

**California State University Maritime Academy  
Interim Report  
Submitted to the WSCUC Commission  
March 1, 2023**



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## 1. Introduction

In their Action Letter of July 2019 ([Appendix 1](#)), the WSCUC Commission asked California State University Maritime Academy to submit a Progress Report in 2021 and an Interim Report in 2023 on four issues. More specifically,

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

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

Cal Maritime’s *Progress Report*, as submitted in 2021, was received and acknowledged by WSCUC; it is understood that this *Interim Report* is submitted to the differently-comprised Interim Report Committee (IRC). However, since both documents were written in response to the same four identical issues, some of the language and references in the Progress Report are duplicated here. Of course the Interim Report also extends and elaborates on developments that have taken place in the 24 months since the Progress Report was delivered, but the sections and general structure of the two reports remains the same. Additionally, WSCUC Vice President Linda Petersen issued a letter on December 21, 2022 asking Cal Maritime to expand its response to the fourth issue (assessing the current status of unity and diversity) to address allegations of sexual misconduct, harassment, racism and hostility toward women and transsexual individuals that were raised in a recent media report ([Appendix 2](#)). We welcome the opportunity to respond accordingly, and this has been built into the Introduction to Section Five. Finally, as was also asked, a succession plan for President Cropper’s intended retirement in the summer of 2023 is described in the conclusion of the report as well.

Thus, as was acknowledged in the Progress Report, this Interim Report addresses the recommendations first articulated in the March 2019 *Report of the WSCUC Team for Reaffirmation of Accreditation*: CSU Maritime Academy would like to express its appreciation to the team for their frank and honest assessment of our institution during their visit. Cal Maritime values the opportunity to both reflect upon the Commission’s findings

and to present the work on these issues that has taken place since then.

Immediately after receiving the Action letter, the WASC Steering Committee met to develop strategies to address the recommendations. There were initial presentations to the Campus Leadership Council, the Provost Council, the Academic Senate, and other campus bodies. Moreover, the WSCUC findings were discussed at length and provided a significant foundation for the strategic planning retreat of campus leadership in February of 2020. Existing campus committees and subcommittees were tasked with addressing these concerns, and, in the case of the first item addressed, an additional task force was created to ensure progress on this front. These WSCUC recommendations have been in the forefront of all Cal Maritime strategic planning efforts, all resource allocation considerations, and all programs developed and designed to improve student success.

In most cases, the work done in these areas in the period between the Progress Report and this Interim Report has improved the institution and campus climate; in some instances, initiatives or programs articulated in the earlier report that did not come to fruition will be honestly and openly identified here.

The following sections describe what actions have been taken toward reaching goals to be attained before the next comprehensive visit.

It should be noted that since the WASC visit in March of 2019, the university has been involved in a series of unfortunate incidents that usurped a great many resources. In October of 2019, the campus sustained heavy damage from a wildfire that destroyed structures and threatened several more, including laboratory buildings and the training ship. Campus was closed and classes were canceled as crews cut down smoldering trees while classrooms, dormitories, and dining facilities underwent smoke damage restoration. In February of 2020 we were confronted (as was nearly every university in the country) with an external crisis that threatened the health and safety of our faculty, staff, and students – not to mention the educational mission of the institution.

The situation was very dynamic. In a very short window decisions needed to be made as to how and when to suspend courses, how to convert most classes to an alternative modality, and how to bring our faculty up to speed in unfamiliar technologies and pedagogies under intense deadlines. As a maritime university with specific US Coast Guard- mandated practicums, many courses simply could not be converted to an online format – they were just suspended. Through this all, the university was guided by three principles: the prioritization of the health and safety of the campus community; the preservation of our educational mission; and the constant assessment and reassessment of external factors in order to make decisions based on fluctuating conditions. Cal Maritime operated under these principles but information from county, state, and national health agencies (as well as information from various governing bodies) seemed to pivot daily, if not hourly. The abandoned spring schedule for licensed students was completely dismantled and rebuilt according to Coast Guard learning objectives and sea-time contact hour requirements rather than established meeting hours and places. This was done in weeks, not months or semesters.

What could have been one of the darkest chapters of Cal Maritime’s 90-year history was transformed into one of its greatest triumphs: in the midst of a global pandemic, with generalized heightened fears and anxiety, we were able to graduate our seniors and get them into the workforce and advance our underclassmen and keep them on track – and all with just a very small handful of cases, none of which to date has led to a major campus outbreak.

To work in the environment of the pandemic has been a struggle, and many of the strategic goals and objectives of the institution were postponed or stalled as human and financial resources were diverted into emergency processes necessary to keep students, faculty and staff safe and healthy. Cal Maritime was successful, but perhaps at the expense of advancing other initiatives that lost priority.

However – and crucially – in other ways, the pandemic has brought out the best in Cal Maritime, and (especially as should be seen in the section below), actually enabled the campus to improve certain processes which were carried forward in the post-pandemic environment.

While we are grateful the pandemic has waned, the effects are still being felt – in a decrease in enrollment, in a student body that was not given an opportunity to inculcate into campus culture, and an incoming class somewhat differently-prepared for college challenges. Nonetheless, the university has come back with renewed vigor as presented in the President’s Commencement Address of 2022 “From Resilience to Renaissance,” which identified many of the initiatives, programs, and institutional prerogatives addressed herein.



## 2. A Campus Culture of Trust

The first Action requested in the Interim Report was to strengthen a “culture of trust in the administration” along three separate lines, each of which is addressed below.

### i. **Review and Revise communication strategies to improve internal communication horizontally and vertically**

As noted in the introduction, upon the return to campus in the fall of 2019, The WASC Coordinator made a series of presentations to different constituencies including the Campus Leadership Council (CLC), the Provost Council (PC), Student Leadership (The Triad) and Faculty Leadership (The Academic Senate) regarding the findings of the Visiting Team and the subsequent Action Letter. The President’s Leadership Offsite was held the following February, under the theme “A Courageous Commitment to Lead Cal Maritime.” Thirty-one individuals across all divisions on campus – including the entire Academic Senate Executive Committee – were invited to spend two days working on the following objectives:

- Cultivate a passion for clarity and shared understanding
- Build trust within each relationship among the Campus Leaders:
  - Cultivate open and honest communication
  - Remove divisional boundaries
  - Build a “we-first” orientation
- Build a shared purpose for Campus leadership
- Build a shared action plan for “working on” Cal Maritime that integrates with all of our other responsibilities

Certainly these objectives were born out of a recognized need for better communication practices at Cal Maritime. At the conclusion of the retreat, it was recognized that the issue included both a technological dimension (how to best disseminate information) and an interpersonal/organizational one (how to effectively communicate with colleagues and teams). Regarding the former, a Communication Task Force was put together which looked at how email practices have devolved over time ([Appendix 3](#)). The overuse of the “All Faculty,” “All Staff,” and/or “All Student” lists led to “email fatigue” and, ironically, more messaging from more individuals and groups led to a decreased understanding of campus operations. Actions taken and actions proposed from the task force include:

- Create auto-provisioned granular distribution lists for School of Engineering (For School, Department, and Program) interfaced with PeopleSoft.
- Created an archive account to preserve messages sent to the campus-wide lists.
- Transition to using department-named email addresses as opposed to individually named addresses for specific information.
- Work to identify the on-campus population to target on-campus messages
- Explore use of Portal / Intranet and Digital Displays for announcements on- and

