

FACULTY HANDBOOK

CALIFORNIA MARITIME ACADEMY

A CAMPUS OF THE CALIFORNIA STATE UNIVERSITY

Message From the 2004/2005 Academic Senate Executive Committee

To Our New Colleagues:

Welcome! We are delighted to have you join our faculty and hope that you will find your experience at the California Maritime Academy (CSU Maritime College) to be both personally and professionally rewarding.

CMA is a unique institution, blending rich traditions both academic and maritime. You may find that you have questions about the California State University System, the CMA campus culture, or the corps of cadets. Feel free to ask your colleagues if you need information or support in any area whatsoever.

In the meantime we hope that you will find this handbook useful. It has been written to help you answer some of the questions you may encounter as a new faculty member on our campus.

We look forward to working with you at the California Maritime Academy and wish you the very best in happiness and success in your new job.

Sincerely,

The Academic Senate Executive Committee

Bob Hammaker (Chair)

Donna Nincic (Vice-Chair)

Tom Nordenholz (Secretary)

Jim Wheeler (CSU Senate)

Greg Cho (CSU Senate)

John Coyle

Peter Hayes

CAMPUS TELEPHONE NUMBERS

Emergency:

Public Safety/Security	1175
Student Health Center	1173
Housing & Residential Life	1400
Vallejo Police/Fire Dept.	911

Academic Affairs	1021
Academic Dean	1019
Accounting Office	1025
Administration and Finance	1040
Admissions Office	1332
Associated Student Office	1272
Athletic Department	1050
Audio Visuals	1249
Bookstore	1186
Boathouse	1252
Cafe	1187
Career Center/Placement	1071
Cashier	1030
Information Systems	1084
Corps Office	1195
Counseling	1174
Disability Resource Office	1075
Financial Aid	1277
Foundation	1246
Food Services	1212
Health Center	1170
Human Resources	1136
Lab Technician	1261
Library	1090
Maintenance	1120
Marine Programs (Capt. of TSGB)	1190
President's Office	1011
Quarterdeck TSGB	1359
Receiving	1125
Student Life Office	1182
Student Records Office	1200
Switchboard	(707) 654-1000

Academic Departments:

Business Administration	1232
Engineering Technology	1118
General Studies	1145
Marine Transportation	1245
Mechanical Engineering	1118
Maritime Operations	1252
Naval Science	1266

Central Campus Fax (707) 654-1001

Table of Contents

[Campus Telephone numbers](#)

[Message From the 2004/2005 Academic Senate Executive Committee](#)

[INTRODUCTION](#)

GENERAL INFORMATION

[The California Post-Secondary Commission](#)
[The California State University](#)
[The Board of Trustees](#)
[The Chancellor](#)
[The President](#)
[Academic Senate of the California State University](#)
[History of the California Maritime Academy](#)
[Mission Statement](#)
[Vision Statement](#)
[Organization Chart](#)
[The California Maritime Academy Foundation](#)
[Continuing Education](#)

FACULTY GENERAL INFORMATION

[Collective Bargaining](#)
[California Faculty Association](#)
[CFA Agency Fee](#)
[Salary](#)
[Direct Deposit Payment Program](#)
[Paycheck Deductions](#)
[Public Employees Retirement System Contribution](#)
[Part-time/Seasonal/Temporary \(PST\) Employees Retirement Plan](#)
[Sexual Harassment Policy](#)
[Social Security/Medicare Contributions](#)
[Tax Deferred Annuity and Tax Sheltered Annuities](#)
[Benefits](#)
[Flex Cash](#)
[CSU Fee Waiver](#)
[Outside Employment](#)
[Limitations on Additional Employment](#)
[Administrative Policy Manual](#)
[Personnel Action File \(PAF\)](#)
[Access to Personnel Files](#)
[Evaluation \(Retention, Tenure and Promotion\)](#)
[Academic Rank](#)
[Uniform and Grooming Standards for Licensed Faculty and Staff](#)
[Uniform Allowance](#)
[Athletic Facilities](#)
[Escort Services](#)
[Food Service](#)
[Keys](#)
[Parking](#)

TEACHING PRACTICES AND PROCEDURES

[Academic Affairs/Curriculum](#)

[Faculty Workload](#)

[Cruise Assignment](#)

[Cruise Position Assignment](#)

[Statement Concerning Professional Ethics & Responsibility](#)

[Questions to Ask Yourself Before Teaching Begins](#)

[Syllabus](#)

[Record Keeping](#)

[Classroom Attendance](#)

[Field trips](#)

[Collection of money by Instructors](#)

[Adding and Dropping of Courses](#)

- Adding a course
- Dropping a course

[Grading system](#)

- Letter grades
- Grade explanations
- Grade point average computation

[Units](#)

[Withdrawal Unauthorized](#)

[Catalog Rights](#)

[Standards of Training, Certification, and Watchkeeping for Seafarers \(STCW\)](#)Academic

[Dishonesty Policy](#)

[Student Evaluations of Faculty Members](#)

[Tips for Effective Advising](#)

FACULTY, ACADEMIC RESOURCES AND REPONSIBILITIES

[Sabbatical Leaves](#)

[Difference in Pay Leaves](#)

[Faculty Development](#)

- [Mission Achievement Grants](#)
- [IRA \(Instructionally Related Activity\)](#)
- [IMTRA \(Institute For Maritime Technology Research and Analysis\)](#)

[Tips on Participation in Faculty Governance](#)

[CMS \(PeopleSoft\)](#)

[Collegiality](#)

[Library Services](#)

[Faculty Responsibility for Academy Leadership Program](#)

[Office of Student Professional Leadership Development](#)

[Career Center](#)

[CEL \(Center for Excellence in Learning\)](#)

[Writing Laboratory](#)

[Disability Resource Office](#)

[Student Counseling Center](#)

[Counseling Tips](#)

[Community Service Learning Program](#)

STUDENT INFORMATION AND RESPONSIBILITIES

[Corps of Cadets](#)

[Associated Students](#)

[Grade Appeal](#)

[Student Health Center](#)

APPENDICES:

- a. [Organization Chart](#)
- b. [Sexual Harassment Policy](#)
- c. [Uniformed Faculty and Staff uniform and grooming standards](#)
- d. [Cruise Position Assignment](#)
- e. [Field Trip regulations and form](#)
- f. [Field Trip Liability waiver](#)
- g. [Inappropriate Student Academic Conduct Policy](#)
- h. [Sabbatical leave application form](#)
- i. [Faculty Scholarship and Professional Development](#)
- j. [Faculty Development Grants](#)
- k. [Mission Achievement Grants](#)
- l. [Instructionally Related Activities Grants](#)
- m. [Acronyms at Cal Maritime](#)
- n. [Terms at Cal Maritime](#)
- o. [Where to Go for What](#)

INTRODUCTION

The Cal Maritime Faculty Handbook serves as a basic orientation for full and part-time faculty and provides an introduction to their basic professional responsibilities. It is not designed as an official statement of either policies or procedures, but as a helpful codification of answers to questions frequently asked by new and experienced faculty members. This Handbook does not supersede the Collective Bargaining Agreement between the Board of Trustees and the California Faculty Association or established rules and regulation that govern the Academy or the faculty. In case of any conflict between the contents of this Handbook and the provisions of the primary sources, the primary sources prevail.

GENERAL INFORMATION

The California Post-Secondary Commission

The legislature has established the California Post-Secondary Education Commission to advise the legislature and make recommendations concerning higher education in California. Membership includes representatives from the University of California, the California State University, the Community Colleges, private college and universities in the state, the State Board of Education, and the general public.

The California State University

The CSU is comprised of twenty-three campuses, 405,000 students and approximately 23,000 full-and part-time faculty. All of the campuses, except the California Maritime Academy, provide both undergraduate instruction and graduate study through the master's degree in the liberal arts and sciences, in applied fields, and in various professional areas. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. Cal Maritime offers a variety of Bachelor of Science degrees in engineering, business, and management, and Bachelor of Arts degree in Global Studies and Maritime Affairs.

The system has undergone several name changes, the most recent, effective January 1, 1982 establishes "The California State University." Funds to support the system are obtained following completion of a budgetary process involving each of the 23 campuses, the Chancellor's Office, the Board of Trustees, the Department of Finance, the Governor and the Legislature.

The Board of Trustees

The Trustees of The California State University are responsible for the management, administration, and control of the California State University. The Board is comprised of four ex-officio members - the Governor, the Lieutenant Governor, the Superintendent of Public Instruction and the Chancellor of The California State University -and sixteen appointive members chosen by the Governor for eight-year terms with reappointment possible. In addition, there is an alumnus Trustee, faculty Trustee, and student Trustee, each appointed by the Governor for a term of two years.

The Chancellor

The Chancellor, who is appointed by the Trustees, serves as the chief executive officer and is directly responsible for the administration of the system. The Chancellor implements Trustees policies through the issuance of executive orders.

The President

The Academy's chief executive officer is the President. Appointed by the Trustees, the President is responsible to the Chancellor for the implementation of system policy, educational effectiveness and the general welfare of the institution. The President has final authority on all campus matters except the awarding of grades and the development of the process for the evaluation of tenured faculty.

Academic Senate of the California State University

The Academic Senate of the California State University serves as the voice of the collective faculties of the University in consultation with the Board of Trustees, the Chancellor, and other persons and agencies. Two academic senators who are elected by the Cal Maritime Academic Senate for a term of three years represent Cal Maritime.

The Academic Senate of the California Maritime Academy serves as the voice of the faculty on academic issues on campus. All Cal Maritime faculty are members of the CMA Academic Senate. Through various committees, the senate is responsible for recommending policies governing the academic affairs of the campus. As part of their responsibilities, faculty members are encouraged to take an active, collegial role in the senate.

History of the California Maritime Academy

The California Maritime Academy was founded in 1929 as the California Nautical School by the California State Legislature. It was located in Tiburon at a Navy coaling depot. The steamship HENRY COUNTY, a Great Lakes freighter, served as the first training ship. It was renamed CALIFORNIA STATE, and in December, 1931, covered 21,000 miles in its first training cruise - to New York through the Strait of Magellan, and returning via Panama. In 1936, the U.S. Congress passed the Merchant Marine Act that directed the creation and maintenance of an adequate merchant marine to support U.S. and domestic commerce, and to meet the requirements for national defense. In response to this mandate, the state legislature and federal government began contributing matching funds in support of the school's mission, thus beginning a tradition of training and educational excellence. The school changed its name to the California Maritime Academy in 1939.

In fall 1940, the Academy was asked by the Navy to relocate and, for the next three years the school ship was in San Francisco first at pier 54 and then at the Ferry Building. With the eviction from the California City (Tiburon) moorings, the search for new more permanent location began. Finally, in early 1941, a 67-acre site was selected in Morro Cove, Vallejo, California. Morro cove was originally a ferryboat terminal for the Southern Pacific Railroad. In the early days, only two majors were offered, Deck and Engineering. In 1972, the curriculum was expanded to a four-year undergraduate program of study that resulted in accreditation for the Academy in 1977 by the Western Association of Schools and Colleges (WASC). Cal Maritime has maintained its

accreditation from WASC to this day, and its Facilities Engineering Technology and Marine Engineering Technology are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET), and the Mechanical Engineering degree programs are approved by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The Business Administration program is accredited by the International Assembly for Collegiate Business Education (IACBE),

Mission Statement

The mission statement for the California Maritime Academy defines our purposes as an organization. Our educational community subscribes to the following statement of what we will do. Our mission is to:

- Provide each student with a college education combining intellectual learning, applied technology, leadership development, and global awareness.
- Provide the highest quality licensed officers and other personnel for the merchant marine and national maritime industries.
- Provide continuing education opportunities for those in the transportation and related industries.
- Be an information and technology resource center for the transportation and related industries.

VISION AND STRATEGIES OF THE CALIFORNIA MARITIME ACADEMY

Vision

The California Maritime Academy will be a leading educational institution recognized for excellence in the business, engineering, operations, and policy of the transportation and related industries for the Pacific Rim and beyond.

Strategies

- Build the educational program around our rich heritage in maritime studies and learning opportunities offered by the *Training Ship Golden Bear*
- Recruit, develop, and retain excellent students, faculty, and staff
- Meet the needs of students, industry, and society through superior, up-to-date, and visionary educational programs
- Maintain a student-centered environment to enhance the ethical, personal, and professional development of our students

- Encourage diversity in a respectful environment
- Strengthen linkages between the campus and external communities within the state, the nation, and the world through public service
- Enhance the educational program through development and maintenance of modern facilities and technology
- Emphasize the integration of intellectual learning, applied technology, and leadership development
- Value and promote participation and support from alumni, friends and industry

Organization Chart – see Appendix A

California Maritime Academy Foundation

The California Maritime Academy Foundation is a non-profit organization that exists to provide financial and material support to the California Maritime Academy. At present, the Foundation's primary funding sources are the Boat Donation Program, the Annual Fund Drive, the President's Golf Invitational, and gifts from individual donors and friends.

Continuing Education (CE)

The Continuing Education Department (CE) is dedicated to providing educational programs for maritime and transportation related industries. Changes taking place within the industry require the modern merchant mariner, as well as shore side support personnel, to continue upgrading their knowledge and skills (Phone 654-1155).

FACULTY GENERAL INFORMATION

Collective Bargaining

The Higher Education Employer-Employee Relations Act (HERRA) provides California State University faculty employees, through an election process, the option of choosing whether or not to elect an exclusive agent to represent them in collective bargaining on wages, hours and other terms and conditions of employment. Elections were held and the California Faculty Association (CFA) was chosen as the exclusive agent.

California Faculty Association

The California Faculty Association (CFA) is the exclusive collective bargaining representative for the faculty unit (faculty, librarians, coaches, and counselors). CFA maintains an active office at the California Maritime Academy. CFA ensures that the Collective Bargaining Agreement (CBA) is implemented and the rights of the faculty unit members are enforced. CFA assists unit members with grievances and determines which cases should be arbitrated. The local chapter provides useful information, (such as benefits, grievance process and ARTP- Appointment, Retention, Tenure, Promotion), to its members through forums, workshops and meetings. The local CFA leadership works with the Academic Senate, Administration and the statewide CFA to provide input on a variety of CSU faculty issues. A copy of the latest Collective Bargaining Agreement (CBA) is available in the campus library, and on-line at: http://www.calstate.edu/LaborRel/Contracts_HTML/contracts.shtml.

