Appendices

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A. Commission Letter of July 2019
B. Communication Task Force Presentation to Campus Leadership Council
C. COVID Campus Process Map
D. Shared Governance Presentation to Campus Leadership Council
E. New Decision-Making Protocol
F. Leadership Indicator Results for ELDP
G. ABET Re-accreditation Mechanical Engineering
H. ABET Re-accreditation Engineering Technology
I. IACBE Re-Accreditation Business Administration
J. IWAC Executive Summary
K. HERI Faculty Survey Summary
L. HERI Staff Campus Climate Survey
M. Unity Council Presentation to Campus Leadership Council
N. Gender Equity Presentation to Campus Leadership Council

July 12, 2019

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

Dear President Cropper:

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

Actions

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

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

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

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

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

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

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

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

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

Sincerely,

Jamienne S. Studley
President

JSS/ lw

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

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Internal Communications Update

Communications Task Force

Task Force Membership

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

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Task Force Update

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

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Messages to Students 2018-20

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

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Messages to Faculty 2018-20

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

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127 Actual Senders 2018-20

20-30 Proposed Senders 2018-20

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

- Mapped individual all list senders to departments

- Add, remove, update or combine department accounts

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

- Combine individual senders or functions to share a department account

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

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Department mailboxes

- Send from department shared mailboxes for easier recognition of message sender, better security, and lower likelihood of a reply all mistake

- Monitor shared mailboxes for replies and questions – can setup automatic forwarding of messages received

- Use department email address on Website instead of individual email addresses

- Be on high alert for phishing attempts made to department accounts published on Website

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Messaging Recommendations

- Use to: and cc: (FYI) so recipients will know the reason they and others received it

- Address message to all lists at once - so a person on more than one list will receive just one copy

- Make subject concise, unique, & mobile friendly

- Start or end the subject with how the recipient should process the message [ACTION REQUIRED]

- Keep message small – link to attachments

- Use targeted lists when available

- When using Reply All, consider if all recipients need to receive your reply before sending ☺

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Combatting Messaging Fatigue

- Send calendar invitations so users can easily add to their calendar for reminders

- Combine multiple messages into a regularly scheduled digest / newsletter

- Make it easy for your visitors to filter subjects - without blocking the sender

- Consider other messaging options – digital displays, Website, Passport, social media, targeted opt-in lists
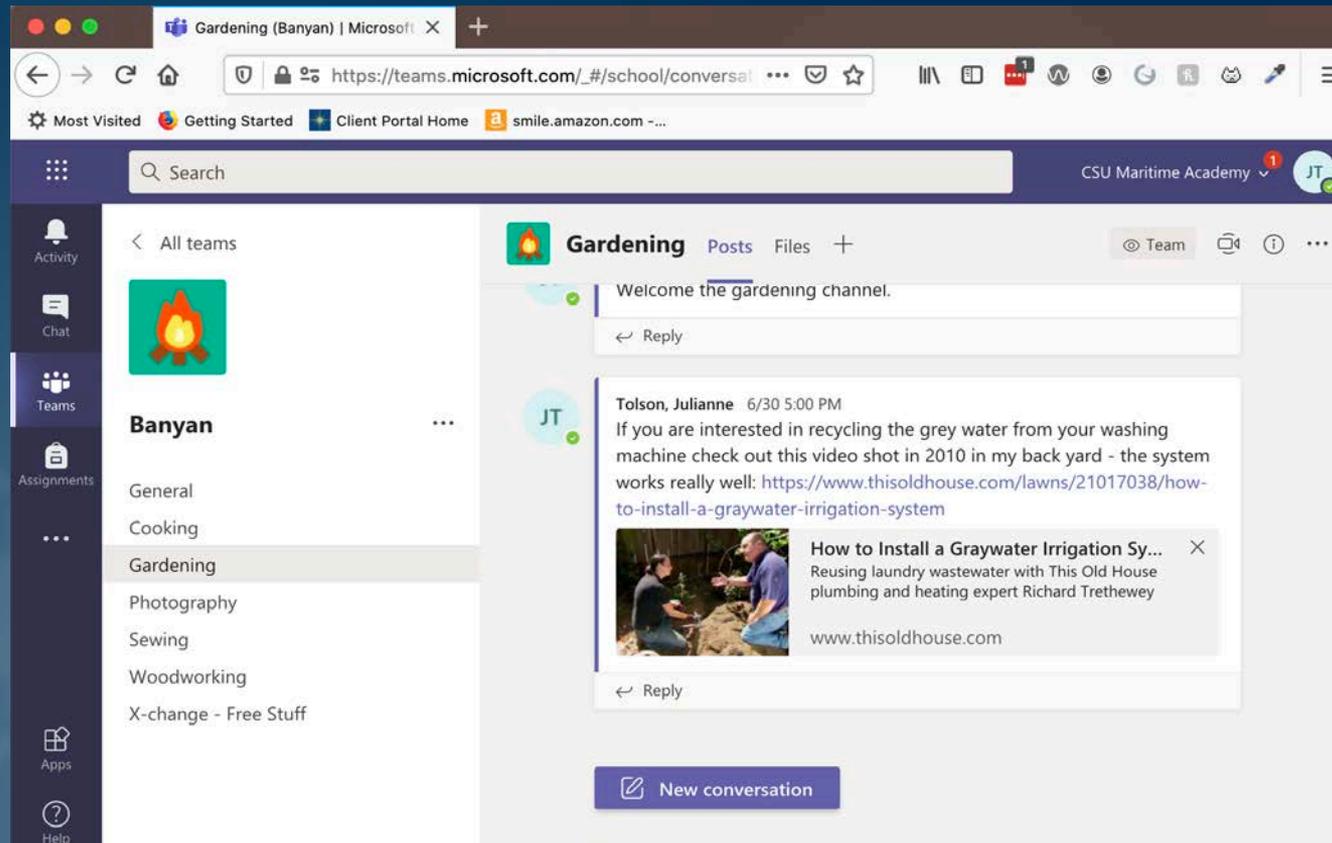
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Progress is being made…

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

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What's next…

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

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Visit the Banyan…

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

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Questions and Suggestions

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Shared Governance

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

Cal Maritime

Shared Governance

WASC Recommendation:

Building a culture of trust in the administration, including reviewing and revising communication strategies to:
i. Improve internal communication horizontally and vertically,
ii. Strengthen shared governance, and
iii. Ensure faculty and student inclusion in decision making

GOVERNING PRINCIPLES →

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

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The Past…

Faculty ⟷ **Administration**

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

Healthy Conversations

Faculty

Admin

Shared Responsibility

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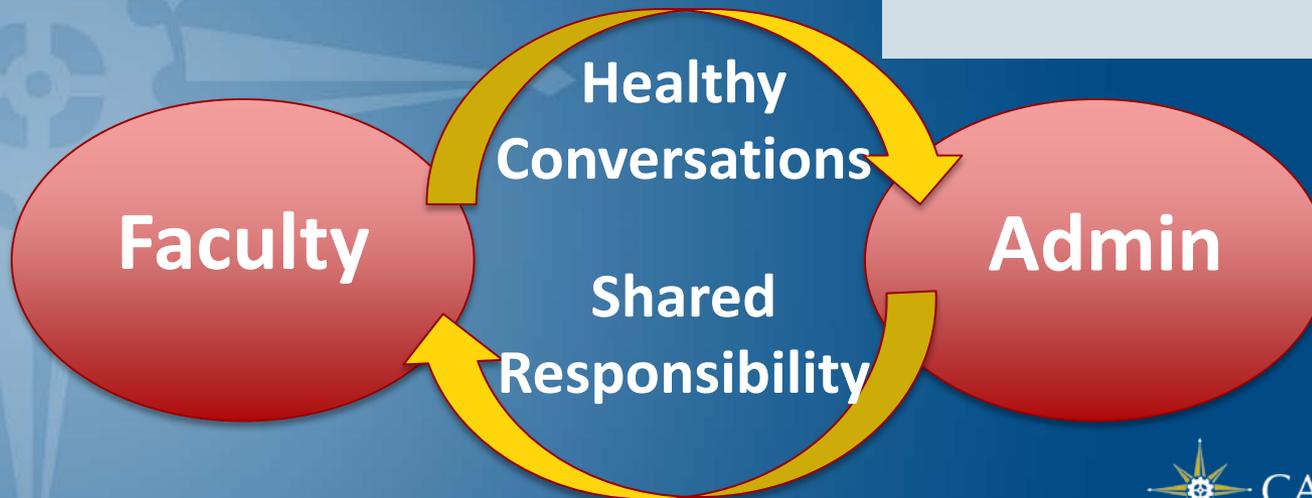
The Present…

Faculty ⟷ Administration

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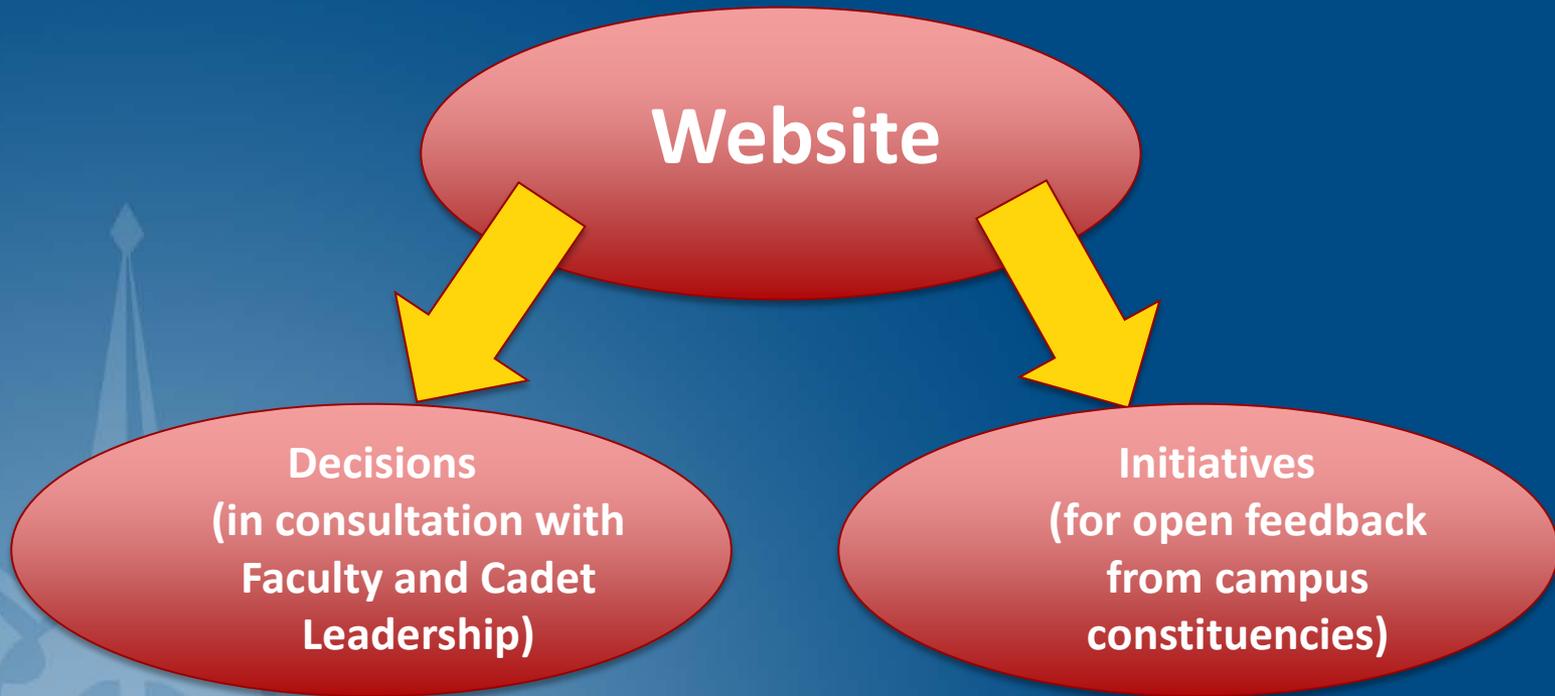- **Enhancing communication**
- **Explaining the rationale**

IMPACT:
- **Diverse Feedback**
- **Campus Constituencies Buy-in**
- **Effective Decision Making**

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

Great Strides in Shared Governance

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The Future…

Website

Decisions
(in consultation with Faculty and Cadet Leadership)

Initiatives
(for open feedback from campus constituencies)

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

Transparency for Future WASC Visits

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COVID-19 Response & Planning

Planning Guidance

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

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

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

Objective 3:   We will continue to assess and monitor the situation alongside public health and state and local officials.
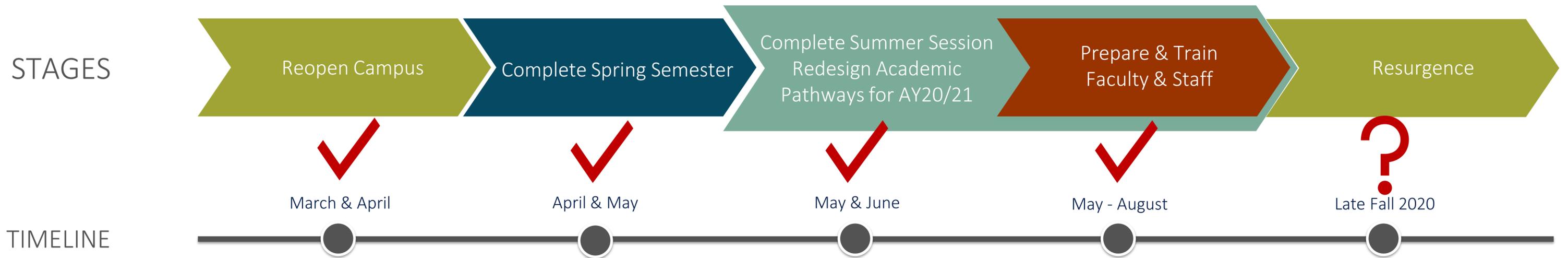
COVID-19 Response & Planning

Planning Overview of Activities

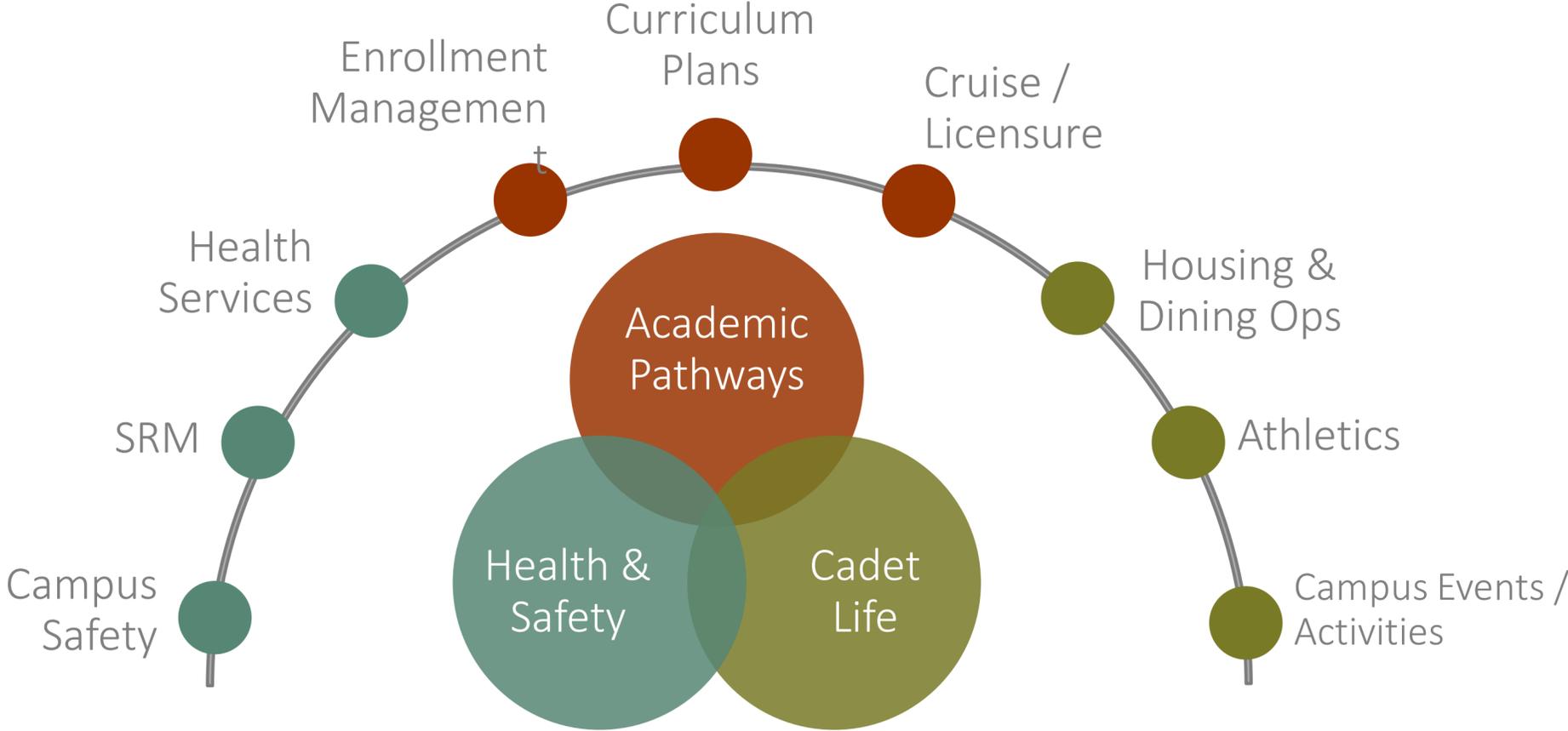| STAGES	Reopen Campus	Complete Spring Semester	Redesign Academic Pathways for AY20/21	Train Faculty & Staff	Be prepared for Resurgence
TIMELINE	March & April	April & May	May & June	May - August	Late Fall 2020
DECISIONAL FOCUS AREAS	Health & Safety Campus Access Business Continuity	F2F Instruction Summer Cruise	Curriculum License Requirements Commercial Cruise	Remote Instruction F2F Staffing Orientation	Healthy & Safety Campus Access Business Continuity
PLANS & MAJOR ACTIVITIES	Work/Living Conditions - Safety Protocols - Facilities Operations - Housing & Dining Isolation & Quarantine Restricted Access to Campus	Conditions for Instruction Viability of Summer Cruise	Curriculum Plans - AY20/21 - Summer Cruise - Commercial Cruise - Co-ops	Academic Technology Training Modified Work Schedule	

Long-Range Planning Group

COVID-19 Response & Planning

Purpose & Scope

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

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

Triad | ASEC | CLC | Cabinet

Endorsement & Approval

Enrollment Management

Curriculum Plans

Cruise / Licensure

Health Services

Academic Pathways

Housing & Dining Ops

SRM

Athletics

Campus Safety

Health & Safety

Cadet Life

Campus Events / Activities

Strategic Communications | Facilities | Information Technology | Human Resources

Business Continuity / Campus Operations

Long-Range Planning Group

COVID-19 Response & Planning

Steering Membership

Academic Pathways — *Van Hoeck***
    Curriculum — Neto, Maier, Mandernack
    Cruise / Licensure — Pecota
    Enrollment Mgt. — Benton

Cadet Life — *Taliaferro***
    Housing & Dining Ops — Goodrich
    Athletics — Yoder
    Cadet Activities — TBD

Health & Safety — *Dawson***
    Health Services — Chou
    Campus Safety — Gordon
    SRM — Dawson

Advisory Membership

Campus Leadership — *Timpson***
Senate Executive Committee — Pinisetty
Triad — Triad Rep
Strategic Communications — Kidwell
Facilities Operations — Aaberg
Information Technology — Tolson
Human Resources — Martin

**Lead Coordinators

| Triad | ASEC | CLC | Cabinet |

Endorsement & Approval

Enrollment Management
Curriculum Plans
Cruise / Licensure
Health Services
Housing & Dining Ops
SRM
Athletics
Campus Safety
Campus Events / Activities

Academic Pathways
Health & Safety
Cadet Life

| Strategic Communications | Facilities | Information Technology | Human Resources |

Business Continuity / Campus Operations

Long-Range Planning Group

COVID-19 Response & Planning

Strategic Objective	Planning & Consultation	Endorsement	Approval	Communication

• Cabinet	• LRPG
	  • Faculty
	  • Shared Gov. Entities
	  • Administrative Teams
		• ASEC*
		• Triad*
		• CLC
		• Other Groups (TBD)
			• Cabinet	• Campus-wide (PO)
				• Faculty (Provost/AA)
				• Cadets (SA)
				• Staff (HR/SRM)

COVID Bi-Weekly Meetings

* Written statements of endorsement required from Senate & Triad for Cabinet approval.

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

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

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

# Long-Range Planning Group
COVID-19 Response & Planning

Next steps (next few weeks):

➢ Build out comprehensive charge, scope, and deliverables. Cabinet

➢ Identify appropriate support groups from shared gov. entities. Cabinet, CLC, ASEC, and Triad

➢ Continue Summer Session planning efforts. Cruise Committee, Deans/Faculty, Career Services

Next Steps (next few months):

➢ Refine and formalize communications protocols. Strategic Communications, University Affairs

➢ Build master planning timeline and meeting schedules. Lead Coordinators, University Affairs

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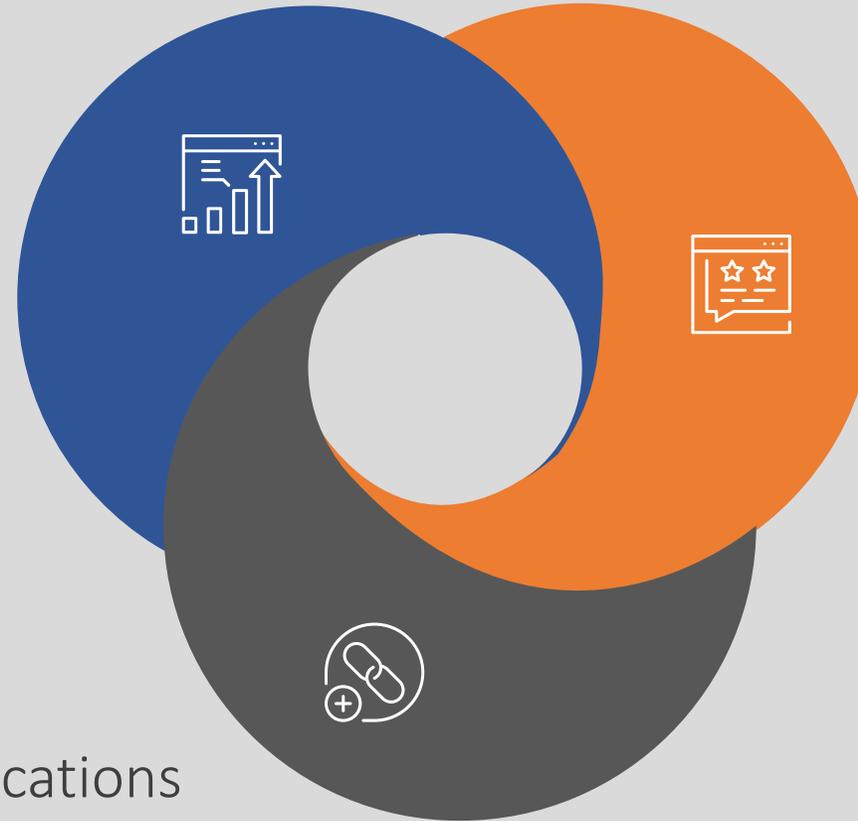this work in earnest at the beginning of the Spring 2021 semester.
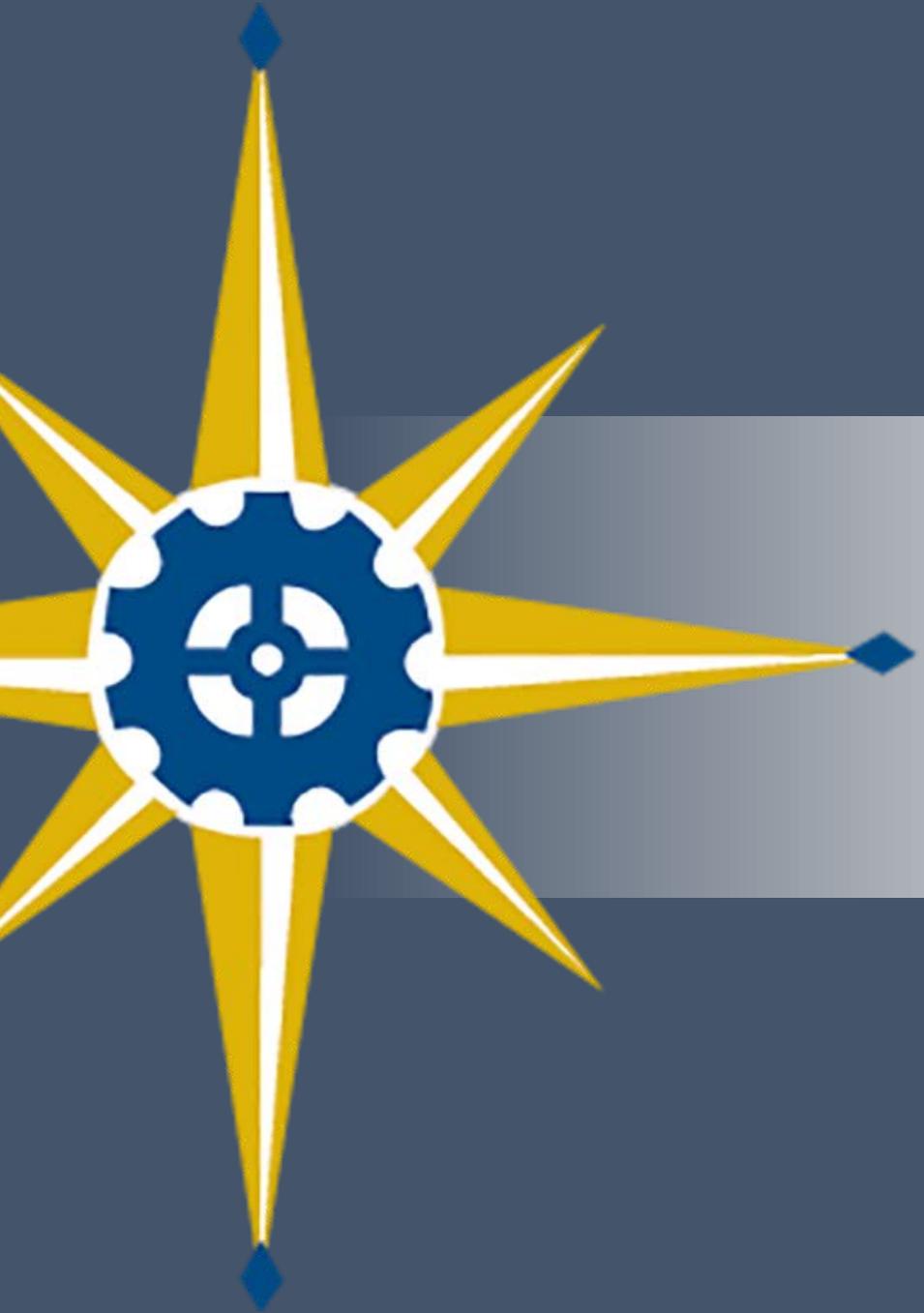
ORGANIZATIONAL EXCELLENCE: MAKING DECISIONS

APPROVED TBD

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Guiding Principles

Principle over precedence
"What we should do" vs "What we've always done"

Impact over effort
"Who will this impact" vs "who will do the work"

Collaboration over cooperation
"How can I help" vs "I need your help"

FYI vs Endorsement

Lean Six Sigma

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Primary Objectives

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 --- leads to a greater sense of ownership and accountability.

