabeled bar represents students who did not answer the question



Origination 9/21/2011
Effective 9/21/2011
Last Revised 1/22/2023
Next Review 1/22/2024

Owner Michelle Kiss:
Assoc VC & CoS,
Office of BOT
Area Board of
Trustees
Codes RUFP
03-19-04

Board of Trustees Policy for the Selection of Presidents

Responsibility for Appointment of Presidents

The Board of Trustees of the California State University, in partnership with the Chancellor, is responsible for the recruitment, selection and appointment of CSU campus presidents. There is a deep commitment throughout the process to the principles of consultation with campus and community representatives and diversity. The ultimate decision and responsibility for the transition of executive leadership rests with the Board. The Chancellor designates staff to support the process.

Trustees Committee for the Selection of President

The Chair of the Board appoints a Trustees Committee for the Selection of the President (TCSP) for any campus with an impending vacancy. The TCSP is composed of the Chair of the Board, four Trustees, and the Chancellor. The Chair designates a Trustee as chair of the TCSP.

The TCSP determines the attributes desired for a successful candidate, approves the final campus and job descriptions, and any advertising copy, and reviews and interviews candidates. Although the TCSP is the ultimate body to make the final decisions, including the advancement of candidates to the full Board, the process is to be conducted in a manner that includes the campus representatives. The Chancellor may indicate his or her ranking of final candidates before the Board. The Board Chair and the Chancellor may use executive search firms to assist on specific tasks related to the selection process. The Chancellor is responsible for background and reference checks of the final candidates advanced to the Board.

Advisory Committee to the Trustees Committee for the Selection of President

The Chair of the Board also appoints an advisory group to the TCSP, known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). The ACTCSP is composed of the Chair of the Academic Senate on the campus, two faculty representatives selected by the campus faculty, one member of the campus support staff selected by the staff, two students selected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board selected by that board, one alumnus/alumna of the campus selected by the campus Alumni Association, and one Vice President or academic Dean from the campus, and the President of another CSU campus selected by the Chancellor. Each of the campus representatives shall be determined according to procedures established by the campus. If the campus has a standing policy on campus representation to the ACTCSP that does not call for open election by each constituency, that policy shall be reviewed at the start of a new presidential search, and ratified or amended. The Chair of the Board or the Chancellor may appoint up to two additional members from constituent groups to the ACTCSP to strengthen its capacity to cope with the complex requirements of a specific search, including diversity of the campus, the service area or the state.

The ACTCSP provides advice and consultation regarding the position and campus descriptions and any advertisement of the position. Members of the ACTCSP may also suggest potential candidates with the leadership qualities, administrative ability, academic qualities and other talents appropriate to the position. The ACTCSP reviews and comments on all candidate applications, participates in candidate interviews and the deliberations that lead to the selection of the final candidate(s). The consultative procedures are to be conducted in a manner designed to generate confidence in the selection process and garner local support for the eventual appointee.

Confidentiality and Professionalism

To ensure that the search process respects the professional needs of candidates and is conducted with integrity, strict confidentiality must be maintained by members of the TCSP and the ACTCSP, the Chancellor and staff. Only the Chair of the TCSP or the Chancellor will act as spokesperson for the committees during the presidential search process. After providing a notice of violation and an opportunity for a meeting, the Chair may dismiss a member of the TCSP or the ACTCSP if confidentiality is determined by the Chair to have been violated, or if the behavior of a member is determined by the Chair to have been unethical, unprofessional, disruptive to the conduct of business, or if a member is determined by the Chair to have ignored or failed to follow these rules and procedures.

Presidential Selection Process

The TCSP meets initially, together with the ACTCSP, to discuss the needs of the campus, and the desired attributes of the new President. The committees also receive information from the campus and the community on these subjects. After these initial sessions, advertising copy is developed, candidates are invited to submit applications, and a broad pool is developed. The Chancellor and the Chair of the TCSP confer and evaluate whether any additional internal CSU candidate(s) is/are a good fit for the position to

be added to the pool and considered for the position. The TCSP and the ACTCSP then meet again, review all candidates and decide whether to interview internal candidates, internal and external candidates, or external candidates. After consultation with the TCSP and the ACTCSP, the Chancellor and the Chair of the TCSP determine whether to schedule campus visits, which are optional, or to schedule campus visits on a modified basis, depending on the circumstances of the search.