CFA Agency Fee

A CFA Agency Fee is automatically deducted from all Unit 3 employees pay checks by the State Controller and sent to CFA. Paying agency fees will not make you a CFA

member. The fee will cover the cost of services that CFA is required by law to provide to both members and nonmembers. CFA members charge nonmembers, represented by CFA, an agency fee that is substantially less than the regular membership dues paid. The reduced rate reflects the nonmember's share of expenses that are germane to CFA's status as the exclusive bargaining representative. Nonmembers have a right to challenge the accuracy of CFA's calculation of the chargeable and nonchargeable expenses, and to have the challenge resolved by an impartial arbitrator.

Salary

The salary schedule for faculty unit employees is established annually through negotiations between the CSU system and the California Faculty Association (CFA). Movement up the salary scale is possible through five means (Article 31, CBA).

1. General Salary Increases (GSI)

Refers to across-the-board salary increases granted to all faculty unit employees following collective bargaining agreements. If granted, such salary increases are usually effective on July 1.

2. Service Salary Increase (SSI)

A Service Salary Step Increase (SSI) refers to upward movement on the salary schedules. Such adjustments are determined by the CFA and CSU during negotiations annually.

3. Faculty Merit Increase (FMI)

Faculty shall be eligible for Faculty Merit Increases for demonstrated performance commensurate with rank, work assignment and years of service pursuant to the provisions in Article 31.7 of the Collective Bargaining Agreement.

4. Promotional Increases – advancement in rank or responsibility.

5. Market or Equity Increase - Increases brought about to equate institutional salaries with that of the current rate of comparable commercial industries.

Direct Deposit Payment Program

Direct deposit is a program that allows for the automatic deposit of your net earnings in the financial institution of your choice. If you are interested in enrolling in this program please contact the CMA Human Resources Office in the Administration Building

Paycheck Deductions

Payroll deductions for all faculty unit employees appear on a "Statement of Earnings and Deductions" issued with each pay warrant. In addition to the mandatory deductions for Federal and State Income Tax, deductions may also be made for Public Employees Retirement System (PERS) or Part-time Seasonal Temporary (PST), Social Security/Medicare, and campus parking.

Public Employees Retirement System Contribution

Tenure and non-tenure track employees, exclusive of lecturers whose time base is half-time or greater with appointments exceeding six (6) months are automatically enrolled as members of the Public Employees Retirement System (PERS). The employee makes monthly retirement contributions based on 5% of the monthly gross beyond the first \$513.00. PERS contributes an equal or greater amount. Part-time lecturers are required to enter membership with PERS commencing with the third consecutive term appointment at half time (7.5 WTU) or more, regardless of whether the faculty member has been separated and reappointed between terms.

Eligible employees who terminate employment at Cal Maritime may (1) receive a refund of his/her total contribution, (2) rollover the taxable portion of his/her contribution to the financial institution or plan named on the PERS direct rollover election form, (3) continue membership in PERS and leave his/her contributions and/or service credit on deposit, or (4) continue membership in PERS if accepting employment with another state or public agency.

Part-time/Seasonal/Temporary (PST) Employees Retirement Plan

The Federal Omnibus Budget Reconciliation Act (OBRA) of 1990 requires that all public employees who are not members of a retirement system be covered either by a qualified retirement plan or by Social Security. In response to this legislation, the CSU established the PST Retirement Plan. All CMA employees not eligible for PERS are automatically covered under PST unless otherwise covered. Information regarding exceptions to PST mandatory coverage can be obtained in the Human Resources Office.

The minimum retirement age for PERS members is 50 with five years of PERS service credit.

Sexual Harassment Policy – see Appendix B

Social Security/Medicare Contributions

All PERS eligible employees contribute to both Social Security and Medicare. All PST eligible employees contribute to Medicare, but not to Social Security.

Tax Deferred Annuity and Tax Sheltered Annuities

The California State University and the State of California sponsor tax deferred investment programs. Participation in these programs may result in reducing Federal income tax liability, and may provide an additional source of income after retirement. Additional information is available in the Human Resources Office.

Benefits

Tenure and non-tenure track employees whose appointments exceed six (6) months and whose time base is half time or greater are eligible for benefits.

Eligible employees and eligible family members shall receive health, dental, and vision benefits. Eligibility requirements are available in the CMA Human Resources Office located in the Administration Building. The CSU pays for the major portion of the premiums for health insurance coverage. Eligible employees have 60 calendar days following the date of appointment to enroll in health, vision, and dental benefits plans. Information regarding all available plans is accessible in the Human Resources Office.

FlexCash

FlexCash is an optional benefit plan that allows eligible employees to waive CSU medical and/or dental insurance plan(s) in exchange for cash if they have other non-CSU coverage.

CSU Fee Waiver

The appropriate administrator shall approve requests from all tenured and probationary faculty unit employees and temporary faculty unit employees with at least 6 years of full time equivalent service in the department for enrollment in the CSU fee waiver program. A maximum of two courses or six (6) units, whichever is greater, per semester may be taken on the Fee Waiver Program per semester. Faculty unit members eligible for participation in the CSU Fee Waiver Program as defined in provision 26.1 of the Unit 3 Bargaining Agreement, may transfer their existing Fee Waiver benefit entitlement maximum of 6 units, as defined in provision 26.3, to a spouse and/or dependent child, subject to certain conditions.

Outside Employment

Outside employment shall not conflict with normal work assignments or satisfactory performance of all duties of the faculty unit employee.

Upon written request directed to an individual full-time faculty unit employee by the Vice President, Academic Affairs the faculty unit employee shall provide a written statement of the amount and approximate distribution of time devoted to continuous outside employment during the academic term to which he/she has been appointed.

Such requests may be made when the Vice President, Academic Affairs has determined that such information is necessary to ascertain compliance with the conditions of the above paragraph (Article 35, CBA).

Limitations on Additional Employment

A faculty unit employee shall be limited in CSU employment to the equivalent of one (1) full-time position in his/her primary or normal employment. An "overage" of 25% of a full-time position shall be allowed if the overage employment: (a) consists of employment of a substantially different nature from his/her primary or normal employment; (b) is funded from non-General Fund sources; or (c) is the result of the accrual of part-time employment on more than one campus (Article 36.5, CBA).

Administrative Policy Manual

Cal Maritime maintains an Administrative Policy Manual that is accessible in the offices of the Chief Financial Officer, Room 21 of the Administration Building and the Vice President, Academic Affairs, Room 1 of the Faculty Office Building. Academy Policy Statements show the effective date and the effective date of the policy it superseded.

Personnel Action File (PAF)

The Personnel Action File is the official personnel file for faculty. It contains employment information and documentation related to personnel recommendations or personnel actions regarding a faculty unit employee. The Human Resource Office located in the Administration Building maintains all Personnel Action Files.

Access to Personnel Files

This file shall be defined as the one (1) official personnel file for employment information and information that may be relevant to personnel recommendations or personnel actions regarding a faculty unit employee. The Personnel Action Files are located in the Human Resources Office.

A faculty unit employee shall have the right to submit material to his/her Personnel Action File. A faculty unit employee shall also have the right to submit a written rebuttal to any material in his/her Personnel Action File. A faculty unit employee shall have the right of access to all material in his/her Personnel Action File, exclusive of pre-employment materials (Article 11, CBA).

The Personnel Action File shall be held in confidence. Access to a faculty unit employee's Personnel Action File shall be limited only to persons with official business.

Evaluation

While faculty unit employees, students, academic administrators, and the President may contribute to the evaluation of the faculty unit employee, only tenured full-time faculty unit employees and academic administrators may engage in deliberations and make recommendations to the President regarding the evaluation of a faculty unit employee. The term "evaluation" refers to either a Periodic Evaluation or a Performance Review (CBA, Article 15). A copy of the RTP (Retention, Tenure and Promotion) policy can be obtained from the Academic Senate website.

1. Periodic Evaluation of Temporary Faculty Unit Employees

Full-time temporary faculty unit employees appointed for two or more semesters, regardless of a break in service, must be evaluated in accordance with the periodic evaluation procedure. This evaluation will include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit, and evaluations by the appropriate administrators and department chair (Article 15.21, CBA).

Part-time temporary faculty unit employees appointed for two or more semesters, regardless of a break in service, shall be evaluated in accordance with the periodic evaluation procedure. Such evaluations shall include student evaluations of teaching performance for those with teaching duties, evaluations by appropriate administrators and department chair, and an opportunity for peer input from the department or equivalent unit (Article 15.22, CBA).

A temporary faculty unit employee appointed for one (1) semester shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit (Article 15.23, CBA).

A written record of periodic evaluation shall be placed in the temporary faculty unit employee's Personnel Action File. The temporary faculty unit employee shall be provided a copy of the written record of the evaluation (Article 15.24, CBA).

2. Periodic Evaluation of Probationary Faculty Unit Employees

If a probationary faculty unit employee is subject to a Performance Review, the Performance Review shall serve as the evaluation of the probationary faculty unit.

Employee (Article 15.25, CBA). In an academic year in which a probationary faculty unit employee is not subject to a Performance Review for retention, the probationary faculty unit employee shall be subject to periodic evaluation Article 15.26, CBA).

3. Periodic Evaluation of Tenured Faculty Unit Employees

For the purpose of maintaining and improving a tenured faculty unit employee's effectiveness, tenured faculty unit employees shall be subject to periodic performance evaluations at intervals of no greater than five (5) years (Article 15.29, CBA).

4. Performance Review

A Performance Review of a faculty unit employee (Article 15.32, CBA) shall normally be required for the following purposes:

- a. retention of a probationary faculty unit employee;
- b. award of tenure; and
- c. promotion

A Performance Review (Article 15.33, CBA) shall consist of a minimum of the following reviews:

- a. evaluations of teaching performance, if the faculty unit employee teaches;
- b. peer reviews,
- c. department chair reviews; and
- d. administrative reviews.

Academic Rank

There are two academic ranks at Cal Maritime: the professorial track (assistant professor to professor) and marine vocational instructor (MVI) track (MVI two to MVI four). MVI faculty who have obtained an approved master's degree, and have the appropriate license may be considered for promotion to the professorial track (see Policy 211.26)

Uniform and Grooming Standards for Faculty and Staff (Please see Appendix C)

Uniform Allowance

Cal Maritime shall authorize an initial uniform purchase allowance, not to exceed \$900, for newly employed Cal Maritime faculty who are employed in a permanent position, which requires the wearing of a uniform.

When Cal Maritime faculty unit employees are required to wear a uniform, Cal Maritime shall authorize a uniform replacement allowance, not to exceed \$400 a year for eligible employees (See Memorandum of Understanding for details).

Athletic Facilities

Faculty are encouraged to use the Athletic facilities, and depending on space may obtain a locker. Facilities available include the gymnasium, pool, and weight rooms with free-

weights, and exercise machines. Please see the Assistant Athletic Director for pool schedule and access to lockers.

Escort Service

If you feel uncomfortable going to the parking lot by yourself, please notify the Public Service Office and they will send an officer to escort you to your car.

Food Service

Faculty may eat in either the Dining Hall or in the Café located in the Student Center (cost subject to change).

Keys

Key requests are initiated by the department chair or designee sent to Public Safety for approval who forward the requests to Facilities for completion of the order. Keys are normally ready within two working days after the Public Safety Office receives the request. Academy keys are the property of the State of California and may be recalled at any time and must be returned to the Public Safety Office at the time of separation from employment-

Parking

Cal Maritime regulates traffic and parking at all times on its property in accordance with Title V, California Administrative Code, California Vehicle Code (CVC), Vallejo Municipal Code, and campus parking and traffic regulations. Everyone utilizing campus parking facilities must pay their fair share. Faculty members may purchase a long-term parking permit @ \$54.00 per semester, authorize a payroll deduction @ \$9.00 per month, or pay \$1.50 per day via the parking ticket dispenser. Valid parking permits must be displayed by 0800 hours on the seventh academic day of each semester.

TEACHING PRACTICES AND PROCEDURES

Academic Affairs/Curriculum

Academic Affairs is divided into seven departments that report to the Academic Dean. They are Business Administration, Engineering Technology, General Studies, Marine Transportation, Maritime Operations, Mechanical Engineering, and Naval Science.

The Business Administration Department offers a major in Business Administration with management at its core. There are concentrations in Management, Transportation, and Logistics and International Business.

The Engineering Technology Department offers two majors, Marine Engineering Technology and Facilities Engineering Technology that provide students with the

knowledge and technical skills required to become a ship's engineering officer or operating engineer ashore.

The Marine Transportation Department offers a major in Marine Transportation that provides students with knowledge of navigation, ship handling, cargo operations, seamanship, maritime transportation and business. The two options associated with this major are Maritime Management Option and QMED (Deck-Qualified Member of the Engineering Department). This program prepares students to be licensed by the USCG as Officers in Charge of a Navigational Watch.

The Mechanical Engineering Department offers a degree in Mechanical Engineering with two possible options, Third Assistant Engineer or Certified Plant-Engineer-In Training. Students receive a solid foundation in the fundamental theory and practice of mechanical engineering.

The General Studies Department offers a degree in Global Studies and Maritime Affairs, as well as courses covering a broad range of subject areas to provide students with a balanced college education that will equip them to meet the challenges of a dynamic world.

The Naval Science Department introduces the student to the close relationship between the U.S. Navy and the merchant marine. Additionally, it provides the necessary training and preparation for students interested in a naval commission at graduation.

The Maritime Operations Department reports to the Academic Dean and the Vice President of Marine Programs. It provides coursework relating to shipboard operations for the various departments and emphasizes practical operation, experience-based learning, and hands-on performance.

Faculty workload (full-time)

A normal course load for full-time faculty is 15 WTUs (Weighted Teaching Units). A tenured or tenure-track professor usually teaches 12 direct/ semester with 3 units of indirect WTUs. The type of class determines direct WTUs, i.e., lecture, and seminar courses are 1 WTU/hour/week in class (a three unit lecture would be 3 WTUs). A three-hour laboratory/week is 1.5 or 2 (depending on the course) WTUs and a two-hour laboratory is either 1 or 1.5 WTUs. Your department chair and the Academic Dean can tell you the WTUs for a particular course.

Indirect WTUs are given to faculty to cover their office hours (usually 1 hour per course /week?), departmental and academy governance and committee work.