➢ Creates opportunities for professional development --- leads to improved satisfaction and engagement.

➢ Establish clear lines of communication, delegation, and responsibility.

➢ Lead to fewer mistakes, better decisions, and greater trust.

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Defining the Decision

Technical:
➢ Occurs at the unit and/or dept. level(s).

Operational:
➢ Occurs at the dept. and/or division level(s).

Strategic:
➢ Occurs at the division and/or campus wide.

** Excludes crisis / emergency decisions

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TECHNICAL

Identify

Develop

Inform

Implement
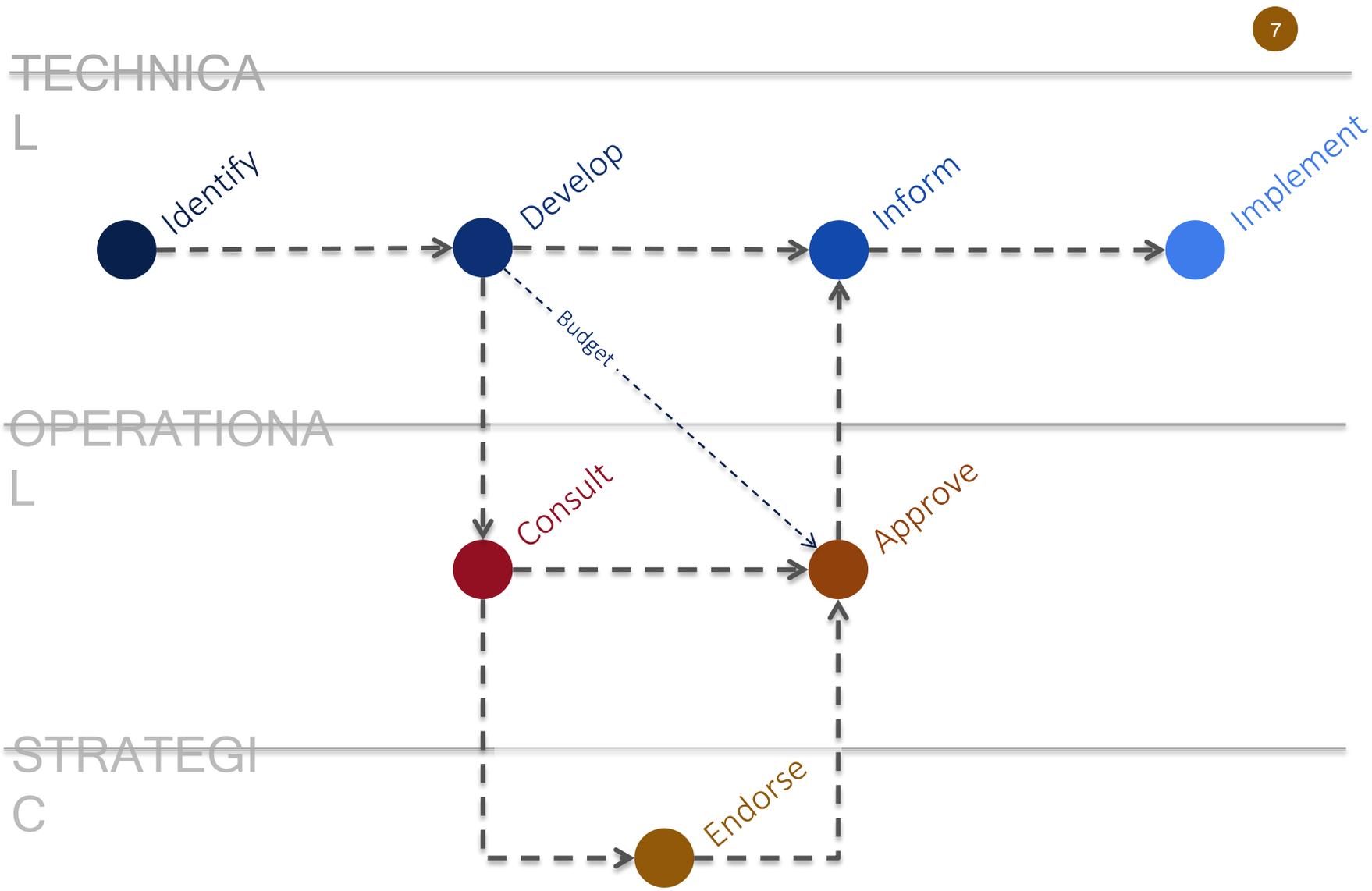
Budget

OPERATIONAL

Consult

Approve

STRATEGIC

Endorse

CAMPUS LEADERSHIP COUNCIL

Purpose & Membership

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Purpose (proposed):

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

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2021-2026 Campus Strategic Goals

A — Enhance ACADEMIC EXCELLENCE and expand research, scholarship, and educational opportunities.

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

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

D — Broaden our GLOBAL REACH and IMPACT as a maritime university by cultivating partnerships, outreach and engagement.
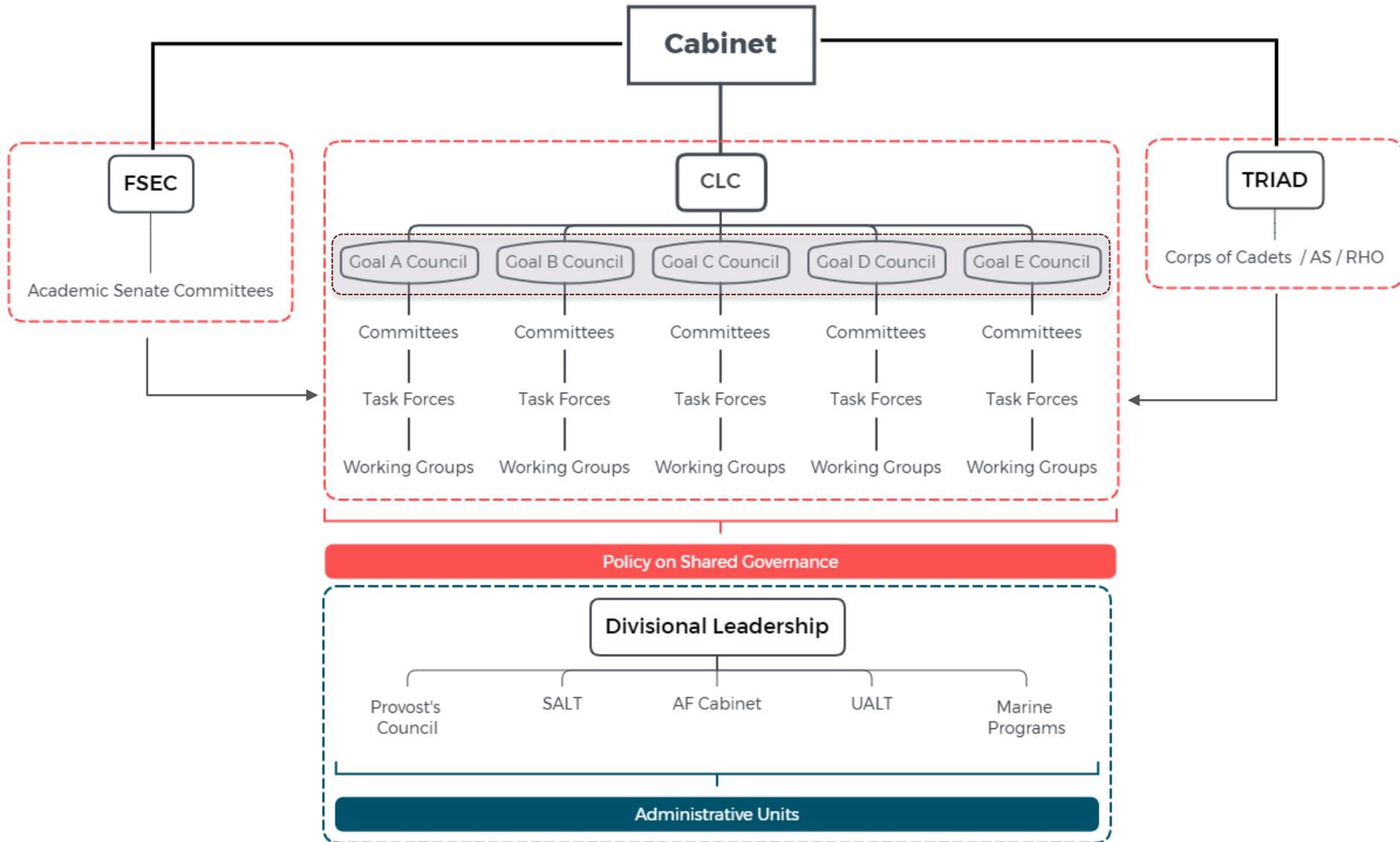
E — Promote INCLUSIVE EXCELLENCE in our campus community by fostering unity, wellness, and collegiality.

FIVE STRATEGIC GOALS = FIVE MASTER PLANS

Proposed Shared Governance Org Structure

DRAFT

Purpose (proposed):

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

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LEADERSHIP INDICATOR FOR STUDENTS
A University-Level Analysis of Students' Social-Emotional Leadership

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

INTRODUCTION

Social-Emotional Leadership (SEL)

❖ *Social-Emotional Leadership* is CCL's® research-based framework that describes the dimensions and attributes that comprise effective student leadership.

❖ Students demonstrating SEL are in charge of themselves and their own actions (**Leading Self**), and can work well with others (**Leading with Others**) on projects that are important to them (**Changing Your World**).

❖ Students with higher levels of SEL are more engaged in school, feel a greater sense of belonging, and get better grades.

Social-Emotional Leadership Framework

Changing Your World

Leading Self

Social-Emotional Leadership

Leading With Others

SEL Attributes

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

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

Dimensions	Attributes	Definitions
Leading Self	Self-Aware	Can describe what makes them who they are.
Leading Self	Accountable	Takes responsibility for their actions.
Leading Self	Resilient	Keeps trying if they fail at an important goal.
Leading Self	Integrity	Stands up for what they believe in.
Leading with Others	Collaborative	Cooperates with others effectively.
Leading with Others	Communicative	Expresses ideas clearly and effectively (including giving and receiving feedback).
Leading with Others	Active Listener	Listens carefully to what others have to say.
Leading with Others	Considerate	Thinks about how their actions make other people feel.
Leading with Others	Respectful	Treats other people the way they want to be treated.
Leading with Others	Accepting	Respects the views of others.
Changing Your World	Visionary	Inspires others to follow their vision.
Changing Your World	Motivating	Unites a group of people to work together towards a common goal.
Changing Your World	Encouraging	Encourages others to take on leadership roles.
Changing Your World	Confident	Steps up and take charge when it is needed.

Center for Creative Leadership®

Purpose & Overview

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

➢ Which leadership dimensions are considered most important?

➢ Which leadership attributes are considered most important?

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

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

➢ How aligned are your students' social-emotional leadership competencies with the attributes considered to be most important?

➢ Where should you consider focusing student leadership development efforts?

➢ How motivated are students and teachers to engage with social-emotional leadership development?

SURVEY DATA

Respondents

n = 68

Students

n = 3

Other Admins

n = 6

Faculty

n = 11

Staff

n = No respondents

Other Adults

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Participant Demographics Overview

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

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

Reflection Questions

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

SEL Dimensions & Attributes – Importance and Competency Ratings

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

Center for Creative Leadership®

Which leadership dimensions are considered most important?

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

Legend: ■ Leading Self ■ Leading with Others ■ Changing Your World
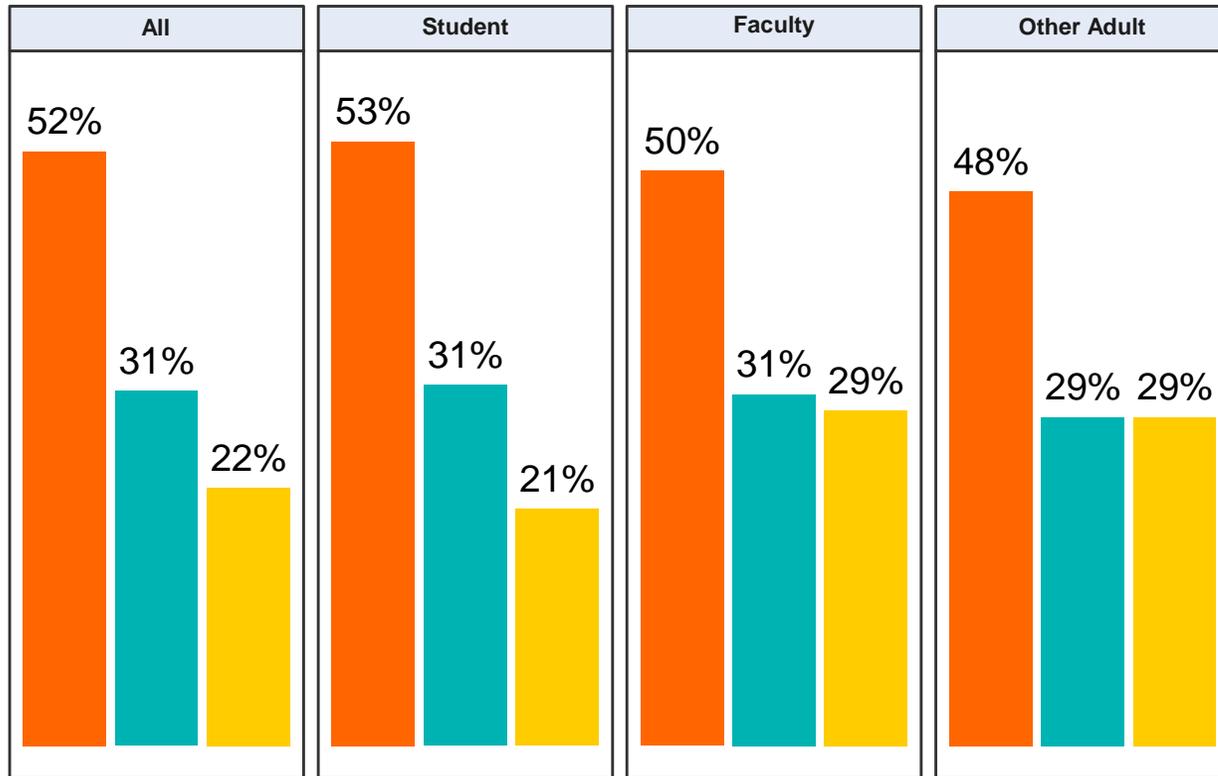
All
- 52%
- 31%
- 22%

Student
- 53%
- 31%
- 21%

Faculty
- 50%
- 31%
- 29%

Other Adult
- 48%
- 29%
- 29%

Reflection Questions

• How well do the most important leadership attributes align with your mission, culture, and values?

• What might be driving student, faculty, and staff beliefs about the importance of these attributes?

• What are the differences in the most important attributes between role groups? What do you think might be driving these differences?

• How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

Which leadership attributes are considered most important?

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

Legend: ■ Leading Self ■ Leading with Others ■ Changing Your World

Attribute	All	Student	Faculty	Other Adult
Integrity	68%	69%	83%	57%
Accountable	60%	63%	67%	43%
Accepting	53%	51%	67%	57%
Communicative	50%	49%	50%	57%
Self-Aware	43%	43%	17%	57%
Motivating	39%	35%	67%	43%
Resilient	35%	35%	33%	36%
Active Listener	31%	32%	17%	29%
Encouraging	23%	22%	17%	29%
Respectful	23%	24%	33%	14%
Collaborative	20%	26%	0%	0%
Confident	16%	15%	17%	21%
Visionary	12%	10%	17%	21%
Considerate	8%	6%	17%	14%

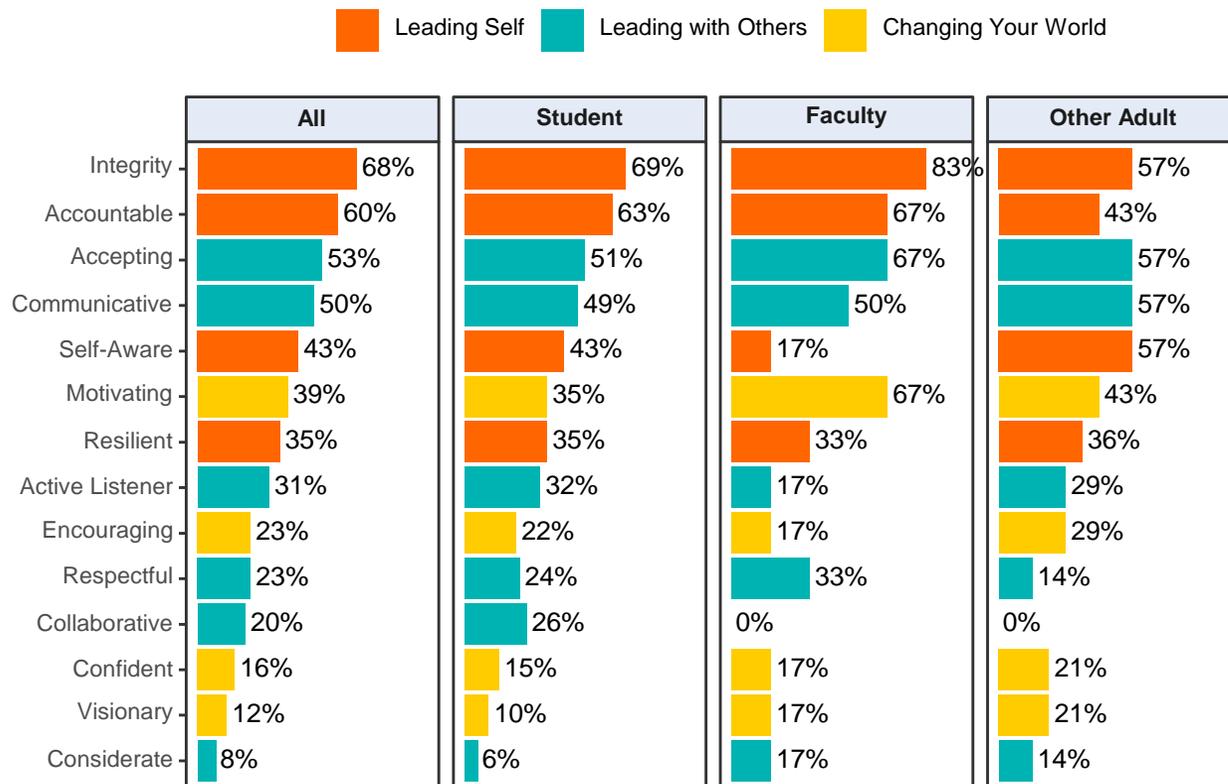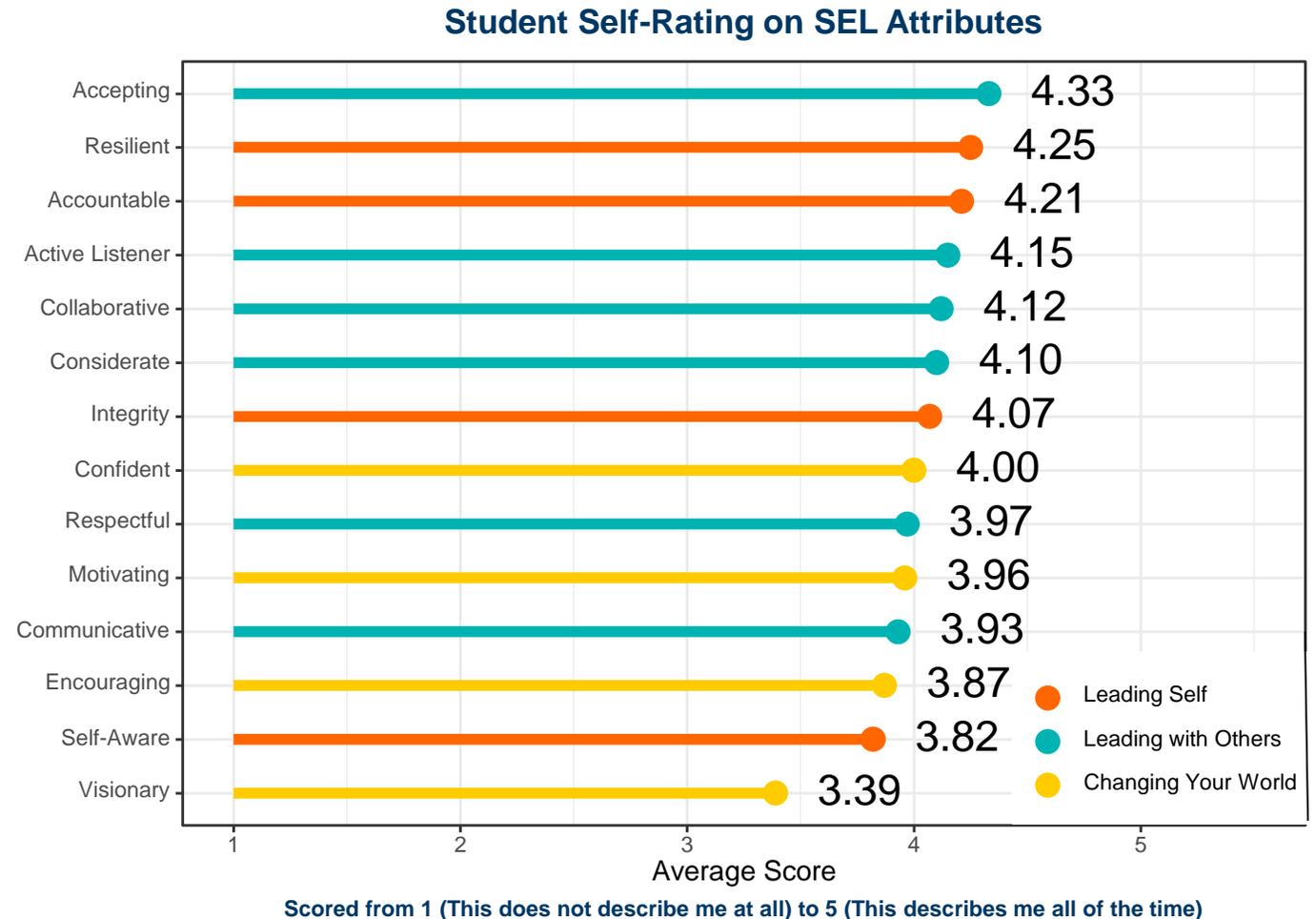**The All category is an aggregation of all respondents**

Reflection Questions

• How well do the most important leadership attributes align with your mission, culture, and values?

• What might be driving student, faculty, and staff beliefs about the importance of these attributes?

• What are the differences in the most important attributes between role groups? What do you think might be driving these differences?

• How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?
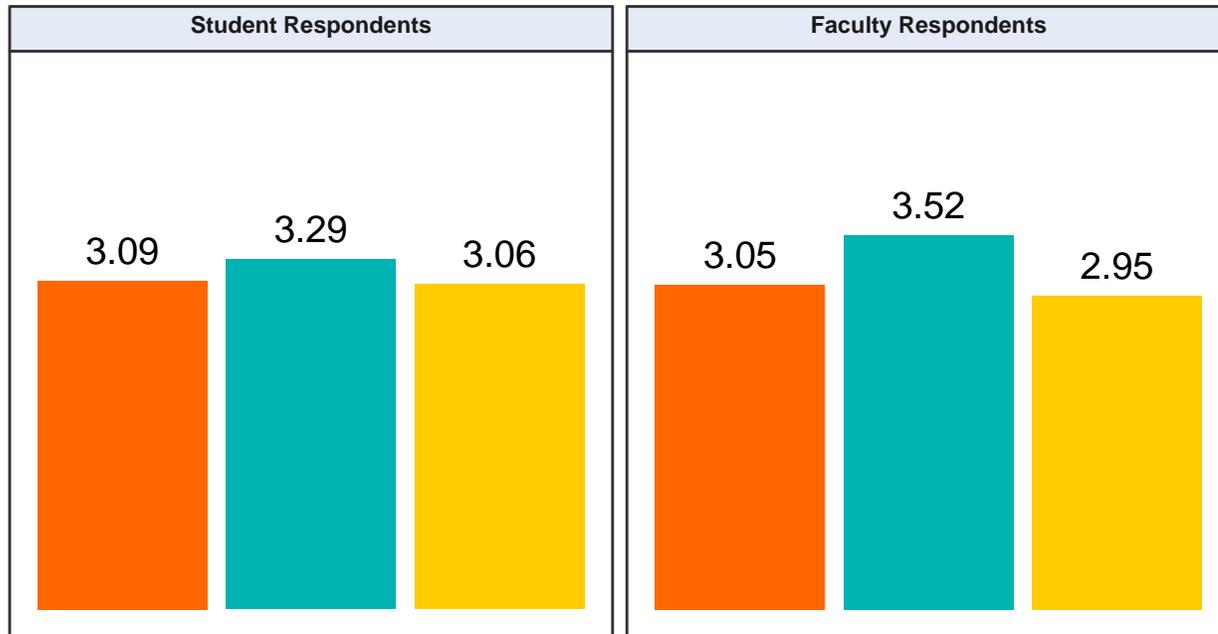
In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

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

	Student Respondents			Faculty Respondents		

Student Respondents: 3.09, 3.29, 3.06

Faculty Respondents: 3.05, 3.52, 2.95

Amount of students demonstrating SEL
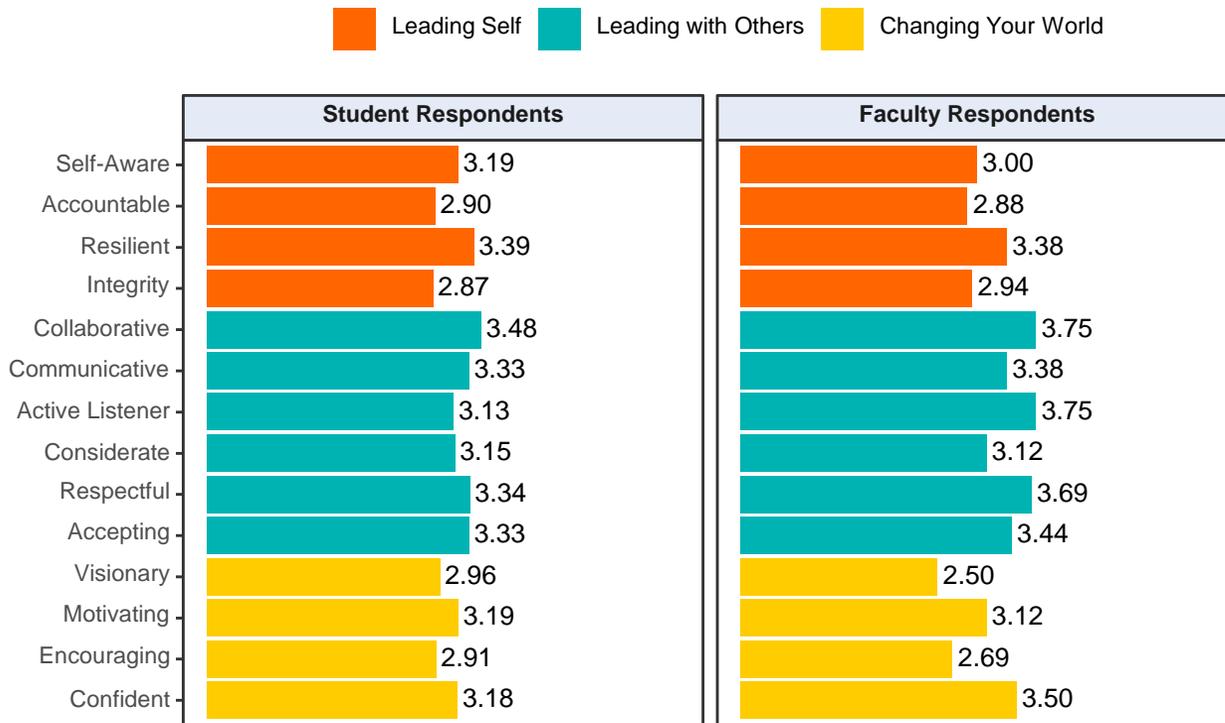
1 = This describes almost none of the students;
2 = This describes some of the students;
3 = This describes about half of students;
4 = This describes most of the students;
5 = This describes all of thes students

Reflection Questions

• In which leadership dimension are students seen as *most* competent in by each rater group?