Deviations from These Procedures

The Board of Trustees will normally confine itself to the names presented by the TCSP. In rare instances and for compelling reasons, the Board reserves the right if, in its judgment, circumstances warrant to depart from the recommended candidate(s) or from the procedures outlined in this policy.

Authority

This policy is issued pursuant to resolutions of the Board of Trustees ([RUFPP 09-11-05](#) and [RUFPP 03-19-04](#)).

All Revision Dates

1/22/2023

Approval Signatures

Step Description

Approver

Date

EVC

Andrew Jones: Exec VC and
General Counsel

1/22/2023

Area Manager/Owner

Michelle Kiss: Assoc VC & CoS,
Office of BOT

11/4/2022

Area Manager/Owner

December Bolden: Chief of
Staff, General Counsel

7/28/2022

Campus Leadership Spring On-site

04/19/2022



Strategic Planning Next Steps

Campus Leadership On-site

04/19/2022

2022-2027 CAMPUS STRATEGIC GOALS

A

Strengthen and advance **ACADEMIC EXCELLENCE** while expanding programs, research, scholarship, and educational opportunities.

B

Enrich the **CADET EXPERIENCE** through high quality leadership development activities, engagement opportunities, campus resources, and support services to foster individual wellbeing, community pride, and a sense of purpose and responsibility to others.

C

Achieve **ORGANIZATIONAL EXCELLENCE** through sustainable infrastructure, proven business practices, and professional development.