Cruise Assignment

Those Cal Maritime faculty working on the basis of the cruise year calendar will complete the academic year calendar and one (1) of the annual training cruises. Each cruise period shall not exceed 65 days in duration.

Cruise assignments for the cruise year calendar faculty shall be made by CMA following a meet and consult procedure with the CMA Faculty Association. These assignments will be published at least 30 days prior to the academic year. The cruise assigned to a faculty member is at the discretion of the CMA. The CMA will accommodate, to its best ability, the personal needs of the individual faculty member in making cruise assignments (see Memorandum of Understanding, April 24, 1998 side letter)

Cruise Position Assignments

It is the policy of the California Maritime Academy that faculty cruise position assignments be made consistent with the needs of the academic program, the safe operation of the training ship, and to enhance development of the faculty, giving due consideration to the desires of the individual faculty members. Please see Appendix D for Principles, Procedure and Selection Process.

STATEMENT CONCERNING PROFESSIONAL ETHICS & RESPONSIBILITY

The California Maritime Academy recognizes and endorses the Statement on Professional Ethics that was adopted by the Council of American Association of University Professors in April 1966 and endorsed by the Seventy-third Annual Meeting in June 1987 as policy of the American Association of University Professors.

The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic and scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate

- against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinion of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the state regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
 5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
 6. In their relationships with students, members of the faculty are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism or bias. Accordingly, professors who do engage in romantic relationships with students do so at potentially grave personal and professional risk. Such relationships may in some instances infringe upon the rights of the student, other students or colleagues. The possibility of sexual harassment may arise if the faculty member's immediate power to influence the student's academic progress brings into question the ability of the student to genuinely consent freely to the relationship. If advances from a faculty member are unwelcome, the student may suffer unneeded stress, and the academic relationship may suffer. The possibility of an unwelcome, hostile or offensive academic environment may also arise if the faculty member fails to clearly separate personal interest from his or her professional decision-making.

Questions to Ask Yourself Before Teaching Begins

1. If other instructors have taught my class, have I discussed the approaches they took and examined copies of their syllabi?
2. Have I reviewed options for course materials? Would customized texts or reader options be more useful than standard texts? Have I checked with my department to see when textbook orders are due?
3. Have I considered ways in which audiovisual materials or computers might be usefully incorporated into my class?
4. As I designed my class, did I consider a variety of teaching strategies and activities that could enhance student learning of the material?
5. Does my syllabus summarize course objectives, grading criteria, reading and writing assignments, due dates for papers, and attendance policy?
6. Have I turned in class syllabi to the VPAA Office?
7. As I designed my course, did I build in methods for students to evaluate their grades and progress throughout the semester?
8. Did I provide for ways in which students can let me know what they are learning and what problems they are encountering throughout the course?
9. Have I developed class assignments and activities that will truly help students explore and master the material?
10. Am I familiar with the Academy's policies on grading, add/drop, and attendance?
11. Have I visited the assigned classroom to make sure it has the necessary equipment and number of seats?
12. Am I familiar with the emergency routes in the building where I will be teaching? If an emergency occurs, what do I do?
13. If I have planned for guest speakers, have I discussed the plans with my department chair?
14. If I have students with learning disabilities in my class, do I know how I can best accommodate to their needs?

Syllabus

Please see 5 and 6 in “Questions to Ask Yourself Before Teaching Begins”. The syllabus should be considered as your “contract” with the students; and needs to clearly state your course objectives, and how those objectives will be assessed in the course. In addition, you need to turn in a course syllabus to the Vice President, Academic Affairs office for each course each semester and for cruise.

Record Keeping

Course records (examinations, papers, quizzes, laboratory reports, and grades, etc.) for all courses must be kept for, at least, one semester to allow for grade appeals. If you are leaving the institution you must leave this information with the Department Chair or the Department secretary. For STCW courses, a blank sample of each examination, and two student examinations from each examination must be given to the Academic Dean’s office, who will retain these items for a minimum of five years.

CLASSROOM ATTENDANCE

Students are expected to attend all classes unless an absence is properly authorized. It is up to the course instructor to establish an appropriate attendance policy, except for those courses that have outside agency requirements: i.e., STCW approved courses. Students failing to adhere to the attendance requirements established by the course instructor or the Academy may be dropped from the class. Typically, faculty include words from the CMA attendance policy in the Course syllabus that make that expectation known to the students. The syllabus also includes how failure to attend courses may affect the final grade in the class. Most faculty take roll in the class at the beginning of a class session or pass around a roll sheet for attendance verification.

Field Trips – please appendices E and F

Collection Of Money By Instructors

Faculty members may not collect money from their students for any purpose whatsoever. Registration fees can only be charged on schedules set up and approved by the Trustees of The California State University. All cash must be collected by the University Cashier's Office.

Adding And Dropping Of Courses

Students may add or drop courses up to a specific deadline in each semester. The official Add/Drop Form must be approved by the course instructor and the student’s academic advisor and turned in to the Student Records Office by the prescribed date.

Adding a Course

Students may add a course to their schedules only during the first five days of the semester. An approved “Add Form” must be submitted to the Records Office by the

fifth day of instruction. Approval to add a course must be obtained from the course instructor and the student's academic advisor.

Dropping a Course

Students are allowed to drop courses with no grade recorded on their academic transcripts during the first four weeks of instruction.

Students are responsible for attending all courses in which they have registered. Non-attendance does not constitute withdrawal. The course instructor and academic advisor must sign the drop form before it is submitted to the Student Records Office.

After the first four weeks of instruction, withdrawal from a course is permissible only for serious and compelling reasons (e.g., illness, accident or death in the immediate family). Students may be required to provide documentation or verification of their particular circumstances. Approval to withdraw from a course during this period must be granted by the course instructor, Department Chair, and Academic Dean. If approved, a grade of "W" will be posted on the student's academic transcript, but it will not be factored into the grade point average. Students withdrawing during this period *without* a serious and compelling reason may receive a grade of "WU" in the course. Appeals may be directed to the Vice President, Academic Affairs.

Withdrawal from a course with a grade of "W" during the final three weeks of instruction is permitted only when the cause of the withdrawal is clearly beyond the student's control and assignment of an "I" (Incomplete) is not practicable.

Grading System

The quality of a student's work is measured by a system of grades utilizing the traditional A–F grading system. The following symbols will be used in evaluating student performance, including appropriate participation in the learning experiences as well as formal testing.

A. Letter Grades

<u>Letter Scale</u>	<u>Definition</u>
---------------------	-------------------

A+, A, A-	Performance has been of the highest level, showing sustained excellence.
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B+, B, B-	Performance has been good.
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C+, C, C-	Performance has been adequate, satisfactorily meeting the course requirements.
-----------------	--

D+, D, D-	Performance has been less than satisfactory.
-----------------	--

F	Performance has been poor, such that course requirements have not been met.
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WU	Withdrawal unauthorized (equivalent to an "F")
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- IC..... Incomplete Charged (equivalent to an “F”)
- W..... Withdrawal indicating that the student was permitted to drop the course after the 4th week of instruction for serious and compelling reasons, with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.
- CR..... A credit grade equates to a Grade of “C” or better (see section B: Grade explanations); also used for transfer courses and course challenges
- NC..... A no credit grade equates to a grade below “C” (see section B: Grade Explanations).
- I..... Incomplete. Course must be completed by sixth week of the following semester (may be extended in extraordinary cases).
- RD..... Report delayed.

B. Grade Explanations

1. *Credit/No Credit courses:*
Some courses are *only* offered on a credit/no credit basis. Grades of credit or no credit are neutral to the calculation of the student’s cumulative grade point average even if the final grade is no credit.
2. *Credit/No Credit courses required for graduation:*
Some courses required for graduation are offered only on a credit/no credit basis. Grades of credit or no credit are neutral to the calculation of the student’s cumulative grade point average. If the student’s grade in these classes is no credit, the course must be repeated until the credit grade is earned.
3. *Credit/No Credit option:*
The student for courses for which the A-F pattern is the norm for the course may select a credit/no credit grade pattern. No course that meets a student’s graduation requirement may be taken on a credit/no credit basis except as described in 2 above. Grades of credit/no credit are neutral to the calculation of the student’s cumulative grade point average, even if the final grade is no credit.

The following rules apply when a student selects CR/NC grading option in section 3 above, when the course is not normally offered on that basis: (1) the student must submit an application to the Student Records Office, which must be approved by the course instructor and the student’s department chair; (2) the deadline for applying for CR/NC grading is the fifth day of instruction of the applicable semester; (3) once the application for CR/NC grading has been made, the student may not change the grading option for that course; and (4) CR/NC is not used in the computation of the

student's semester or cumulative grade point average. An application for the credit/no credit grading option can be obtained in the Student Records Office.

In the case of remedial courses (EGL 001 Introduction to Composition; EGL 105 English as a Second Language; and MTH 001 Intermediate Algebra), the grade awarded must be on an A, B, C, NC basis. If a student receives a grade lower than a C, a grade of NC will automatically be awarded. Remedial courses carry units of credit that apply to the student's unit loads for a given semester but do not apply toward graduation.

4. *Incomplete grades:*

An Incomplete (I) grade is awarded for a specific course only when students are not able to complete the course requirements at the end of the semester through no fault of their own. The "I" grade will be awarded only when (1) the student is performing work of passing quality at the time the grade is assigned and (2) the work can be completed for credit within the student's remaining stay at Cal Maritime. An incomplete grade must be made up by the end of the sixth week of the next academic semester, or the grade will automatically become an "IC" (equivalent to an "F") unless the student requests an extension from the instructor. This limitation prevails whether or not the student maintains continuous enrollment.

C. Grade Point Average Computation

Grade point averages are determined by dividing the total number of weighted grade points earned in the semester by the total number of units attempted in the semester. A weighted grade point is determined by multiplying the grade points earned in the course by the number of units in the course. The following grade points are assigned for each equivalent letter grade:

A, A+	= 4.0	B-	= 2.7	D+	= 1.3
A-	= 3.7	C+	= 2.3	D	= 1.0
B+	= 3.3	C	= 2.0	D-	= 0.7
B	= 3.0	C-	= 1.7	F/WU/IC	= 0.0

Units

A semester unit at Cal Maritime assumes a one-hour class per week class for a period of 14 weeks. It is the standard quantity used for measurement of college and university work.

1. *Lecture.*

One unit equals one hour of classroom work per week in most classes, predominately those of the lecture or lecture-discussion format. It is generally assumed that a student spends two hours of outside preparation for each hour spent in such classes.

2. *Laboratory.*

In laboratories, there are two or three hours a week for each unit, depending on outside lab preparation. In specialized training and performance courses, such as

sea training, ship operations, and intercollegiate athletics, there are more than three hours per week required per unit.

Withdrawal Unauthorized

A grade of “WU” (equivalent to an “F” for grade point average computation) will be assigned to a student who fails to complete a course, fails to formally withdraw from a course, or has a significant number of class absences after the fourth week.

It is the student’s responsibility to officially withdraw from a course in which he or she has registered yet never attended or has stopped attending. A student has four weeks from the start of instruction to officially withdraw from a course.

Catalog Rights

A person in continuous enrollment may elect the requirements in effect at the time of gaining Classified Standing or at the time of completing degree requirements. For purposes of this registration, “continuous enrollment” is defined as attendance in at least one semester each calendar year. An absence for an approved educational leave or for attendance, not to exceed two years, at a regionally accredited college may be permitted. Students who do not enroll at least part-time for one semester each calendar year risk the loss of rights to their original catalog year for graduation requirements.

For example, a student cannot be required to take a prerequisite that was not present in the catalog corresponding to the date of his/her matriculation as long as the student maintains continuous enrollment.

Standards Of Training, Certification, And Watchkeeping For Seafarers (STCW)

The International Maritime Organization (IMO) has *adopted* Standards for Training, Certification, and Watchkeeping for Seafarers that are necessary for the issuance of maritime licenses effective April 2002. Cal Maritime’s marine programs have been approved and validated as meeting these standards.

Academic Dishonesty Policy

Cheating and academic dishonesty is all behavior by a student that is intended to gain unearned academic advantage or interfere with another’s academics by fraudulent and/or deceptive means. **Please see Inappropriate Student Academic Conduct policy, Appendix G.**

Student Evaluations Of Faculty Members

It is the practice at the Academy for all tenured faculty members to receive student evaluations in two courses a year. All non-tenured faculty members receive student evaluations in each course taught.

Tips for Effective Advising

1. Keep the Academy Catalog, the Schedule of Classes, the CMA telephone guide, and this Handbook nearby for easy reference as you advise.
2. Make sure as you advise students that you understand both the course requirements for programs in your department and the Academy requirements for graduation.
3. Become familiar with Academy-wide placement tests. It will be helpful to provide students with general information about the English Placement Test (EPT) and Entry Level Mathematics (ELM).
4. Become familiar with the academic programs and the resources that may be of interest to your advisees.
5. Keep a list of offices and individuals that can assist with questions about areas such as transfer evaluations (Records and Director of Academic Services Offices), academic probation (Records Office), and special minors (Department Chair).
6. Make sure your advising is accurate. If you have any doubts or questions regarding scheduling, check your information with the Director of Academic Services and/or the Records Office.
7. Remember that you are an academic advisor, not a personal counselor. Keep your advice within the sphere of your expertise.
8. Good advising involves good listening. Listen carefully to your advisees!

FACULTY, ACADEMIC RESOURCES AND RESPONSIBILITIES

Sabbatical Leaves

A sabbatical leave shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining. A full-time faculty unit employee shall be eligible for a sabbatical leave if he/she served full-time for six (6) years at Cal Maritime in the preceding seven (7) year period prior to the leave and at least six (6) years after any previous sabbatical leave or difference in pay leave. (See Appendix H)

Difference in Pay Leaves

A difference in pay leave shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining. A Cal Maritime difference in pay leave may be approved for one (1) or more semesters as appropriate to the appointment. The salary for a difference in pay leave for a faculty unit employee shall be the difference between the faculty employee's salary and the minimum salary of an instructor, librarian, or counselor rank depending on the category of the applicant filing for this leave.

Faculty Scholarship and Professional Activities – See Appendix I

Faculty Development

Cal Maritime supports continuous development of its employees, especially its faculty members, in the pursuit of the best possible working/learning environment and the finest of maritime-related instruction.

The Faculty Development Committee (FDC) of the Academic Senate, composed of departmental chairs and the Vice President, Academic Affairs or his designated representative, is responsible for executing and maintaining faculty development policy.