• In which leadership dimensions are students seen as *least* competent in by each rater group?

• What are the similarities and differences between how each rater group views student competencies in each social-emotional leadership dimension?

• What would culture look like if students were highly competent in each leadership dimension?

Perceptions of Students' Competency in the SEL Attributes

■ Leading Self   ■ Leading with Others   ■ Changing Your World

	Student Respondents	Faculty Respondents
Self-Aware	3.19	3.00
Accountable	2.90	2.88
Resilient	3.39	3.38
Integrity	2.87	2.94
Collaborative	3.48	3.75
Communicative	3.33	3.38
Active Listener	3.13	3.75
Considerate	3.15	3.12
Respectful	3.34	3.69
Accepting	3.33	3.44
Visionary	2.96	2.50
Motivating	3.19	3.12
Encouraging	2.91	2.69
Confident	3.18	3.50

Amount of students demonstrating SEL

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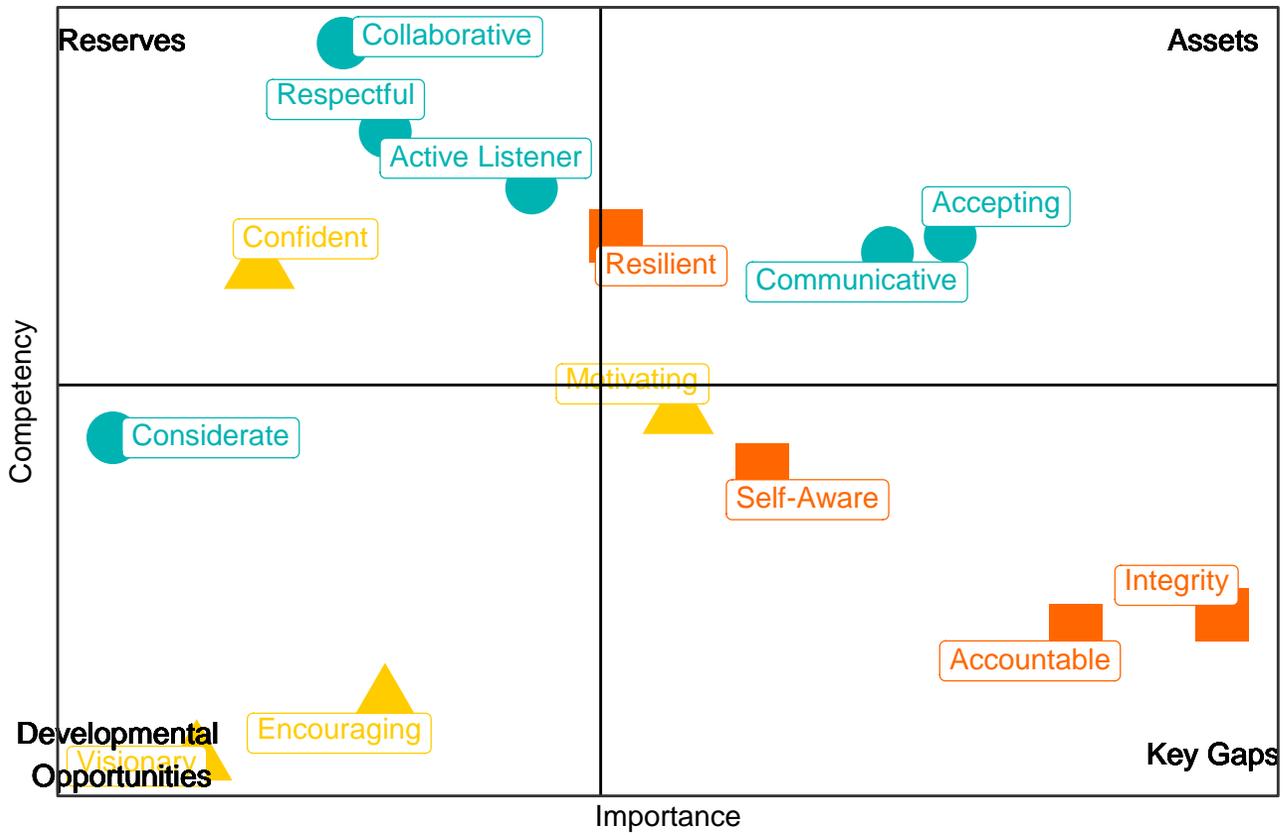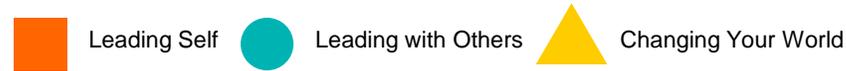**5 = This describes all of thes students**

Reflection Questions

• On which leadership attributes does each rater group (Students, Faculty) rate students highest?

• On which leadership attributes does each rater group rate students lowest?

• Are there differences between how students rate themselves (Slide 11) and how observers rate students? Why do you think these differences exist?

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

Leadership Gap Profile

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

Center for Creative Leadership®

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

Leadership Gap Profile

■ Leading Self ● Leading with Others ▲ Changing Your World

Reserves

Assets

- Collaborative
- Respectful
- Active Listener
- Confident
- Accepting
- Resilient
- Communicative
- Motivating
- Considerate
- Self-Aware
- Integrity
- Accountable
- Encouraging
- Visionary

Developmental Opportunities

Key Gaps

Competency

Importance

Reflection Questions

• What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?

• What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?

• How might the attributes represented in the *Assets* or *Reserves* quadrants support student leadership development efforts?
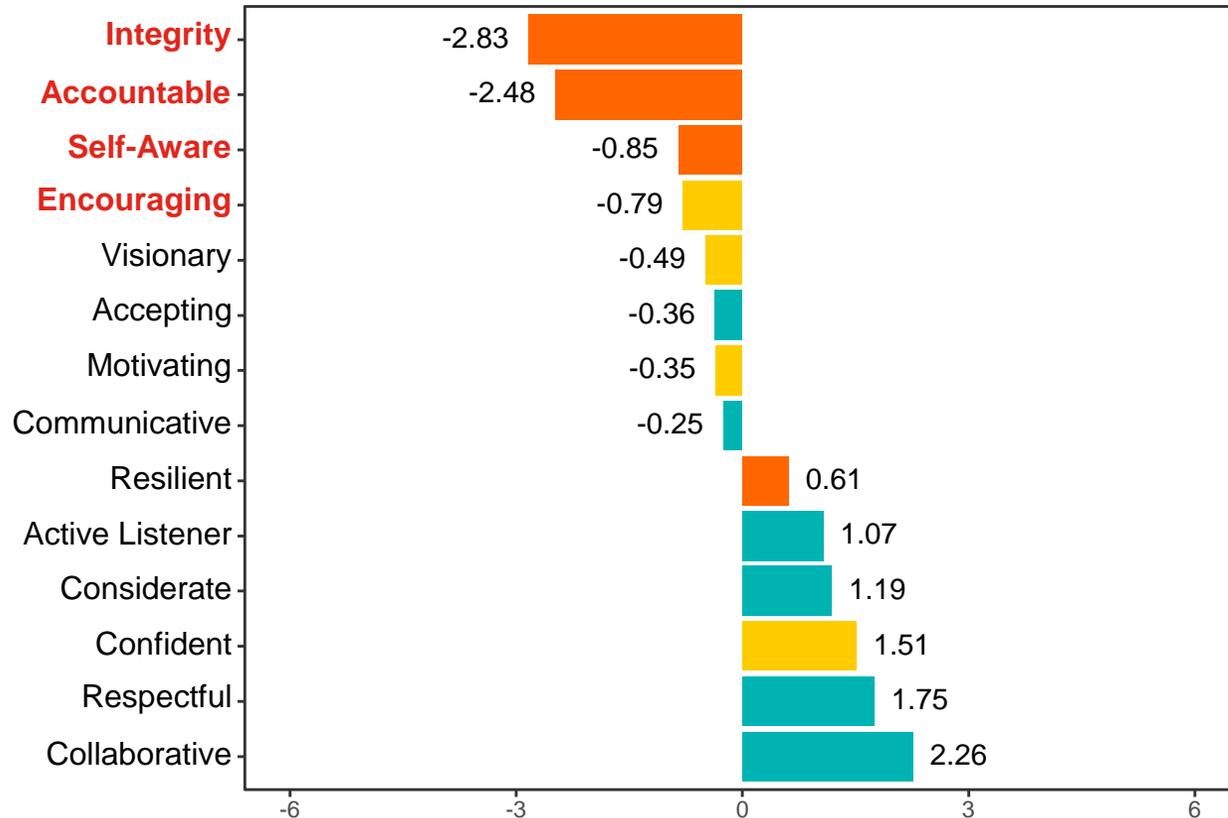
Student Leadership Attention Index (SLAI)

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

Center for Creative Leadership®

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

Student Leadership Attention Index

Legend: ■ Leading Self ■ Leading with Others ■ Changing Your World

Attribute	Value
Integrity	-2.83
Accountable	-2.48
Self-Aware	-0.85
Encouraging	-0.79
Visionary	-0.49
Accepting	-0.36
Motivating	-0.35
Communicative	-0.25
Resilient	0.61
Active Listener	1.07
Considerate	1.19
Confident	1.51
Respectful	1.75
Collaborative	2.26

Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.
- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
- Which attributes in each dimension (Leading Self, Leading with Others, Changing Your World) require the most focus?
- Which SEL attribute merits the least focus (i.e., has the most representation at the bottom of the graph)?
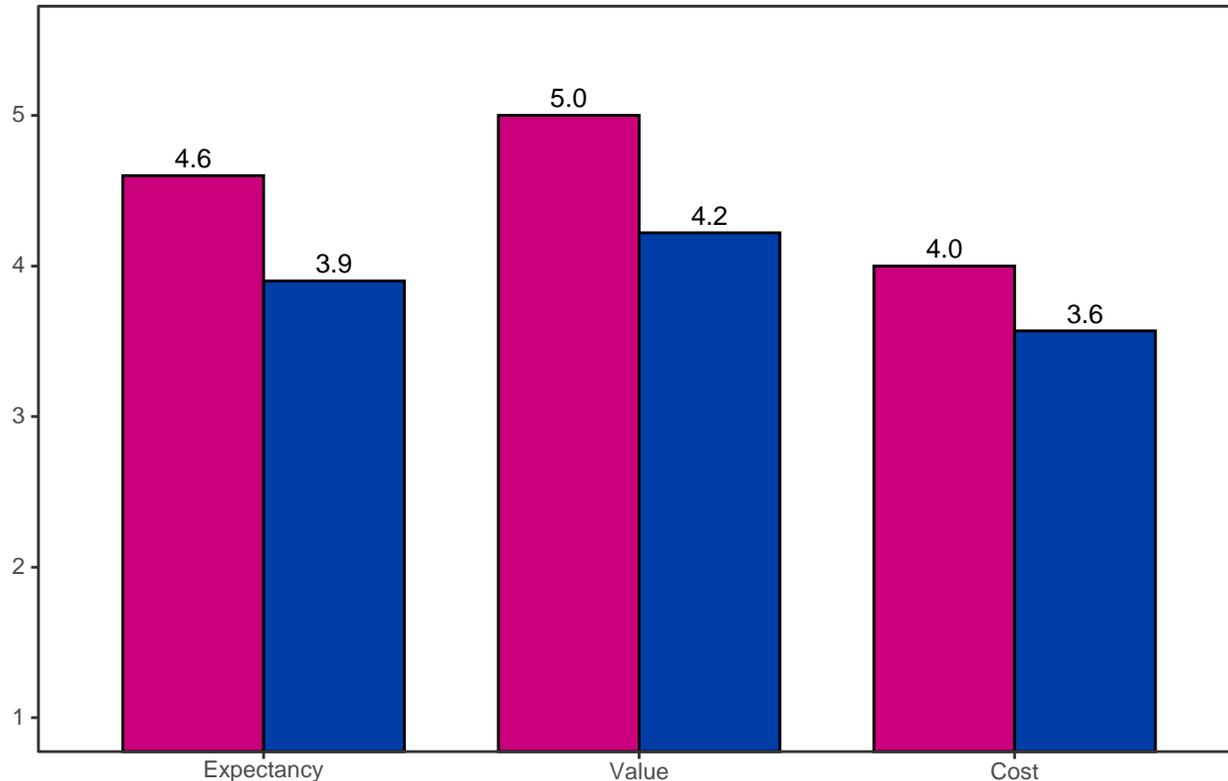
Motivation for Leadership Development

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

Center for Creative Leadership®

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

Average Student and Faculty Scores on Motivation Variables

Faculty / Student

Expectancy: Faculty 4.6, Student 3.9
Value: Faculty 5.0, Student 4.2
Cost: Faculty 4.0, Student 3.6

Reflection Questions

What are the implications of this information?

• How do you think motivation scores might affect students' Social-Emotional Leadership development?

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

About the Center for Creative Leadership (CCL)

EXPERIENCE

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

EXPERTISE

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

GLOBAL REACH

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

PRESTIGE

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

2018 FINANCIAL TIMES
TOP10
WORLDWIDE
EXECUTIVE EDUCATION

Center for Creative Leadership®

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ABET

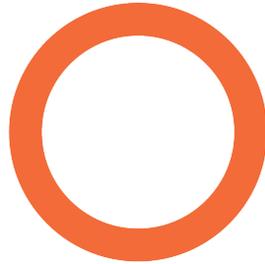ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION

Summary of Accreditation Actions
2019–2020 Accreditation Cycle

California State University Maritime Academy
Vallejo, CA, United States

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

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

ABET

ENGINEERING TECHNOLOGY ACCREDITATION
COMMISSION

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

VALLEJO, CA, UNITED STATES

FINAL STATEMENT OF ACCREDITATION

2019-20 ACCREDITATION CYCLE

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

Vallejo, CA, United States

ABET ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION

FINAL STATEMENT
VISIT DATES: OCTOBER 13-15, 2019
ACCREDITATION CYCLE CRITERIA: 2019–2020

INTRODUCTION & DISCUSSION OF STATEMENT CONSTRUCT

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

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

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

- **Deficiency** A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

- **Weakness** A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.

- **Concern** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

- **Observation** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

INFORMATION RECEIVED AFTER THE REVIEW

- **Seven-Day Response** No information was received in the seven-day response period.

- **30-Day Due-Process Response** Information was received in the 30-day due-process response

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

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

INSTITUTIONAL SUMMARY

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

INSTITUTIONAL STRENGTH

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

Facilities Engineering Technology
Bachelor of Science Program

There were no applicable ETAC program criteria.

INTRODUCTION

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

PROGRAM STRENGTH

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

PROGRAM WEAKNESS

Criterion 2. Program Educational Objectives

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

30-Day Due-Process Response

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

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

Status

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

Post-30-Day Due-Process Response

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

Status

The program concern has been resolved.

PROGRAM CONCERN

Criterion 4. Continuous Improvement

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

30-Day Due-Process Response

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

Status

The program concern has been resolved.

Marine Engineering Technology
Bachelor of Science Program

There were no applicable ETAC program criteria.

INTRODUCTION

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

PROGRAM STRENGTHS

1. California State University Maritime Academy marine engineering technology curriculum includes a training model of three 60-day shipboard experiences consisting of two trips aboard its superb training vessel coupled with a sailing experience aboard a commercial vessel. The cultural experience and professional skills gained from these experiences are extraordinary and a major cornerstone of the strategic vision of global engagement, applied technology, and leadership development.

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

PROGRAM WEAKNESS

Criterion 2. Program Educational Objectives

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

30-Day Due-Process Response

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

Status

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

Post-30-Day Due-Process Response

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

Status

The program concern has been resolved.

PROGRAM CONCERN

Criterion 4. Continuous Improvement

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

30-Day Due-Process Response

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

Status

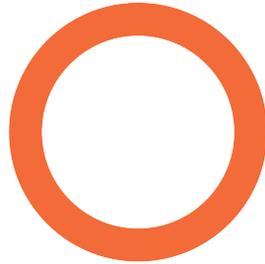The program concern has been resolved.

ABET

ENGINEERING ACCREDITATION COMMISSION

Summary of Accreditation Actions

2019–2020 Accreditation Cycle

California State University Maritime Academy
Vallejo, CA, United States

Mechanical Engineering (Bachelor of Science)

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

ENGINEERING ACCREDITATION COMMISSION

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

VALLEJO, CA, UNITED STATES

FINAL STATEMENT OF ACCREDITATION

2019-20 ACCREDITATION CYCLE

CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY

Vallejo, CA, United States

ABET ENGINEERING ACCREDITATION COMMISSION

FINAL STATEMENT
VISIT DATES: OCTOBER 13-15, 2019
ACCREDITATION CYCLE CRITERIA: 2019–2020

INTRODUCTION & DISCUSSION OF STATEMENT CONSTRUCT

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

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

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

- **Deficiency** A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

- **Weakness** A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.

- **Concern** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

- **Observation** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

INFORMATION RECEIVED AFTER THE REVIEW

- **Seven-Day Response** No information was received in the seven-day response period.

- **30-Day Due-Process Response** Information was received in the 30-day due-process response period relative to the Mechanical Engineering program.

INSTITUTIONAL SUMMARY

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

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

Mechanical Engineering
Bachelor of Science Program

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

INTRODUCTION

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

PROGRAM STRENGTH

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

PROGRAM DEFICIENCY

Criterion 5. Curriculum

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

30-Day Due-Process Response

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

Status

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

PROGRAM WEAKNESS

Criterion 2. Program Educational Objectives

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

30-Day Due-Process Response

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

Status

The program weakness has been resolved.

PROGRAM CONCERN

Program Criteria

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

30-Day Due-Process Response

The program did not provide a response to this shortcoming.

Status

The program concern is unresolved.

July 30, 2020

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

Dear Dr. Maier:

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

Notes

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

No Notes were given by the Board of Commissioners

Observations

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

No observations were made by the Board of Commissioners.

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Dr. Patrick Hafford, Chair
Board of Commissioners

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

Memo

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

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

Colleagues,

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

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

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

ILO B Critical and Creative Thinking
Year Three: Analysis and Recommendations
Data submitted from instructors was downloaded from Brightspace and aggregated. Due to the COVID-19 pandemic, data were only collected for two majors at the mastery level. IWAC recommended that all departments continue to identify where and how these outcomes are taught in the curriculum to prepare for data collection in the next cycle.
A more detailed analysis of methodology, results, and recommendations – including figurative representation of findings and examples of rubrics used – can be found in the report.

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

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

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

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

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

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

ILO H Ethical Reasoning
Year Two: Data Collection
The rubric for assessment of student learning was confirmed. Courses were identified for collection of rubric scoring at the Mastery Level for all majors. The rubrics and courses were submitted to the LMS administrator for inclusion in the Fall 2020 and Spring 2021 semesters.

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

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

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

- A map of courses used to assess student learning was compiled to standardize and inform the collection of data in future assessment cycles.

- IWAC updated the bylaws for membership and protocols to reflect changes in the assessment process. The revised bylaws were submitted to the WASC coordinator for review and feedback.

- A checklist for tasks to be completed in the 2020-21 academic year was drafted and approved by all members.

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

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

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

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

Full-Time Undergraduate Teaching Faculty

California State University Maritime Academy
N=50

Public 4yr Colleges - high selectivity
N=999

THE FACULTY EXPERIENCE

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

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

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A Note about HERI Constructs

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

Constructs

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

Demographics

Demographics

Gender
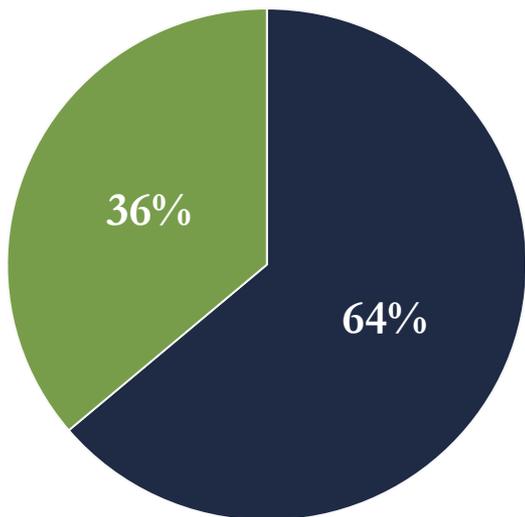
- ■ Man/Trans Man
- ■ Woman/Trans Woman

Race/Ethnicity
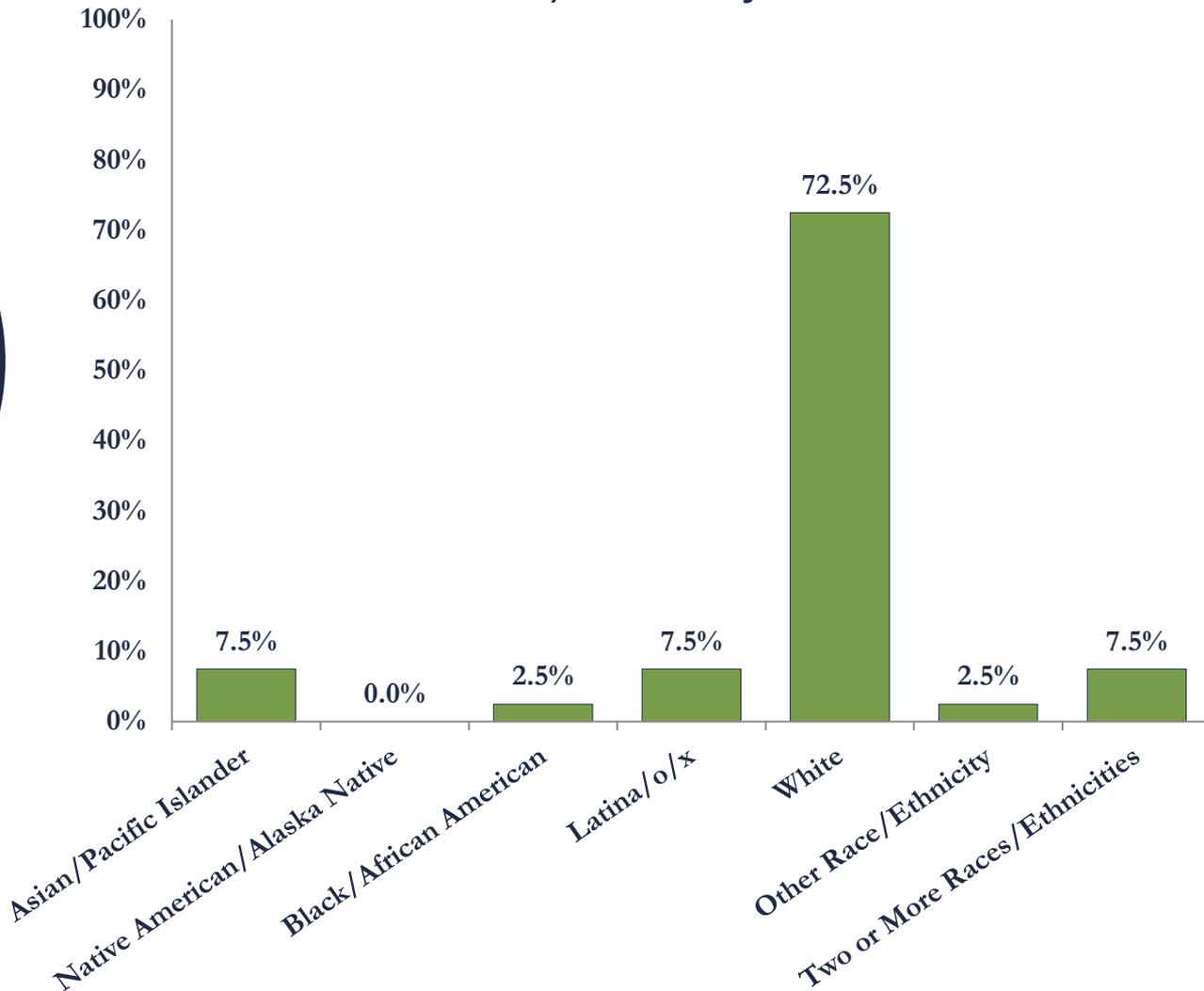
Demographics
Race/Ethnicity Comparison

Asian /Pacific Islander — 0.075 / 0.094
Native American/Alaska Native — 0 / 0
Black/African American — 0.025 / 0.023
Latina/o/x — 0.075 / 0.042
White — 0.725 / 0.779
Other Race/Ethnicity — 0.025 / 0.018
Two or More Races/Ethnicities — 0.075 / 0.045