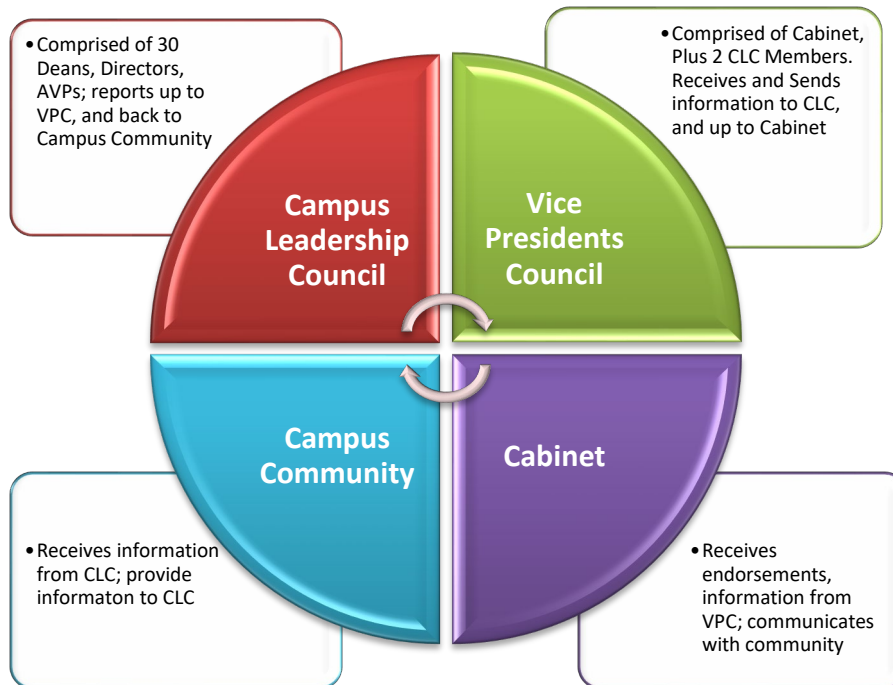
- off- campus.
- Test use of Microsoft Teams for affinity group collaboration.
- Email Etiquette and Protocol Manual for Campus to eliminate unnecessary CCs and “Reply All” functions.

Regarding the interpersonal dimension of communication, it was recognized that changes were necessary to help leadership recognize *why* trust may have eroded in some relationships and how campus administration and faculty could combat this perception. This recognition immediately led to many of the action-oriented objectives articulated in other sections of this report.

One such action saw the role and function of the Campus Leadership Council refined with a number of objectives clarified. This body – made up of approximately 31 deans, directors, and faculty and student leaders – meets bi-weekly and serves as the primary integrated planning body at Cal Maritime. The CLC is responsible for the effective coordination and communication of campus-wide strategic activities and decisions. Through collaboration, the CLC ensures that the planning process and decisions sustain the Academy’s mission and core values, and directly align to the campus strategic goals. In a memo titled “Decision Making and Shared Governance, ([Appendix 4](#)) it was agreed that the intent of changes to the CLC is to establish a clear and simple decision-making process that:

- Saves time and makes better use of resources.
- Enables faculty and staff to contribute more effectively (which leads to a greater sense of ownership and accountability).
- Creates opportunities for professional development (which leads to improved satisfaction and engagement).
- Establishes clear lines of communication, delegation, and responsibility.
- Leads to fewer mistakes, better decisions, and greater trust.

Membership in the CLC purposely does not include members of the Cabinet (except when invited) to combat perceptions that some may not feel comfortable engaging in campus critiques with such members present. However, the Chairs of the CLC are also members of the Vice-President Council, and these two committees work in tandem (with cabinet) to provide a more powerful feedback loop in campus communication. Information and action items are brought from the CLC to the VPC on a bi-weekly basis, and information and action items from the VPC are passed back to the CLC. The Vice Presidents are members of the Cabinet, and thus information is able to flow to the President and back through this model.



In the past two years, additional changes have been made to enhance communication strategies and effect changes in opening dialogue across campus constituencies. The Office of Public Affairs has been moved from Advancement into the Office of the President. Besides the hire of a new Chief of Staff and Associate Vice President of University Affairs, the Office of the President now has a Deputy Chief of Staff and Director of University Affairs who serves as Co-Chair of the CLC (along with the Accreditation Liaison Officer) and liaises with all units on campus. What was traditionally known as “The Triad” – three student groups comprised of student government leaders (Associated Students of CMA), the Corps of Cadets, and Residence Life Officers – has been expanded to include Student-Athlete leaders, and this collective is now known as “The Compass.” A more thorough description of the current Compass Leadership Team is highlighted on pages 16 – 20 of the most recent issue of the [Cal Maritime Magazine](#). All these groups meet regularly and are standing members of many strategic planning committees and other decisional bodies on campus. The composition of all boards, committees, councils, and task forces are identified in the [Boards, Councils and Committees Policy](#) .

Since 2019, there has been a greater emphasis on publicizing all committee minutes, votes, action items, and other issues under discussion. The [Faculty Senate](#) (more on this below) publicly shares its minutes, agendas, and resolutions. Additionally, the [Associated Students of CMA](#) shares its official documents on an outward facing web page. The Campus Leadership Council’s archives are available on a shared drive, and the [Provost's Council Notes](#) are also archived for the campus community and the wider public.



## ii. Strengthen Shared Governance

In the months just prior to the 2019 WASC visit but after the campus WASC report had been written, perceptions of shared governance were at a low point. Rather than dismiss the concerns of faculty and staff alike, then Provost Opp commissioned a third-party facilitator familiar with Cal Maritime to interview multiple parties on campus, submit findings, and offer recommendations for improving relations. It was into this environment of heightened sensitivity that the Visiting Team came to campus. Since then, in response to the “Reichard Report” a number of dramatic improvements have taken place:

- The faculty undertook a major overhaul of the by-laws. The most significant change was the move to a representative senate, now called the “Faculty Senate.” Since the revision, all meetings have had quorum, allowing for business to be conducted in a more orderly fashion.
- All General Senate meetings are open to the entire campus community.
- All meeting minutes for the General Senate and Executive Committee are publicly available.
- The new bylaws better defined the roles and responsibilities of the standing committee of the Senate.
- The Provost is invited to weekly Senate Executive Committee meetings and has scheduled an additional bi-weekly meeting with the Senate Chair.
- The President meets monthly with Academic Senate Chair, Vice-Chair and Provost.
- The entire Senate Executive Committee has been invited to all subsequent Campus Leadership retreats ([Appendix 5](#)).

Additionally as noted in the introduction, while the COVID-19 pandemic was extremely disruptive, much was learned from the crisis. Communication protocol and shared governance practices became much stronger: COVID-19 necessitated a great many committees constituted with all the relevant campus stakeholders, all of which were dependent on each other in order to make quick and serious decisions in a very fluid and dynamic environment. Out of this exigency Cal Maritime adopted several new governance schemes. Including the creation of the Long Range Planning Group (LRPG), tasked with bringing together all facets of campus operations in order to best facilitate develop a more far reaching retention and graduation plan in the face of COVID-19 ([Appendix 6](#)). The campus success with handling the crisis was in no small part to our ability to communicate effectively and push recommendations through appropriate channels. We are pleased to note that such practices have remained in effect after the crisis has passed.

In 2019, the Academic Senate passed (and the President signed) Policy AS 01-001 “[Review of Academic Administrators.](#)” This policy has now matured, and has cycled through all the academic deans, Provost, Associate Provost, and Captain. This policy allows for faculty participation in the ongoing formative evaluation of academic administrators.

In August of 2020, Dr. Lori Schroeder became Provost and Vice President for Academic Affairs

at Cal Maritime. In her tenure thus far, she has made some significant changes to the operations of the office of the Provost that have bolstered shared governance. There is now a strong relationship between Academic Affairs leadership and the Faculty Senate. As noted in her self study sent to the faculty as part of the Administrative Review policy, Dr. Schroeder

- Endeavors to build a strong, trusting relationship with faculty leadership as well as faculty more generally, especially as there was a history of distrust in the nexus between faculty and upper administration;
- Continues to have meaningful, productive meetings with faculty leadership and try very intentionally to include faculty in decision-making and, when possible, to implement faculty feedback and ideas;
- Starts each year's budgeting cycle with request that deans ask departments to submit their particular and new budget needs for the forthcoming year;
- Requires each school dean to create at least some budget lines to be under control of department chairs;
- Advocates at Cabinet level for value of and need for shared governance in development of policies and processes; also advocate regularly for transparency in communication to all campus stakeholders;
- Meets regularly with President, Chair of Faculty Senate, and Vice-Chair of Faculty Senate;
- Works with President, Chief of Staff, and faculty leadership to create mutually agreeable process for timely response when a formal Senate resolution is sent to President;
- Holds regular open office hours for faculty (but also for staff and students) to drop in for any reason.