The Faculty Development Committee receives three sources of funds. The Vice President, Academic Affairs (VPAA) gives the Committee approximately \$10,000. The awards guidelines, advisory information, and form are found in Appendix J. This form is to be completed and submitted to the office of the VPAA.

In addition, the Faculty Development Committee can allocate approximately \$1000 from the Drahos foundation account. These funds may only be used to support faculty and students who seek opportunities for maritime-related professional development. Complete the same application form as above and submit it to the office of the VPAA.

Cal Maritime also receives approximately \$9,000 from the California State University to be used to fund the "Research, Scholarship and Creative Activity Mini-grant program." There are very specific guidelines for these funds so please see appendix J for further

details and appropriate forms. Complete the necessary forms and submit to the Office of the VPAA.

Mission Achievement Grants

The Mission Achievement Grant program is designed to provide resources to the faculty to engage in activity that facilitates our institutional mission. Each year the Foundation will set aside a certain amount to be added to this effort, the amount being determined by Foundation performance in the previous year. Faculty who wish to apply for such grants should submit proposals in the correct format to the Dean. The Dean and the VP for Academic Affairs will evaluate applications and make recommendations to the President, who will announce the final awardees. Applications will be accepted until November 15th for the Fall Semester and early Spring Semester awards and by **April 4th** for late spring and summer awards (see Appendix K for criteria and grant format)

IRA (Instructionally Related Activities) fund

“Instructionally related activities” means those activities and laboratory experiences that are at least partially sponsored by an academic discipline or department and that are, in the judgment of the president, with the approval of the trustees, integrally related to its formal instructional offerings.

The Instructionally Related Activities Committee was established to aid in managing the disbursement of monies received through the Instructionally Related Activities Fee. It will make recommendations to the president or his/her designee regarding the specific procedures and allocation of those funds. To apply for these monies see appendix L for criteria, guidelines, and application form.

Institute for Maritime Technology, Research and Analysis - IMTRA

The Institute for Maritime Technology, Research and Analysis, was established to provide applied research, analysis and planning for the implementation of emerging and future maritime technologies. The goal is to assure the implementation of future complex technologies in a cost-effective manner, at minimum risk. Faculty members are encouraged to discuss their possible involvement with the Institute Director (Contact the Director of Continuing Education). I

Tips on Participating in Faculty Governance

1. If you are interested in participating in faculty government, run for membership on a committee, or volunteer your services.
2. Read Executive Committee and Academic Senate minutes, and attend meetings to discover what is happening in faculty governance.
3. Talk to faculty leaders to solicit their ideas and support.
4. Remember that, in addition to enhancing the campus culture, your service in faculty governance also enhances your Personnel Action File.
5. Do not hesitate to let others know your views or ideas. New concepts and positions are always welcome.
6. Keep in mind that collegiality and civility are watchwords of the faculty governance process at Cal Maritime. Join us in adhering to them.
7. Service on committees helps you meet faculty and staff from other departments and areas. Remember that collegiality extends beyond your department.
8. As in any aspect of the democratic process, informed voting counts. Listen, read, and VOTE.
9. Faculty members are not the only participants in the governance structure at Cal Maritime; staff and students are also involved. Be respectful of all participants.
10. University governance works best when administrators and faculty consult with each other.
11. Keep a list of committees and their meeting times in an accessible place.

CMS - Common Management System (PeopleSoft)

The CSU has adopted a “Common Management System” for all campuses. Cal Maritime was one of the first campuses to employ this software in the management of its financial, human, and student resources.

You will be able to access student information at your desktop, post your grades, examine Cal Maritime’s courses, and review your class schedule and roster. Students can also review their records, schedules and register on-line. Please see the Records Office if you have any questions.

Collegiality

The CSU Board of Trustees and the Statewide Academic Senate jointly prepared a "collegiality statement" which affirms that "collegiality consists of a shared decision-making process and a set of values which regard the members of the various university constituencies as essential for the success of the academic enterprise.... Collegial governance allows the academic community to work together to find the best answers to issues facing the university.... Central to collegiality and shared-decision making is respect for differing opinions and points of view, which welcomes diversity and actively sponsors its opinions." Collegiality - that is, shared governance - is an important aspect of Cal Maritime life.

Library Services

Cal Maritime’s Library is service-oriented and committed to developing savvy information users. Study and research are supported through the Library’s Information Fluency Program, campus and training ship facilities, and computerized online services. Library instruction is provided through several courses during the student’s first year to achieve a level of information competence. Thereafter, several courses utilize information resources to ensure that students at the Academy are fluent in navigating the increasingly vast amount of information available to improve their studies, their professional endeavors, and their lives.

The library building and ship’s library hold approximately 35,000 books, 7,500 bound periodicals, 250 current magazine and journal subscriptions, and a growing video collection.

The library’s web site is the portal for locating its information resources. Over 12,000 current periodicals are available online. In addition, books and other materials can be located and delivered within two (2) weeks from virtually any U.S. library via the library’s online services. Vital web resources are collected and organized for convenient access. The library also provides a constantly updated collection of best sellers for recreational reading.

Library personnel are eager to consult with students, faculty, staff, and industry. Requests to purchase materials for the collections are sought and given every consideration.

Faculty responsibility for Academy Leadership program

Leadership is one of the four goals set out in the Academy Mission Statement. There is an expectation that the faculty will become familiar with the Student Handbook and support institutional policies. Also, while there are no guidelines for the dress and grooming of non-uniformed faculty, please remember you are a **role model** for the cadets.

Office of Student Professional Leadership Development

Students at the California Maritime Academy are enrolled in the Corps of Cadets. Under supervision of the Student Leadership Development Office cadets are given instruction and training in areas related to campus and shipboard watch standing, wearing and maintenance of issued uniform items, functional duties as appointed leaders in the Corps of Cadets, theory and application of practical leadership skills as they relate to facilitating/supporting the Academy's conduct system. The Student Professional Leadership Director (PDO) also oversees a campus wide leadership consortium of academics, Corps of Cadets and Campus Life entities.

Career Center

The Career Center assists graduating seniors and alumni to obtain professional employment. As part of the program for graduating seniors, the center invites company representatives to the campus each year to make presentations and interview graduating students.

Center for Excellence for Learning

The Cal Maritime Center for Excellence and Learning offers a broad variety of course workshops and tutoring for students seeking extra academic preparation in their pursuit of excellence.

Writing Laboratory

Cal Maritime students interested in improving their writing skills can do so in the writing lab provided on campus during the evening hours. A writing skills specialist works with students one-on-one and in groups in an attempt to improve their writing skills.

Disability Resource Office

The Disability Resource Office located in the Center for Excellence and Learning, assists disabled students in obtaining appropriate academic accommodations to meet the

needs of their specific disability. Specific tests and professional evaluations are required to be eligible for these services. For further information, call 707/654-1075.

Student Counseling Center

Cal Maritime is concerned with the emotional health and well being of its students. Confidential counseling is available to enrolled students throughout the week at no additional cost.

Appointments with the campus psychologist provide students with an opportunity to explore freely any problems or concerns. Together with the psychologist, students may work to resolve a variety of issues, including anxiety, test anxiety, relationship difficulties, family problems, depression, sexuality issues, substance abuse, concerns about academic progress or goals, and other issues.

Counseling Tips

1. Know how and when to make referrals, and be familiar with referral sources.
2. Do not refer students to other sources too hastily, but also do not attempt to handle situations that you are not qualified to handle.
3. Students who appear to be depressed or acting in a strange manner should be referred to the campus psychologist for counseling (Phone 1174).
4. Senior students looking for job interviews and employment opportunities should be referred to the Career Placement Center adjacent to the Student Center at 654-1070.
5. Students interested in student government should be put in contact with Associated Students, Inc. in the Student Center (Phone 1272).
6. Students who are struggling with writing should be referred to the Writing Laboratory (CEL)
7. Students needing general academic assistance should be referred to the Center for Excellence and Learning (CEL) for tutorial services (Phone 1075, Engineering Lab Building).
8. Be knowledgeable about career opportunities and job outlooks for majors in your department.
9. If students need a short-term emergency loan, urge them to contact the Financial Aid Office.
10. For housing problems, students should be referred to the Office of Housing and Residential Life in the Old Residence Hall.
11. If students are complaining about the campus food service, direct them to participate on the Food Committee through the Associated Students organization.

Community Service Learning Program

What is Community Service Learning?

Community Service Learning (CSL) is a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, a sense of civic responsibility, self-awareness, and commitment to the community. Students also gain valuable leadership experience and greater self-confidence in their abilities to offer valuable talent and resources beyond the campus experience. In short, CSL provides students opportunities to apply the skills and concepts they are learning in the classroom and in real-life settings. CSL is not the same as volunteering; although it does involve volunteer activities in the community, these activities are coordinated with specific educational objectives identified in each course. For example, students in an accounting course may volunteer with local nonprofits to do bookkeeping assignments.

CSL courses occur in almost every discipline, from sociology, arts and management to physics, biology and engineering. Almost any course can be designed with a CSL component that will enhance the student's educational experience. The time that students spend in the community on their service projects is integrated into the course structure, so that service-learning courses require the same amount of effort and hours, as do their traditional counterparts. Furthermore, they also fulfill graduation requirements in the same way that regular courses do.

If you want to learn more about the CSL courses offered at the California Maritime Academy or obtain information about events, community partners, opportunities at other CSU campuses, and resources for faculty and students, please contact Dr. Kathryn Marocchino, Director of the Community Service Learning Center.

STUDENT INFORMATION AND RESPONSIBILITIES

Corps of Cadets

The Corps of Cadets is organized into eight divisions, four deck divisions and four engineering divisions. The cadets are commanded by a Corps Commander, assisted by an Executive Officer, Chief Mate, and Chief Engineer, all of whom comprise the Corps Front Four. A Division Commander who is assisted by Warrant Officers commands each division. The Front Four and eight division Commanders comprise the Corps Leadership. All of the positions are appointments that are recommended by a selection committee to the Academy President for approval.

Associated Students

The Associated Students, Inc., is a nonprofit corporation whose membership consists of all students enrolled at the California Maritime Academy. Members are encouraged to

participate in all A.S. activities and vote in all student elections. The ASCMA, comprising a president, executive vice president, vice president for finance, and elected officers from each of the four classes meet regularly on behalf of all students planning a number of social events throughout the academic year and allocating funds to recognized clubs and organizations.

Grade Change Procedures

Institutional academic processes leading to the awarding of grades cannot be completely error free. Events can transpire which suggest to a student that the grade he or she was assigned for a particular course was inappropriate. The Academic Senate policy (#546) outlines the procedures to be followed should a student wish to challenge the appropriateness of a grade assigned for a specific course. A copy of this policy can be obtained from the office of the Academic Dean or on the Academic Senate website. Time limit for making grade change request - absent exigent circumstances, a student must present a formal written request for change of grade to the Chair of the Committee on Academic Integrity within the first six weeks of the term following the term within which the grade in question was assigned.

Student Health Center

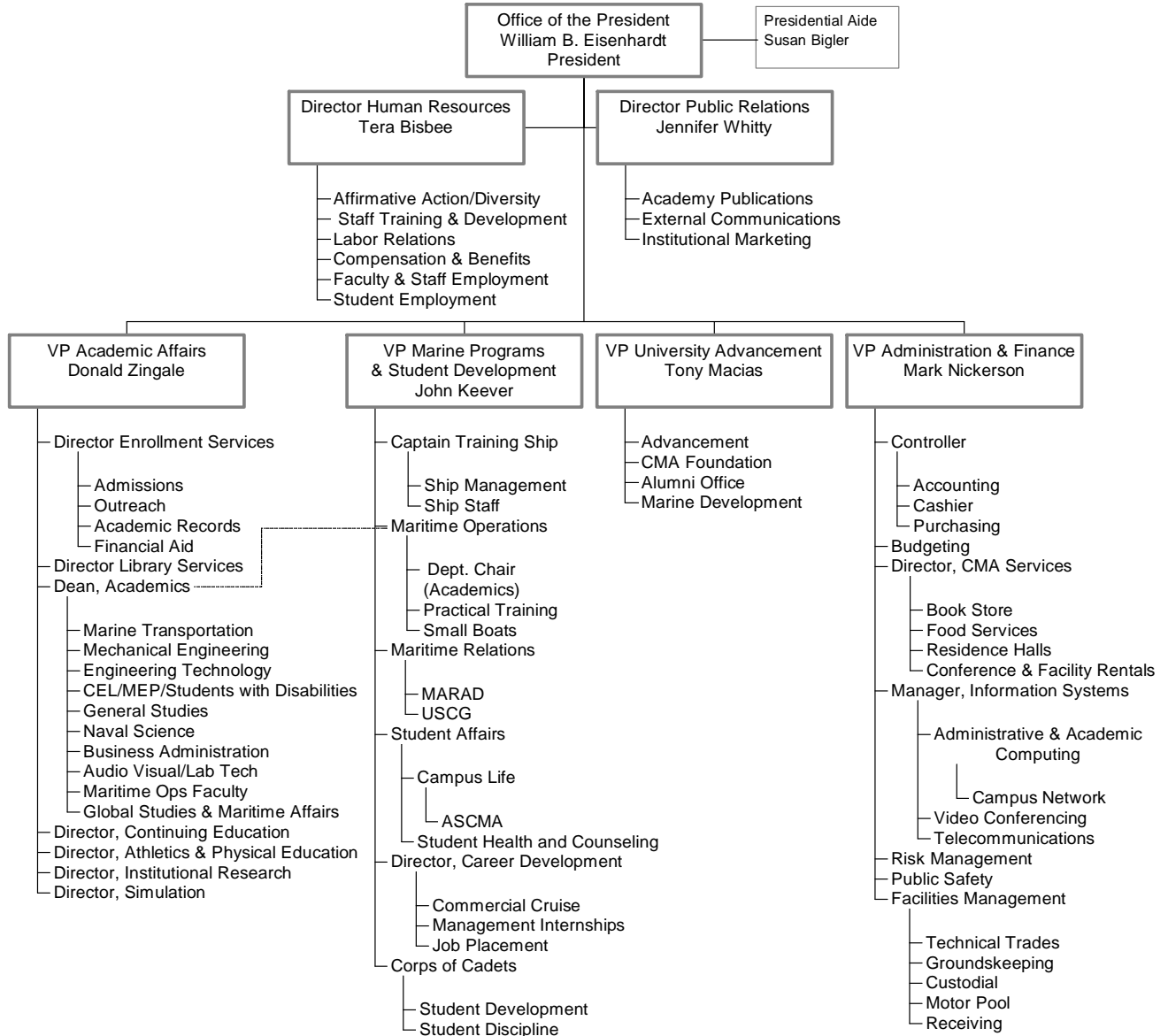
Physical well-being has a tremendous impact on academic performance. Student health services are available to assist students in maintaining their optimum mental and physical health while attending Cal Maritime. Workshops, seminars, individualized counseling and written information are provided to educate students about disease prevention and healthy lifestyles.