■ Your Institution ■ Comparison Group
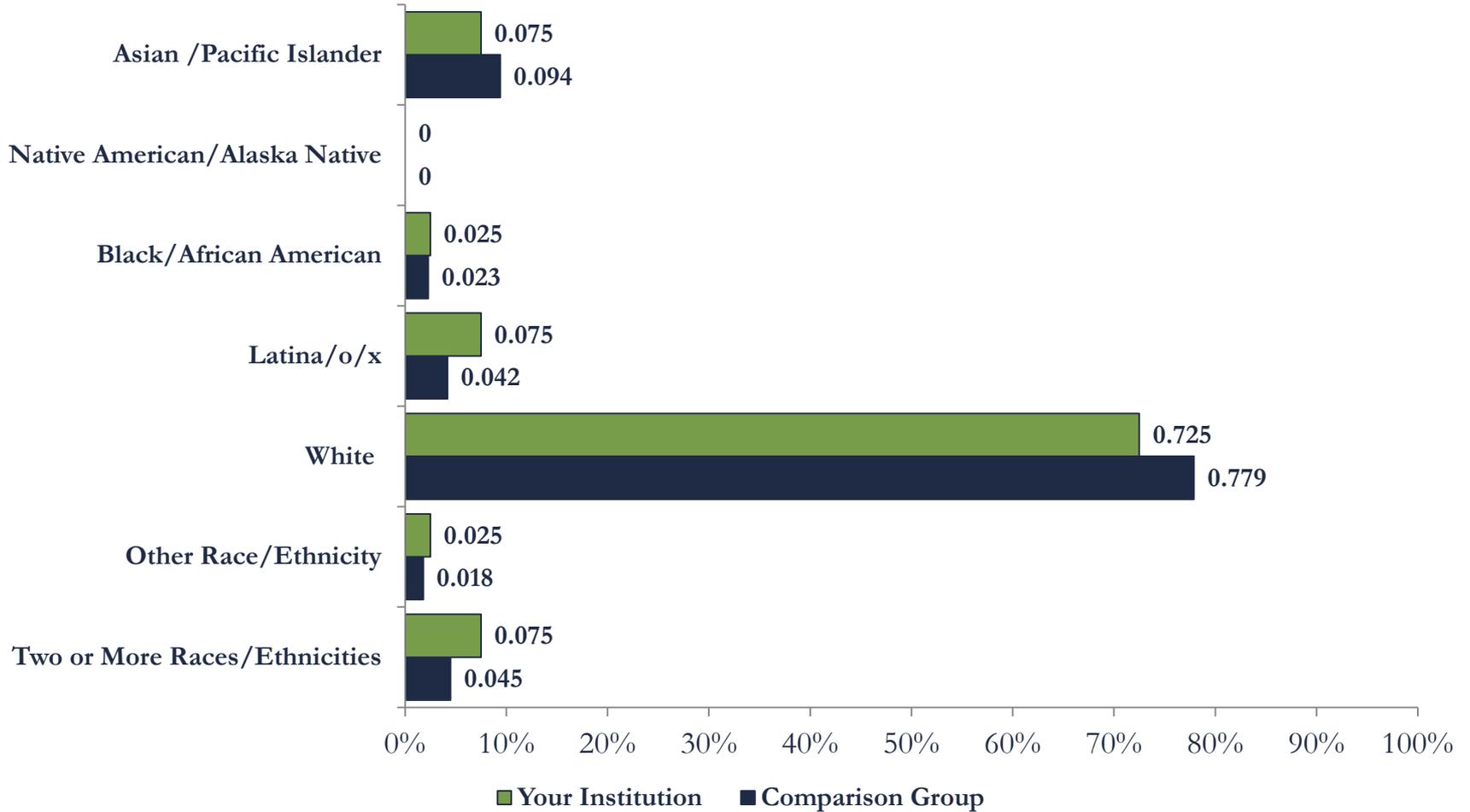
Demographics

Academic Department (Aggregated)

Department	Men/Trans Men	Women/Trans Women
Agriculture or Forestry	0.0%	0.0%
Biological Sciences	0.0%	0.0%
Business	8.3%	0.0%
Education	0.0%	0.0%
Engineering	50.0%	0.0%
English	0.0%	7.7%
Health-related	0.0%	0.0%
History or Political Science	0.0%	0.0%
Humanities	0.0%	0.0%
Fine Arts	0.0%	0.0%
Mathematics or Statistics	4.2%	15.4%
Physical Sciences	12.5%	7.7%
Social Sciences	0.0%	7.7%
Other Technical	0.0%	0.0%
Other Non-technical	25.0%	61.5%

■ Men/Trans Men ■ Women/Trans Women

Teaching Practices

Student-Centered Pedagogy

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

Construct Items

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

Chart values:
- All Faculty: Your Institution 48.87, Comparison Group 52.02
- Men/Trans Men: Your Institution 47.9, Comparison Group 50.5
- Women/Trans Women: Your Institution 51.57, Comparison Group 53.51

■ Your Institution ■ Comparison Group

Habits of Mind

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

HERI

Support their opinions with a logical argument

Seek solutions to problems and explain them to others

Look up scientific research articles and resources

Explore topics on their own, even though it

Accept mistakes as part of the learning process
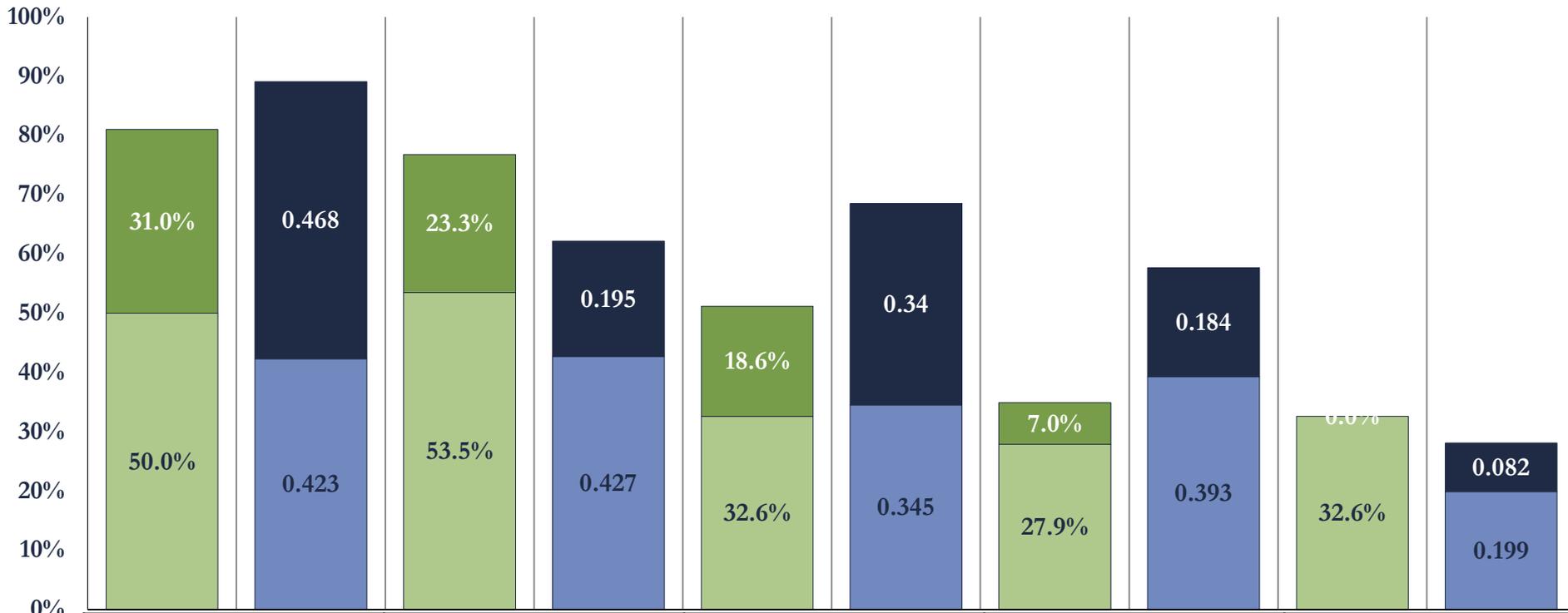
Your Institution
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally

Chart values:
- Support their opinions with a logical argument: 72.1% / 20.9% (Your Institution); 0.8 / 0.178 (Comparison Group)
- Seek solutions to problems and explain them to others: 72.1% / 25.6% (Your Institution); 0.763 / 0.21 (Comparison Group)
- Look up scientific research articles and resources: 39.5% / 48.8% (Your Institution); 0.525 / 0.349 (Comparison Group)
- Explore topics on their own: 44.2% / 51.2% (Your Institution); 0.502 / 0.458 (Comparison Group)
- Accept mistakes as part of the learning process: 74.4% / 25.6% (Your Institution); 0.791 / 0.195 (Comparison Group)

Technology in the Classroom

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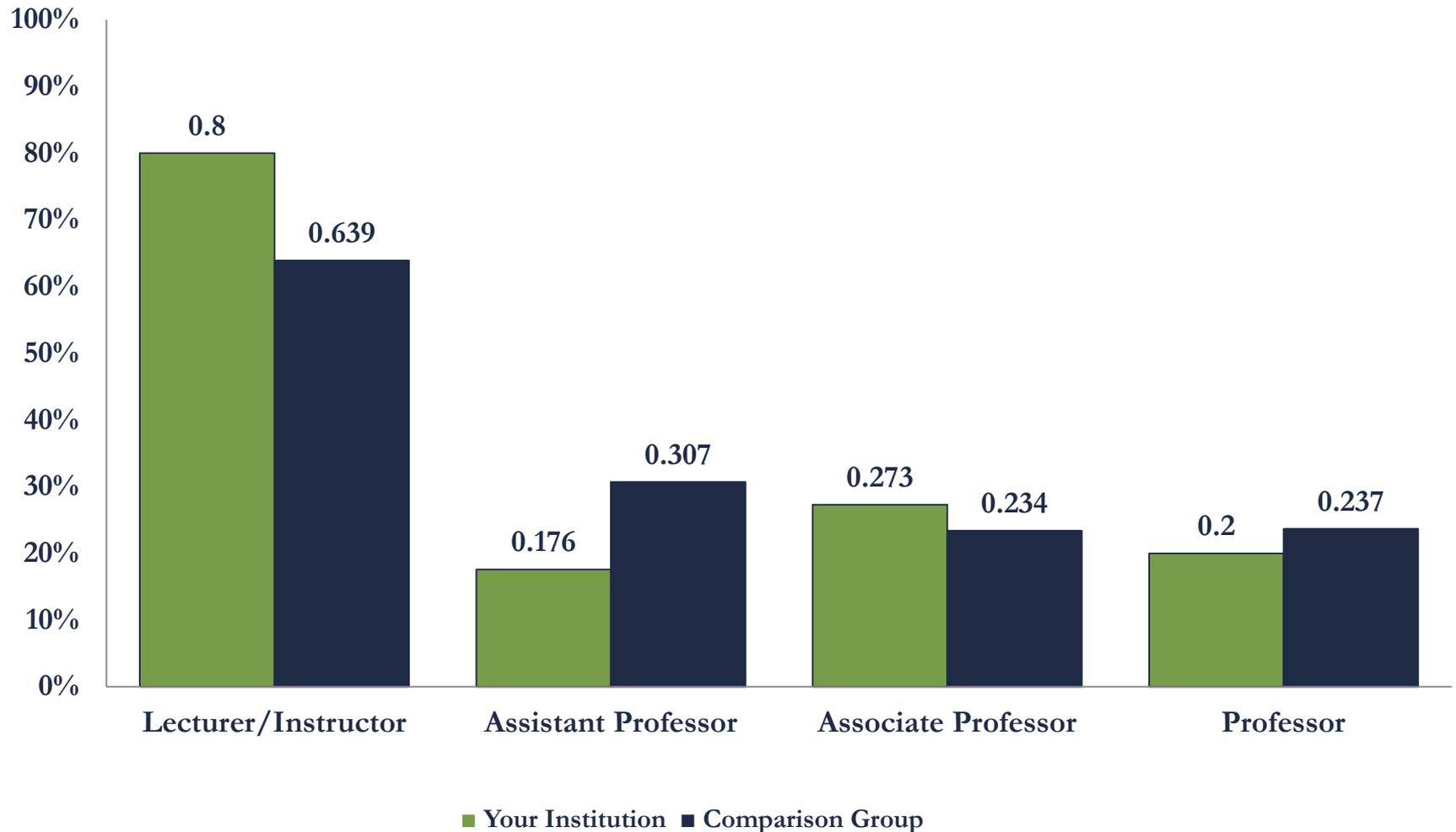

Chart showing technology use: Videos or podcasts, Simulations/animations, Online homework or virtual labs, Online discussion boards, Audience response systems to gauge students' understanding (e.g., clickers)

Your Institution
- Frequently (green)
- Occasionally (light green)

Comparison Group
- Frequently (dark navy)
- Occasionally (light blue)

Videos or podcasts: Your Institution — 31.0% Frequently, 50.0% Occasionally; Comparison Group — 0.468 Frequently, 0.423 Occasionally

Simulations/animations: Your Institution — 23.3% Frequently, 53.5% Occasionally; Comparison Group — 0.195 Frequently, 0.427 Occasionally

Online homework or virtual labs: Your Institution — 18.6% Frequently, 32.6% Occasionally; Comparison Group — 0.34 Frequently, 0.345 Occasionally

Online discussion boards: Your Institution — 7.0% Frequently, 27.9% Occasionally; Comparison Group — 0.184 Frequently, 0.393 Occasionally

Audience response systems: Your Institution — 0.0% Frequently, 32.6% Occasionally; Comparison Group — 0.082 Frequently, 0.199 Occasionally

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Types of Courses Taught
During the Past Three Years

HERI

	Your Institution	Comparison Group
Honors course		0.164
Seminar for first-year students	0.12	0.192
		0.127
Area studies course (e.g., women's studies, ethnic studies, LGBTQ+ studies) / Service-learning course	0.06	0.164

Legend: ■ Your Institution ■ Comparison Group

Percent Teaching 3 or More Courses this Term, by Rank

- Your Institution
- Comparison Group

Research Activities

Scholarly Productivity
A unified measure of the scholarly activity of faculty

Construct Items

- Articles in academic and professional journals
- Chapters in edited volumes
- Professional writings published or accepted for publication in the last three years

Chart values:

	All Faculty	Men/Trans Men	Women/Trans Women
Your Institution	47.92	46.72	49.02
Comparison Group	49.61	50.49	48.75

■ Your Institution ■ Comparison Group

Foci of Faculty Research

Legend: ■ Your Institution ■ Comparison Group
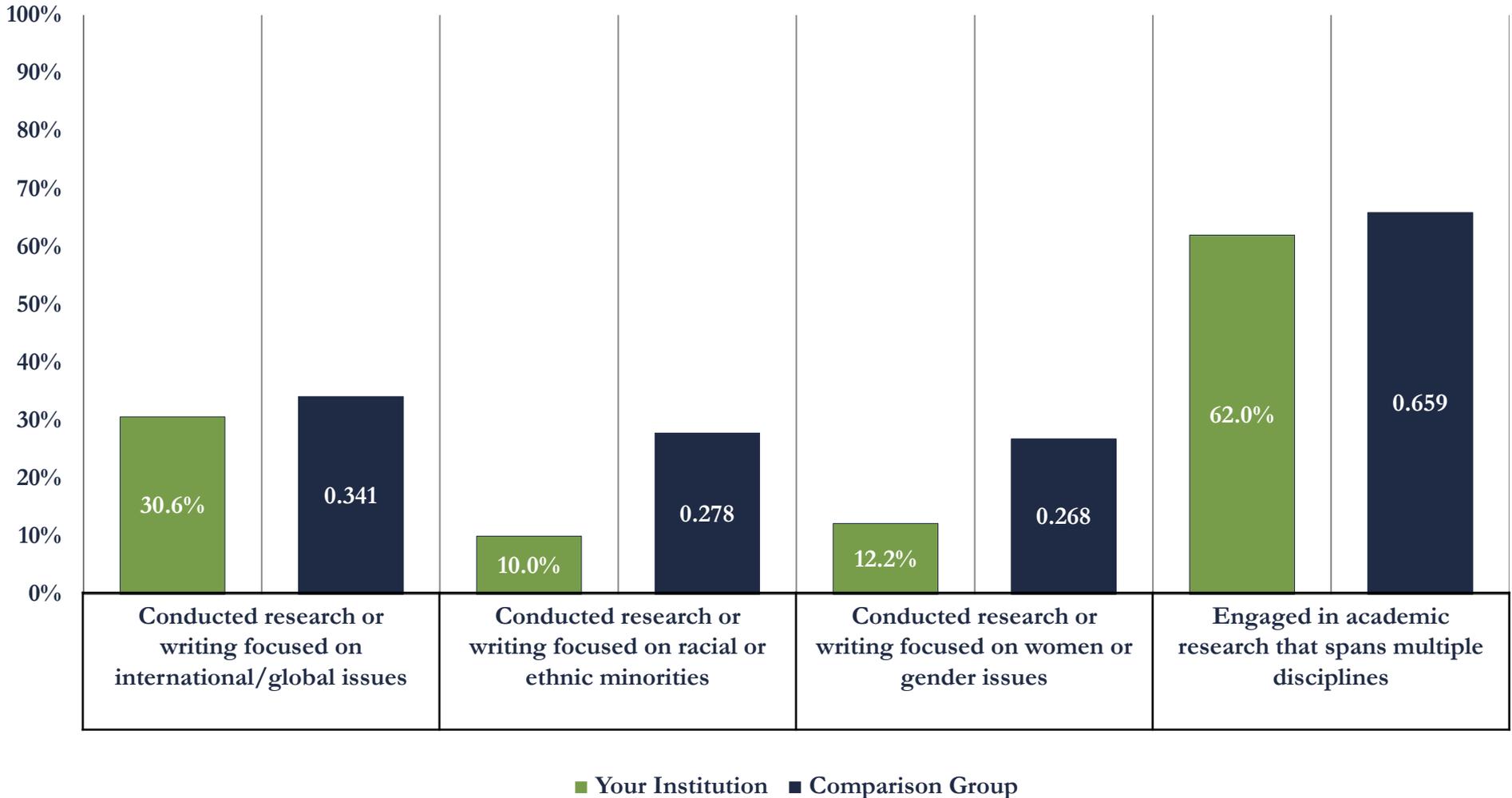
Faculty Collaboration with Undergraduates

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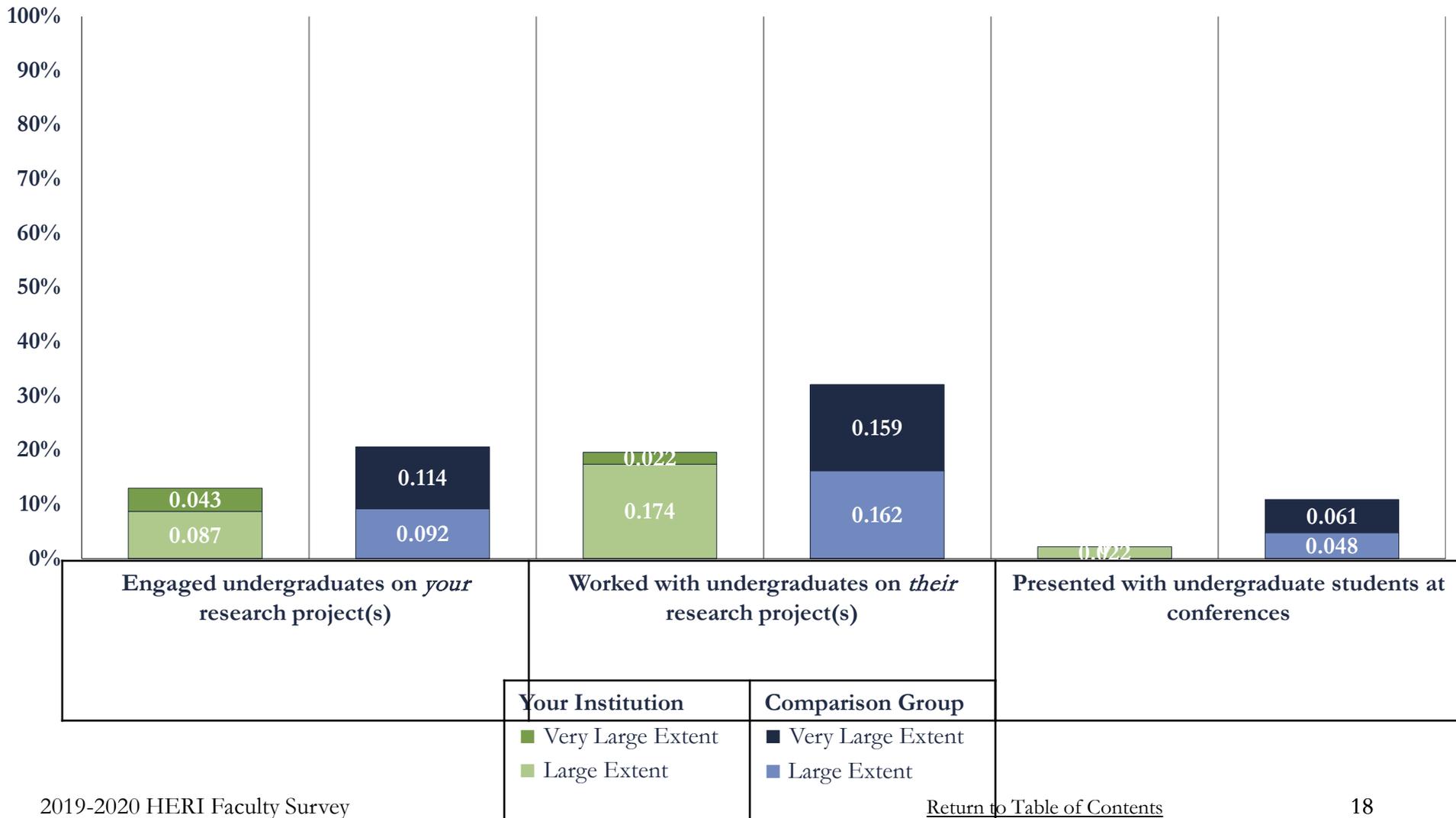
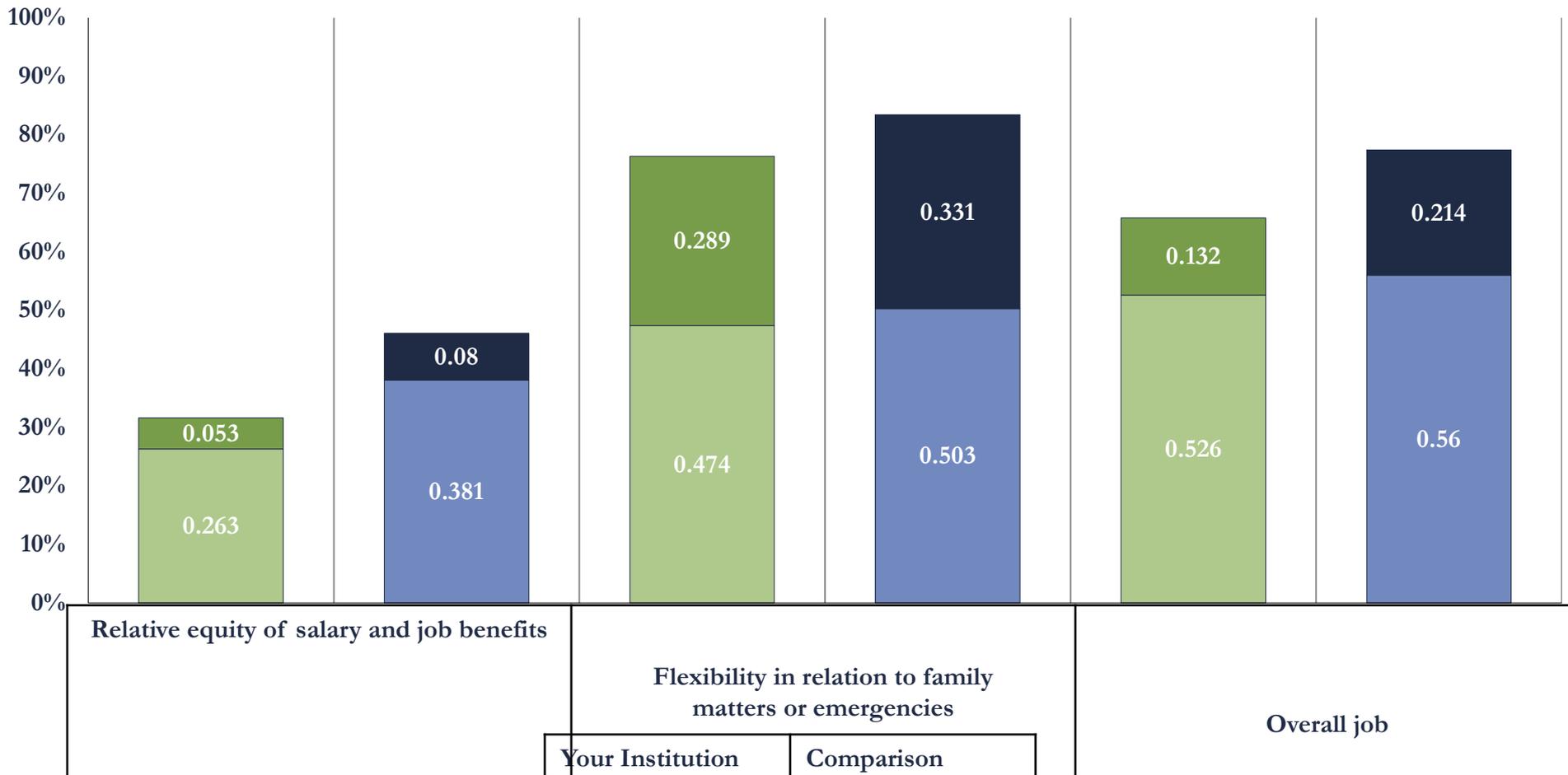# Faculty Satisfaction