Additionally the Provost has articulated (in writing) the roles and responsibilities of the school deans that were previously ill- defined and often misunderstood and she worked with Senate to ensure that dean and chair duties were complementary rather than conflicting or confusing. The Senate then undertook a rewriting of the chairs' duties. The policies governing this relationship can be found [here](#), while the policy and procedures governing the appointment and review of department chairs is located [here](#).

When Cal Maritime abruptly had three academic deans transition out of their roles, the Provost invited faculty to advise about the best model for deans at Cal Maritime moving forward and offered interim deanships to high performing faculty members as valuable additions to Cal Maritime's leadership team as well as create a growth opportunity for those faculty.

As many faculty have expressed some confusion about policies and processes concerning funding operations in the Research and Innovation Office, AVP Brown has been tasked to draft a comprehensive F&A policy (percentage of grant funds going to Facilities and Administrative costs) for consideration by faculty and upper administration in the coming months.

All of this serves to show the strides made in cultivating a culture of mutual respect and understanding between and amongst the various units, divisions, departments, and their respective governing bodies.

### iii. Ensure faculty and student inclusion in decision making

In addition to the changes listed above, other changes have been made to create a more inclusive environment:

- The Edward Leadership Development Program now has greater input from cadets, faculty, staff and administration so that the ELDP is more integrated into campus curricular and co-curricular activities (see Section 3 below).
- The Academic Senate has granted ad hoc committee status to the Gender Equity group (see Section 5 below) for this body to have a larger voice in faculty governance.
- The Senate Chair and Vice-Chair – as well as the Student Leadership Compass – are all members of the Campus Leadership Council.
- Faculty membership has been increased on the Budget Advisory Committee (from two at-large members to three faculty members; one representative from each school), and the BAC meets year-round in order to better communicate with faculty.
- The Compass (our four-pronged student leadership team) is involved in all areas of shared governance. They are consulted on policy revisions and development that impact student life, campus climate concerns, and in response to high level campus concerns.

Finally, in issues that will be covered in more depth in Section Five of this report, Title IX Liaisons were created by inviting faculty to serve (and be funded) as deputies to help serve in this area, and a faculty member has been invited to serve as Co-Chair of the (now annual) COMMUNITY day event, meant to heal and improve the campus climate.



### 3. Principles of Leadership

The second Action requested in the progress report was to “Work to identify principles of leadership that are instantiated in curricular and co-curricular offerings aligned with the institution’s mission and culture.”

The leadership development of cadets at Cal Maritime remains a key focus across the entire Academy experience. Whether a cadet is engaged in a group project for a particular class, checking in on a fellow cadet’s wellbeing, or performing leadership responsibilities in an official leader role capacity, the lens of leadership is being looked through more often than in previous years.

One of the key messages embraced and enacted since the last report was a greater focus on emphasizing the authority to lead without a formal leadership role. Additionally, leadership organizations have grown and expanded to include the Council of Cadet Athletes, Community Engagement Officers, Educational Opportunity Program Mentors, and – soon to be added – the Academic Tutors. A cross-department effort amongst faculty, staff, and cadets has published the “Common Expectations for Cadet Leaders” ([Appendix 7](#)) and new trainings are incorporated frequently into the academic calendar. All cadet leader organizations utilized a centralized application portal to capture data on this process, ensure equitable practices, and inform changes to attract a diverse group of cadets to take on leadership roles.

The Edwards Leadership Development Program (ELDP, but also referred to since 2020 as “The Edwards Leadership Program”) is progressing well despite a considerable disruption during the pandemic when many aspects of this co-curricular program were temporarily suspended. Post-pandemic, The ELDP continues to offer the most formal opportunity of leadership development through the Seminar Series ([Appendix 8](#)). These seminars have run each year in the Spring and are now required for all new cadet leaders as part of their annual summer training ([Appendix 9](#)) before new cadet orientation.

Leadership development assessment has continued to make progress at the institutional level in collaboration with the Institution Wide Academic Council. The ELDP has partnered with the Center for Creative Leadership to help improve learning outcomes for Cal Maritime’s Institutional Learning Outcome "[Leadership and Teamwork](#)" which asks students to “Work toward common goals and motivate and empower others to achieve them; foster collegiality, goodwill and community within a diverse group.” For the first time in this assessment committee’s history, it has produced a comprehensive review of the Leadership and Teamwork outcome by leveraging the assessment data in the Center for Creative Leadership assessment tool: the Leadership Indicator for Students. Substantive reports for the past several years are documented in [Appendix 10](#) (2020), [Appendix 11](#) (2021-22), and [Appendix 12](#) (2022-23). This research-based assessment (which provided the campus with a 71% return rate for graduating seniors and first year cadets in its last iteration) utilizes a socio-emotional model of leadership to examine three broad categories of leading self, leading others, and changing your world. An additional fourteen specific leadership characteristics within the three categories are defined and analyzed as part of the assessment. While the assessment uses a multi-rater function,

it also allows each cadet to have an individual report that displays their results in comparison to that of the entire group. The self-guided tool can be seen in [Appendix 13](#), while a sample of what such a report looks like for each student is in [Appendix 14](#). The results of the assessment have informed changes to other areas of the cadet experience including watchstanding, morning formations, and increased development on leadership learning outcomes across the campus. Several upper division courses across *all* our degree-granting programs incorporated the Leadership Indicators for Student success for seniors. The program included a fall assessment in October and a spring assessment in March. Following each assessment, the Center for Creative Leadership offered a virtual debrief of the results. This assessment featured self, peer, and faculty/staff feedback within three categories – leading self, leading others, and changing your environment.

A preliminary examination of the results – from conversations between invested faculty and the ELDP – conclude that improvements are most necessary in the categories of integrity, accountability, and self-awareness. The ELDP is now in conversation with CCL about short and long-term strategies to address these areas. IWAC will need to determine what specific tracking tools are needed to assess these traits within the cadets over the next several years and will work with CCL to develop an instrument to assess these traits. Trends will then be examined over a 4- year cycle (or ideally more frequently) to assess the strategies that have been implemented and determine what adjustments may need to be made.

The Edwards Leadership Program has continued to sponsor cadet involvement in internal conferences (such as the Women in Maritime Leadership Conference) and at external conferences (such as the US Naval Academy Leadership Conference, the US Air Force Academy Leadership Symposium, the Model United Nations conference, the Connecticut Maritime Association conference, and the Young Men of Color conference). The continued access and exposure to these opportunities have been referred to by multiple cadets as the single greatest experience while enrolled at Cal Maritime.

There are other activities and plans that (in the words of the commission letter) “identify principles of leadership that are instantiated in [...] offerings aligned with the institution’s mission and culture:”

- The program in International Business and Logistics (IBL) is developing an alternative to Watchstanding (which is a current requirement of all cadets but is only mandated by the US Coast Guard for our licensed students). This would provide more meaningful programmatic opportunities to enhance those students’ leadership skills. A similar change in Watchstanding is also being considered for the Oceanography program.
- As noted in the “Communication” section above, student groups are now much more assimilated in strategic decision-making processes: as part of their involvement, endorsement letters are required to be issued from these groups, and this can be tied to leadership development enhancements. The opportunity for cadets to participate in shared governance – but with the added responsibility of *accountability for that participation* – contributes to the overall emphasis on student stewardship of campus operations.

Finally, the Edwards Leadership Program continues to work in close partnership with Academic Affairs as it announces its first Faculty Fellow (selected from the department of Global Studies and Maritime Affairs). This position, sponsored by ELPD, receives a course release and works in direct cooperation with the Office of Cadet Leadership and Development. The combined offices near-term work looks to integrate assessment information from the Leadership Indicator for Students into all academic programs, review and update applicable cadet leader policies, and development and/or identify learning outcomes connected to the institutional level focus on leadership and teamwork.