The Student Health Center offers clinic-based primary care services to all enrolled students. A physician and a registered nurse are available to assist students with their health care needs Monday through Friday. The academy encourages students to utilize the Health Center's drop-in clinic for their medical care. Medications prescribed by campus physicians are provided at no additional cost to the student.

During the Annual Training Cruise, the medical treatment facility on board the *TSGB* is staffed with an emergency physician and nurse. The training ship is fully equipped with medical supplies and pharmaceuticals to assist in the management of a student's health care needs while at sea.

APPENDICES

Appendix A – Organization Chart



Appendix B - Sexual Harassment Policy

It is the policy of the California Maritime Academy to provide a work and study environment free from any form of sexual harassment directed at any departmental employee, student, or public member while engaged in business activities for or with the California Maritime Academy. California Maritime Academy employees are expected to adhere to a standard of conduct that is respectful and courteous to all employees, students, and the public we serve.

The Academy cannot adequately function unless each member of the community is accepted as an individual and treated civilly and respectfully without regard to their assignment within the Academy. It is the position of the Academy to take appropriate and necessary measures to prevent or correct any occasions of sexual harassment, and where necessary, discipline those who harass.

Sexual harassment in the workplace is defined as unsolicited and unwelcomed sexual advances, requests for sexual favors and other verbal, physical, or visual conduct of a sexual nature which occur under any of the following circumstances:

- (1). Submission is made either explicitly or implicitly a term or condition of employment.
- (2). Submission or rejection by an employee is used as a basis for employment decisions affecting the employee.
- (3) Such condition has the potential to affect an employee's work performance negatively and/or create an intimidating, hostile, otherwise offensive working environment.

For the purpose of further clarification, sexual harassment also includes, but is not limited to:

- (4) Making unsolicited written, verbal, physical, and/or visual contact with sexual overtones.

Written examples: suggestive, sexual or obscene letters, notes, or invitations.

Verbal examples: derogatory comments, slurs, jokes, epithets with sexual overtones.

Physical examples: leering and displaying of sexually suggestive objects, pictures, cartoons, or posters.

- (5) Continuing to express sexual interest after being informed that the interest is unwelcomed. (Reciprocal attraction is not in itself considered sexual harassment.)
- (6) Making reprisals, threats of reprisal or implied threats of reprisal following a negative response. For example, either implying or actually withholding support for an appointment, promotion or change of assignment; suggesting a poor performance report will be prepared or suggesting probation will be failed.
- (7) Engaging in implicit or explicit coercive sexual behavior, which is used to control, influence, or affect the career, salary, and/or work or learning environment of

another employee or student.

(8) Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assigned duties or shifts, recommendations, reclassification, etc., in exchange for sexual favors. Offering inflated grades or other academic credit or advantage in exchange for sexual favors.

Appendix C – Uniform and Grooming Standards

California Maritime Academy

Uniformed Faculty and Staff

Uniform and Grooming Standards

Program Description

Licensed faculty in academic departments which have as a graduation requirement the US Coast Guard License, departments that support license programs, shipboard officers, and officers of the Commandant of Cadets office are designated as Uniformed Officers of the California Maritime Academy. The uniform is derived by our status as a State Maritime Academy under 46 CFR 310.5/310.11.

The uniformed faculty and staff serve several functions at the California Maritime Academy. Most importantly, they set an example for the uniformed Corps of Cadets and help in their understanding of rank and chain of command. Further, these faculty and staff serve in the chain of command on the ship, and their rank and uniform make this clear to our cadets and to other visitors.

The importance of the faculty and staff example cannot be overstated as they represent the role model to the students during their stay at the Academy. Both the quality of the uniform and the grooming standards set by the faculty and staff are closely observed by the students.

Outcomes:

The Faculty Uniform Policy at the California Maritime Academy has the following outcomes:

- Set a proper example for our officers in training as to how to wear a uniform.
- Establish a uniform which indicates how each uniformed member fits into the organization and chain of command.
- Create an atmosphere that is supportive of an Academy environment.

Rank of Faculty and Staff

Currently at the California Maritime Academy, rank is worn by virtue of the positions held (i.e., academic rank, administration, or shipboard position). In cases where a person holds more than one position, the rank of the highest position held is worn. Ranks are assigned as below:

Rear Admiral: (Collar – 2 stars) (2 star shoulder board with anchor)
President

Commodore: (Collar – 1 star) (1 star shoulder board with anchor)
Undesignated

Captain: (Collar – Eagle – 4 stripes shoulder board – anchor or propeller)
Commanding Officer Training Ship

Commander: (Silver oak leaf – 3 stripes – anchor or propeller)
Professor
Department Chair
Chief Mate
Chief Engineer
Commandant of Cadets (PDO)
MVI-IV (with license)

Lt. Commander: (Gold oak leaf – 2-1/2 stripes – anchor or propeller)
Associate Professor
Second Mate
First Assistant Engineer
MVI-III (with license)
Assistant Commandant of Cadets

Lieutenant: (2 silver bars – 2 stripes – anchor or propeller)
Assistant Professor
Watch Officers/Instructors
MVI-II (with license)
Commandant Staff Officers

CWO 4: (1 bar, silver and blue – 1 stripe, blue and gold)
MVI-I, II, III, IV (without license)

When worn on the collar, rank insignia is worn on the right collar and the maritime service insignia on the left.

Authorized Officer Uniforms

Dress Blues

- (a) Male: Navy blue coat and trousers, white dress shirt, black four-in-hand tie, black web belt with brass buckle, black plain toed dress shoes, black socks, and white combination cover.
- (b) Female: Navy blue coat and trousers, white dress shirt, black bow tie, black web belt with brass buckle, black plain toed dress shoes, black socks, and female style white combination cover. In lieu of trousers, socks and shoes, a Navy skirt, hosiery and plain black pumps may be worn.
- (c) Service insignia above striping is the anchor or propeller as appropriate.

Service Dress Whites

Graduation only – may be rented from the Campus Bookstore. *(To be phased out)*

Khaki Uniform

- (a) Male: Khaki trousers, khaki short-sleeve or long sleeve shirt, khaki web belt with brass buckle, black plain toed shoes, black socks, appropriate collar devices and name tag. Covers, when worn, shall be the khaki combination cover or the CMA baseball cap.
- (b) Female: Khaki trousers, khaki short-sleeve or long sleeve shirt, khaki web belt with brass buckle, black plain toed shoes, black socks, appropriate collar devices and name tag. In lieu of trousers, socks and shoes, a khaki skirt, hosiery and plain black pumps may be worn. Covers, when worn, shall be the female style khaki combination cover or the CMA baseball cap.

Salt and Pepper

- (a) Male: Black trousers, black web belt with brass buckle, white short-sleeve shirt, hard shoulder boards, black socks, black plain toed shoes, and white combination cover.
- (b) Female: Black trousers, black web belt with brass buckle, white short sleeve shirt, soft shoulder boards, black socks, black plain toed shoes, and white combination cover. In lieu of trousers, socks and shoes, a black skirt, hosiery and plain black pumps may be worn.
- (c) Outerwear: In inclement weather, only the campus green faculty jacket may be worn. Approved sweaters may be worn.

Work Uniforms

- (a) Khaki uniform with black or brown safety work boots. Black or navy blue watch cap or CMA baseball cap may be worn with this uniform. At sea, when authorized, khaki shorts (no cut-offs) may be worn in lieu of trousers with white tennis shoes.
- (b) Dungaree: Blue denim trousers, blue chambray shirt (short or long sleeve), black web belt with brass buckle, and black or brown safety work boots. Watch cap or CMA baseball cap may be worn with this uniform. At sea, when authorized, denim shorts may be worn in lieu of denim trousers.
- (c) Boiler Suit: Approved 100% cotton navy or white boiler suit. Suit must remain zipped or buttoned at all times. Black or brown safety work boots must be worn with this uniform. CMA ball cap or watch cap may be worn.

Outer Garments:

The Green CMA faculty jacket
 The CMA blue sweater
 The USN navy blue sweater with soft shoulder boards
 Yellow rain gear
 Black uniform raincoat
 Float coat
 CMA baseball cap or combination cover
 Military, Maritime Administration, and CMA ribbons may be worn; no other

Pins, badges, or ribbons are authorized

Officer Grooming Standard

Grooming standards for the professional uniformed officers at California Maritime Academy is intended not to be specific but general guidance. Individuals in these professional positions have experience and maturity to allow individual judgment in some areas.

Most importantly is that the grooming standard should be one that is in keeping with the wearing of a military type uniform, and a neat, well-groomed appearance which sets a good example for the cadets is the standard.

Hair should be kept neatly cut and off the collar for both men and women. No hair colors that do not appear natural should be used.

Facial hair is allowed. However, it should be kept neatly trimmed. Consideration must be given to the proper fitting of breathing masks for safety consideration.

Jewelry of a simple design and of limited amount may be worn which does not detract from the uniform. No chain necklaces or long dangling earrings, etc. should be visible.

Appendix D - Cruise Position Assignments

Principles:

Assignment to cruise academic and instructional positions, such as STCW Coordinator and DTO/ETO, will be based on recommendation from the appropriate department and approved by the Academic Dean.

Temporary operational assignments will be available to all cruise calendar licensed faculty from any department providing staff for cruise. The procedure listed below and the selection process outlined will be used to determine final assignments each year in order to allow the widest opportunities possible to all faculty consistent with operational effectiveness

Procedure:

Each year in October, faculty may submit assignment desires in order of priority for the following positions to the Vice President, Marine Programs:

- Master
- Chief Engineer
- First Assistant Engineer
- Second Mate
- Day Mate
- Day Second Engineer
- Deck Watchstanding Officer
- Engineer Watchstanding Officer

Selection Process:

A selection committee chaired by the Vice President, Marine Programs, with members consisting of the Engineering Manager/Chief Engineer, the Marine Manager/Chief Mate, and the Academic Dean will make the selection guided by the following selection criteria. Each cruise Captain and Chief Engineer will have final veto authority.

- Applicants must have the appropriate license and certification.
- The overall needs of the program
- Experience in the position or other operation position at the CMA
- Ability to relieve the next position in the chain of command
- Management and organizational skills
- Familiarity with vessel operations and preparation

Appendix E

CALIFORNIA MARITIME ACADEMY

Field Trip Regulations

1. The instructor is NOT responsible for anyone who is NOT enrolled in the course.
2. The instructor's responsibility is relinquished when individuals or groups leave the group or deviate from the field trip itinerary.
3. All drivers must have automobile insurance, a valid driver's license, and satisfactorily completed the Cal Maritime Defensive Driving course.
4. There is to be NO drinking of alcoholic beverages or use of drugs (except under doctor's prescription) while driving or riding as a passenger on field trips.
5. Drivers MUST observe speed limits.
6. Seat belts MUST be worn on field trips.
7. CMA's policy does not allow or tolerate sexual harassment; this policy pertains on all field trips as well as on campus. (Students wishing to pursue this issue can get information from the Human Resources office or the Student Handbook).

I have read and understand all of the above regulations.

NAME (printed)

(Signature)

DATE

Appendix F

THE CALIFORNIA MARITIME ACADEMY

Field Trip Liability Waiver

Participant agrees as follows:

1. If appropriate, the participant shall pay the established fee according to the payment schedule established by the Academy. All fees must be paid in full prior to departure. Except as otherwise provided in this agreement any refund may be at the sole discretion of the Academy.
2. Participant shall properly conduct himself/herself at all times during the course of the Trip. Conduct, which will subject participant to discipline, is specified in Title 5 California Administrative Code, Section 41301 and 41302, and in the California Maritime Academy Student Handbook. In the event the trip Supervisor determines that Participant has violated a student conduct regulation, the Supervisor may terminate Participant from the Trip. Such termination shall not affect participant's obligations under the agreement to pay Academy any amount due, nor shall the Academy be required to refund any payment which has been made except such refunds as are consistent with Trustee policy.
3. Participant agrees that the State of California, the Trustees of the California State University, the California Maritime Academy and every officer, agent and employee of each of them, shall not be responsible for any injury, damage or loss to Participant or Participant's property which occurs from any cause beyond the control of the Academy, except for occurrences due to the sole negligence of the Academy.
4. Participant further agrees to hold harmless, defend and indemnify the Academy from any liability incurred in connection with this agreement, resulting from the sole or partial negligence of the Participant.

This agreement is approved and accepted:

Signature: _____
(Participant, Parent or Legal Guardian)

Name (Printed): _____

Date: _____

Appendix G – Inappropriate Student Academic Conduct

POLICY STATEMENT:

Integrity within the academic program at the California Maritime Academy is critical to the success of the Academy's mission. Accordingly, it falls to the students, faculty and staff of the Academy to accept responsibility for ensuring that our academic program functions within the highest possible ethical standards.

The faculty bears primary responsibility for ensuring that all forms of academic endeavor promulgated by the institution are done subject to the highest possible ethical standards. The faculty, through its Academic Senate, also bears responsibility, in conjunction with both the student body and support staff, to create an environment and academic process within which all persons can aspire to the highest possible standards of academic integrity.

Because the quality of our graduates turns critically on the ethics our students display, it is both necessary and appropriate to describe with specificity both the standards of ethical conduct we demand from our students, and the sanctions that we impose when student conduct fails to meet those standards. The following policy is controlled by the California Code of Regulations, specifically, Title 5 §41301.

ACADEMIC DISHONESTY:

Cheating and academic dishonesty is all behavior by a student that is intended to gain unearned academic advantage or interfere with another's academics by fraudulent and/or deceptive means.

Examples of inappropriate student conduct that can lead to the imposition of sanctions include, but are not limited to, the following:

A. Taking Information:

1. Copying graded homework assignments from another person.
2. Unauthorized collaborative efforts on take-home exams or graded homework.
3. Looking at another student's paper during an examination.
4. Unauthorized use of text materials or notes during an examination.