Workplace Satisfaction
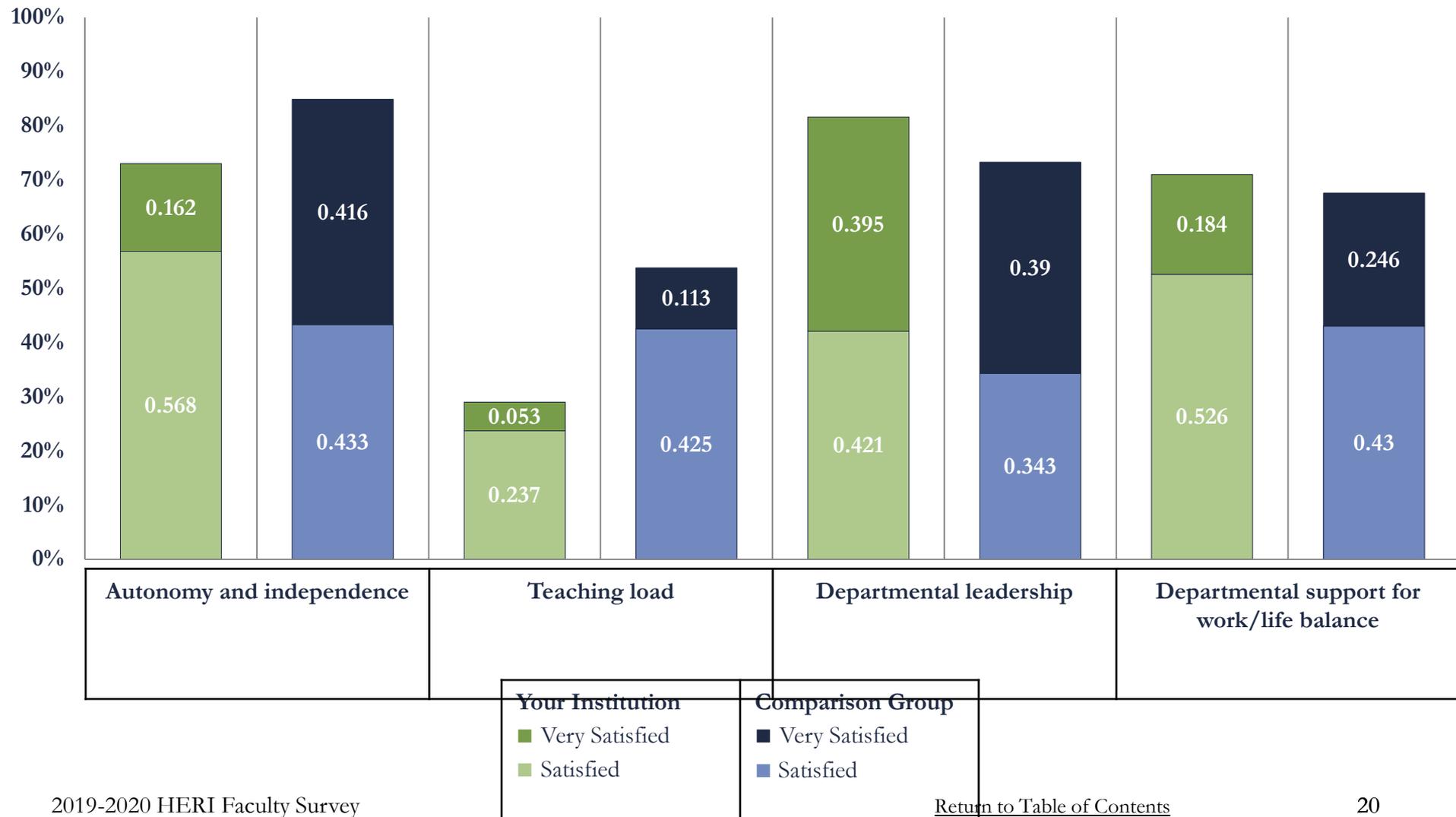
Satisfaction with Compensation

Satisfaction with Pay Equity and Family Flexibility

Bar chart showing satisfaction levels across categories. Values:

Relative equity of salary and job benefits:
- Your Institution: Satisfied 0.263, Very Satisfied 0.053
- Comparison Group: Satisfied 0.381, Very Satisfied 0.08

Flexibility in relation to family matters or emergencies:
- Your Institution: Satisfied 0.474, Very Satisfied 0.289
- Comparison Group: Satisfied 0.503, Very Satisfied 0.331

Overall job:
- Your Institution: Satisfied 0.526, Very Satisfied 0.132
- Comparison Group: Satisfied 0.56, Very Satisfied 0.214

Legend:
- Your Institution: Very Satisfied, Satisfied
- Comparison Group: Very Satisfied, Satisfied

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

Race	Your Institution	Comparison Group
Native American/Alaska Native		
Very Satisfied	–	–
Satisfied	–	–
Asian/Pacific Islander		
Very Satisfied	–	4.3%
Satisfied	–	47.8%
Black/African American		
Very Satisfied	–	0.0%
Satisfied	–	37.5%
Latina/o/x		
Very Satisfied	–	10.3%
Satisfied	–	41.4%
White		
Very Satisfied	7.7%	8.6%
Satisfied	23.1%	36.8%
Other Race/Ethnicity		
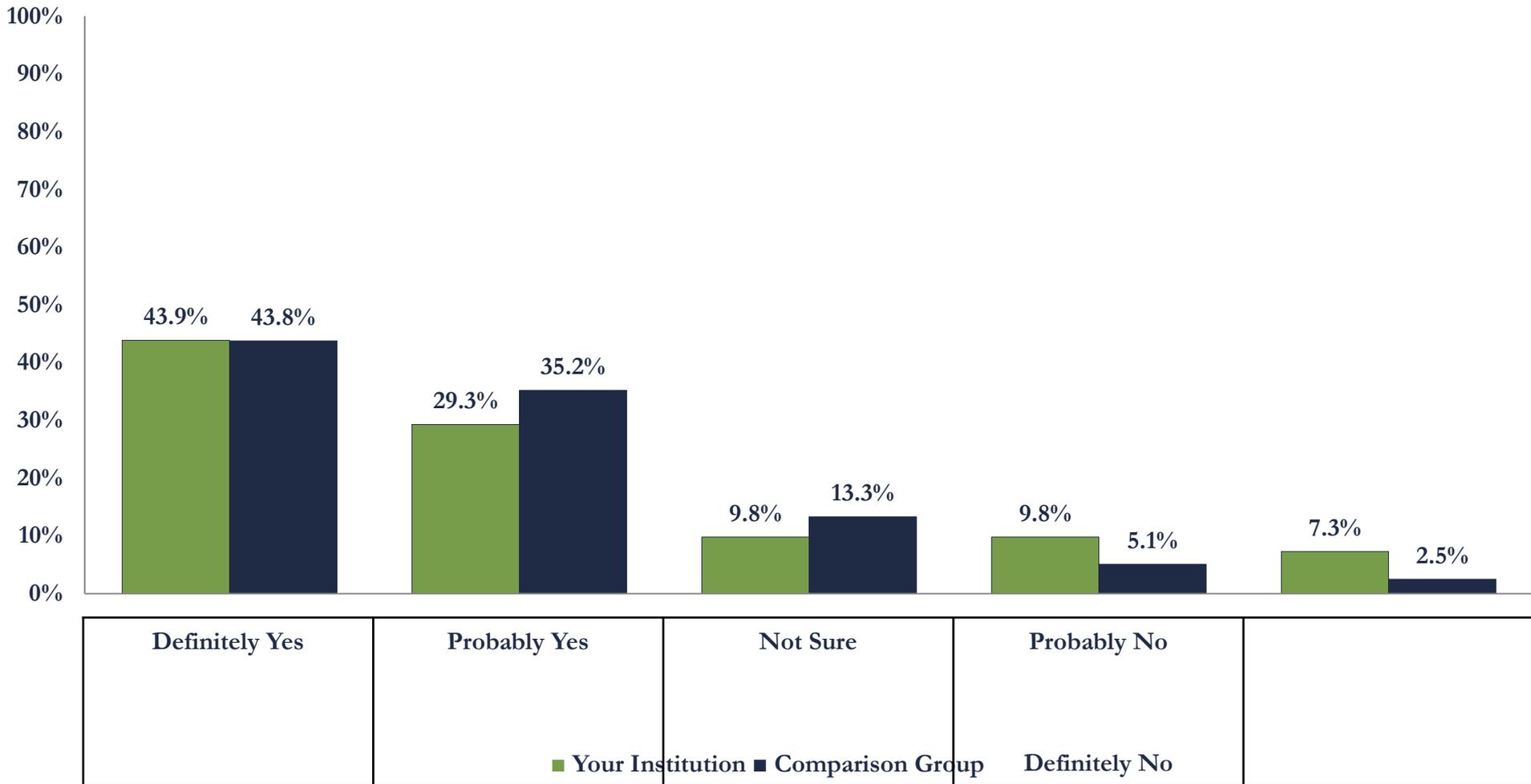
Sources of Faculty Stress

Career-Related Stress

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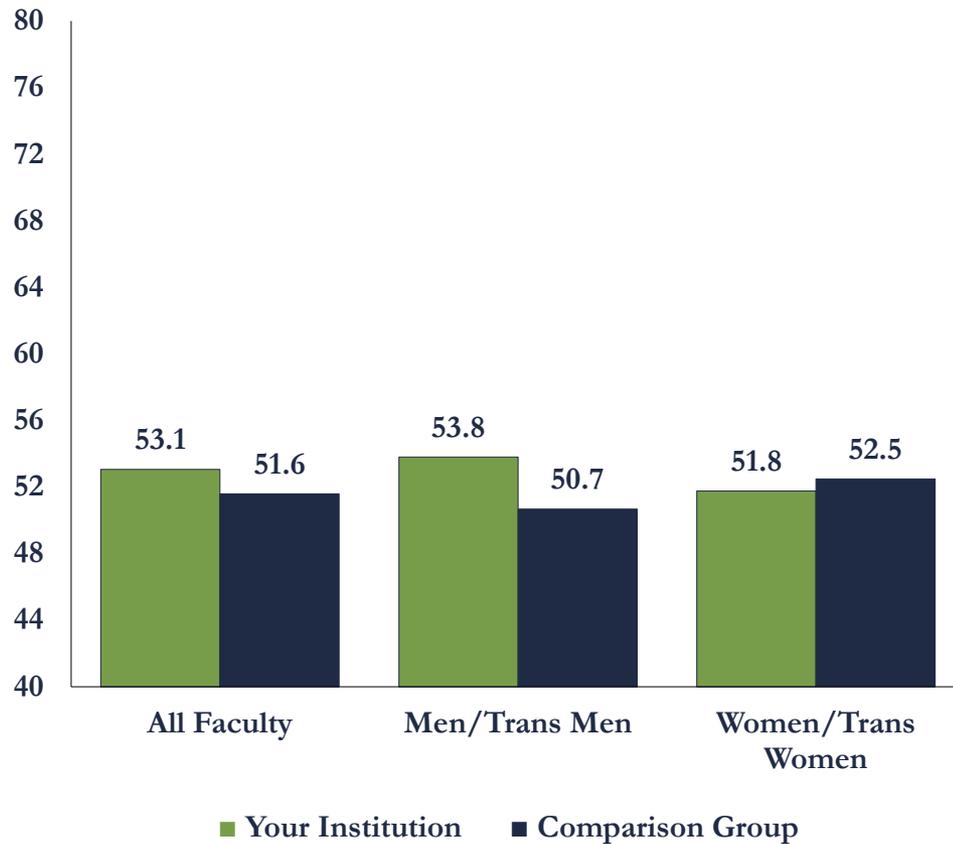
Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures and "red tape"
- Teaching load
- Lack of personal time
- Self-imposed high expectations
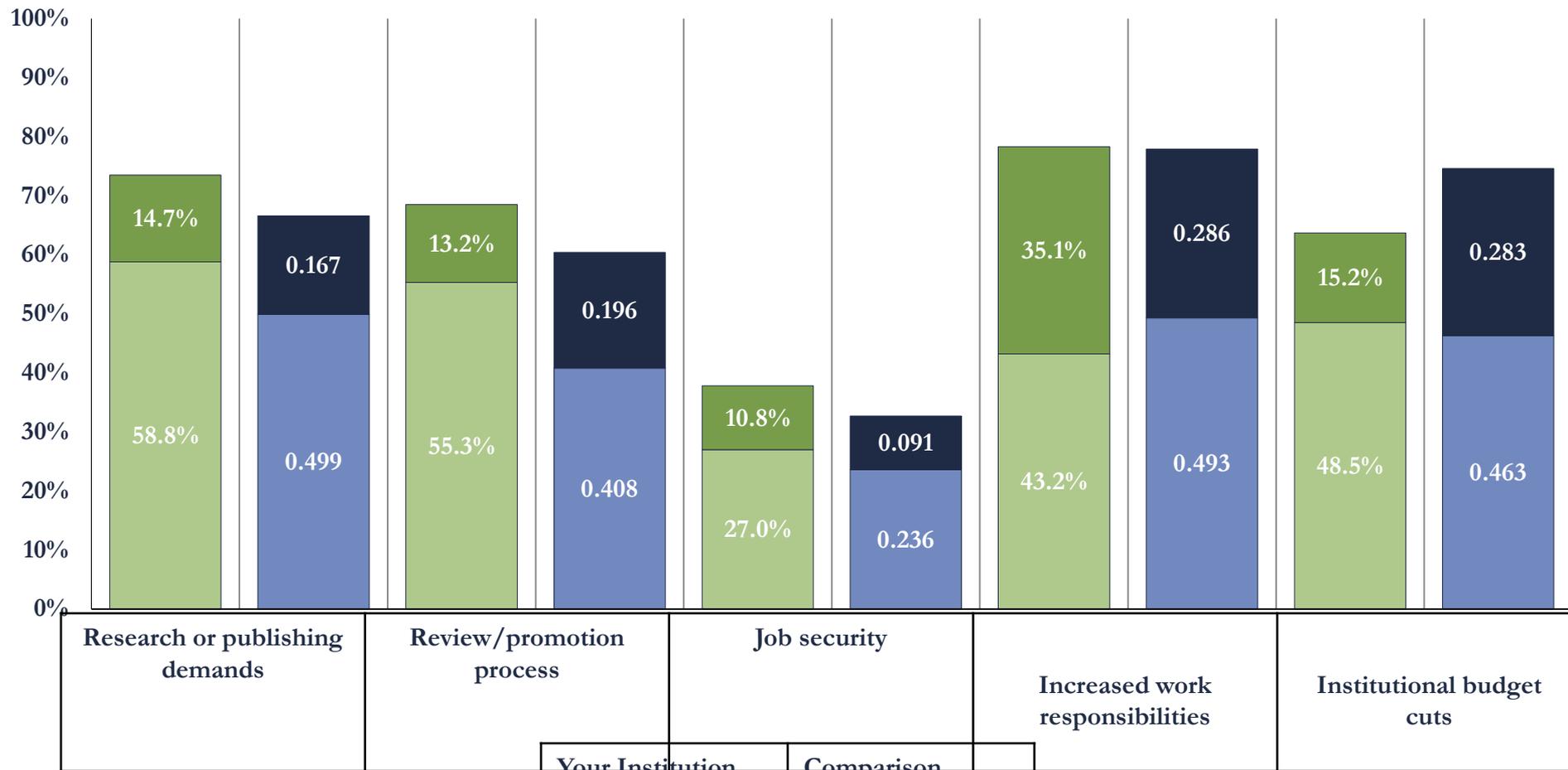
Stress Due to Discrimination, by Gender

Stress Due to Discrimination, by Race/Ethnicity

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

Additional Sources of Stress

Personal Sources of Stress

Faculty Perspectives on Campus Climate

Institutional Priority: Commitment to Diversity

Chart showing percentages for three categories:

Recruit more traditionally underrepresented students
- Your Institution: High Priority 0.302, Highest Priority 0.093
- Comparison Group: High Priority 0.387, Highest Priority 0.158

Promote gender diversity in the faculty and administration
- Your Institution: High Priority 0.256, Highest Priority 0.116
- Comparison Group: High Priority 0.349, Highest Priority 0.162

Promote racial and ethnic diversity in the faculty and administration
- Your Institution: High Priority 0.256, Highest Priority 0.163
- Comparison Group: High Priority 0.333, Highest Priority 0.204
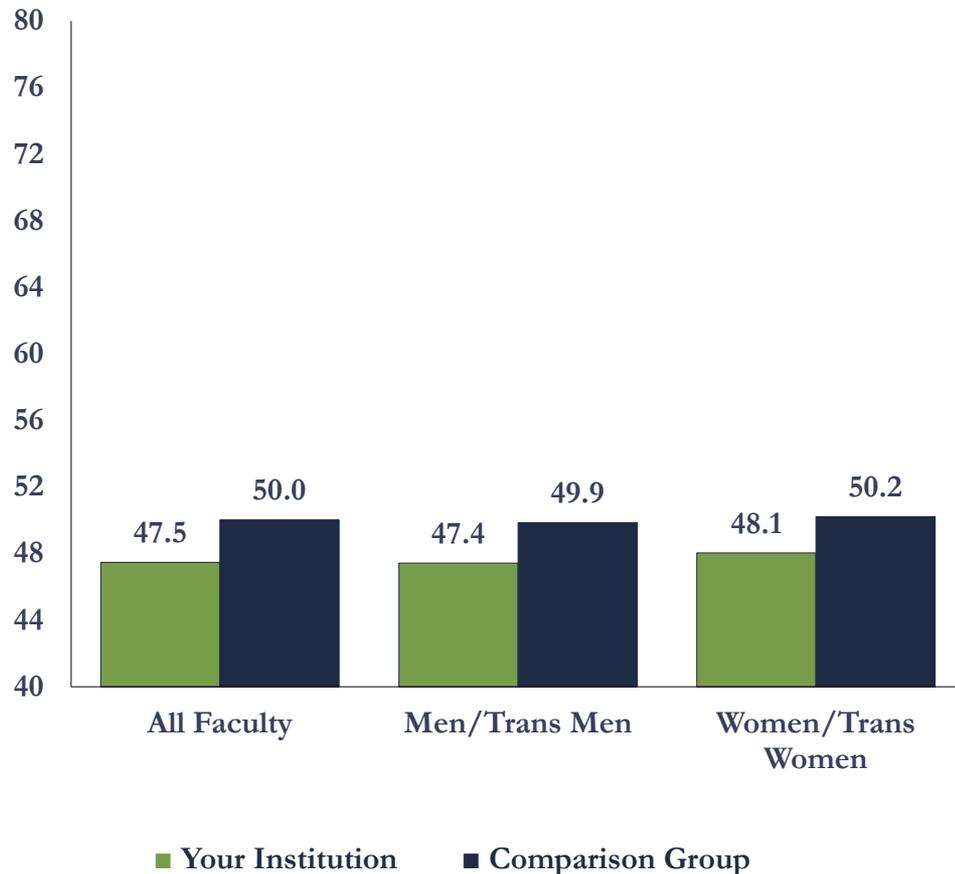
Legend:
Your Institution	Comparison Group
Highest Priority	Highest Priority
High Priority	High Priority

Perspectives on Campus Climate for Diversity
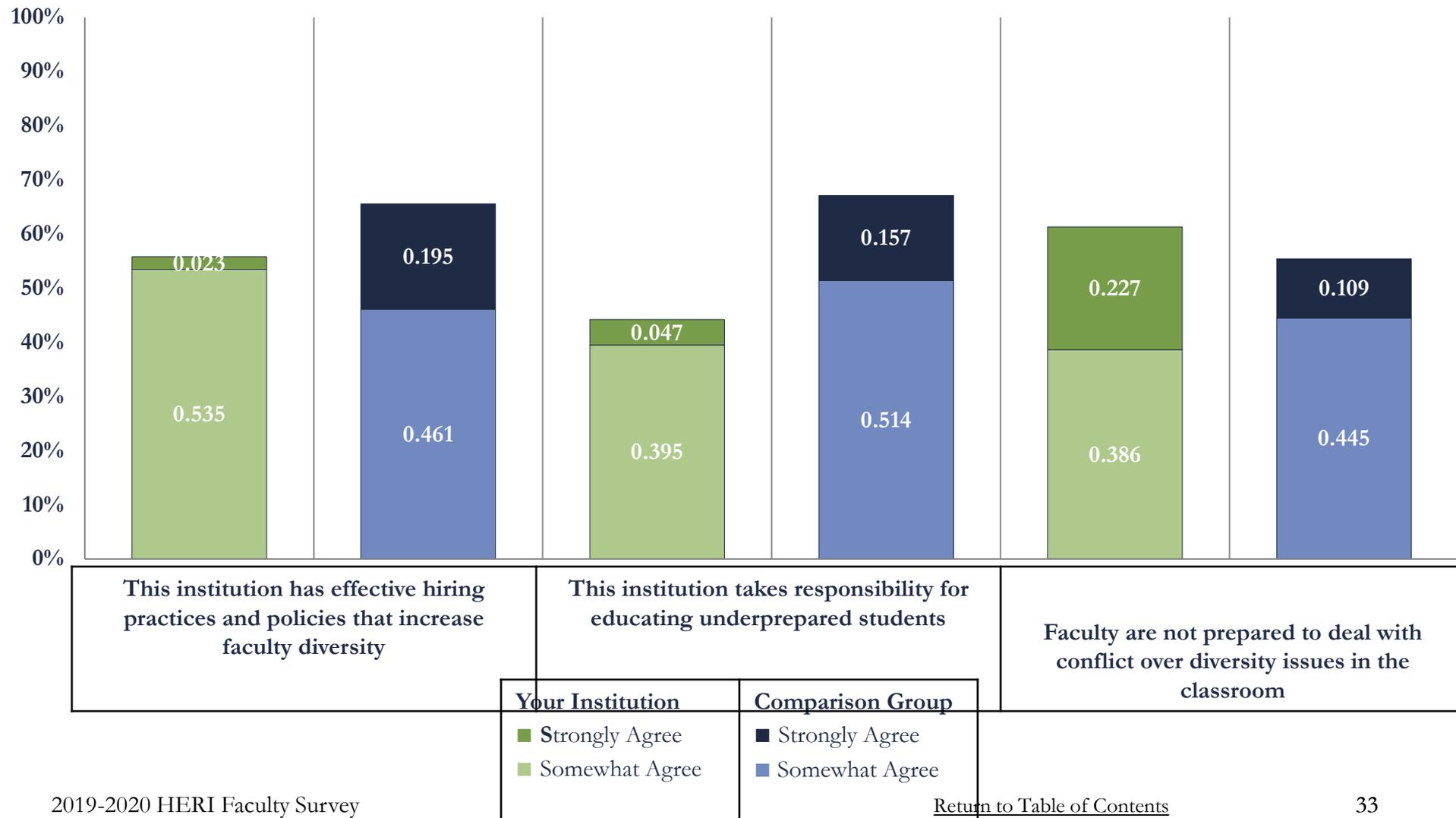
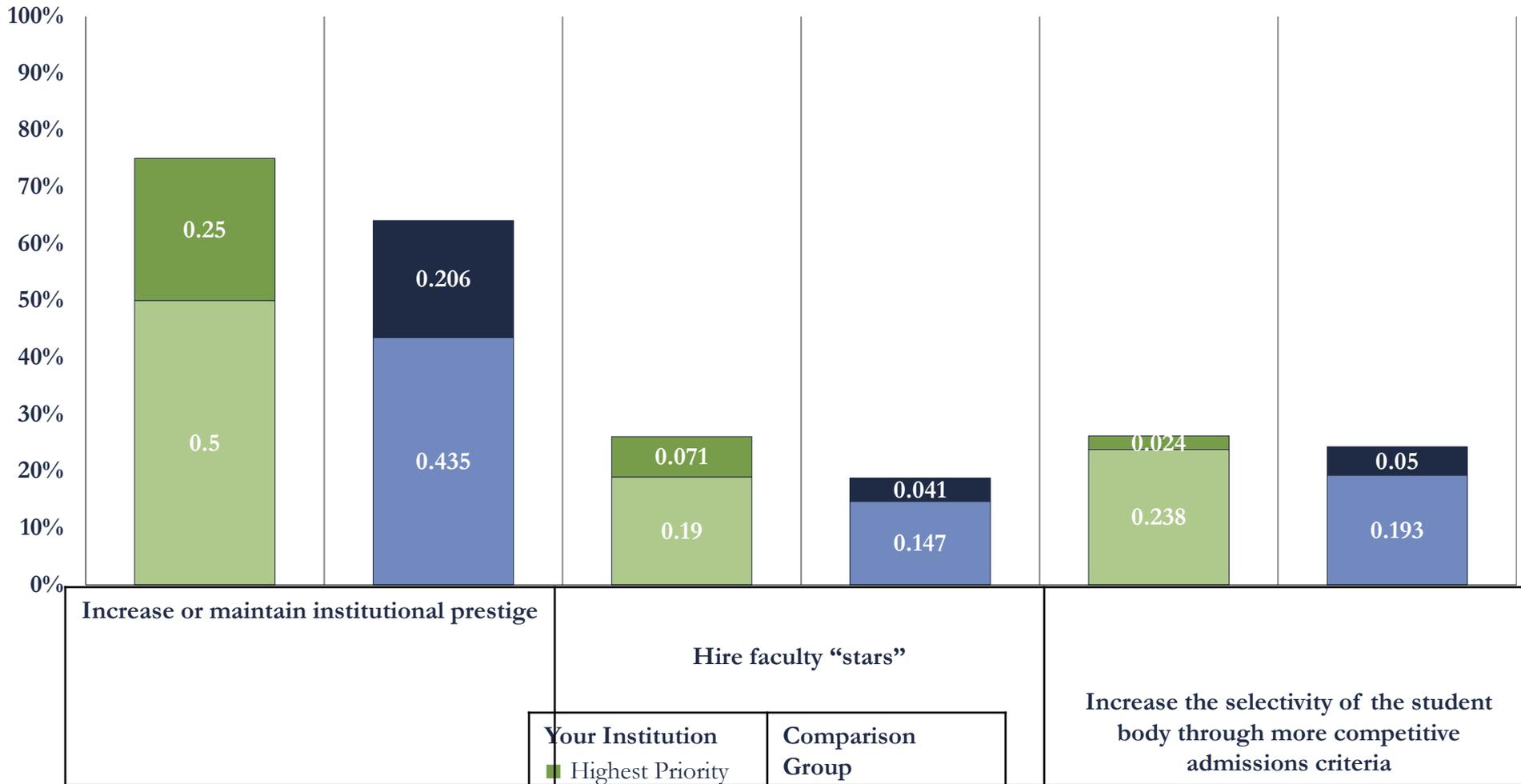# Institutional Priority: Civic Engagement