#### **4. Assessment and Program Review**

The next Action requested in the progress report was to “Continue to build on the progress that has been made in assessment and program review by focusing on faculty development and deliberate planning of assessment methods.”

##### Assessment and Program Review

Cal Maritime takes pride in the continued development and refinement of its assessment practices. This is demonstrated, in part, in successes in the reaffirmation of accreditation of individual programs that have occurred since the last WASC visit. In 2019-20, the Department of Engineering Technology and the Department of Mechanical Engineering were successfully reaccredited by their respective ABET Commissions. (Appendices [15](#) and [16](#)). In July of 2021, our Business Administration program was reaccredited by IACBE with no notes and no observations ([Appendix 17](#)). In December of 2022, the United States Coast Guard conducted their required audit of Cal Maritime’s licensing program, and the report on this audit is expected in late spring of 2023.

The assessment of student learning takes place on multiple fronts. Individual departments submit annual reports on the state of their programs in addition to the program reviews, which are generally conducted on a five year cycle. While there were some disruptions due to the pandemic – including some suspensions mandated by the Collective Bargaining Agreement in regards to student evaluations – Cal Maritime’s program review cycle is still on track. Besides being required to submit the Program Review calendars to the Board of Trustees of the California State University, all reviews can be found on the [Annual Learning Results and Program Review](#) page.

##### Institution-Wide Assessment Council (IWAC)

The Institution-Wide Assessment Council (IWAC) is responsible for promulgating and sustaining the assessment of institution-wide academic student learning outcomes. This council implements the Assessment Plan according to the four year calendar and process chart, notifies the campus community of the Learning Objectives to be assessed prior to the commencement of the Academic Year, identifies and notifies appropriate faculty and instructors for assessment practices, collects and organizes assessment data, and suggests actions to be taken on assessment findings. Additionally, our Institution-Wide Council – comprised solely of faculty members – receive summer stipends to work on the assessment of our institution learning outcomes. In the spirit of continuous improvement, IWAC also makes recommendations for process improvements. The IWAC reports on all ILOs– as well as the annual Executive Summaries – can be found on the [IWAC](#) webpage. The past years’ Executive Summaries of this assessment team can be found in Appendices [18](#), [19](#), and [20](#).

Further actions taken by IWAC in the past year include:

1. A summary of all IWAC activities presented at the Fall All-Faculty Retreat. This presentation will be a standing item at all future retreats ([Appendix 21](#)).
2. Training for faculty providing assessment data.
  - a. Videos created for Info Fluency data collection in 2020-2021
    - i. [Assessment at Cal Maritime \(5:06\)](#)
    - ii. [Choosing an Information Fluency Artifact \(3:24\)](#)
    - iii. [Submitting Assessment Artifacts \(2:54\)](#)

In addition to the videos, IWAC members offer to provide individualized support to faculty.

3. Improvements to assessment process.
  - a. A map of courses used to assess student learning was compiled to standardize and inform the collection of data in future assessment cycles.
  - b. IWAC updated the bylaws for membership and protocols to reflect changes in the assessment process.
  - c. A new form for a request for Program Response was drafted. This new form was created to ensure that programs review the results and act upon recommendations created in Year 3. This feedback from programs will provide information for future assessment efforts as well as close the assessment loop by documenting the actions programs plan to take to address assessment results.
  - d. IWAC reviewed recommendations from the last cycle of assessment for ILO(I) Global Learning. It was noted that the rubric was difficult for many programs to implement. A new assessment tool is being developed and will be presented for consensus for use in the 2023-24 academic year.
  - e. Cal Maritime currently does not have a formal policy that informs the process and procedure of defining and identifying an ILO. IWAC will draft and submit an ILO policy to the Academic Senate.

### Assessment and Faculty Development

In regards to the issue of faculty development and assessment planning, much of our faculty development resources during the pandemic were devoted to the monumental pivot to alternative modalities of instruction and developing faculty expertise in synchronous and asynchronous online courses. However, there were also a number of faculty development activities devoted specifically to assessment and program review between 2019 and 2021. Some of these are as follows:

- IWAC Assessment Workshop presented on 9/6/19.
- Faculty funded for completing ABET Basics of Program Assessment workshops 19/20.
- Faculty funded for completing eight week ABET ePAW4: A Fundamentals of Program. Assessment Workshop in spring, 2021.
- Faculty participation in the IUPUI Assessment Institute 10/20.



Most Faculty Development Activities – related to the assessment of student learning and otherwise – are listed and described in [Appendix 22](#).



## 5. Current Status of Unity and Diversity

### i. Introduction

The final action requested in the progress report was to “Assess the current status of unity and diversity on campus using an objective method, for example, a confidential campus climate survey, as the basis for creating a clear set of goals and measures of achievement for the programs and services provided.”

Cal Maritime’s “assessment of unity and diversity via survey” is addressed in a subsection below; however, we want to also take this opportunity to expand and enlarge upon the broader campus climate in relation to issues of race, gender, and sexual orientation that has been raised by both internal groups and in external media reports, as well as reflect upon the campus’ varied responses to these issues. This has been, and continues to be, a highly-charged and sensitive subject that has impacted students, faculty and staff alike. Different voices have been raised – some in anger, some in pain, and others in frustration. Cal Maritime is as committed to an open and honest assessment of its weaknesses as it is to addressing its problems. Various student groups, administrative committees, faculty bodies, and cross-divisional task forces have worked to directly combat incidents of intolerance in all its forms and guises. Clearly, the work is not done, but the intent of this section of the Interim Report is to demonstrate – with transparency and candor – how fiscal, human, and other institutional resources have been devoted to address a campus (and a wider social) tear in its systemic fabric.

On December 13<sup>th</sup>, 2022, Cal Maritime was the subject of a *Los Angeles Times* investigative report on accusations of sexual misconduct, racism, sexism, and transphobia at Cal Maritime. The Cal Maritime administration fully cooperated with the authors of the article and provided them access to all appropriately requested documentation, but due to privacy issues pertaining to student rights was unable to address specific allegations contained therein. Cal Maritime was not ignorant of the campus climate issues raised in the article; the following sections that articulate extensive and coordinated responses to such challenges were developed for the most part prior to the piece, with more programming, communication, and actions taken subsequently.

The campus’ response to the *LA Times* article – as requested by WSCUC – is best expressed in the university’s letter to the campus community on 12/14/2022, which was signed by all members of Cabinet. The entire letter is attached as [Appendix 23](#) and is available [online](#); excerpts of the letter are cited here:

“Some of you have read the story in today’s Los Angeles Times about Cal Maritime and incidents of sexual assault and harassment, and gender discrimination experienced by members of our academy. Although the story primarily addresses issues that we have been confronting and seeking to change together as a campus community for more than a year, that fact does not diminish the pain or stress that you may be feeling or reliving in reading about these issues again today. Nor does this fact in any way diminish the

continued feelings among our faculty, staff, and cadets, who bravely shared with the reporters, that we need to do more to ensure Cal Maritime is a safe and inclusive learning environment for everyone, regardless of race, gender identity or sexual orientation. [...]

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

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

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

We are also acting in partnership as a member of the CSU system as it works to ensure that all 23 campuses are strengthening CSU’s culture by assessing current practices. This assessment includes insights, recommendations, and resources that are being provided to advance our Title IX and civil rights training, awareness, prevention, intervention, compliance, and support systems. Moreover, our campus is also working with the other State Maritime Academies, representatives from the U.S. Department of Transportation Maritime Administration (MARAD) and industry partners to continue the much-needed work to address issues of sexual assault and sexual harassment in a maritime environment and continued changes needed in the maritime industry. Cal Maritime will continue to do this necessary work now and well into the future to ensure a more equitable maritime experience.”

Prior to December 14<sup>th</sup>, in response to concerns about gender equity and inclusion raised during the summer and fall 2021 semesters Cal Maritime had initiated a wide range of efforts to improve campus climate in areas related to sexual assault/harassment, inclusion, and safety, both on our campus and on the Training Ship *Golden Bear*. The institution has assessed the current

environment, taken action to allocate resources, and added programs and staff aimed at improving campus climate.