B. Providing Information:

1. Giving one's work to another to be copied, paraphrased, or plagiarized.
2. Giving answers to another student during an examination.

3. After having taken an examination, passing information concerning the examination on to students who still must take the examination.
4. Providing a required writing assignment for another student.
5. Taking an exam, writing a paper, or doing a project for another student.

C. Plagiarizing:

1. Unauthorized copying of all or parts of an article, paper, book, published work or other proprietary source including documents from the World Wide Web and submitting all or parts of the article or paper as your own work, without proper citations or attribution.
2. Submitting a paper acquired from a “research” or term paper service.
3. Failing to give credit for ideas, statements of fact, or conclusions derived by another author.
4. Failure to use quotation marks when quoting directly from another source, whether it is a paragraph, a sentence, or part thereof. (For some informal writing assignments, such as reading responses or reader’s logs/journals, your instructor may have different guidelines. If you have questions, ask your instructor.)
5. Retyping a paper not originally written by you and handing it in for credit.
6. Submitting a paper from house files for credit.
7. Claiming credit for artistic work done by someone else, such as a musical composition, painting, drawing, photo, sculpture, or design.
8. Paraphrasing another’s work without appropriate attribution, or other similar behavior, as determined by the professor’s class policy.

D. Other Examples of Inappropriate Academic Conduct:

1. Conspiring with one or more fellow students to engage in any form of academically dishonest conduct.
2. Lying to an instructor to improve one’s grade.
3. Having another student take one’s exam, do one’s computer program, or lab experiment.

4. Submitting a paper, which is substantially the same, for credit in two different courses without the approval of both instructors.
5. Altering a graded exercise after it has been returned, then submitting the exercise for re-grading.
6. Removing tests from any location without the instructor's approval.
7. Stealing exams or other course materials from an instructor or his or her agent.
8. Stealing or altering an instructor's grade book or other academic records.
9. Using spell-check or grammar-check software on a writing assignment when expressly prohibited.
10. Accessing, changing, or using any information or data from a computer system to gain academic advantage for yourself or any other student.

E. General Statement of Student Responsibility:

The student has full responsibility for both the content of academic assignments submitted for evaluation, and the integrity with which all academic work submitted for evaluation has been done. Ignorance of an express rule regarding inappropriate student conduct does not excuse one from adhering to appropriate ethical standards in the completion of academic assignments. When in doubt as to the appropriateness of any action, students are to ask their instructors for clarification and guidance.

ACADEMY PROCESS IN RESPONSE TO INAPPROPRIATE STUDENT ACADEMIC CONDUCT:

Charges of inappropriate student academic conduct can be brought by (1) an instructor, (2) a student, or (3) any employee of the California Maritime Academy. Any person, if other than the instructor of record for the involved course or activity, who wishes to bring a charge under this policy, must first discuss the matter with the instructor of record for the involved course. If the charging party is the instructor of record, he or she must first consult with the Department Chair of the Department responsible for the course or activity involved before bringing formal charges to the Committee. After the above consultations, the instructor and/or the charging party may bring charges to the Committee on Academic Integrity by submitting a written request for a hearing describing the details of the situation to the Chair of the Committee on Academic Integrity.

- A. Burden of Proof:** The person(s) bringing a charge of academic dishonesty to the Committee bear(s) the burden of proof in establishing, by a preponderance of the evidence, the actions of a student that are in violation of this policy.

- B. Initiation of Inquiry into Inappropriate Student Academic Conduct:** Charges of inappropriate academic conduct against a student must be communicated, in writing to the Chair of the Committee on Academic Integrity, with a copy of the charge delivered on the same day to the student. The communication to the Committee on Academic Integrity should describe, with specificity, the events leading to the charge. Copies of all documents pertinent to the charge should be appended to the statement of the instructor or person bringing the charge. Within **ten class days (or five sea days)**, the Chair of the Committee will convene the Committee to hear the evidence and adjudicate the charge. The instructor of record for the involved course, the person bringing the charge, and the charged student are expected to appear before the Committee. Additionally, the student may have a non-professional (not a practicing attorney) advisor appear with him or her at the hearing.
- C. Hearing Process Closed:** Committee hearings are closed to all except committee members, the charged student, the instructor, the person bringing the charge and the charged student's advisor, witnesses, and other appropriate campus administrators.
- D. Timeframe for Evaluation of Charges and Findings of Committee:** The Committee on Academic Integrity will convene within **10 class days** (or five sea days) of the receipt of a properly drafted charge of academic dishonesty). The Committee on Academic Integrity will act as both a fact-finding body and trier of fact. It will determine the applicability of the charges or change the charges to better reflect the nature of the alleged inappropriate conduct, and then, after deliberation, arrive at a determination of guilt or innocence. Once the Committee has reached a final determination, written results of the finding will be forwarded within **five class days (or three sea days)** to the charged student, instructor of record, and VPAA (on cruise - the Captain).

It is the exclusive responsibility of the course instructor of record to evaluate student academic performance and to assign grades within a course. However, faculty suspecting a student of cheating or other inappropriate academic conduct should not include such a consideration in the assigned grade unless the course syllabus clearly states that academic behaviors (such as cheating, etc.) may be included in the grade calculation, and until after an adjudication of guilt has been made by the Committee.

The Committee is not to make recommendations of academic sanctions that would impinge the instructor's exclusive right to evaluate academic performance and assign grades. The Committee's responsibility is to adjudicate guilt or innocence, describe any mitigating or exacerbating circumstances, and make recommendations of disciplinary (not academic) sanctions to be awarded by the Vice President, Academic Affairs or his/her designee.

- E. Committee Findings and Forwarding of Findings to DRIC:** Concurrent with the delivery of the Committee's findings and recommended sanctions to the involved student(s) and instructor(s), and the Vice President, Academic Affairs (on cruise - the Captain), the Chair of the Committee shall also forward a copy of his/her findings directly to the Student Conduct Coordinator for an evaluation of the appropriateness of separate, non-academic proceedings via the DRIC. The DRIC may conduct necessary additional hearings for other infringements related to the academic issue, such as trespassing, stealing, etc. which may not fall under the purview of, nor have been considered by, the Committee on Academic Integrity. The DRIC is NOT to conduct separate or additional hearings on academic integrity issues already adjudicated by the Committee on Academic Integrity, but the DRIC may impose disciplinary sanctions based on the Committee's findings.
- F. Student Rebuttal:** Within three class days of receipt of the Committee's findings, the charged student may submit a written rebuttal/comment to the Vice President, Academic Affairs (on cruise – the Captain) to be included and considered with the Committee's report.
- G. Imposition of Sanctions:** The Vice President, Academic Affairs (on cruise - the Captain) will verify that the hearings were conducted in accordance with the CMA policy. The Vice President, Academic Affairs (on cruise - the Captain) will issue the letter, within five class days (or three sea days), to the involved student(s) setting forth the final disposition of the case and the terms of any imposed sanctions, with copies sent to the Academy Student Conduct Coordinator, Chair of the Committee on Academic Integrity, instructor, and President.
- H. Student Appeal:** Within **five class days** (on cruise – within five class days from the beginning of the fall semester) of receipt of the letter from the Vice President, Academic Affairs (on cruise – the Captain) stating the disposition of the case, the student may appeal to the President. Appeals to the President must be in writing using the Appeals Petition Form available from the Academy Student Conduct Coordinator. Results of all appeal decisions shall be maintained by the Academy Student Conduct Coordinator and placed in the student's file. A copy of the appeals decision shall be forwarded to the Committee on Academic Integrity, instructor, and VPAA. Grades or other academic penalties (such as reduction of points, extra assignments, etc.) given by an instructor are not appealed to the President, but must instead be addressed via the Student Originated Request for Change of Grade.

Grounds for Appeal:

- Lack of due process
- Inappropriate sanctions
- New, relevant and pertinent evidence not already reviewed by the Committee

- I. Record Keeping:** Copies of all case documents are to be maintained by the Committee on Academic Integrity and annual reports of all cases heard and their final dispositions are to be made to the Senate Executive Committee. A copy of the Vice President, Academic Affairs (on cruise – the Captain) letter of final disposition is to be sent to the Student Conduct Coordinator for inclusion in the student’s file.
- J. Sanctions:** The following sanctions may be imposed upon any student whose conduct falls short of the Academy’s standards of academic integrity, as indicated in the Policy on Inappropriate Student Academic Conduct. (**Note:** More than one of the sanctions described below may be imposed for conduct proscribed by the Academy’s Policy on Student Academic Conduct.)
1. **Demerits:** Demerits are permanently recorded on the student’s disciplinary record.
 2. **Probation:** A period of time, during which student status, with all rights and privileges pertaining thereto, is not granted to a student. Limitations on unfettered student status may include, but are not limited to (1) loss of specified privileges with (2) acknowledgement by the student that any additional breaches of academic integrity will result in additional, more severe sanctions being imposed.
 3. **Suspension:** A mandated discontinuation of student status and temporary removal from the Academy for a definite period of time. Upon completion of a suspension a student shall be eligible to apply for re-admission to the Academy. However, return to the Academy, after a suspension, may entail a probationary period.
 4. **Expulsion:** A permanent, irrevocable termination of student status. Expulsion from one campus of the California State University extends to all other campuses within the system.
- K. Denial of Access:** During a suspension or subsequent to an expulsion, physical access to the campus of the California Maritime Academy may be either restricted or denied. If the basis for suspension or expulsion involved conduct which (1) disrupted the orderly operations of the campus or any of its facilities, and (2) also involved a violation of California Penal Code statutes, denial of access may be imposed. (Section 626.2 California Penal Code) Students under a *no access* provision imposed in conjunction with an academic suspension, who violate the no access provision, expose themselves to the risk of additional University sanctions in addition to possible civil and criminal sanctions.
- L. Denial of Admission or Readmission:** Admission or readmission to the Academy may be denied to any student found to have violated the provisions of the Academy’s Policy on Inappropriate Student Academic Conduct. (Section 41303 of Title 5, California Code of Regulations)

- M. Good Standing:** Imposition of a sanction or denial of (or qualification placed on) admission or readmission means that a student is not considered to be in *good standing* for purposes of admission to any institution of the California State University system, for the period during which sanctions apply. (Section 40601(g) of Title 5, California Code of Regulations)
- N. Record of Discipline:** Probation, suspension, and/or expulsion shall be made part of the student's permanent academic record.

9. In support of this application, I submit the following information regarding:

- **My proposed project**

- **The benefits of the project to the California Maritime Academy**

*** See page 5 of this form for a statement of the criteria and application procedures pertinent to budgeted difference-in-pay leaves.**

Bond

___ I will furnish the President a bond, pursuant to the Memorandum of Understanding for Unit 3, Faculty, Section 27.9, to indemnify the State of California against loss in the event I do not return to render one term of service in the California State University for each term of leave.

OR

___ I request that the President waive said bond. I agree to return to the service of the California State University and render at least one term of service for each term of service for each term of leave following my return from the leave of absence granted me. In support of this request, and pursuant to the Memorandum of Understanding for Unit 3, Faculty, Section 27.9, I submit the following list of assets (the value of which is in excess of that salary to be paid to me during leave) as evidence of my capacity to indemnify the State of California against the loss in the event of failure, through fault of my own, to fulfill this agreement.

Description of Attachable Assets:

I recognize that this leave, if granted, will be pursuant to the Memorandum of Understanding for Unit 3, Faculty, Article 27. I agree to abide by the terms of the Agreement and the Policies and Procedures referred to therein should this application be approved.

Signed _____ Date: ___/___/___

Address _____

City, State & Zip _____, _____

Subscribed and Sworn to before me this _____ day of _____, 20___

_____, Notary Public, in and for the County of _____,

State of California Seal.

Endorsements:

Having reviewed the applicants proposed plan for Sabbatical Leave and statement of resulting benefits to the California Maritime Academy, approval is recommended.

Department Chairperson

Signed _____ Date: ____/____/____

Comments:

Dean

Signed _____ Date: ____/____/____

Comments:

Leaves and Awards Committee

Signed _____ Date: ____/____/____

Comments:

Vice President, Academic Affairs

Signed _____ Date: ____/____/____

Comments:

Approval of the President

Having received the recommendations of the above levels of review, I have reviewed and hereby approve the application in accordance with the Memorandum of Understanding for Unit 3, Faculty, Article 27, for Chancellor of the California State University.

Signed _____ Date: ____/____/____

This application is to be completed by the applicant in triplicate and submitted for review and evaluation to the Department Chairperson, the Dean, the Vice President, Academic Affairs and for approval by the President.

Criteria and Application Procedures

Criteria

In recommending Sabbatical leaves, reviewers at each level will judge proposals according to the criteria listed below. Each applicant is advised to consider the criteria carefully and to present as complete and as detailed an application as possible.

For Sabbatical leave, the following criteria must be met:

1. The proposed project shall be:
 - a) A scholarly or creative project of high academic quality and importance. It should make a significant contribution to the field. This includes but is not limited to original research, or the development of new research or creative skill; OR,
 - b) A "study or travel of kind and in amount which will...improve and update (the applicant's) capabilities." (Section 43004 {c} in part) If the emphasis is a study, it must be clearly related to the curriculum or curricular policy of the college. If travel is part of the plan, its usefulness and necessity must be clearly presented; OR,
 - c) A combination of a and b, above.
2. The proposed project shall be one for which the applicant has:
 - a) Acquired professional capabilities adequate to the task; AND,
 - b) Completed preparation and planning to undertake the project.
3. The results of the Sabbatical leave shall benefit the Academy by:
 - a) Advancing scholarship by such means as publication; presentation at conferences or meetings; public performance or exhibition; OR,
 - b) Improving curriculum; developing new course(s) or program(s); OR,
 - c) Improving teaching; OR,
 - d) A combination of any of the above.

Procedures for Preparation of Request for Sabbatical Leave

The applicant for a sabbatical leave will be evaluated in accordance with the established criteria and must submit the following information:

1. Proposed Project
 - a) The applicant shall submit a clear and detailed explanation of the proposed project, including the nature, scope and means of implementation.
 - b) The inclusive dates requested for the leave must be clearly indicated with a timetable for the implementation of the proposal.