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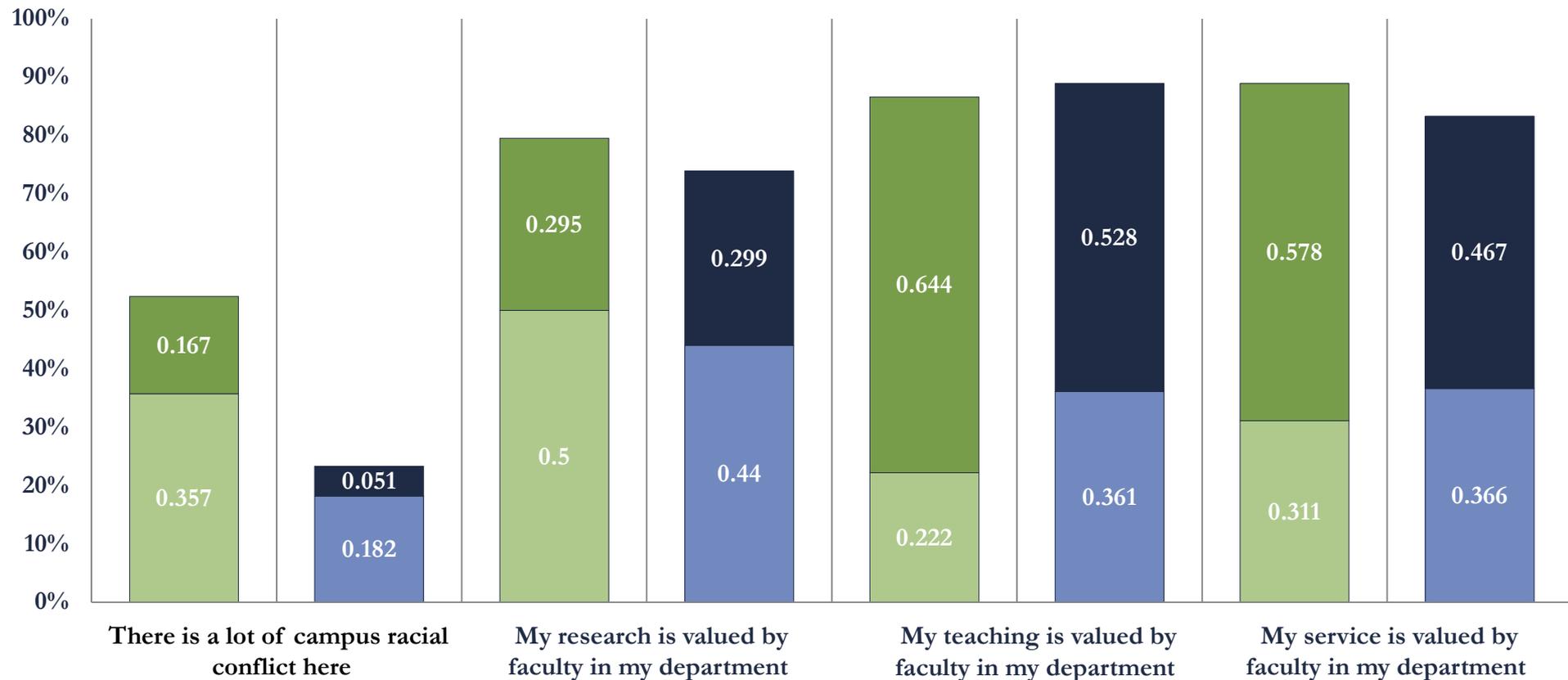

Construct Items

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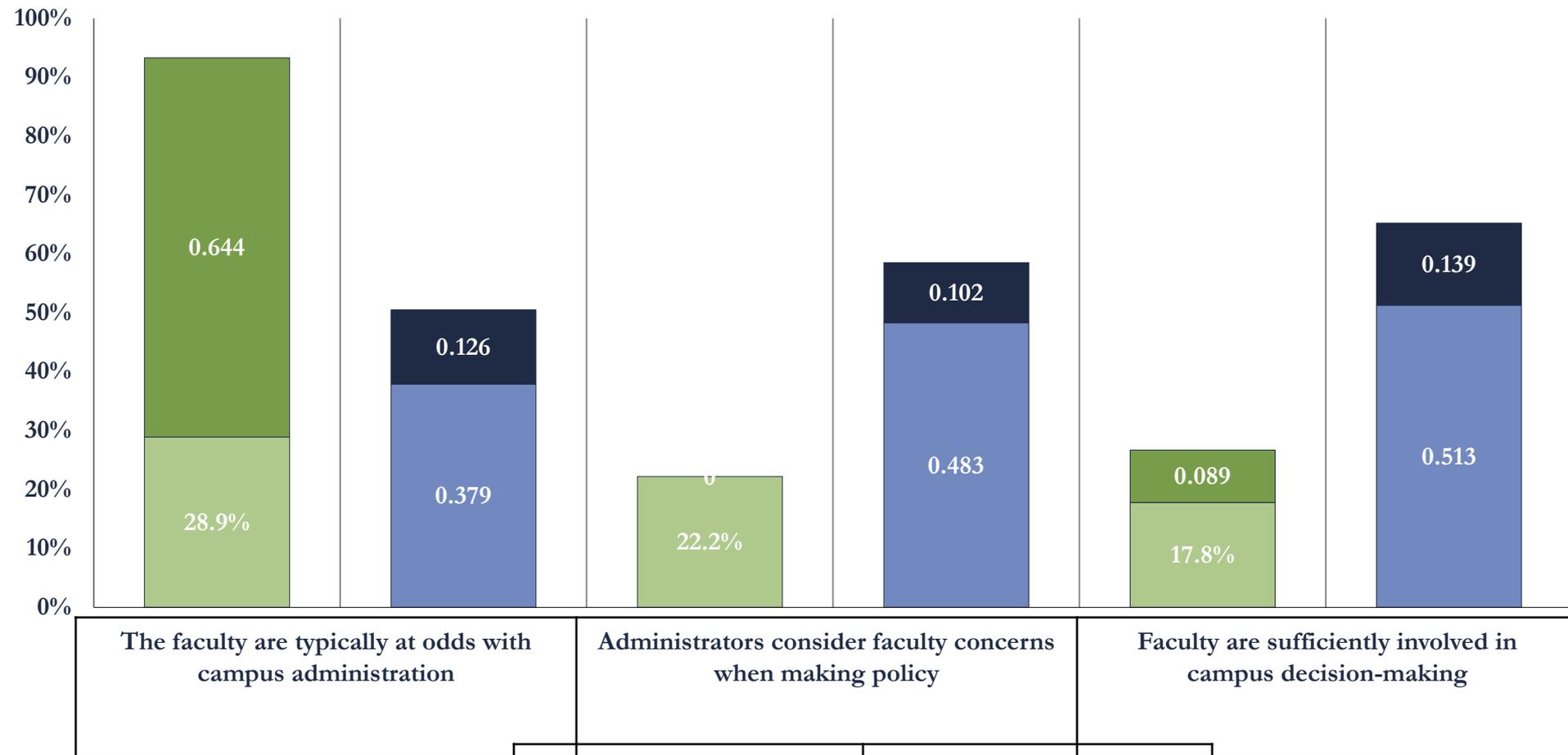
■ Your Institution　■ Comparison Group

Institutional Priority: Increasing Prestige

Perspectives on Campus and Departmental Climate

HERI

	There is a lot of campus racial conflict here	My research is valued by faculty in my department	My teaching is valued by faculty in my department	My service is valued by faculty in my department
Your Institution — Strongly Agree	0.167	0.295	0.644	0.578
Your Institution — Somewhat Agree	0.357	0.5	0.222	0.311
Comparison Group — Strongly Agree	0.051	0.299	0.528	0.467
Comparison Group — Somewhat Agree	0.182	0.44	0.361	0.366

Your Institution
- Strongly Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree

Perspectives on Shared Governance

Commitment to the Institution
Percentage of respondents who replied "Yes"

	In the past year, have you considered leaving academe for another job?	In the past year, have you considered leaving this institution for another?	Do you plan to retire within the next three years?
Your Institution	57.9%	52.6%	13.2%
Comparison Group	0.397	0.442	0.112
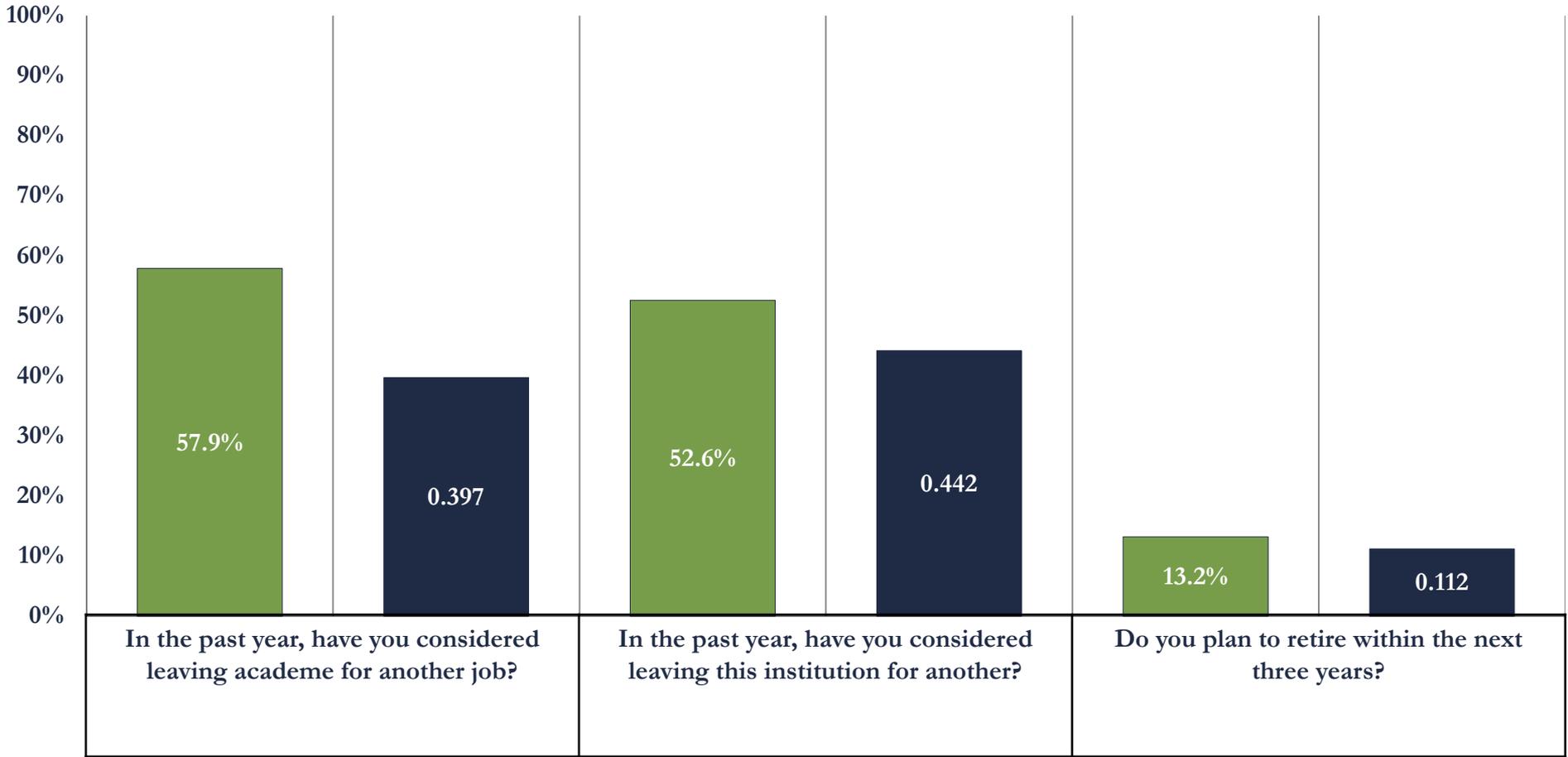
■ Your Institution ■ Comparison Group

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

For more information about HERI/CIRP Surveys

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

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

California State University Maritime Academy
2020 Staff Climate Survey

Staff

California State University Maritime Academy
N=116

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

Higher Education Research Institute, University of California at Los Angeles

THE STAFF EXPERIENCE

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

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

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Demographics

Demographics

Role

- Senior administrator
- Mid-level administrator/manager
- Staff
- Graduate Student Employee
- Other

Years Employed

Demographics

Employment

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

89.5%
5.3%
2.6%
2.6%

Campus Unit (Aggregated)

Academic Affairs	Business/Administrative Services	External Affairs	Student Life/Services	Leadership and Diversity	Other
15.5%	39.1%	10.0%	22.7%	0.0%	12.7%
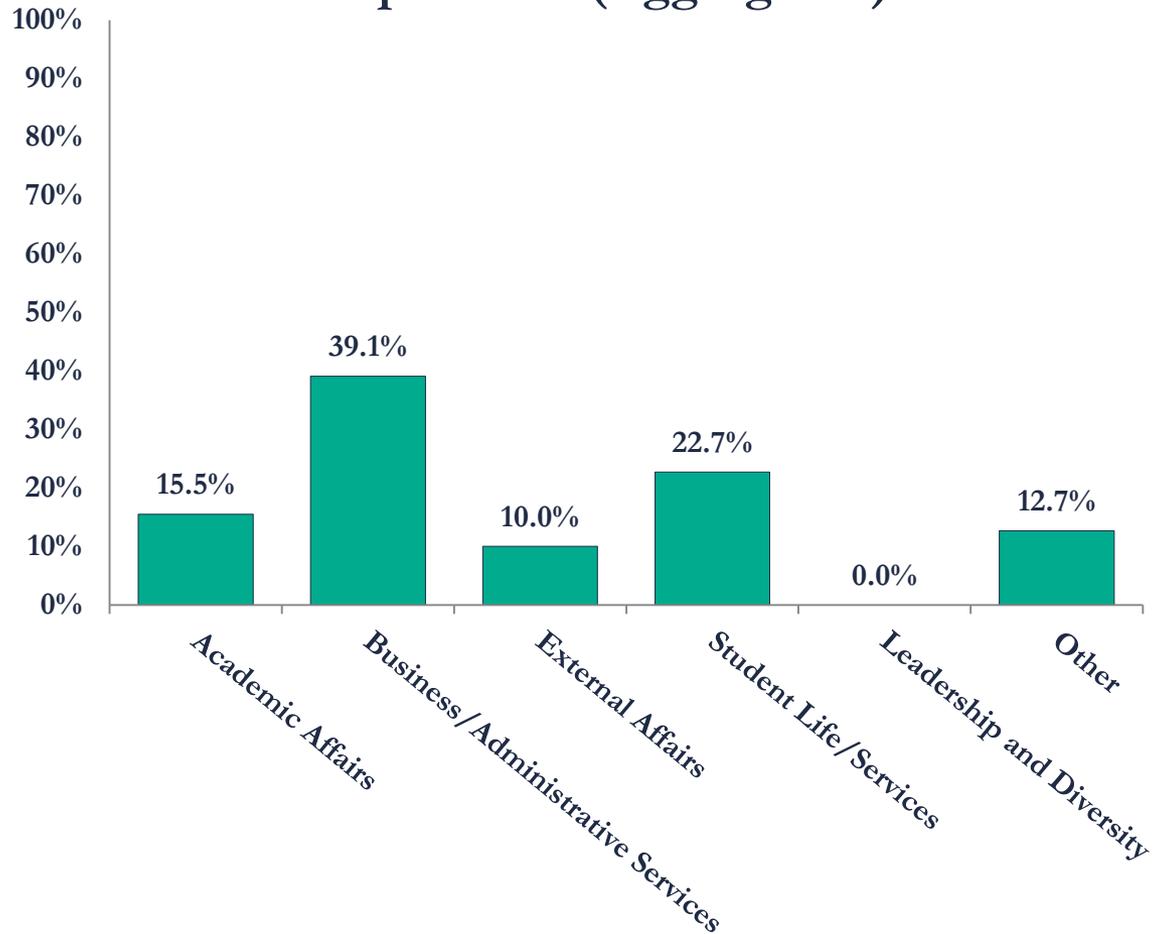
Demographics

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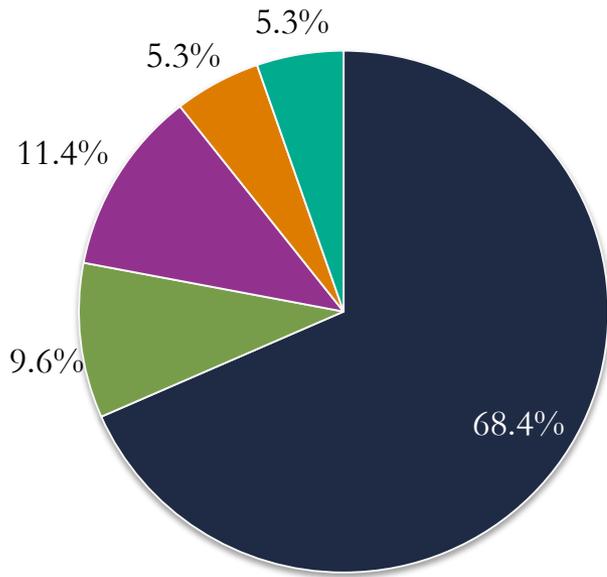
- I do not directly supervise employees
- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

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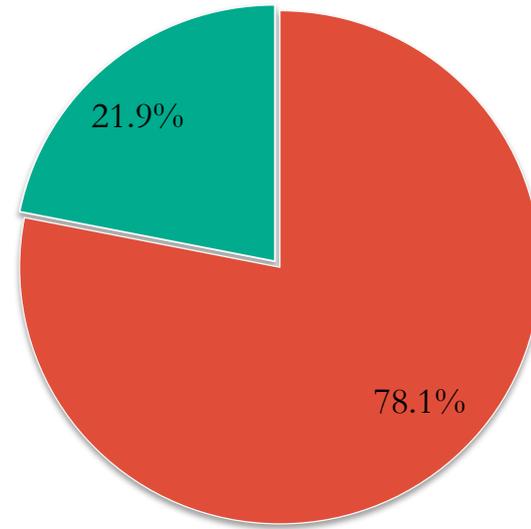
- Salaried (exempt)
- Hourly (non-exempt), eligible for overtime pay

Demographics

HERI

Highest Level of Education

Bar chart "Highest Level of Education":
- High school graduate/GED: 6.5%
- Some college: 10.8%
- Technical certificate: 3.2%
- Associate's degree: 6.5%
- Bachelor's degree: 39.8%
- Master's degree: 25.8%
- Doctoral or professional degree: 7.5%

Gender Identity

Bar chart "Gender Identity" (Your Institution / Comparison Group):
- Man/Trans man: 44.0% / 31.6%
- Woman/Trans woman: 51.4% / 62.8%
- Non-binary: 0.9% / 0.9%
- Genderqueer/Gender non-conforming: 0.0% / 0.3%
- Identity not listed: 3.7% / 4.5%

■ Your Institution   ■ Comparison Group

Demographics

Race/Ethnicity

Legend: ■ Your Institution ■ Comparison Group

Category	Your Institution	Comparison Group
Native American/Alaskan Native	0.0%	0.2%
Asian	12.9%	10.6%
Black/African American	6.0%	7.7%
Native Hawaiian/Pacific Islander	0.0%	0.5%
Latina/o/x	4.3%	15.4%
White	60.3%	47.6%
Other	0.0%	1.5%
Multiracial	9.5%	9.2%
Unknown	6.9%	7.2%

Demographics

How do you self-identify?

Chart showing self-identification percentages for Your Institution and Comparison Group:

- Heterosexual/Straight: 93.6% / 89.5%
- Asexual: 0.0% / 0.5%
- Bisexual: 3.6% / 2.4%
- Gay: 0.9% / 3.5%
- Lesbian: 0.9% / 1.7%
- Pansexual: 0.9% / 0.6%
- Queer: 0.0% / 0.7%
- Not listed above: 0.0% / 1.1%

■ Your Institution ■ Comparison Group

HERI
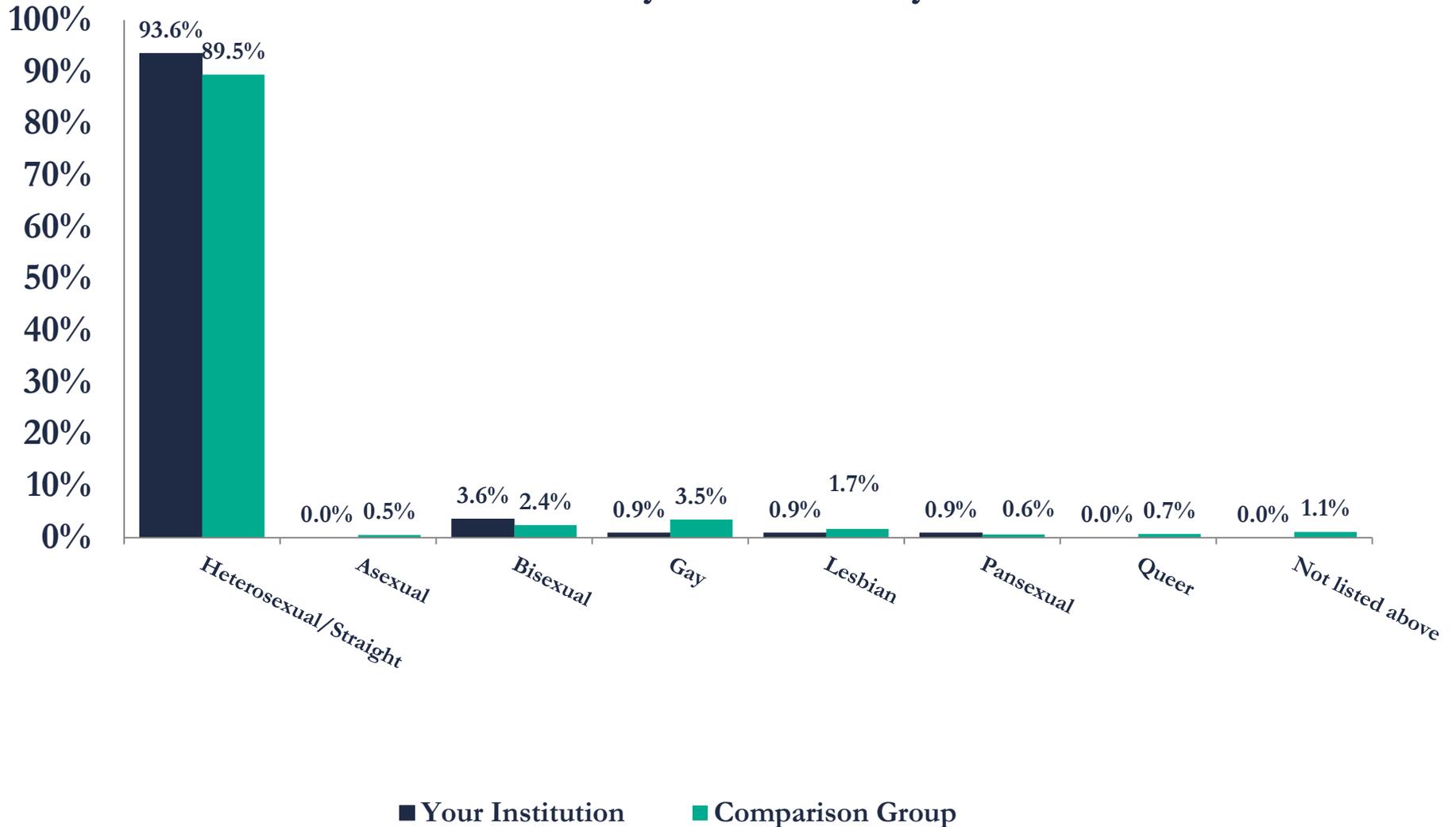
Staff Satisfaction & Sources of Stress

Workplace Satisfaction
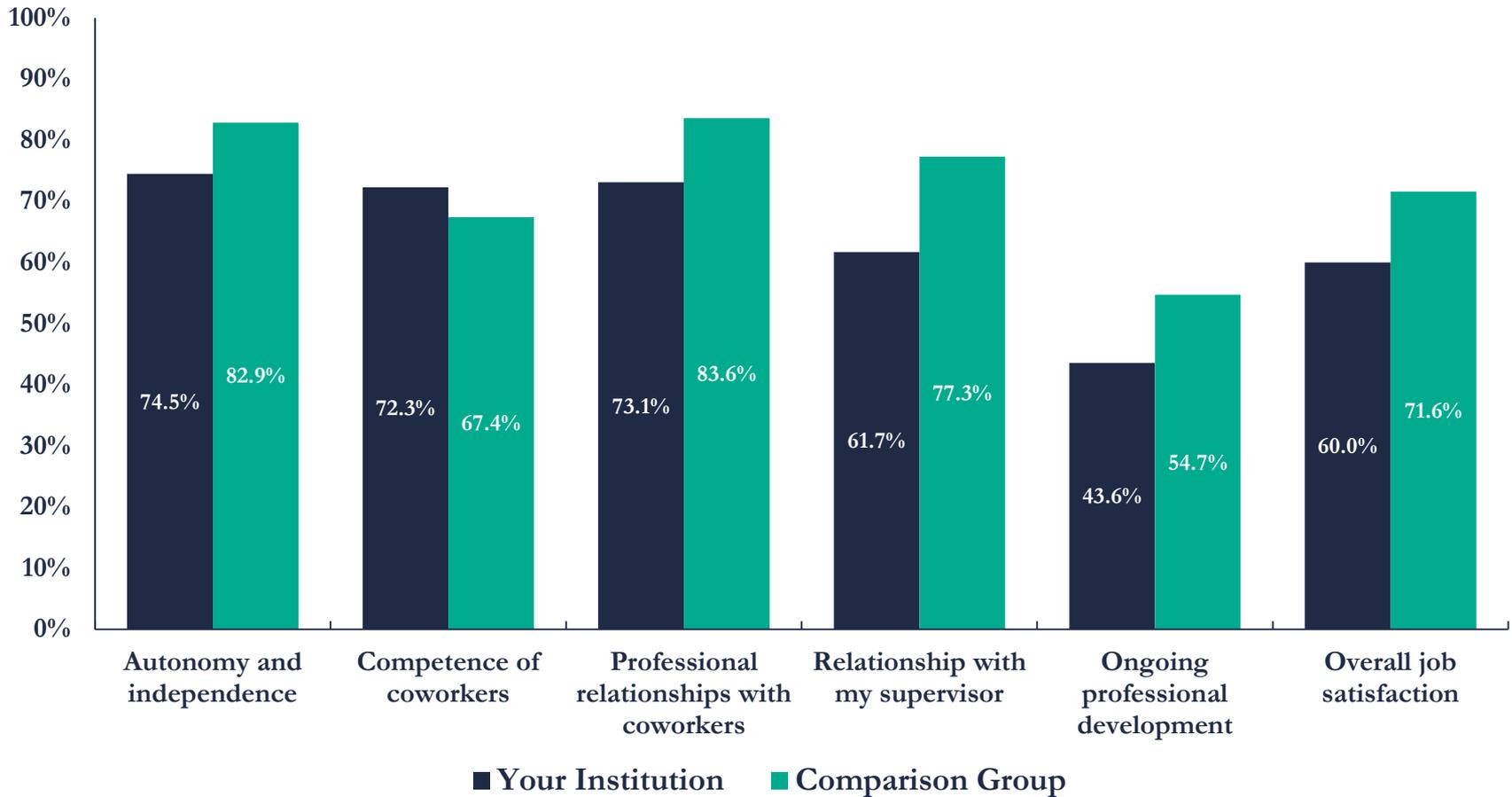## (% Indicating "Satisfied" or "Very Satisfied")