As formulated on the front page of the Diversity, Equity, and Inclusion Council’s [webpage](#), “Cal Maritime is inextricably linked to a mutually dependent, multicultural global maritime community. As an institution devoted to excellence in education, we acknowledge our special responsibility to "walk the talk" and to teach our cadets the skills necessary to thrive in their chosen profession. Our graduates' ability to interact with people of diverse backgrounds and viewpoints will be a direct reflection of our culturally rich and dynamic learning environment [...] To achieve this goal, our faculty and staff promote welcoming, respectful, and ethical behavior in every aspect of our community life. We expect everyone to respect the inherent dignity of others. We recruit and retain students, faculty and staff of increasingly diverse backgrounds. We understand and value each individual's unique contributions to society. We challenge stereotypes and advance a mature and thoughtful global perspective”

Cal Maritime is committed to promoting an environment that supports every member of our community in an atmosphere of mutual respect, fairness, cooperation, and professionalism. We are navigating toward a more diverse, equitable and inclusive future. These efforts are not new, but they are being met with a renewed focus and sense of purpose.

**ii. Campus Climate Surveys and other Assessments related to Diversity and Unity**

Since 2019, Cal Maritime has administered and will continue to administer a number of surveys, conduct campus-wide interviews, sponsor round tables and town halls, and undertake additional means of soliciting feedback on campus climate and other issues for the betterment of the institution. Some surveys remain confidential given the small sample size and the determination that multiple sensitive comments on hyperacute topics – if made public – could jeopardize anonymity.



**Campus-Wide Surveys Related to DEI and affiliated issues since 2019:**

<b>Year</b>	<b>Name</b>
2019 -20	Higher Education Research Institute Staff Climate Survey <a href="#">Appendix 24</a>
2019-20	Higher Education Research Institute Faculty Climate Survey <a href="#">Appendix 25</a>
Summer 2019	National College Student Bystander Survey <a href="#">Appendix 26</a>
Spring 2020	Faculty Survey of student Engagement w/ additional module for Inclusiveness and Engagement with Diversity <a href="#">Appendix 27</a>
2019–20	National Survey of Student Engagement
2019–20	Beginning College Survey of Student Engagement
Fall 2020	External Review of Campus Climate: TNG, LLC <a href="#">Appendix 28</a>
Fall 2021	“Feedback and Perspectives on Cruise 2021”
Spring 2021	National College Health Assessment <a href="#">Appendix 29</a>
Open Now	Healthy Minds Survey
Fall 2022	Title IX Assessment by the Institutional Response Group at Cozen O’Connor
2022-2023	CSU Title IX Assessment Survey (system-wide)
Open Soon	JED Mental Health Resource Center
2023-24	Additional Campus-Wide Climate Survey in timeline agreed upon with Chancellor’s Office

First, as noted in the 2021 Progress Report, Cal Maritime administered a number of surveys in the 2019-2020 academic year and the decision to participate in these programs preceded the WASC visit. Cal Maritime administered the [National Survey of Student Engagement](#); the [Beginning College Survey of Student Engagement](#); the [Higher Education Research Institution Faculty Survey](#); and the [Higher Education Research Institution Staff Climate Survey](#). While these surveys were not exclusive in their scope in terms of addressing “unity and diversity,” there were sections of the surveys that could be used for that purpose. The campus opted to distribute an additional module on “Inclusiveness and Engagement with Diversity” which provided meaningful data from which to continue refining and developing programming in this area.

Of particular note are areas indicating degrees of satisfaction with campus diversity from a staff perspective (Figure 1), institutional priorities regarding commitment to diversity (Figure 2), and perspectives on campus climate for diversity (Figure 3).



## Campus Diversity (% Indicating "Satisfied" or "Very Satisfied")

Please rate your satisfaction with your institution in each area:

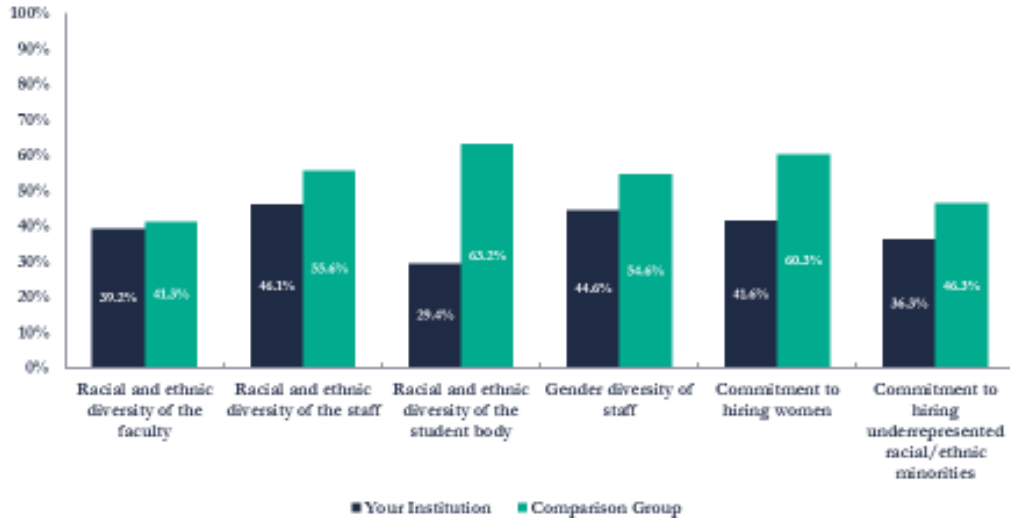


Figure 1: Comparison Group on Question of Campus Diversity



## Institutional Priority: Commitment to Diversity

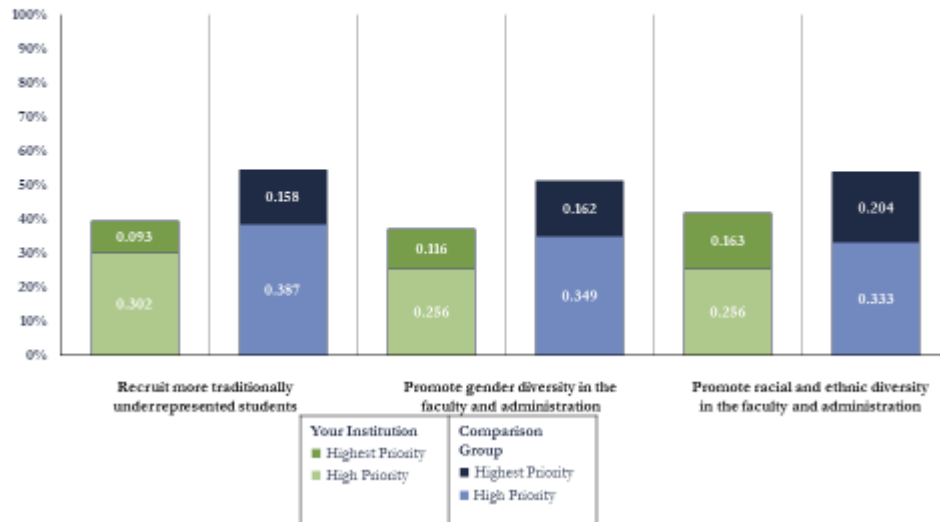


Figure 2. Institutional Priority to Diversity

## Perspectives on Campus Climate for Diversity

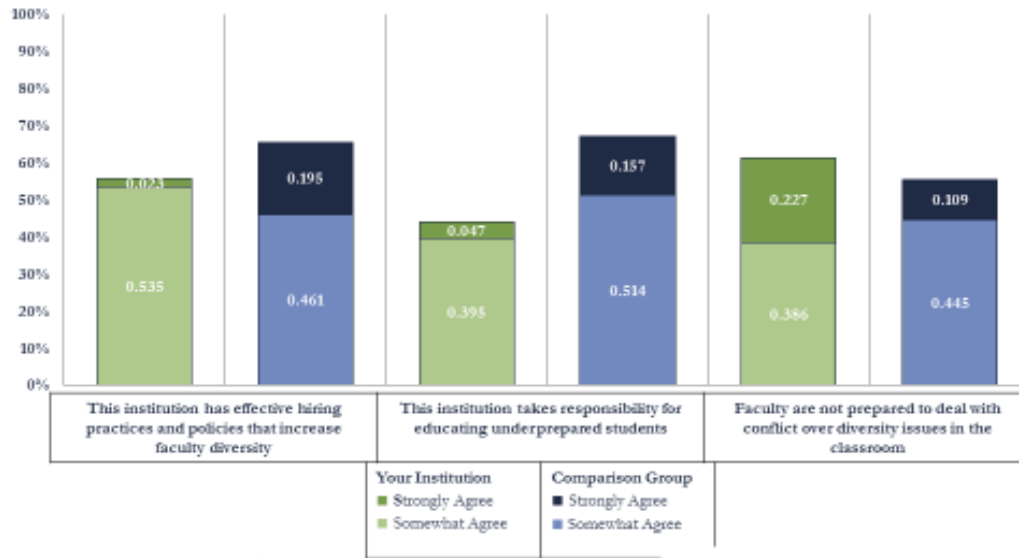


Figure 3: Perspectives on Campus Climate for Diversity

These surveys gave Cal Maritime valuable information in order to address its challenges. Compounding the issue of action on this data was, again, the COVID-19 pandemic: it was felt that administering any additional “campus climate” survey in a period when fewer faculty, staff, and students are on campus calls into question the very validity of what information we could gather from such an unusual and unprecedented “climate.” Concerns over the distortion of COVID on any data-gathering activity in 2020-2021 postponed additional surveys to a post-pandemic environment.

Since then, there have been other surveys and additional assessment tools deployed to give the campus further insight into issues of diversity in the academic and maritime environment.

In 2021, a “Feedback and Perspectives on Cruise 2021” was commissioned to examine issues that were raised during the summer sea voyage on the Training Ship Golden Bear. In response to this report, a Presidential Task Force was created and charged with providing immediate and long-term recommendations on ways to make cruise a positive, safe, and equitable experience for every cadet. After careful review and discussion, the Task Force made recommendations that were implemented for summer Cruise 2022. Meetings were held with the senior officers on the Training Ship Golden Bear to share the recommendations and develop an action plan. That plan was implemented on Cruise 22 and the assessment results indicate that the climate on cruise was strongly improved. The memo summarizing this independent investigation is located in [Appendix 30](#)

A Title IX assessment was conducted in 2022 by the Institutional Response Group at Cozen O'Connor – an international legal firm commissioned to help Cal Maritime better understand its own environment. This assessment included dozens of interviews conducted over several weeks and allowed all campus personnel to speak freely and anonymously to an agency that could then help guide the institution toward making the appropriate programmatic adjustments. Senior leaders have met with the Cozen O'Connor Group and the CSU Title IX team and will be receiving the summary of recommendations in late spring of 2023. The President will be appointing an implementation team that will be charged with developing an action plan for the short, mid, and long term recommendations to be put into place.

Finally, in President Cropper's most recent Triennial Performance Review, the Office of the Chancellor of the California State University has requested additional faculty and staff surveys to be conducted in mid-2023 to better understand campus climate. Cal Maritime is still on track to conduct these surveys and anticipate they will take place during the 23/24 fiscal year.

### **iii. Campus culture and attention to SASH, bias and discrimination within the maritime industry**

With the understanding that the issues facing CSU Maritime are also issues embedded in the larger, national maritime environment, Cal Maritime has worked with the other state maritime academies (SMAs) and the United States Maritime Administration (MARAD) and representatives of the Department of Transportation (DoT) to ensure that all our cadets who participate in sea training are safe and respected.

Cal Maritime's team collaborated with the other SMAs to assist MARAD on its development of the "Every Mariner Builds a Respectful Climate" (EMBARC) program to create universal policy standards for implementation in 2022. These improvements include initiating mandatory in-person, in-depth Sexual Assault and Sexual Harassment (SASH) training for all faculty, staff, and cadets going on TSGB cruise; developing a clear protocol for Title IX-related issues occurring while on cruise; a designated Title IX liaison aboard the TSGB Cruise; and other additional safety, education, and training measures.

All cadets sailing on commercial vessels as part of their curriculum have been offered satellite phones for better and faster communication in case of incidents, and other safety measures have also been put into place; for example, a faculty member has received an extra summer contract to act as a designated person ashore to receive any calls from concerned students at sea and to check in with each student periodically.

A presentation and open discussion with the Campus Leadership Council on campus climate – specifically as it pertains to SASH and DEI – was conducted on 11/16/2021 ([Appendix 31](#)).



#### iv. Efforts to Address Campus Culture

A broad series of efforts have been completed and are in progress to address campus culture, sexual assault and sexual harassment, inclusion, and safety, both on our campus and on the Training Ship *Golden Bear*. What follows below is a partial list of the myriad programs, initiatives, statements, and other actions that collectively work to improve campus conditions.

##### **Principles of Community**

First drafted back in 2006, California State University Maritime Academy produced its “Principles of Community,” which are still in effect and which are articulated in the Cadet Handbook and on the campus website. Cal Maritime expects that every campus member should be committed to promoting an environment that supports every member of our community in an atmosphere of mutual respect, fairness, cooperation, professionalism and leadership, and will practice the following Principles of Community:

1. We affirm each individual's right to dignity and strive to maintain a climate of respect and justice as cornerstones of our campus community.
2. We are a community comprised of individuals with multiple cultures, lifestyles and beliefs. We celebrate this diversity for the breadth of ideas and perspectives it brings.
3. We embrace open and equitable access to opportunities for learning and development as our obligation and goal.
4. We affirm the right to freedom of expression. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality and respect.
5. We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
6. We acknowledge that our society carries historical and divisive biases, and we promote awareness of these biases through education and constructive strategies for resolving conflict.
7. We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of bias and discrimination.

These principles are distributed broadly and introduced at cadet orientation and in other onboarding processes.

##### **Diversity, Equity, and Inclusion (DEI) Council**

Formerly known as the Unity Council, the [DEI Council](#) (renamed in 2021), is the university’s primary body for diversity issues. Prior to the name change, this body presented current charter and proposed considerations to the CLC for strategic feedback ([Appendix 32](#)). Subsequently, the reinvigorated council now includes the campus Title IV Coordinator, the Chief Diversity Officer and the HCM Manager, and has three distinct focus areas: education, integration and advocacy, and culture. The charter has since been reassessed, with the council now playing a larger role in the onboarding and development of employees, cadet orientation and the first year experience, and enrollment management and cadet retention programs. ([Appendix 33](#)). Cal Maritime looks forward to documenting further progress in refining and empowering this

council in our next comprehensive WSCUC review.

### **Gender Equity Group**

[The Gender Equity Group](#) was initially created in 2019 as an informal faculty group. It grew to include interested participants from across campus and in the spring of 2019 it received ad-hoc status from the Faculty Senate, with a slate of student, faculty, senate, HR, and administrative members. Its charge – “to study gender equity issues in our campus culture and make recommendations to the Faculty Senate on policies and best practices that can be adopted” – led to involvement with various projects, including a Senate Resolution on Gender Equality, engaging and leading campus conversations regarding murals on the Training Ship, and creating a Working Group on Equity of the Cadet Experience, among others ([Appendix 34](#)). It is the expectation of the university that the Gender Equity Group will continue to advocate on behalf of faculty, staff, and students in order to improve campus conditions.

### **The Inclusion Center**

The new Inclusion Center at Cal Maritime opened in 2021 and is a community space open to all cadets from different backgrounds and life experiences. The Center aims to build community and provide equitable resources for student support. In alignment with campus efforts to enhance equity and inclusion, the Inclusion Center provides opportunities for campus community members to learn more about diversity, equity, and inclusion through direct engagement.