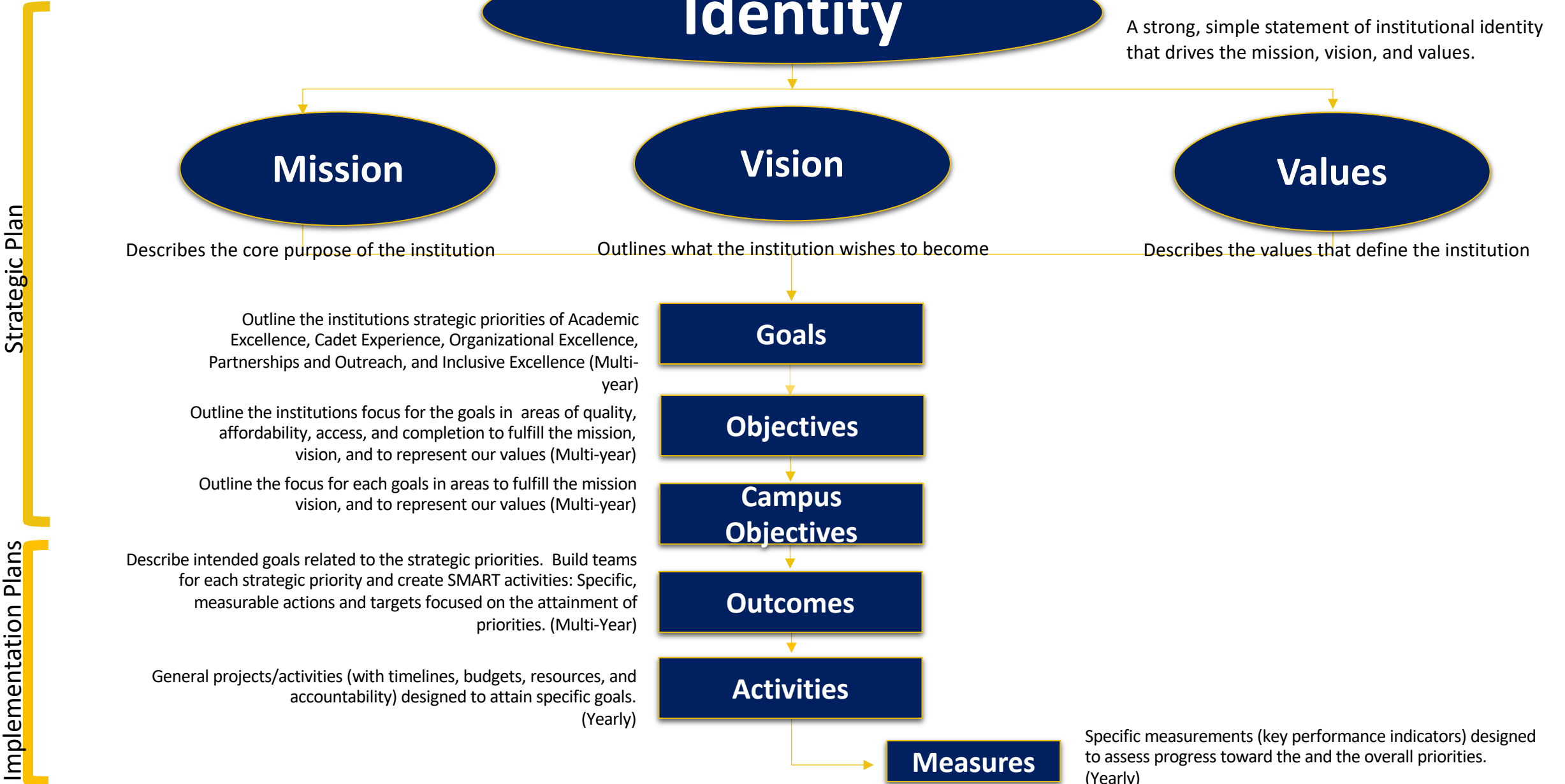
D

Broaden our **PARTNERSHIPS** and **OUTREACH** as a maritime university by cultivating partnerships, outreach, and engagement.

E

Promote **INCLUSIVE EXCELLENCE** in our campus by actively growing a welcoming, respectful, supportive, equitable, and engaging environment for all members of our community.