Workplace Satisfaction
(% Indicating "Likely" or "Very Likely")

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

Legend: ■ Your Institution ■ Comparison Group

Categories:
- Recommend that a friend apply for a job: In your current department — Your Institution: 66.0%, Comparison Group: 73.1%
- Recommend that a friend apply for a job: At this institution — Your Institution: 76.6%, Comparison Group: 88.4%
- Apply or reapply for a position on campus — Your Institution: 60.2%, Comparison Group: 82.1%
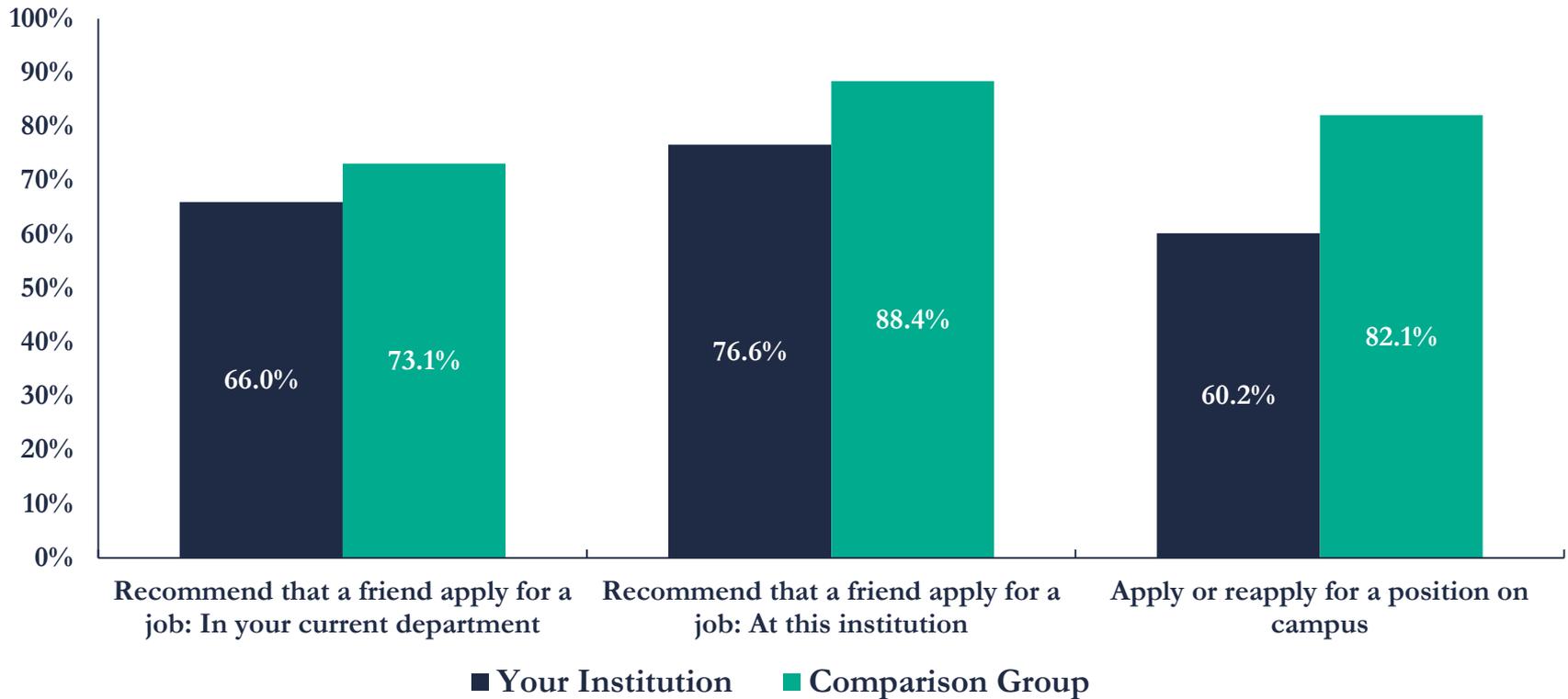
Satisfaction with Work-Life Balance

(% Indicating "Satisfied" or "Very Satisfied")

(% Indicating "Agree" or "Strongly Agree")

Legend: ■ Your Institution ■ Comparison Group

Left chart data:
- Departmental support for work-life balance: Your Institution 65.3%, Comparison Group 65.7%
- Flexibility in relation to family matters or emergencies: Your Institution 78.9%, Comparison Group 84.3%
- Institutional support for work-life balance: Your Institution 55.3%, Comparison Group 56.6%

Right chart data:
- I achieve a healthy balance between my personal life & my professional life: Your Institution 73.0%, Comparison Group 75.3%

Satisfaction with Benefits & Compensation
(% Indicating "Satisfied" or "Very Satisfied")

Chart data:

| Category	Your Institution	Comparison Group
Relative equity of salary & job benefits	45.7%	46.5%
Cost of health benefits	83.9%	77.2%
Retirement benefits	76.8%	76.2%
Salary	42.6%	34.6%
Amount of paid time off: Vacation time	60.6%	72.1%
Amount of paid time off: Sick leave	70.5%	77.5%

Legend: ■ Your Institution ■ Comparison Group
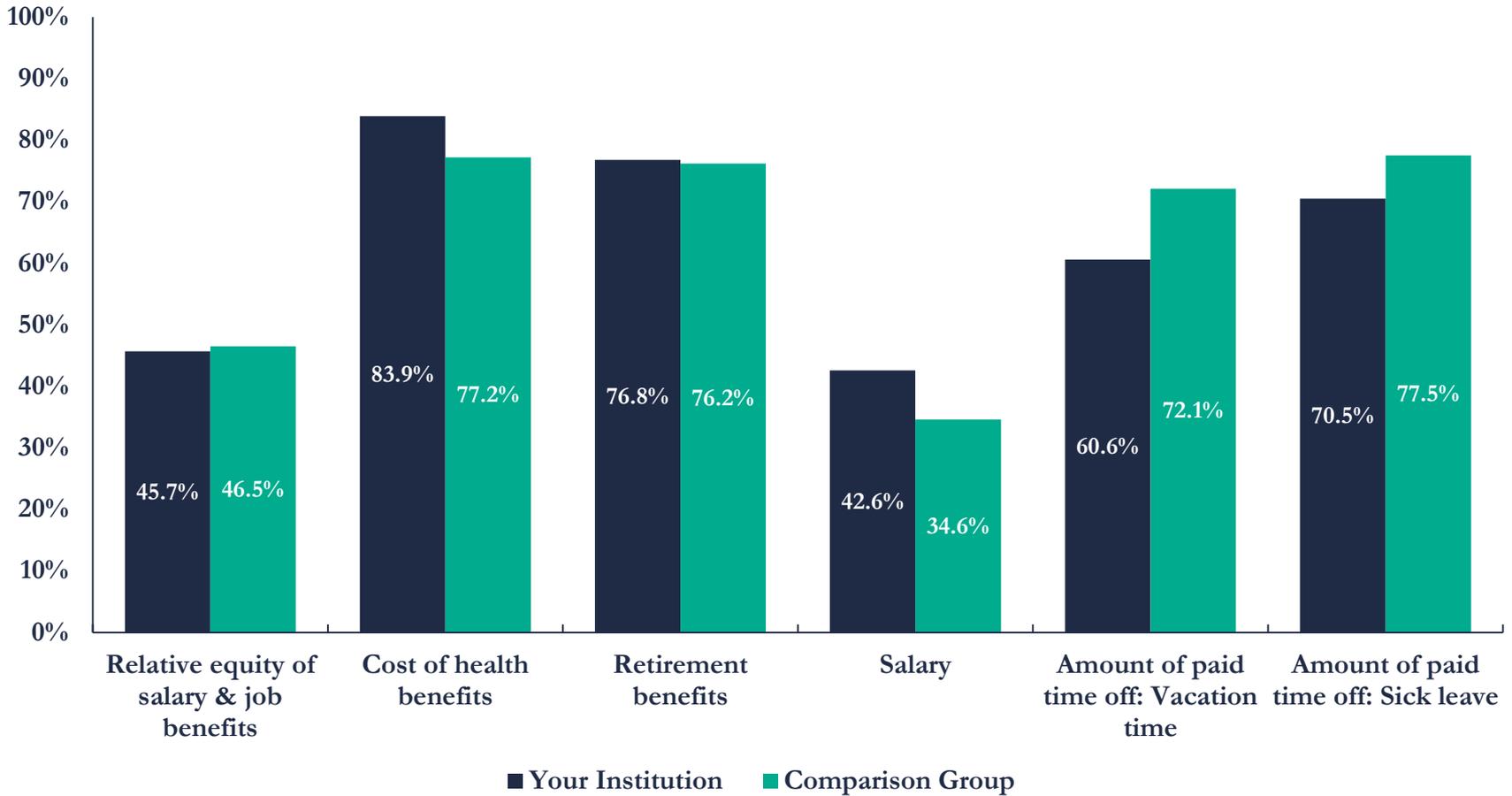
Sources of Stress
(% Indicating "Somewhat" or "Extensive")
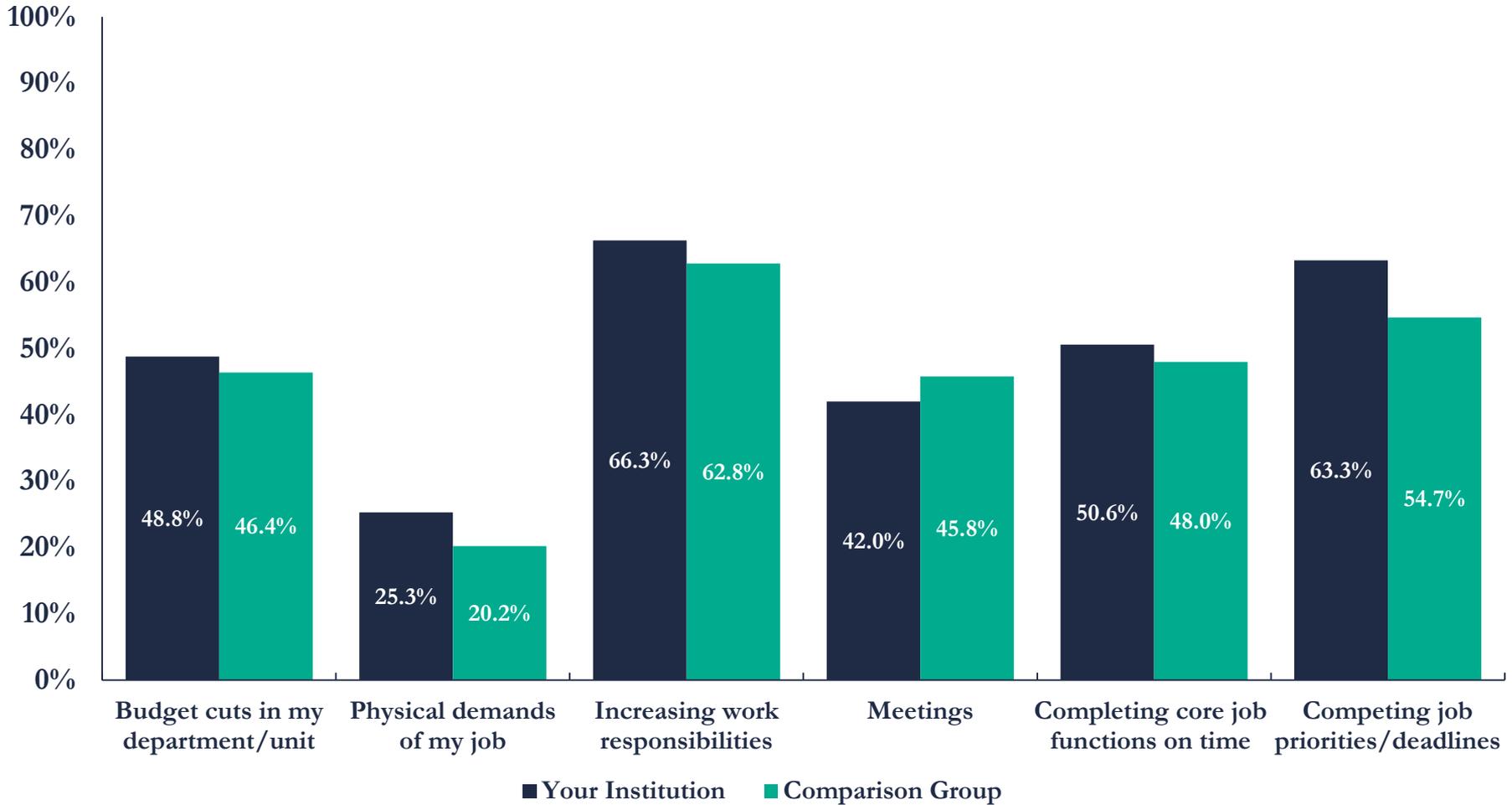
Sources of Stress
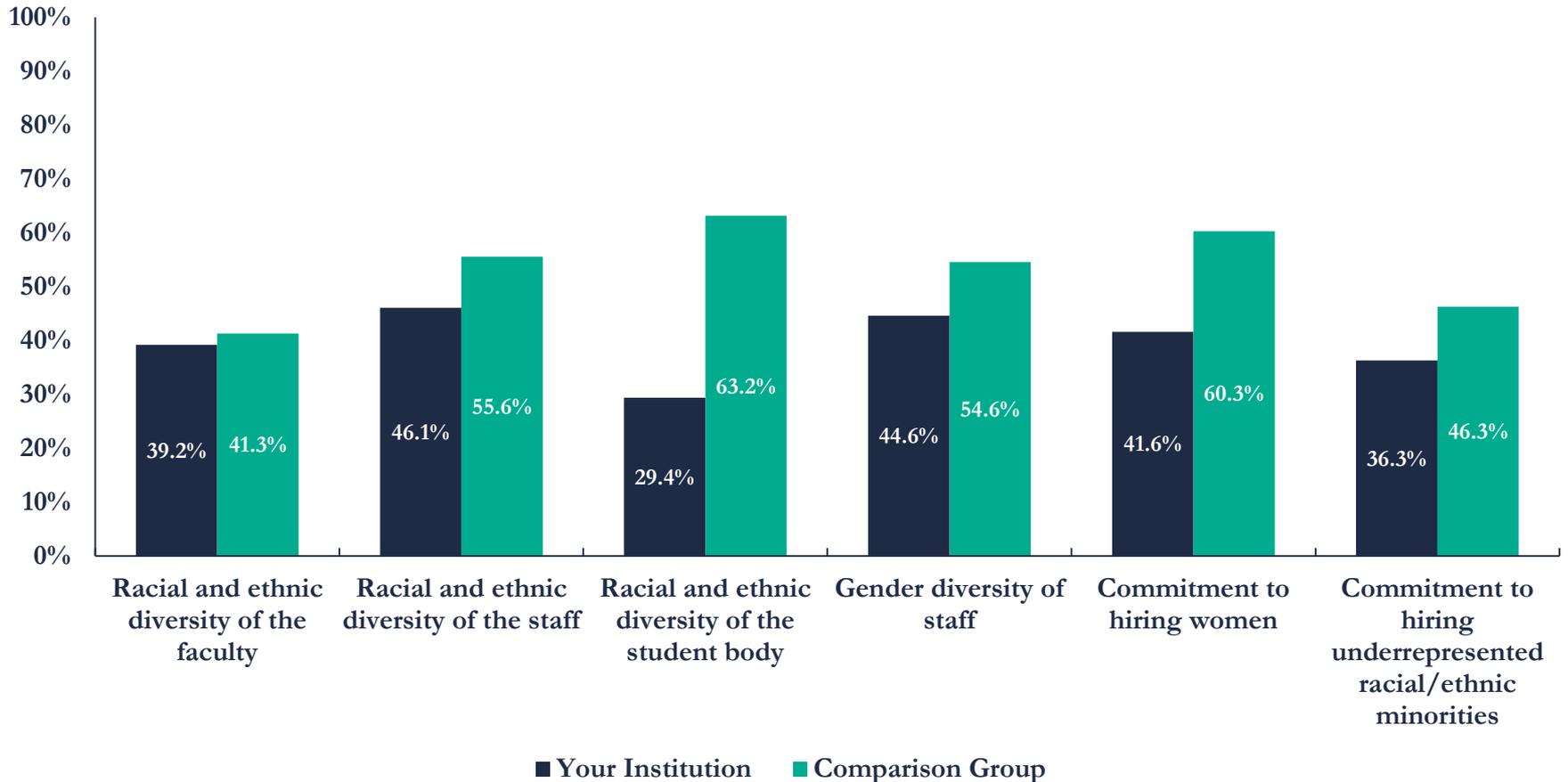(% Indicating "Somewhat" or "Extensive")
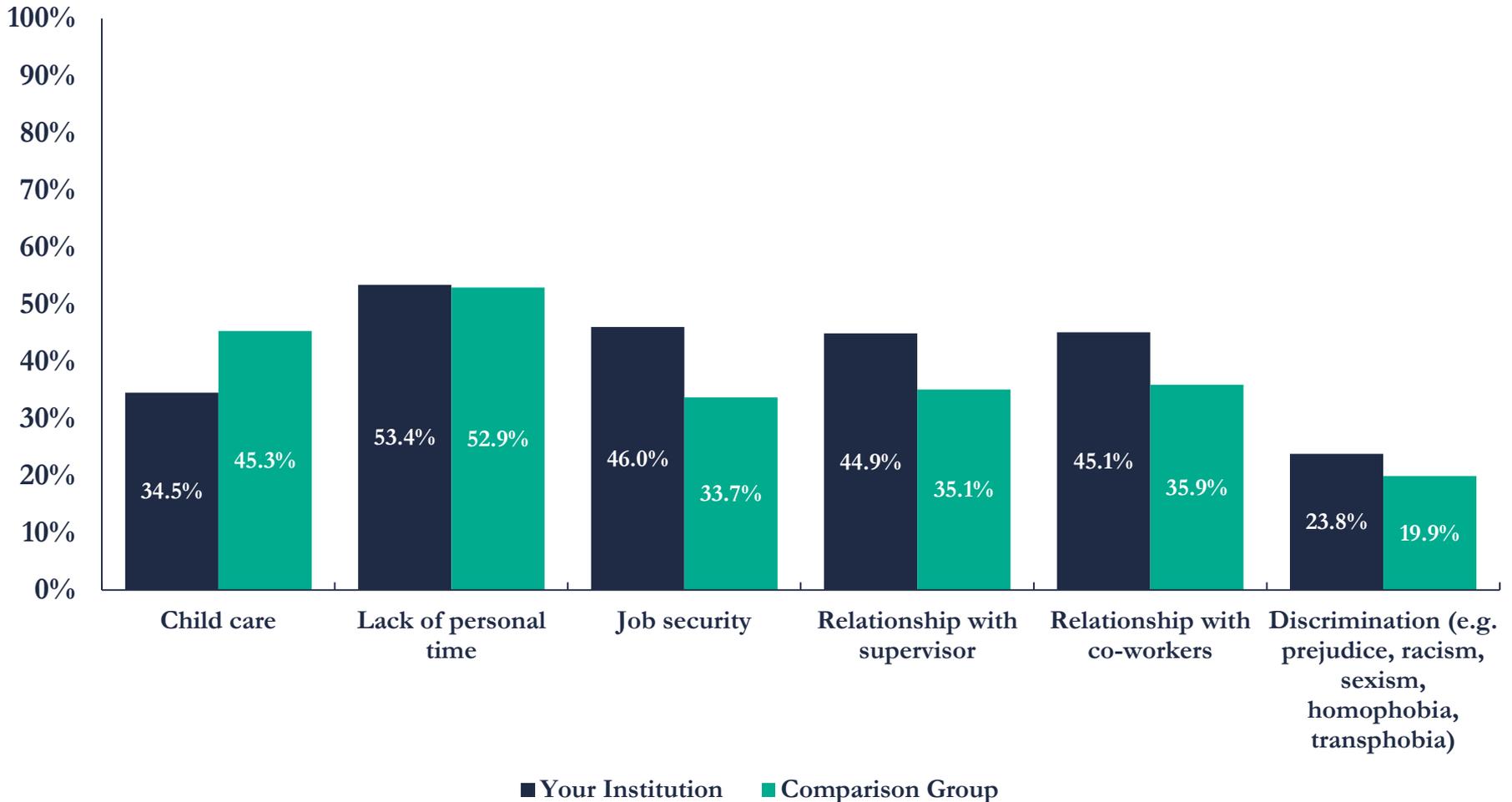
Campus Climate

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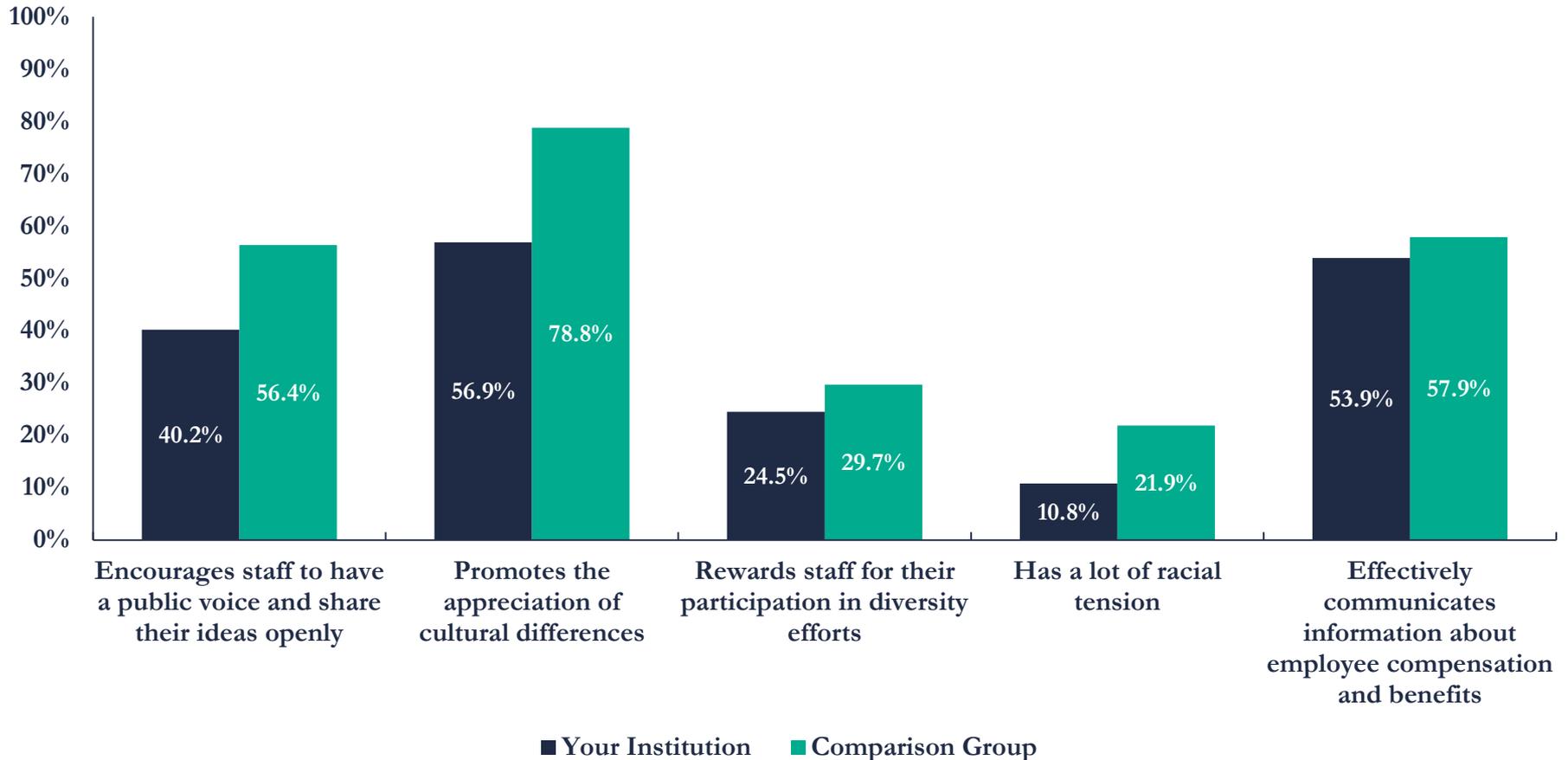## (% Indicating "Satisfied" or "Very Satisfied")

Please rate your satisfaction with your institution in each area:

Chart data (% satisfied or very satisfied):

Area	Your Institution	Comparison Group
Racial and ethnic diversity of the faculty	39.2%	41.3%
Racial and ethnic diversity of the staff	46.1%	55.6%
Racial and ethnic diversity of the student body	29.4%	63.2%
Gender diversity of staff	44.6%	54.6%
Commitment to hiring women	41.6%	60.3%
Commitment to hiring underrepresented racial/ethnic minorities	36.3%	46.3%

■ Your Institution ■ Comparison Group

Campus Atmosphere
(% Indicating "Agree" or "Strongly Agree")

This Institution:

Chart showing "Your Institution" (dark navy) vs "Comparison Group" (teal):

- Encourages staff to have a public voice and share their ideas openly: 40.2% / 56.4%
- Promotes the appreciation of cultural differences: 56.9% / 78.8%
- Rewards staff for their participation in diversity efforts: 24.5% / 29.7%
- Has a lot of racial tension: 10.8% / 21.9%
- Effectively communicates information about employee compensation and benefits: 53.9% / 57.9%

■ Your Institution   ■ Comparison Group

Staff Perspectives on Campus Climate
(% Indicating "Agree" or "Strongly Agree")