Currently located in upper campus in the Physical Education and Aquatic Center, Cal Maritime is now working to find a permanent location for the center on lower campus following the completion of the renovation of Mayo Hall which is being updated to serve as a hub for student services. The Inclusion Center has worked with partners across campus to host a number of events and sessions centered on our minority populations on campus. These regularly meetings and singular events include:

- Women’s Alliance + group meetings bimonthly Thursdays.
- Women’s Empowerment and Advocacy Group (WEAVE/CAPS series) Tuesdays.
- WEAVE Community Connect Series September Wednesdays (topics including Mass Media and Gender-based Violence, Gender Socialization and Impacts, Sexual Harassment vs. Flirting, Healthy Boundaries and Self-care).
- Weekly Queer Study Group Thursdays.
- Weekly POC Study Groups Sundays.
- Weekly Gay-Straight Alliance Meetings Tuesdays.
- LGBTQ&A Event 10/20/22 6-8 pm.
- LGBTQ history Month Talk: Lesbians of the 1920s-1930s 10/26/22 6-8 pm
- Dia de Los Muertos Art Event 10/28/22.
- Thanksgiving and Indigenous history event in conjunction with local tribal partners.

The Center also offers printed information, snacks, sanitary products, and LGBTQ and other affinity group ephemera for cadets to take and it maintains a small uniform swap site for students to donate or pick up uniform elements – especially useful with the recent adoption of gender neutral uniform policy.

On 4/6/2022, Cal Maritime had a ceremony to acknowledge that the campus rests on the traditional land of the Indigenous People past and present. This ceremony included the inaugural reading of the [CSU Maritime Academic Land Blessing and Land Acknowledgement](#), which has since been read at subsequent formal ceremonies, including Convocation and Commencement.

### **Cal Maritime's Uniform and Grooming Standards**

After much campus deliberation involving student and faculty groups, early in Fall 2021 the Commandants Office, the Office of Cadet Leadership and Development, and the Associated Student group of Cal Maritime (ASCMA) proposed changes to cadet uniform and grooming standards. Their intent was to ensure gender equity and inclusivity, which they believed was previously dampened by discriminatory language in the standards. The Faculty Senate endorsed the ASCMA resolution a short time later. During this same period, staff leadership from the Division of Cadet Leadership and Development consulted with CSU System Counsel, collected data from other institutions, and drafted revised standards to address the concerns of ASCMA and Faculty Senate. The new gender-neutral standards cover everything from hair length, body piercings, and rings and necklaces to default uniforms and dress uniforms. It is now the most progressive policy among the nation's maritime academies ([Appendix 35](#)). The faculty endorsement of this policy is captured in their [Support for ASCMA Resolution on CSU Maritime Academy Grooming Standards](#).

### **CommUnity Day**

Partly in response to a heated campus debate late in the Fall 2021 semester, Cal Maritime student, faculty, and administrative leaders chose to produce "a day of learning and listening." The inaugural CommUnity day was held on April 5<sup>th</sup>, 2022, and included keynote speaker Deetta Jones, as well as GTC Dramatic Dialogues hosting interactive theater on issues related to equity, diversity, and inclusion. Classes for the day were canceled across the board, and the campus community engaged and reflected on key topics such as communicating across differences, sexual assault and sexual harassment, implicit bias, bystander intervention/allyship, and diversity and inclusion in the workplace. Given the collective desire for more programming centered on community building, CommUnity Day is now an annual event that is scheduled this year for February 23, 2023. [CommUnity Day 2023](#) has been restructured under the framework of 'connect, cultivate and celebrate' and the campus has been invited to engage with topics that reflect the diverse and mutual interests specified by the entire campus community. Most activities and workshops, including but not limited to; 'How to Transition to Zero Waste', and 'How to Be a conscious Digital Citizen', are specifically included to spotlight the internal expertise of the campus community with both being cadet and staff led. While workshops such as, 'How to be a Changemaker – Activism 101' and 'Breaking Silence: Empathy Development Training' underline the emerging community partnerships with external speakers like Kristin Urquiza (Marked by COVID co- founder) and Alli Meyerhardt (Breaking Silence co-founder).

### **Director of Inclusion Initiatives**

In January of 2023, Cal Maritime was able to hire its first Director of Inclusion Initiatives. Megan Nance was welcomed into this position, which includes the Coordinator of Belonging responsibilities, overseeing the Educational Opportunity Program (EOP), Former Foster Youth Program, and the Inclusion Center. The Director of Inclusion Initiatives will develop annual goals and objectives to address issues related to justice, equity, diversity, inclusion and belonging

(JEDIB) on campus. The role is responsible for designing, organizing and facilitating JEDIB centered workshops, events and services that ensure programming goals are being met in alignment with department and campus objectives. This position serves as co-chair of the campus DEI council and liaises with campus partners and stakeholders as a member of the DEI strategic planning committee.

### **Title IX.**

In an area that proved to be a flashpoint for campus concern, Cal Maritime has steadily worked over the past two years to bolster its Title IX capacities. In response to perceptions that the existing structure was not adequately student-centric, efforts have been made to dramatically rework this office. Cal Maritime improved and built out its Title IX program with assistance from Grand River Solutions (GRS), a Title IX consulting organization, as it also worked to fill the campus Title IX position. During this time, faculty and staff – including all shipboard personnel – underwent significant Title IX and HR training. The means by which the campus community can [file a report](#) has also been revised to assure timeliness, confidentiality, and safety. Finally, after much effort over the past year unfortunately resulted in two failed searches, the campus is pleased to announce that an individual has just accepted the position (pending final HR approval) and this position should be filled in March 2023.

Cal Maritime also is adding Title IX liaisons, who will be faculty and staff trained to receive, document, and provide an initial response to reports or concerns involving sex/gender-based discrimination, sexual harassment, or sexual misconduct. The goal is to establish a trusting relationship with the campus community that demonstrates a commitment to intervening in and preventing and eliminating sexual misconduct, gender discrimination, and gender-based violence within the CSU community. Currently the Office of Title IX Programs focuses on educating all members of the campus community on how to prevent, identify, and report sexual harassment, sexual misconduct, gender discrimination, and gender-based violence. The following is a partial list of recent events and activities.

- Held week of mandatory TIX responsible employee trainings on campus in October
- Held Safe Zone training for all management staff in August 2022
- Trained TIX Liaisons January 2023.
- Created a Cadet Ambassador program.
- Created several, four-week educational series on the following topics: mass media and gender-based gender socialization and its impacts; sexual harassment vs flirting; healthy boundaries; and self-care.
- Developed First Year Seminar sessions on engaging men and boys.
- Implemented Bystander Intervention training for student leaders and first year students Trained Residence Hall Officers on how to support survivors in a trauma-informed way.
- Held several events for domestic violence awareness per month.
- Supported cadets at other campus events organized with the Peer health educators.

### **WEAVE: When Everyone Acts, Violence Ends**

Cal Maritime hired a new full-time confidential advocate with [WEAVE](#) in fall 2022 (previously this was a part time position) with the goal to offer crisis intervention and follow-up counseling to sexual assault survivor's, in addition to offering resources, support and referrals. This advocate works with the Title IX Office on education programing and outreach as identified above. When the contract with WEAVE expires, it is expected that Cal Maritime will work with Solano County Family Justice's VEST program (Victim Empowerment Support Team) <https://vestsolano.org/>.

### **First Year Experience**

Cal Maritime has just completed its first significant First Year Seminar program in Fall, 2022 (See [Appendix 36](#) for the syllabus template). While the FYS has been offered in different forms to smaller cohorts, this was the first year that a comprehensive, unified program was offered to all first-time freshman in the majors of Mechanical Engineering, Engineering Technology, Facilities Engineering, Global Studies and Maritime Affairs, and Oceanography. The program was offered either as a stand-alone single-unit course, or it was embedded in an existing course in the major. Instructors of record brought in different subject matter experts throughout the semester to speak on different topics including topics such as safe zone/allyship, sexual assault/harassment, healthy relationships, and mental health

The program was broken into discrete units or modules which focused on community building, study skills, student success, career preparation, and civic mindedness. The assessment of this first FYS has just been completed ([Appendix 37](#)). Upon review of the data, the FYS team will incorporate the recommendations for continuous improvement and look to secure additional units within the curriculum to develop this program further. Further steps will be taken to align this program with our Leadership Development Program and our General Education program.