Strategic Implementation Framework



Strategic Planning 2022-2027

Our 'Unique' Approach – Distinct from the past

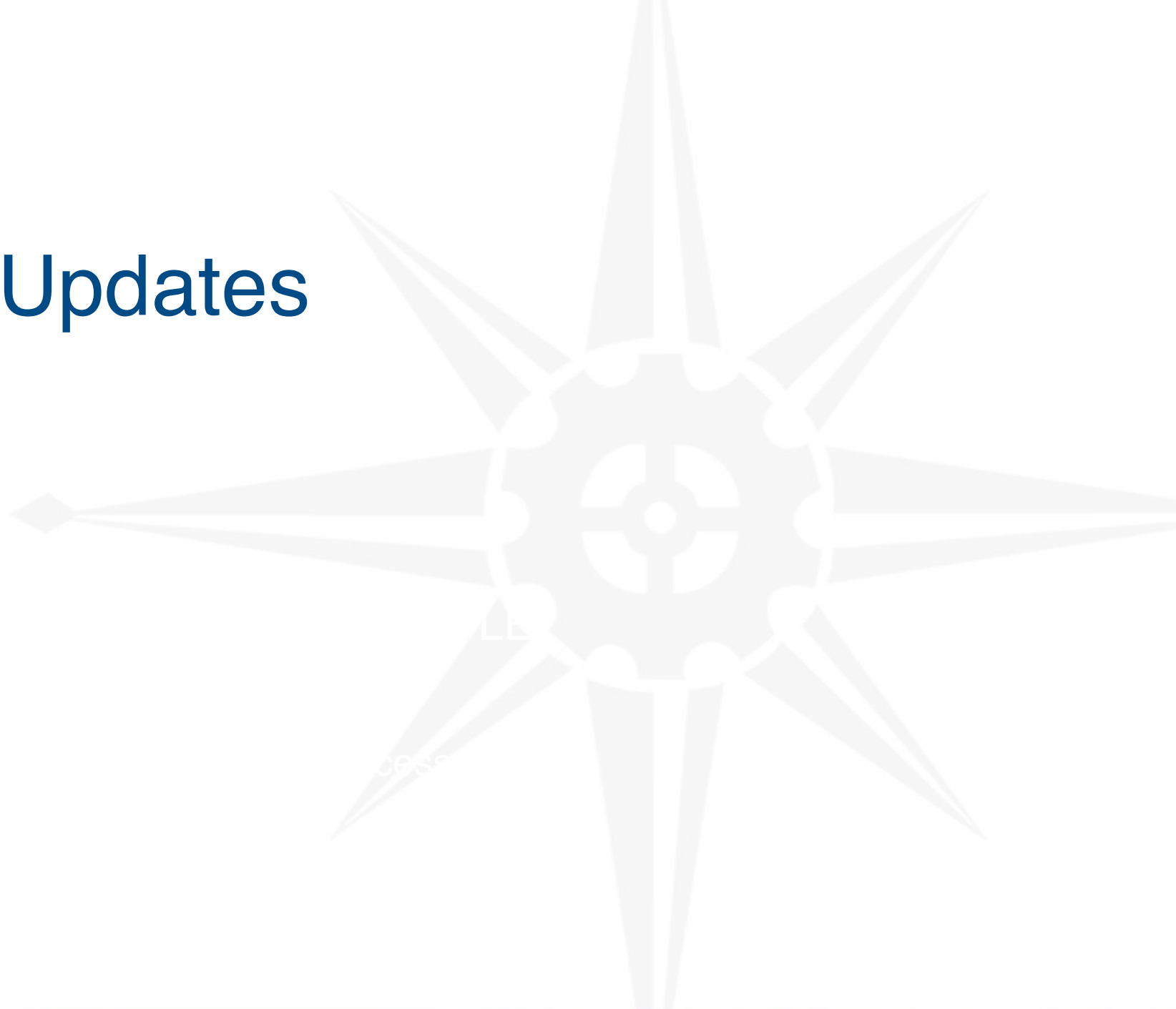
- Fewer strategic priorities to allow for areas to be embedded in daily operations
- Objectives are foundational to the mission of the CSU
- Campus Objectives are specific to our campus and each goal area
- Activities represent the first actions we will take under outcomes
- Progress will be reported from implementation teams to the Cabinet and leadership teams on regular intervals
- Extended planning horizons for focused outcomes and activities (ex planning to begin in fall 2022 for 23/24 budget initiative requests)

Next Steps

- Define Outcomes for focus in 22/23 by April 30th
 - Brief update on SP progress at CLC Retreat on 4/19
- Define 2022-2023 Activities by June 30th
- Planning cycles defined for ongoing fiscal years
 - Outcomes and Activities for upcoming fiscal year in fall
 - Selected Activities for each fiscal year built into budget cycles

Quick Status Updates

- Academic Excellence
- Cadet Experience
- Organizational Excellence
- Partnerships and Outreach
- Inclusive Excellence



Academic Excellence Committee

Co-Chairs: Lori Schroeder, Provost and Dinesh Pinisetty, Senate Chair

Emily Scheese (ATH)

Steve Browne (AA-MT)

Will Tsai (AA-ME)

Kitty Luce (AA-Library)

Colin Dewey (AA-C&C)

Rebecca Masliah (Cadet)

Robyn Christopher (AA-MP)

Kathy Arnold (AA-MSTEM)

Jessica Sotuyo (AA-Admissions)

Siobhan Case (CLD-ADS)

Michele Van Hoeck (AA-Dean, Library)

Graham Benton (AA-Assoc. Provost)

