



Common Expectations of Cadet Leaders

Essential Behaviors

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

Training

- Participate in both program-specific and common Cadet Leader trainings, including *up to two weeks prior to fall New Cadet Orientation*.
 - Asynchronous virtual training options may be available for Cadet Leaders with documented academic conflicts (primary consideration) or other hardships (secondary consideration); consult the appropriate staff lead for programs to determine eligibility and available options.
- Complete CSU online trainings related to Title IX; discrimination, harassment, and retaliation (DHR); sexual assault and sexual harassment (SASH); FERPA; and other topics, as required.
- Engage actively with all trainings with the understanding Cadet Leaders may be responsible for delivering content to other cadets.

New Cadet Orientation

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

Common Skills

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

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