- c) **The location(s) where the project will be conducted must be precisely indicated.**

2. Professional Productivity and Preparation

a) The applicant shall include a current vita containing evidence of the following:

- 1) Relevant education and research in the field of the proposed project.
- 2) Publications and other professional accomplishments in the field of specialization.

b) The applicant shall indicate what preparatory work has been completed specifically for this project, such as background reading, development of techniques, personnel contacts, and facility arrangements.

3. Benefits to the University (in at least one of the following)

a) The applicant shall indicate what tangible results, if any, are to be expressed from the project. These may be in the form of publications, creative presentations, and participation in seminars, conferences, program or curricular development.

b) The applicant shall indicate how the proposed project will benefit the applicant as a teacher and how it will benefit the students.

c) The candidate shall indicate if and how the results of this project will lead on to future endeavors, projects and research.

Report Following Leave

Persons receiving a Sabbatical Leave will be expected to provide a detailed report summarizing the accomplishments achieved during the course of the leave.

Appendix I

Faculty Scholarship and Professional Development

To be retained, promoted or tenured, faculty at the California Maritime Academy are expected to provide information related to their performance within their academic assignment in three primary areas -- including Scholarly, Creative and/or Professional Achievement. The information provided below is designed to clarify what is meant by *scholarship*, define its relationship to *Scholarly Achievement* and assist faculty colleagues in their efforts to demonstrate Scholarly, Creative and/or Professional Achievement during Retention, Tenure and Promotion (RTP) evaluations (see RTP guidelines – on line).

- I. **Characteristics of Scholarship:** Scholarship has traditionally contained a number of characteristics that are considered essential to it. They are usually qualitative standards that are judged during the faculty evaluation process. Below are those standards as distilled from *Scholarship Reconsidered* (Boyer, 1990), *Scholarship Assessed* (Glassick et al, 1997) and *Recognizing Faculty Work* (Diamond and Adam, 1993). These are only three of the myriad number of documents that recognize these general criteria.
 1. Clear Goals. Does the faculty member clearly state the basic question or purpose of their work? Are the stated objectives (for the course, paper, talk, etc) realistic and achievable? Are important issues or questions in the field addressed identified? (A master scholar is assumed to be a master questioner.) Does the faculty member clearly understand the scope of the project in terms of limitations and possibilities?
 2. Adequate Preparation: Does the faculty member show an understanding of the existing scholarship in the field, past and present? Does the faculty member exhibit or marshal the necessary skills to do the work? Are the needed resources adequately identified and gathered?
 3. Appropriate Methods: Does the faculty member understand and use the evaluative processes appropriate to the stated goals? Are they effectively applied so that the “audience” has confidence in results and a conclusion made, or points argued? Does the faculty member recognize when changes in original design, processes or measurement are appropriate to a changing situation?
 4. Significant Results: Are the goals and/or objectives achieved? Are the results meaningful to others in the same field(s) of endeavor? Does the work answer an important question or lead to further exploration?
 5. Effective Presentation: Does the faculty member organize the work in a

coherent and cohesive manner? Is a suitable style used? Are appropriate forums used to publicly share the work to the intended audience? Is the message of the work presented clearly and with scholarly integrity?

6. **Reflective Critique:** Does the faculty member impartially evaluate his or her own work? Are opportunities provided for collegial critique to be considered? Does the faculty member use evaluation to improve the quality of future work?

II. **The difference between “scholarly work” and “scholarship”:** Faculty who keep abreast of development in their field and in teaching by professional reading, going to workshops, visiting other colleagues, etc. and then incorporate what is learned into their work are considered to be “scholarly.” The California Maritime Academy expects all faculty members to be scholarly, and especially to teach in a scholarly manner. What differentiates a scholarly approach to work from “scholarship” is the expectation that the work will be presented to the public eye and, as described by Shulman and Hutchings in the Oct/Sept. 1999 issue of *Change* “open to critique and evaluation, and in a form others can build on.” It is a matter of scope in that one may be scholarly in his or her every day work without necessarily involving other professionals or helping to advance the work of others. For example, a faculty member who constantly strives to understand the why and how of student learning in order to improve their teaching is a scholarly teacher. One who does so and publicly shares their work in an effort to help other teachers or the practice of teaching universally is considered to be involved in the scholarship of teaching.

An example related to faculty activity at the Academy would be the work done in the use of our bridge simulator. Faculty who worked to understand how the simulator might be used to optimize student learning immersed themselves in many facets of active learning theory and pedagogy, and then worked to apply it in the simulator. They were *scholarly* in their approach to using that learning tool. When they shared what they learned in a national maritime committee, helped to design a national course for simulator instructors, published the course for public comment, had it adopted as a national standard, lectured here and overseas on it, and presented papers at conferences on their findings, they were practicing the *scholarship* of teaching.

III. **Documenting Scholarship:** Scholarship may be documented in many ways. Published papers, books, monographs, program announcements, speeches, web-based work, and committee membership are just a few. The following are examples of activities that could be documented within the, four defined domains of scholarship. They are offered as guidelines for potential scholarship activities:

1. **Discovery**

- a. *Publications*

- book chapter describing a new theory developed by the author

- refereed journal article reporting findings of research designed to gain new knowledge.
- book reporting findings of research designed to gain new knowledge
- book describing a new theory developed by the author
- refereed journal article reporting findings of research designed to solve a practical problem
- refereed journal article describing a new theory developed by the author

b. *Presentations*

- Paper presentation at a meeting of scholarly association

2. **Integration**

a. *Publications*

- a review of literature on a disciplinary topic
- a review essay of two or more books on similar topics
- an article on the application of a research method borrowed from another academic discipline to ones own discipline
- a book chapter on the application of a research method borrowed from another academic discipline to problems in ones own discipline
- an article on the application of a theory borrowed from another academic discipline to problems in ones own discipline
- a book chapter on the application of a theory borrowed from another academic discipline to problems in ones own discipline
- critical book review published in an academic or professional journal
- critical book review published in a newsletter of a professional association
- an article addressing current disciplinary topics published in popular press
- a book addressing a disciplinary/interdisciplinary topic published by the popular press
- an article which crosses subject matter areas
- critical book review published in the popular press
- a review of literature on an interdisciplinary topic
- book published reporting research findings to the lay reader
- textbook published
- edited book published

b. *Presentations*

- talk on a current disciplinary topic given on a local radio station
- talk on a current disciplinary topic given on a local television station
- talk on a current disciplinary topic given for a local men's or women's service organization

- talk on a current disciplinary topic given for a local business organization
- talk on a current disciplinary topic given for a local, non-academic professional association
- talk on a current disciplinary topic given for a group of college alumni
- lecture on a current disciplinary topic given for a local high school class
- lecture on a current disciplinary topic given for a high school assembly
- lecture on a current disciplinary topic given at a local community college
- article on a current disciplinary topic published in a local newspaper
- article on a current disciplinary topic published in a college/university alumni publication
- article on a current disciplinary topic published in national magazine of the popular press

c. *Activities*

- Development of a theory derived from & review of research findings

3. **Application**

a. *Publications*

- an article that outlines a new research problem identified through the application of the knowledge and skill of ones academic discipline to a practical problem
- an article that describes new knowledge obtained through the application of the knowledge and skill of ones academic discipline to a practical problem
- an article that applies new disciplinary knowledge to a practical problem
- an article that proposes an approach to the bridging of theory and practice

b. *Activities*

- service on a department program review committee
- engage in consulting off-campus
- service on a department curriculum committee service on a college-wide curriculum committee
- self-study conducted for ones department
- service on a committee engaged in institutional preparation for accreditation review
- development of an innovative technology
- seminars conducted for lay persons on current disciplinary topics
- development of anew process for dealing with a problem of practice

- introduction of some result of scholarship in a consultation
- provide expert witness or testimony
- study conducted for a local organization
- study conducted for a local non-academic professional association
- study conducted for a local governmental agency
- study conducted to help solve a community problem
- study conducted to help solve a county or state-level problem
- study conducted to help solve a departmental problem study conducted to help formulate departmental policy
- study conducted to help formulate institutional policy

4. **Teaching**

a. *Publications*

- publication listing resources materials for a course
- publication on the use of new instructional method
- publication reporting a new teaching approach developed by the author
- publication on a new instructional method or approach developed by you
- publication on examples, materials, class exercises or assignments that
- help students to learn difficult course concepts
- publication on an approach or strategy for dealing with class management
- problems faced in teaching a particular type of course
- publication on an approach or strategy to help students to think critically
- about course concepts
- publication of a method to make ungraded assessments of student learning of course content
- publication on the use of a new instructional practice and the alterations made to make it successful

b. *Presentations*

- lecture on a current topic on ones discipline given to another colleague's class
- workshops
- scholarly or pedagogical association

c. *Activities*

- directed student research projects
- prepared a new syllabus for a course
- development of examples, materials, class exercises or assignments that help students to learn difficult course concepts

- development of examination questions requiring higher-order thinking skills
- created an approach or strategy for dealing with class-management problems faced in teaching a particular type of course
- created an approach or strategy to help students to think critically about course concepts
- development of a set of lectures, learning activities or class plans for a new course
- kept a journal of day-to-day teaching activities
- experimentation with new teaching methods or activities
- development of methods to make ungraded assessments of student learning of course content
- try a new instructional practice and alter it until it is successful
- study problems or questions that emerge from ones own teaching
- development of a new set of lectures for an existing course
- construct a novel examination/testing practice
- make a presentation to colleagues about new instructional techniques
- introduction of some results of ones scholarship in teaching
- construction of an annotated bibliography for course reference
- lecture on topics from current journal articles not covered in course readings
- lecture on topics from current scholarly books not covered in course
- development of a new course
- development of a collection of resource materials for ones subject area

Keep in mind, however, that the above may be used to document scholarship only if the activity documented meets the six general criteria of scholarship. For example, membership on a curriculum committee that does not generate a new curriculum based upon previous knowledge of curriculum design, then offered for public scrutiny (to the faculty for debate or in a news article), etc., does not in itself document scholarship of service. Nor would the development of a new course document scholarship of teaching unless that development was significant in intent, evaluated for effectiveness, made public for scrutiny, etc., etc.

Appendix J – Faculty Development Grants

Award Guidelines and Advisory Information

The Faculty Development Committee is interested in informing faculty members about criteria it considers when rendering a decision about funding proposals. The following is offered for your information.

Award Guidelines

1. The activity for which funds are being sought is evaluated on its benefit to the CMA academic programs.
2. Priority consideration will be given to proposals that have already sought other funding resources including the faculty member's individual department.
3. Consideration will be given to fair distribution among departments and department members.

Advisory Information

1. The Faculty Development Committee will normally meet twice a semester; the first meeting will be held within the first four weeks and the second within the last four weeks.
2. Faculty members should make all efforts to first explore departmental and other resources before submitting proposals to the Faculty Development Committee.
3. If the activity being sought in the proposal is required for any academic program, then the Faculty Development Committee feels the proposal would be more appropriately funded from other sources, i.e., the Academic Dean or Vice President, Academic Affairs.

FACULTY DEVELOPMENT AWARD

THE CALIFORNIA MARITIME ACADEMY APPLICATION FORM

Name of faculty member _____

Brief description of activity:

Location of activity _____

Starting Date _____ Ending Date _____

Total Amount Requested _____

Signature of Applicant

Date

Note to applicant: The following information **must** be attached to this FORM.

1. Description of the proposed professional development activity.
2. The starting and ending dates of the proposed activity.
3. Cost analysis of the proposed activity. Be specific as to how the costs are to be borne.
4. Explanation of how this activity will benefit the California Maritime Academy. Specifically address which courses or laboratories will be improved and how this improvement will occur.
5. List all of your duties that will have to be assigned to others to perform (if appropriate) i.e., classes, labs, advising etc.

Submit to the office of the Vice President, Academic Affairs.

As much advance notice as possible is desired by the Committee so that limited amount of funds can be distributed in an equitable manner.

Disposition of Faculty Development Committee _____

Recommend

Not Recommend

Signature, Faculty Development Committee Chair

Date

Signature of Vice President, Academic Affairs

Date

Approval granted

Approval denied

RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY MINI GRANT PROGRAM

Program Purpose and Philosophy

The primary objective of the Research, Scholarship and Creative Activity Grant Program is to ensure that the California State University will be able to offer instruction of quality by recruiting, retaining, and supporting able faculty.

It is the intent of the Legislature that student learning, not publication, remain the central measure of the success of the CSU faculty and the academic programs.

These funds are intended to ensure that faculty:

- Remain current in their disciplines;
- Pursue new ways to enrich student learning; and
- Contribute to knowledge that will strengthen California socially, culturally, and economically.

Types of Grant Proposals Eligible for Funding

Funding proposals may fit one or more of the following descriptions:

- Basic or applied research (e.g., literature or archival search, data collection, data analysis, manuscript preparation)
- Creative project (e.g., exhibits, artistic performance, development of new creative techniques)
- Other scholarly activities in the applicant's field
- Research, scholarship, or creative activity that enhances student learning at Cal Maritime or that otherwise significantly benefits CMA students and the Academy.

Grant proposals may not:

- Be used to fulfill requirements for an advanced degree;
- Be designed mainly for departmental or school programs or facilities;
- Be used to develop curriculum except as part of a project involving research, scholarship, or creative activity;
- Be used to attend workshops or seminars focusing on the development of grant-writing skills;
- Include faculty stipends.

Usage of Funds

Funds may be used for such items as graduate and undergraduate student research assistants, materials and supplies, copy and telephone charges, data collection and analysis cost, and other justified items. Travel and equipment are fundable **only** if they are integral to the project and are fully justified.

Equipment purchased under this grant may become the property Cal Maritime at the end of the project period. Consultant services are fundable only if they are integral to the project and are fully justified, and proposals requesting them must

attach a resume or vitae for the consultants. Funds may not be used for faculty stipends.

GUIDELINES

Funds must be limited to the following three categories:

1. Mini-grants – for scholarly research up to \$5,000. This program would allow faculty members to test promising ideas and obtain preliminary results prior to seeking external support for an activity. These grants might be perceived as “seed” money. No money in this category may be used to compensate a faculty member, but may be used for the following:
 - to buy adequate computer time
 - to pay undergraduate students to function as research assistants
 - to purchase secretarial assistance for typing manuscripts and proposals

2. Summer fellowships for one or two months. This program would allow qualified faculty to apply for summer stipends of one or two months to inaugurate, continue, or complete a project of creative scholarship or research. The faculty member may accept no additional employment funded by the CSU or CSU auxiliaries during the specified term of the summer fellowship (i.e., no summer session, extension, grants, etc.). The summer fellowship stipend will be equivalent to the faculty member’s monthly salary in effect at the close of the academic year. The stipend is considered taxable income for Federal, State, and Medicare tax and covered earnings for retirement purposes. (If funds are not available to fully fund the faculty member at his/her monthly rate, then the faculty member cannot be funded under this program.) Compensation for summer stipends can only be paid during summer months.