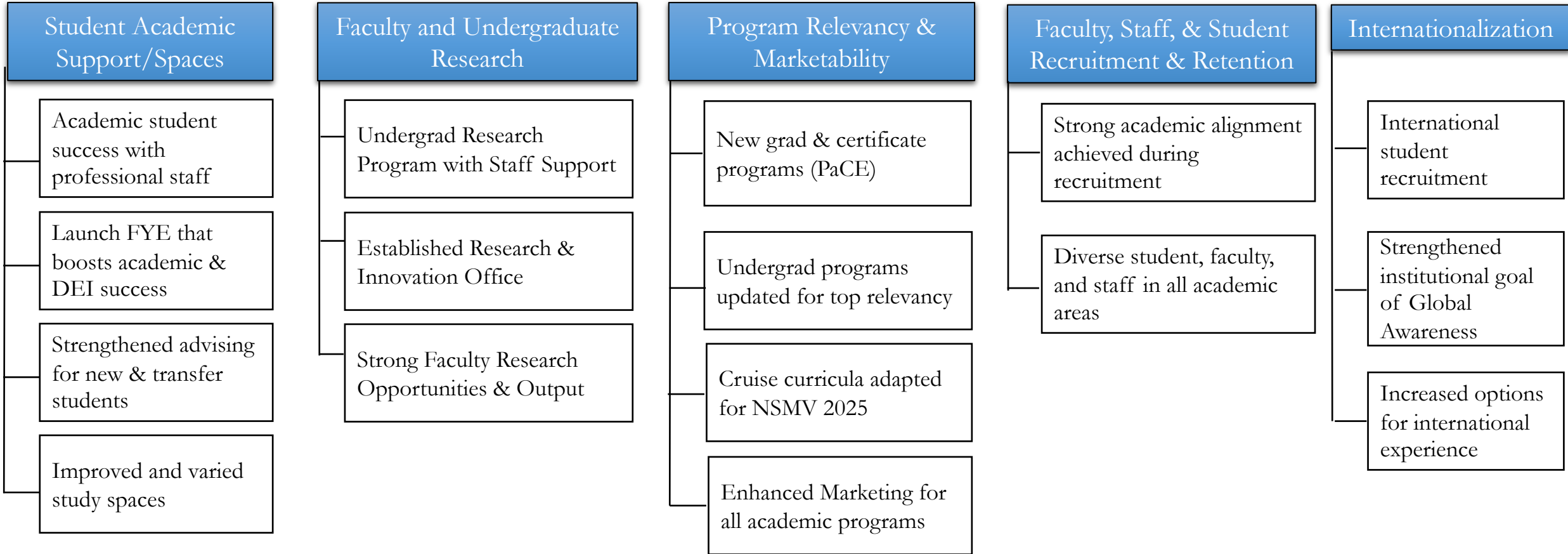
Marie Hernandez (A&F-HR)

Natalie Herring (AA-Enrollment)

ACADEMIC EXCELLENCE

CAMPUS OBJECTIVES

OUTCOMES



Cadet Experience Committee

Co-Chairs: Kathleen McMahon, VP CLD and Karen Yoder, Director of Athletics

Elizabeth McNie (AA-MT)

Amy Parsons (AA-C&C)

Natasha Rowels (Cadet)

Shannon Stel (Cadet)

Katie Hansen (AA)

Andrea Zamora-Blair (A&F-HR)

David Taliaferro (CLD-Commandant)

Tara Hughes (A&F-CIO)

Craig Dawson (A&F-Health & Safety)

Mark Goodrich (OOTP-Enterprise)

CADET EXPERIENCE

CAMPUS OBJECTIVES

OUTCOMES

Cadet Living

- Expand Living Options
- Improve Physical Maintenance & Appearance
- Enhance Programming & Communal Spaces

Wellness

- Physical
- Social
- Intellectual
- Spiritual
- Environmental
- Emotional

Cadet Safety

- Create Safe Spaces
- Increase Cadet Safety
- Increase Efficacy of Title IX Program
- Cruise Safety Recs

Elevate Whole Cadet Experience

- Enhance Aspects of Cadet
- Improve Belonging
- Improve Understanding of Cadet
- Uplift Shoreside Majors