### **Cal Maritime Athletics**

The Athletics department is committed to issues of diversity, equity and inclusion as noted in the "Guiding Principles and Values" of the Cadet-Athlete Handbook. Additional programming from this department includes the implementation of ["Return on Inclusion"](#) .

Return On Inclusion™ (ROI) is a sport-specific diversity and inclusion education platform dedicated to developing inclusive leaders and fostering a culture of belonging across social and cultural differences. The self-paced modules standardize learning methods, deepening our commitment to help every coach and athletic administrator develop the skills and competencies necessary to support student-athletes and achieve inclusive excellence in programs, policies, and practices.

This commitment started in the spring semester of 2022 and will occur every spring semester so that new employees can complete the online certification and engage in the monthly department-wide meetings. Benefits of the program include standardization learning methods and expectations for coaches and athletic administrators to build cultural competencies, the ability to measure growth and track progress; learn the value and return on inclusive practices, policies,

and programs to increase opportunities for stakeholders and center the needs of student-athletes; and develop the skill set and mindset to lead inclusively across social and cultural differences

### **Women in Maritime Leadership**

Cal Maritime has hosted the Women in Maritime Leadership Conference since its inauguration in 2011. This is an annual women's conference supported by maritime academies and industry. This year, to highlight the need for creating sustainable safe spaces and accessible resources within any organization, the organizers will have a special session entitled "It's a Marathon, Not a Sprint: Creating Impactful Networks of Support for Women & LGBTQ+ Folks in Maritime Industry Organizations." The panel will be directed toward cadets and industry leaders in order to explore how different groups can serve as advocates, organizers, and leaders within their institutions.

### **ASCMA Town Hall**

Quite recently, on February 7<sup>th</sup>, 2023, the Associated Students of Cal Maritime partnered with the Office of the President for a "Keelhauler Town Hall" aimed at informing the Cal Maritime community about the actions being taken toward eliminating hate, discrimination, bullying and harassment and sexual assault and sexual harassment on campus. Key members of the cabinet and others in the campus community served as panelists who answered both prepared and spontaneous questions from students. All members of the cabinet were also available immediately following the town hall in the dining center to address additional questions or concerns. Programming such as this has helped the campus not only share concerns over common challenges, but also serves to address the communication issues that were raised in the first section of this report.

Finally, a collective of campus communications regarding DEI matters (which addresses both WSCUC concerns of communication and campus climate), are linked here:

- [\*\*Inclusion Initiatives Update Fall 2022 \(8/31/2022\)\*\*](#)
- [\*\*Feedback and Perspectives on Cruise 2021 \(2/24/2022\)\*\*](#)
- [\*\*Inclusion Center Opening Announcement \(2/22/22\)\*\*](#)
- [\*\*Uniforms and Grooming Standards Policy presentation \(1/20/22\)\*\*](#)
- [\*\*VP McMahon message regarding revised UGS \(1/18/21\)\*\*](#)
- [\*\*EMBARC letter \(12/14/21\)\*\*](#)
- [\*\*VP McMahon message regarding Title IX changes/resources \(12/10/21\)\*\*](#)
- [\*\*VP McMahon follow-up message to Pres. Cropper 11/22 message\*\*](#)
- [\*\*President Cropper message \(11/22/21\)\*\*](#)
- [\*\*President Cropper message \(11/5/21\)\*\*](#)
- [\*\*Title IX Resources\*\*](#)
- [\*\*Diversity, Equity and Inclusion at Cal Maritime\*\*](#)
- [\*\*Q&A with EOP Coordinator King Xiong\*\*](#)
- [\*\*Inclusion Center Opening Announcement\*\*](#)
- [\*\*New Inclusion Center at PEAC 115\*\*](#)
- [\*\*CommUNITY Day\*\*](#)

**v. Additional Programming from Counseling and Psychological Services (CAPS)**

While not necessarily directly related to issues of diversity and unity, Cal Maritime has identified and implemented a number of programs and initiatives from Fall 2021 onward to improve support for cadets' well-being and mental health. Stressors such as the pandemic anxiety, concerns about campus climate, and other issues more universal to the college experience in the 2020s have led the university to bolster its resources in the service of mental well-being.

Additional programming from CAPS include:

- Creating a Women's Empowerment group in November 2022.
- Producing new inclusive advertising and promotion: CAPS posters promoting SASH prevention, support for BIPOC cadets, and destigmatizing mental health for license-track cadets.
- Developing JED Campus initiatives to include a new health leave policy, new online assessments for mental health and substance use, and improved [JED Campus](#) web page. Additional JED trainings were presented to students leaders (RHO, Corps, ASCMA, PHE, CCA), faculty and staff (athletics), FYE (5 class sections of approximately 80 cadets). Additional training on how to report SASH and mental health incidents was delivered to faculty at their annual retreat.
- Writing a Faculty Toolkit for "Mental Health Concerns in the Classroom" with accompanying professional development training.

Mental Health Services and Support includes confidential counseling for students, individuals and groups using a trauma informed approach. In-person and video appointments are available, as well as after hour appoints to increase access. Cal Maritime has the best counselor to student ratio across the CSU (1:400). CAPS also serves in crisis response processes, educates students about their about rights and options, collaborates with health center medical colleagues, and supports referrals to Confidential Advocates, Title IX, Police Department and others.

All of Cal Maritime's effort to be an equitable and inclusive campus are driven first and foremost by our campus constituents' sincere desire to make this university one which values diversity and fosters access and inclusion for all. Secondly, the actions taken by the administration, the faculty, and the students align with the [WASC Equity and Inclusion Guide](#). We hold this document – and in particular its expectations for review and articulated "good practices for valuing diversity" – with the utmost respect.

## 6. Conclusion

On November 28, 2022, Cal Maritime President Thomas A. Cropper announced that he would retire from his role on August 1, 2023. This was a decision made well in advance of the recent negative media exposure, but having served over eleven years at Cal Maritime – one of the longest tenures of any current president in the CSU system – Admiral Cropper came to the decision that this would be his last year as president of the nation’s most diverse maritime academy. In his [letter](#) to campus, he mentions many of his success as well as many challenges also identified by the WSCUC Commission: “I have been surrounded by dedicated faculty, staff, and campus leaders throughout the last ten years. They have all walked with me through a period of extensive change wrought by candid institutional self-reflection. There have been many highs: the creation of a campus master plan, a new oceanography major, federal funding for a new purpose-built training ship and state funding for a pier upgrade, new classrooms, a new faculty research organization, the Mayo Hall renovation, and beautification and wayfinding improvements throughout campus. There have also been lows: a major campus fire, the COVID pandemic, and social strife throughout our nation and on our campus.”

An interim president will be appointed to lead the university, and the CSU will launch a national search to identify Cropper’s successor. In a [statement](#) from the Chancellor’s Office, “under university policy, the chair of the CSU Board of Trustees, Wenda Fong, and Interim Chancellor Jolene Koester will select a committee comprised of campus and community stakeholders who will be publicly announced at a later date. Thereafter, campus and community input will be sought in an open forum held on the Cal Maritime campus.” The CSU Board of Trustees Policy for the Selection of Presidents is located in ([Appendix 38](#)).

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It is hoped that the sections above demonstrate Cal Maritime’s commitment to the recommendations put forth by the WSCUC Commission letter, and that the challenges facing Cal Maritime were addressed with candor and transparency while the actions taken to address these challenges are equally apparent. The campus has recently commissioned a strategic positioning and enrollment planning consultation study by the Art&Science group; the findings of this study will help frame the next iteration of the campus Strategic Plan ([Appendix 39](#)) and [strategic priorities](#) –many of which are also informed by external assessments, including that of the WSCUC Commission.

The Cal Maritime WSCUC Steering Committee and campus leaders welcome the opportunity to discuss any of the topics articulated in this report and look forward to sharing our progress in the next comprehensive review.