3. Semester Leaves with Pay. The funding allocation for Cal Maritime is too little to pay for a faculty member’s semester salary, so that eliminates this program from being considered by Cal Maritime faculty members.

Please complete the Application and budget forms (see next two pages).

RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY MINI GRANT PROGRAM

APPLICATION FORM

Do not reconfigure this application or expand it beyond one page. Applications that are reconfigured or expanded will not be accepted.

Title of Proposal _____

Project Director, Department _____

Starting Date _____ Ending Date _____

Total Amount Requested _____

Proposal Abstract *(do not exceed this space)*

Previous Funding *(attach one additional sheet if necessary):*

Have you ever been awarded an internally funded grant at Cal Maritime? _____ Yes _____ No
If yes, list funding source, amount, funding period, and purpose or title of project.

Have you ever been awarded a competitive grant from a source outside Cal Maritime? _____ Yes _____ No
If yes, list funding source, amount, funding period, and purpose or title of project.

Signature of Applicant **Date**

Application Endorsement. Signature must be obtained prior to duplication.

Department Chair _____ Date _____

For Office Use Only

Disposition

Recommended for funding? _____ Amount \$ _____

Signature, Faculty Development Committee Chair

Vice President, Academic Affairs

Budget Request

*Do not reconfigure this budget form or expand it beyond one page.
Applications that are reconfigured or expanded will not be accepted.*

Name _____

Describe each line item clearly. The budget will become part of the final report for each funded proposal for possible inspection by internal and external auditors. *Submission of the budget Page is limited to one page.*

Item	Amt. Requested	Amt. Awarded
1. Student/Research Assistants #_____@ \$_____/hr	\$	\$
2. Office Expenses		
a. Supplies	\$	\$
b. Copying		
c. Postage		
d. Phone		
3. Computer Technology Usage	\$	\$
a.		
b.		
4. Equipment Purchases (note below)		
a.	\$	\$
b.	\$	\$
5. Travel (see note below)		
a.	\$	\$
b.		
6. Consultants (see note below)		
a.	\$	\$
7. Other (describe)		
a.	\$	\$
b.		
TOTAL BUDGET REQUEST	\$ _____	\$ _____

Signature of Applicant _____

Date _____

Notes on Line Items:

Line item 4: Existing department or campus equipment should be used whenever possible. Equipment purchases with Mini-Grant funds are Academy property, available to the Project Director for the grant period. Maximum allowable expenditure for items 4 (equipment) is \$1,000 total.

Line Item 5: Requests for transportation must specify lowest applicable rates (Maximum allowable expenditure for travel is \$1,000).

Line Item 6: Requests for consultant funds must be accompanied by an attached resume or vitae for the consultant.

Appendix K

Mission Achievement Grants

“ The mission of the California Maritime Academy is to provide each student with a quality college education combining intellectual learning, applied technology, leadership development, and global awareness”

The Mission Achievement Grant program is designed to provide resources to the faculty to engage in activity that facilitates our institutional mission. Each year the Foundation will set aside a certain amount to be added to this effort, the amount being determined by Foundation performance in the previous year. Faculty who wish to apply for such grants should submit proposals in the correct format to the Dean. The Dean and the VP for Academic Affairs will evaluate applications and make recommendations to the President, who will announce the final awardees. Applications will be accepted until November 15th for the Fall Semester and early Spring Semester awards and by April 4th for late spring and summer awards.

Criteria are:

1. The maximum amount will be for \$3,500 per grant.
2. Initial priority will be placed on applications that:
 - a. Provide significant benefit to the institution not just the grantee (projects that will have institution-wide as well as personal impact regarding the mission)
 - b. Are related to promoting Intellectual Learning of our students, facilitate Leadership Development in students, or enhance the ability of the institution and students to function with Global Awareness.
 - c. Have matching resources as evidence of commitment (ex. faculty development fund, departmental funds, personal funds, outside funding sources, in-kind contributions)

Some examples of related proposals would be:

1. A proposal to support attendance at a conference on “critical thinking across the curriculum” that would include an on-campus workshop by the faculty member to share that knowledge.

or
2. A proposal to help fund a semester/summer abroad at another maritime university/academy as part of our formal exchange programs.

or
3. A proposal to help purchase materials to be actually used in leadership development activities of students in the curriculum.

or
4. A proposal to bring a presentation and faculty workshop on active learning to the campus

Mission Achievement Grants Format

Grant applications should have the following format:

1. Cover page that includes proposal title, faculty name(s), and date of submission
2. Following page(s) to include:
 - I Introduction
 - II Details of Planned Activity, including a timeline
 - III Expected Outcomes as related to furthering the Mission
 - IV Assessment Plan
 - VI Budget that shows:
 - a. total project costs
 - b. requested funding amount
 - c. matching resources
 - d. budget timeline, if appropriate
 - VII Grantee(s) Name with Signature(s)

**CALIFORNIA MARITIME ACADEMY
INSTRUCTIONALLY RELATED ACTIVITIES
FUNDING REQUEST**



Application Deadline:

IMPORTANT REMINDERS

- Submit funding request to Academic Affairs in Room 101 of the Faculty Office Building.
- Requests are for activities for the 2004-2005 academic year. However, there will be another chance to submit proposals in Fall 2004 for activities in Spring 2005.
- All instructionally related activities seeking funding must be endorsed by a faculty member or member of the academic staff.
- The application must be word processed according to the form indicated on the Budget Request Form.

- If you are applying for more than one activity, please indicate the activity having your highest priority.
- Not all programs nor all components of an event may receive funding.
- Applicants may be required to meet with the IRA Committee to explain their request.
- Contact Tom Nordenholz (Room 106, ext. 1114), Jeffrey Ward (ext. 1055), or Cadet Philip Casalegno if you have any questions.

Policy Statement

It is the policy of the California Maritime Academy to establish a committee named the Instructionally Related Activities Committee to aid in managing the disbursement of monies received through the Instructionally Related Activities Fee. It will make recommendations to the president or his/her designee regarding the specific procedures and allocation of those funds.

Principles

1. The IRA Committee will announce the IRA Fund to the Cal Maritime academic community and issue a “Call for Proposals” by preparing and issuing a proposal packet that is consistent with CMA IRA policy and Section 89230 of the Education Code.
2. All IRA proposals must indicate the total estimated cost (including Academy funding) for a given activity and provide an itemization of how the money will be spent.
3. All instructionally related activities seeking funding must be endorsed by a faculty member or member of the academic staff.
4. The program funded has to be integrally related to a course or courses.
5. A high priority concern is to provide sufficient funds for curriculum-related activities that will eliminate the need for students paying additional out-of-pocket expenses.
6. The funds are to provide for a diversity of program activities.
7. The extent of funding is influenced by the number of students benefiting from the activity under consideration.
8. The committee will reserve 10% of the funding for contingencies.

9. Each proposal must include a description of the way in which the proposed activity advances the Academy's mission.
10. Each proposal must be submitted on time (by an established deadline).

EDUCATIONAL CODE SECTION 89230

“Instructionally related activities” means those activities and laboratory experiences that are at least partially sponsored by an academic discipline or department and that are, in the judgment of the president of a particular campus, with the approval of the trustees, integrally related to its formal instructional offerings.

Activities that are considered to be essential to a quality educational program and an important instructional experience for any student enrolled in the respective program may be considered instructionally related activities.

Instructionally related activities include, but are not limited to, all of the following:

Intercollegiate athletics: costs that are necessary for a basic competitive program including equipment and supplies and scheduled travel, not provided by the state. Athletic grants should not be included.

Radio, television, film: costs related to the provisions of basic “hands-on” experience not provided by the state. Purchase or rental of films as instructional aids shall not be included.

Music and dance performance: costs to provide experience in individual and group performance, including recitals, before audiences and in settings sufficiently varied to familiarize students with the performance facet of the field.

Drama and musical productions: basic support of theatrical and operatic activities sufficient to permit experience not only in actual performance, but in production, direction, set design, and other elements considered a part of professional training in these fields.

Art exhibits: support for student art shows given in connection with degree programs.

Publications: the costs to support and operate basic publication programs including a periodic newspaper and other laboratory experience basic to journalism and literary training. Additional publications designed primarily to inform or entertain shall not be included.

Forensics: activities designed to provide experience in debate, public speaking, and related programs, including travel required for a competitive debate program.

Other activities: activities associated with other instructional areas that are consistent with purposes included in the above may be added as they are identified.

CAL MARITIME
IRA Budget Request Form

COVER SHEET

Please complete the following form and submit it to the Instructionally Related Activities Committee via Room 101 of the Faculty Office Building. You will be notified of the specific amount allocated once the budget has received approval by the president or his/her designee.

Name of Program Activity: _____

Submitted by: _____
Name (please print)

Location of IRA activity _____ Date of IRA activity _____

Name of Faculty or Academic Staff Sponsor: _____
Name (please print)

Signature of Faculty or Academic Staff Sponsor: _____

TOTAL AMOUNT BEING REQUESTED:
\$ _____

Do Not Write Below This Line *For Office Use Only*

Disposition of IRA Committee Recommended Not Recommended

Signature, IRA Committee Chair *Date*

Disposition of the VPAA _____ _____
 Approved **Denied**

Signature, Vice President Academic Affairs *Date*

IRA BUDGET REQUEST FORM

1. DESCRIPTION OF PROPOSED IRA ACTIVITY: Please give a brief description of the proposed activity.

2. PROPOSED BUDGET: Please indicate below the total estimated cost (including Academy funding) for this activity and provide an itemization of how the money will be spent.

3. NUMBER OF STUDENTS: Please indicate below the total number of students
Expected to participate in this activity.

4. ACADEMIC COURSE CORRELATION: Please indicate below how this activity is integrally related to a course or several courses offered at CMA.

5. OTHER POSSIBLE FUNDING SOURCES: Please indicate below if all or any portion of this activity can be funded by another source or combination of sources.

6. ADVANCEMENT OF ACADEMY'S MISSION: Please indicate below how the proposed activity advances the Academy's mission.

Appendix M - Acronyms at Cal Maritime

ABET	Accreditation Board for Engineering and Engineering Technology.
ASCMA	Associated Students California Maritime Academy. The student body government.
BA	Business Administration (major or degree program)
CBA	Collective Bargaining Agreement
CFA	California Faculty Association. The union that represents faculty members of the CSU system for purposes of collective bargaining.
CMA	California Maritime Academy
CPEC	California Post-Secondary Education Commission
CSEA	California State Employee Association
CSU	California State University system
DRIC	Discipline Review and Investigating Committee
ELM	Entry Level Mathematics (Examination)
EPT	English Placement Test
FERP	Faculty Early Retirement Program
FET	Facilities Engineering Technology (major degree program)
FMI	Faculty Merit Increase. Permanent salary step increase awarded to faculty unit 3 employees who qualify on a merit basis in teaching/professional assignments, professional growth, and service.
FTEF	Full-Time Equivalent Faculty. Used for budgetary scheduling and statistical purposes, refers to full-time faculty positions (not bodies) on campus during any given semester or year.
GMDSS	Global Marine Distress Safety System
GPS	Global Positioning System
GSMA	Global Studies and Maritime Affairs
MARAD	Maritime Administration in Washington, D.C. established in 1950 to promote a strong and efficient U.S. merchant marine. Among its duties are to provide support to six state-operated maritime Academies, including Cal Maritime.
ME	Mechanical Engineering (major or degree program)
MET	Marine Engineering Technology (major or degree program)
MT	Marine Transportation (major or degree program)
MOU	Memorandum of Understanding
MPP	Management Personnel Program - refers to administrators
PERS	Public Employees Retirement System
RTP	Retention, Tenure and Promotion. Refers to the evaluation process for faculty.
SSP-AR	Student Services Professional, Academically Related
PAF	Personnel Action File
SSSI	Service Salary Step Increase

STCW

Standards of Training, Certification, and Watchkeeping for Seafarers

WASC

Western Association of Schools and Colleges. The regional accrediting body that approves high schools, community colleges, 4-year colleges, graduate and professional schools in California, Hawaii, and the South Pacific.

Appendix N

Terms at Cal Maritime

Cover	Term describing any device worn on the head, such as a hat.
Deckie	Slang term describing persons in the Deck Department on merchant vessels or deck students pursuing degrees and a U.S.C.G. Third Mate's License.
DRIC	Discipline Review and Investigating Committee at Cal Maritime. It reviews disciplinary reports that may result in the suspension or dismissal of a student from the Academy.
Mast Board	Court consisting of Corps Leaders who are charged with judging offenses of cadets who have been put on report. The Board may either dismiss the charges or assign appropriate demerits.
Hawsepipe	Aperture near the bow of a ship through which the anchor chain is let out. Term describing a licensed officer who did not attend an academy, but rather, worked their way through the ranks as in, he came up through the Hawsepipe.
Maritime Industry	That body of people, companies, and ships that transport goods and commodities throughout the world. They manage the cargo and route it to its destination, navigate the ships, manage the ports and terminals, and oversee the engine rooms.
Mess Deck	The area where meals are served and consumed. Called cafeteria ashore.
Merchant Marine	A fleet made up of a nation's commercial ships and the men and women who operate them. It includes both cargo and passenger ships. In times of national emergency, it is called upon to support the nation's armed forces in the delivery of personnel, goods, and supplies.
Muster	Assembling the crew and calling through a list of the complement.
Shiftings	Term used at Cal Maritime to describe sailing on a commercial ship as a cadet for a short duration of time.
Watch Bill	List of people aboard ship or ashore that lists the stations and times to which each person is assigned for watch duty.

Appendix O - Where to go for what

Benefits Information.....	Human Resources Office
State Key Request Form.....	Department Secretary
Grievance Filing.....	See Article 10, CBA in CMA Library
Parking Decal.....	Cashier
Policies.....	Policy Manual, Admin. Bldg. & VPAA Office
Travel Funds.....	Department Chair
Leave Information.....	Sabbaticals and Difference-in-Pay leaves through Department Chair
Classroom Book Purchases....	Department Chair
Supplies.....	Department Secretary