Organizational Excellence Committee

Co-Chairs: Franz Lozano, VP Administration & Finance and Sam Pecota, Captain TSGB

Mike Holden (AA-ME)

Brian Crawford (AA-ET)

William Yates (Cadet)

Travis Liberman (Cadet)

Rhonda Pate (AA)

Lennon Prothro-Jones (CLD)

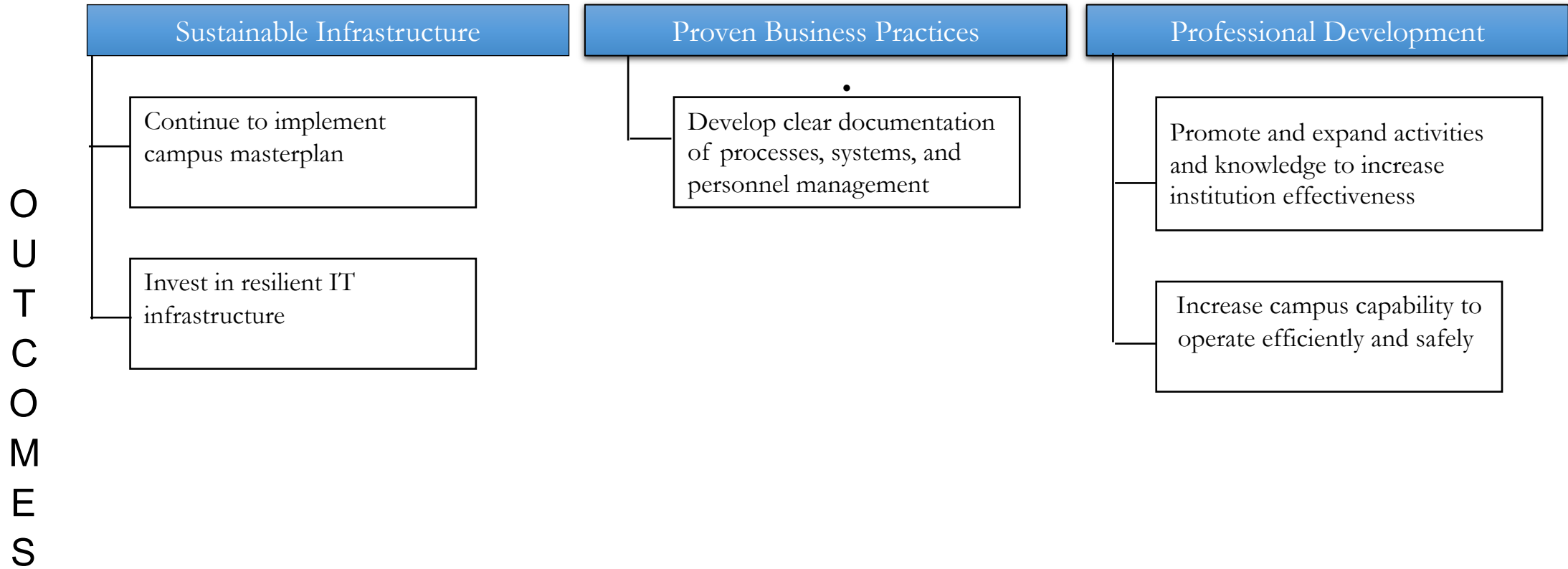
Donny Gordon (A&F-CMPD, Chief of Police)

Andrew Som (A&F)

Lina Neto (AA-Dean of Engineering)

ORGANIZATIONAL EXCELLENCE

CAMPUS OBJECTIVES



Partnerships & Outreach Committee

Co-Chairs: Richard Ortega, VP University Advancement and Don Maier, Dean of MTLM

Matt Fairbanks (AA-S&M)

Tom Oppenheim (AA-ME)

JoEllen Myslik (CLD)

Steve Doten (ATH)

Veronica Boe (AA-PaCE)

Chris Brown (AA-GBRC)

Sarah Kidwell (UA-PAC)

Charles Hart (UA-Development)

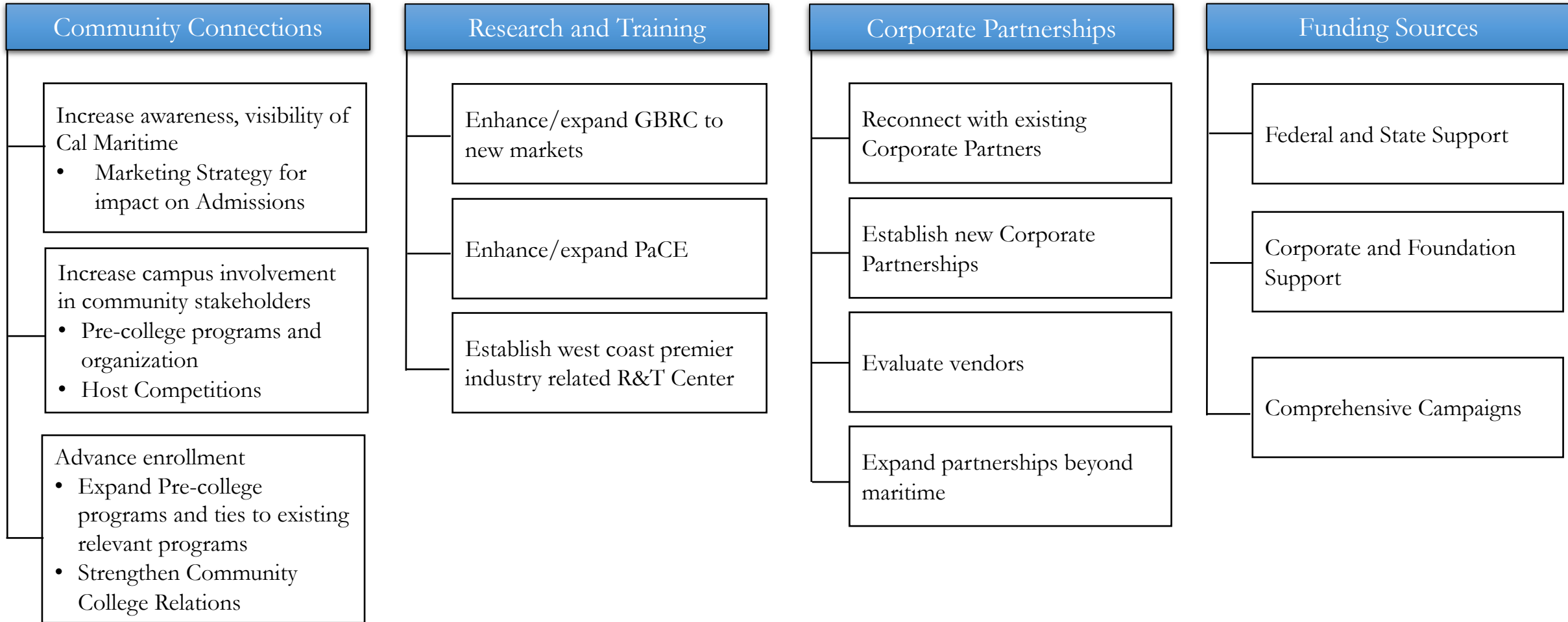
Lily Espinoza (CLD-Career)

Sheikh Nayeem (Enterprise-Energy & Sustainability)

PARTNERSHIPS & OUTREACH

CAMPUS OBJECTIVES

OUTCOMES



Inclusive Excellence Committee

Co-Chairs: Michael Martin, AVP Human Resources and Mac Griswold, Dean of Cadets

Julie Simons (AA-S&M)

Aparna Sinha (AA-C&C)

Krystal Leora (AA)

King Xiong (CLD)

Julia Odom (AA-Registrar)

Vineeta Dhillon (CLD)

Robin Bates (A&F-HR, Diversity Officer)

Kristen Bautista (A&F-HR)

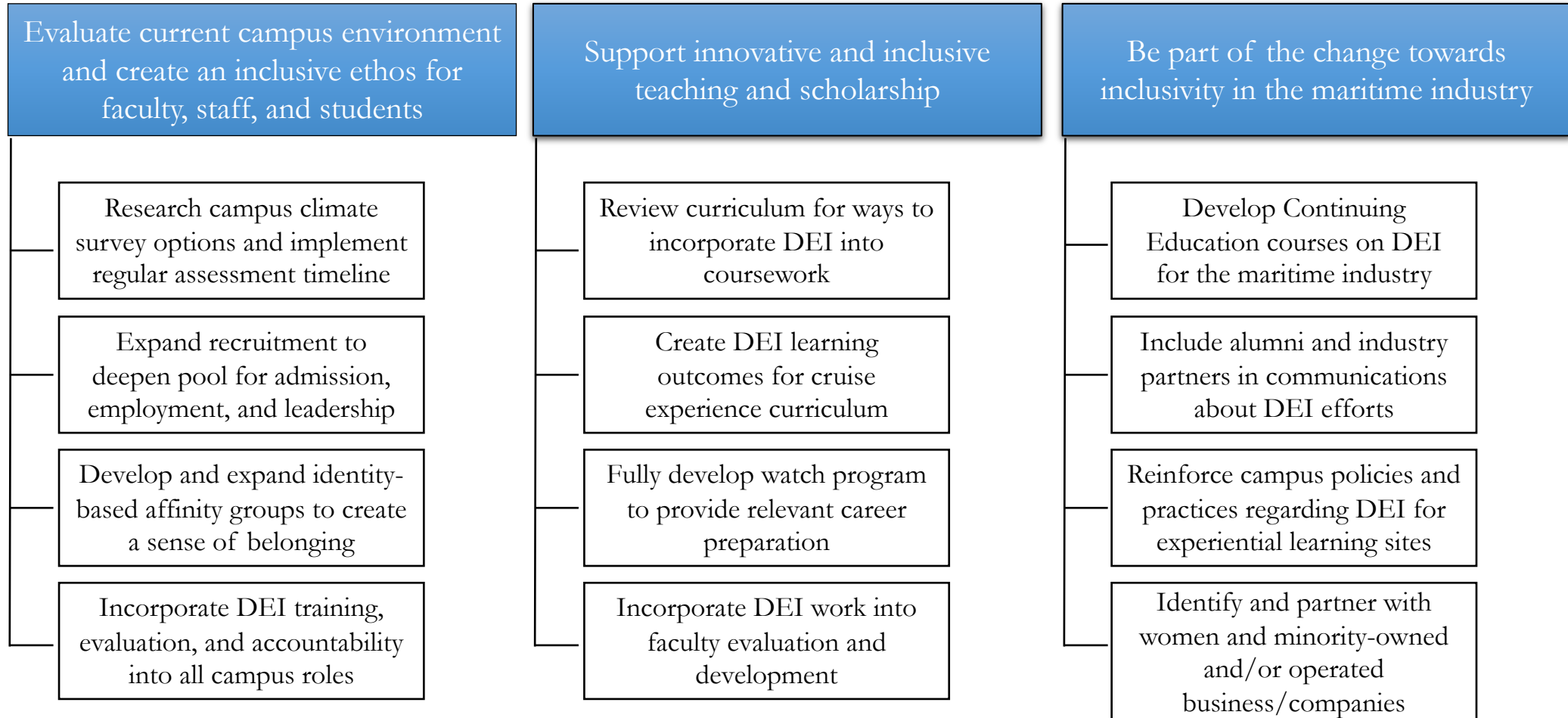
Kevin Mandernack (AA –Dean of L&S)

Veronica Boe (AA-PaCE)

INCLUSIVE EXCELLENCE

CAMPUS OBJECTIVES

OUTCOMES





CAL MARITIME

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

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