HERI

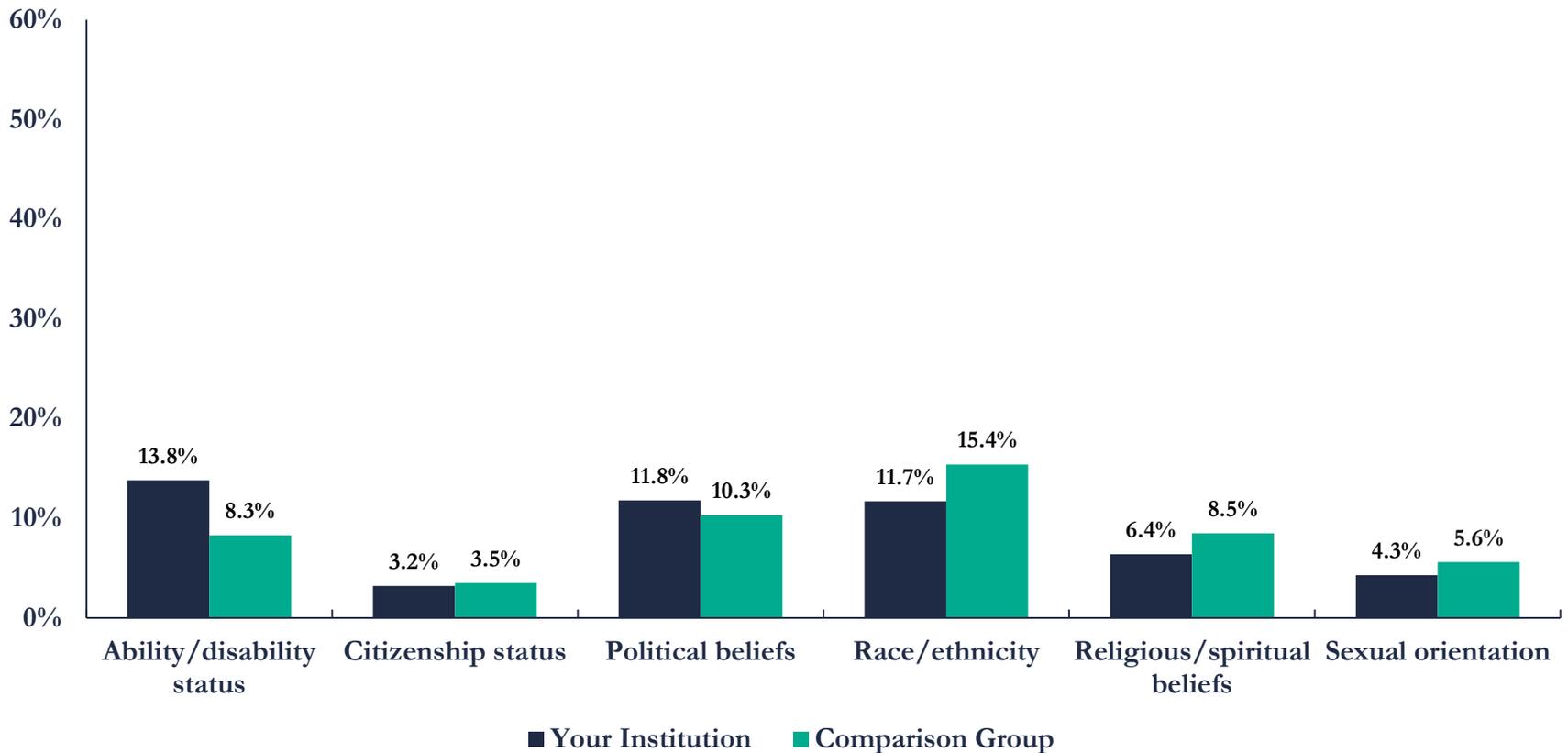|	Your Institution	Comparison Group
Staff concerns are considered when making policy	60.2%	65.6%
I feel respected by the faculty	76.2%	76.2%
I feel respected by other staff members	92.4%	93.6%
I feel respected by students	84.9%	85.6%
I feel respected by senior administrators	66.3%	80.3%
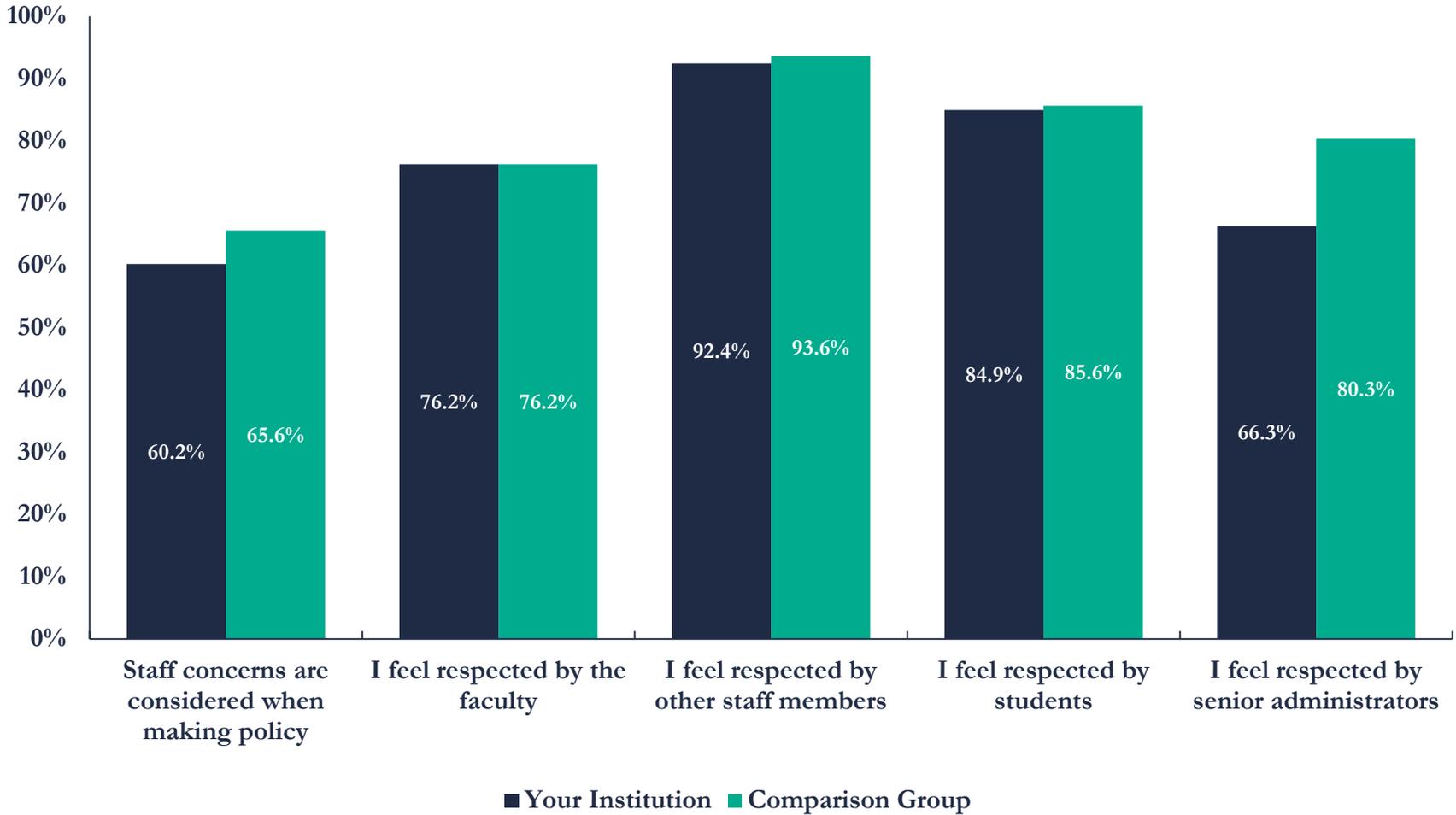
Campus Community & Diversity:
Institutional Priorities
(% Indicating "High" or "Highest" Priority)
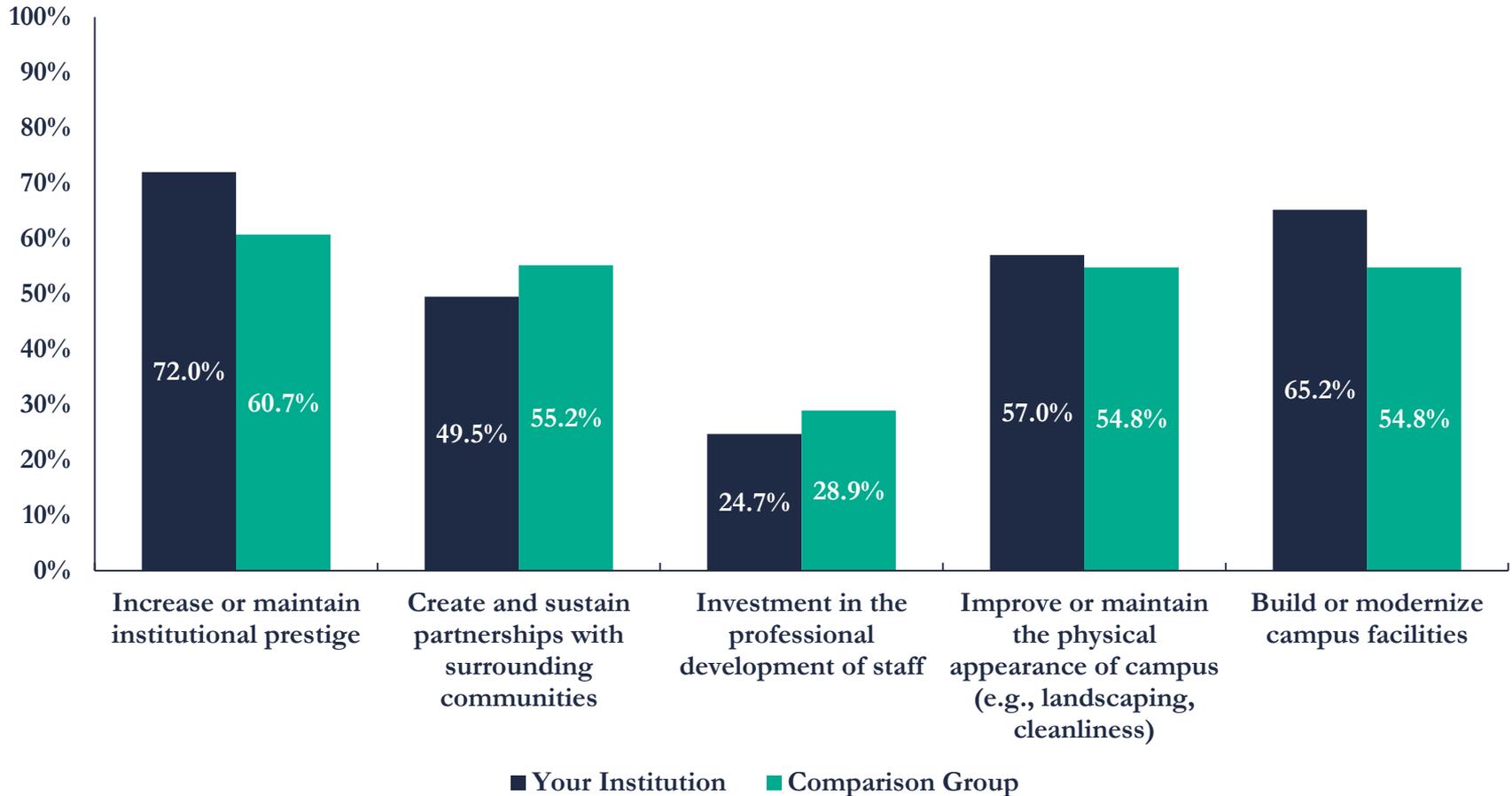
Staff Discrimination or Exclusion

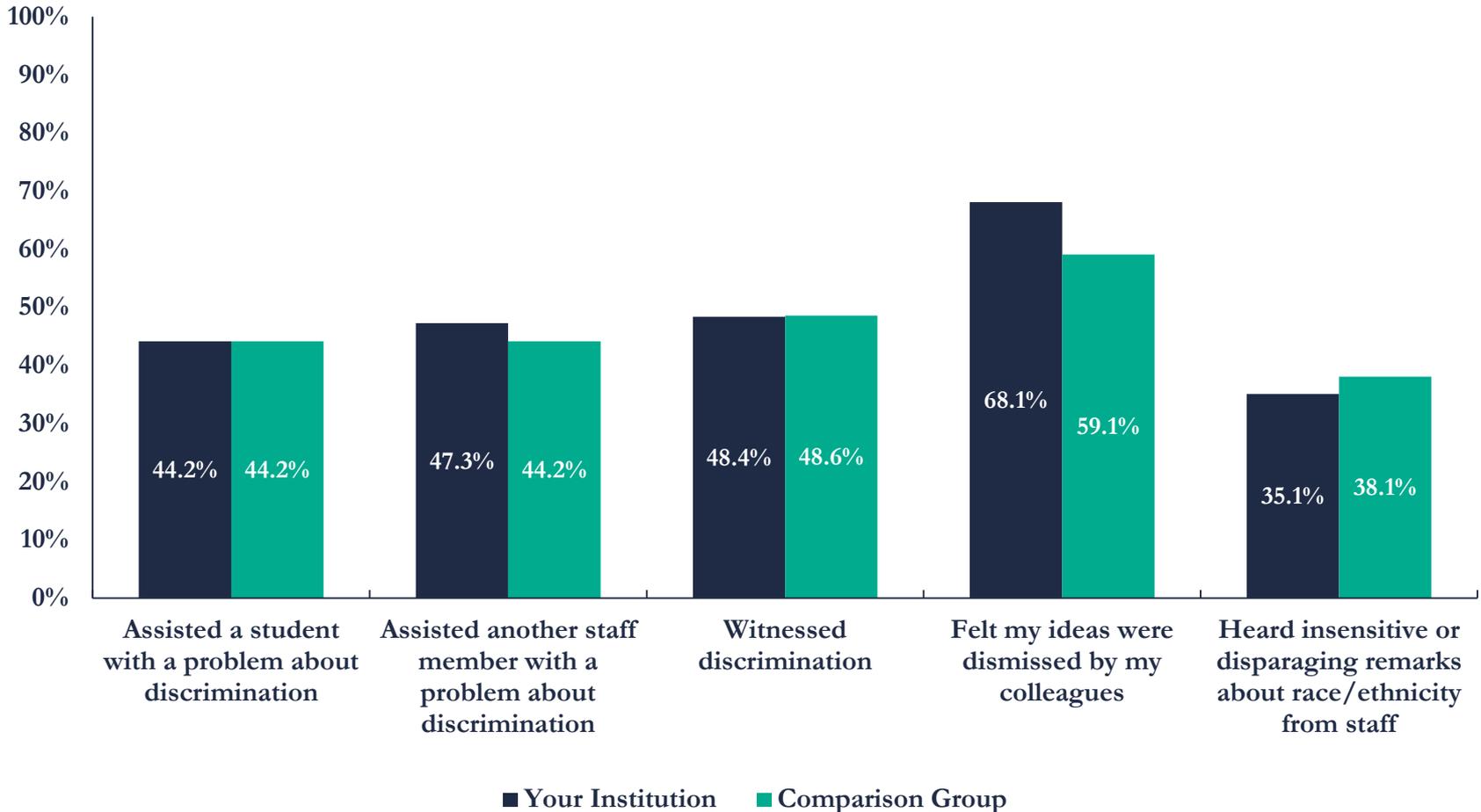## % Indicating Experience with Discrimination or Exclusion at this Institution Because of Their:

Legend: ■ Your Institution ■ Comparison Group

Category	Your Institution	Comparison Group
Ability/disability status	13.8%	8.3%
Citizenship status	3.2%	3.5%
Political beliefs	11.8%	10.3%
Race/ethnicity	11.7%	15.4%
Religious/spiritual beliefs	6.4%	8.5%
Sexual orientation	4.3%	5.6%

Discrimination and Harassment
(% Indicating Ever Experienced at This Institution):

Please indicate how often at this institution you have:

	Your Institution	Comparison Group
Assisted a student with a problem about discrimination	44.2%	44.2%
Assisted another staff member with a problem about discrimination	47.3%	44.2%
Witnessed discrimination	48.4%	48.6%
Felt my ideas were dismissed by my colleagues	68.1%	59.1%
Heard insensitive or disparaging remarks about race/ethnicity from staff	35.1%	38.1%

■ Your Institution　■ Comparison Group

Staff Satisfaction with Administrative Responses
(% Indicating "Satisfied" or "Very Satisfied")
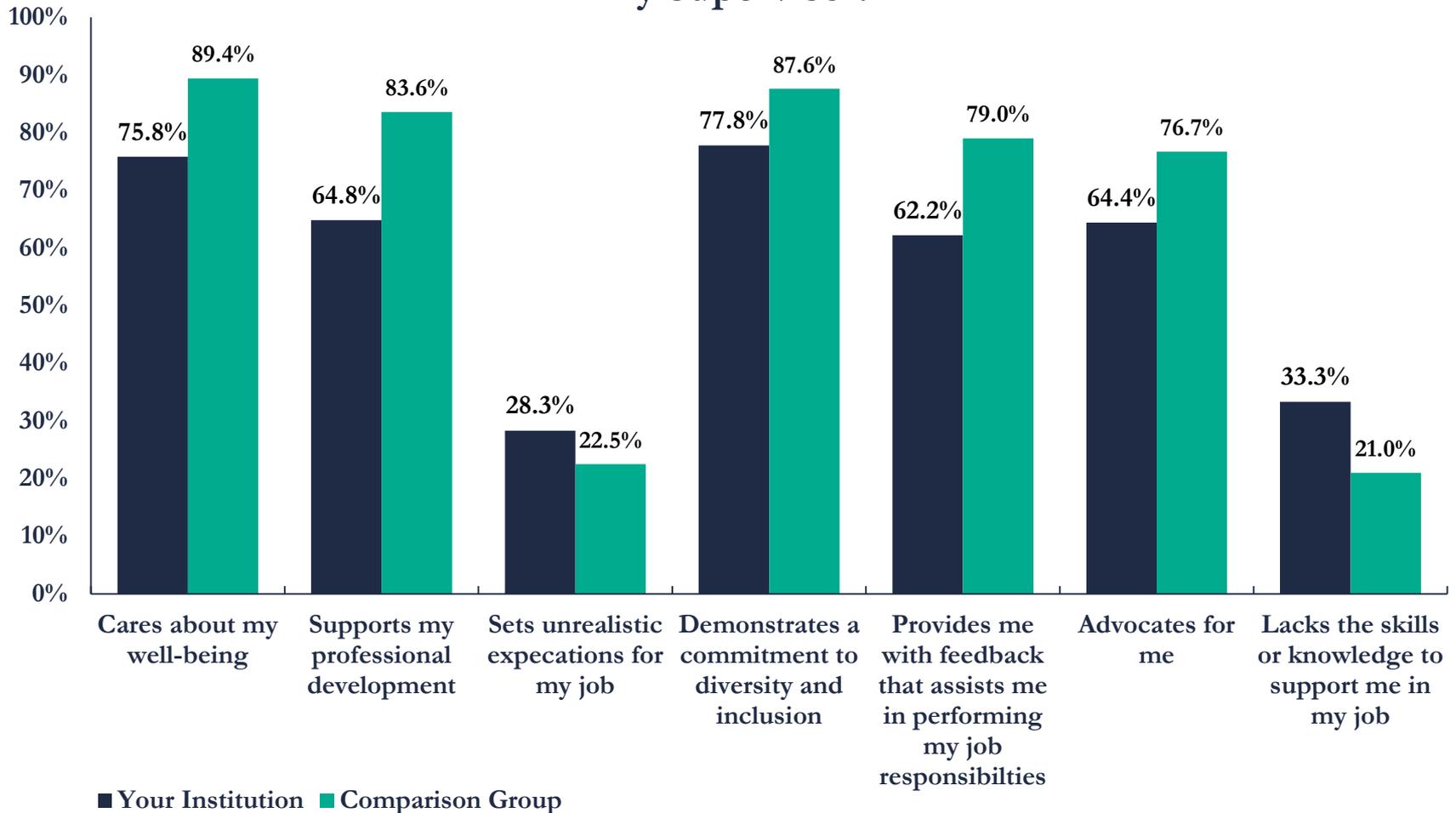
Satisfaction with Outcomes of Administrative responses to:
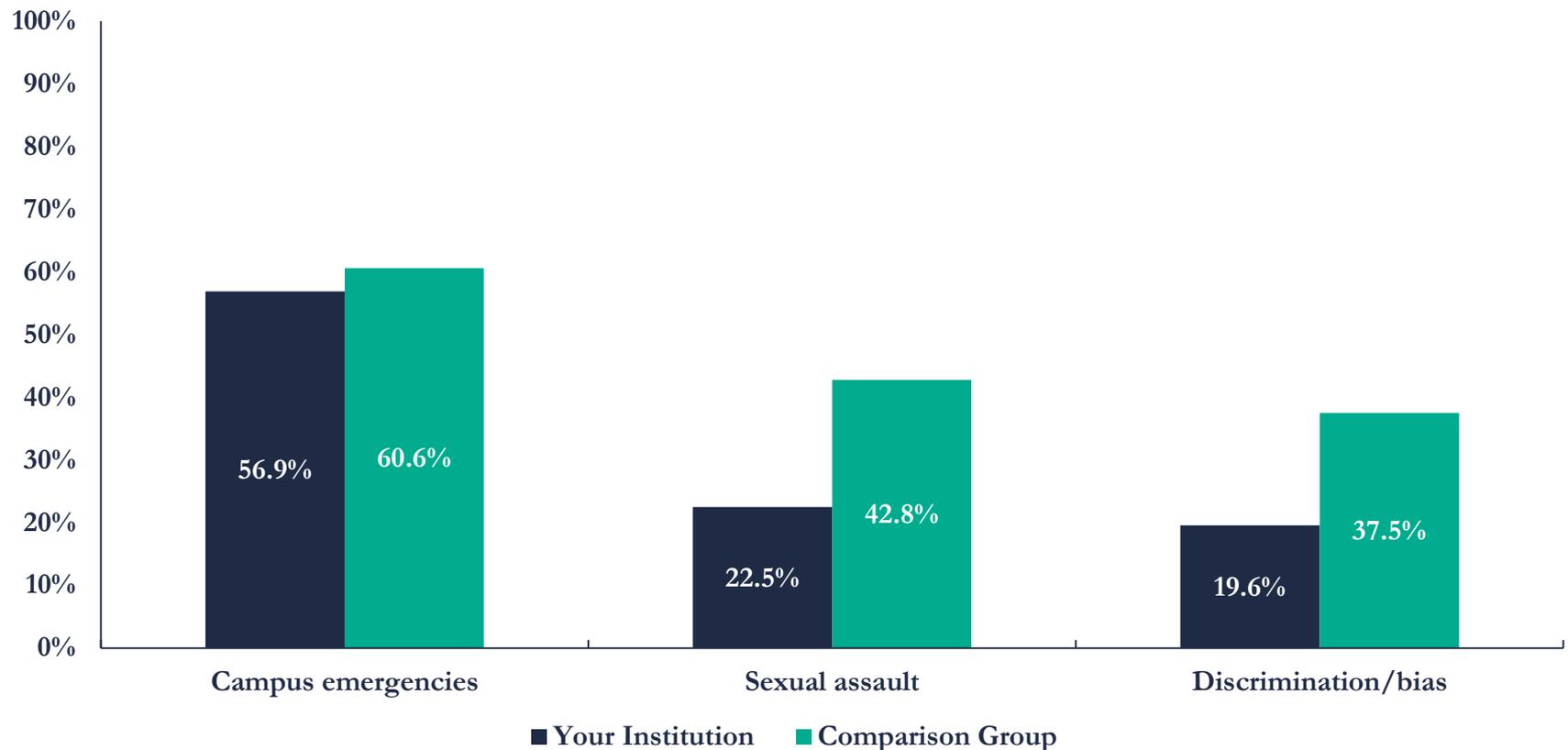
■ Your Institution   ■ Comparison Group

Work Environment
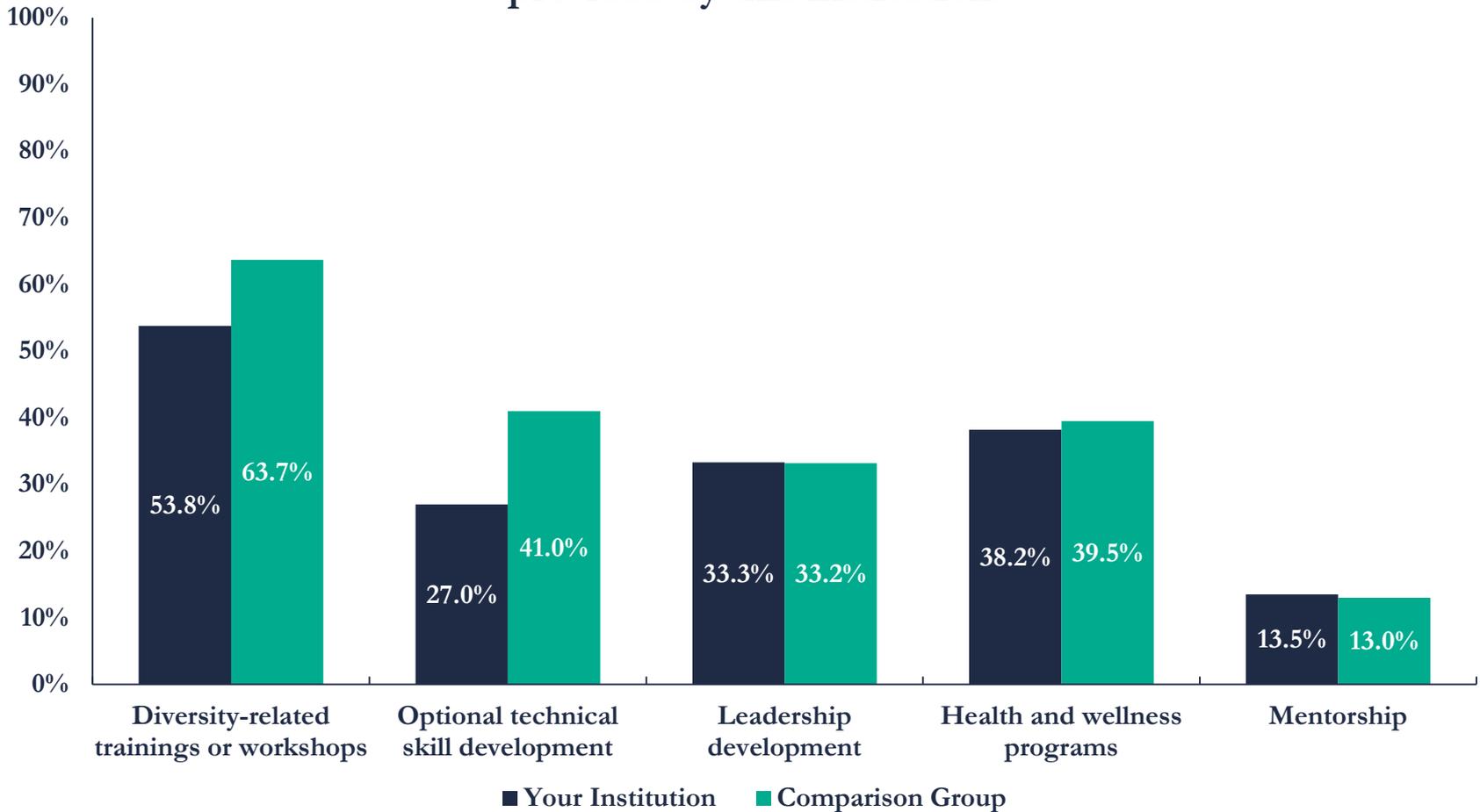
Advanced Degree Holders

(% indicating "Agree" or "Strongly Agree")

(% indicating "Yes")
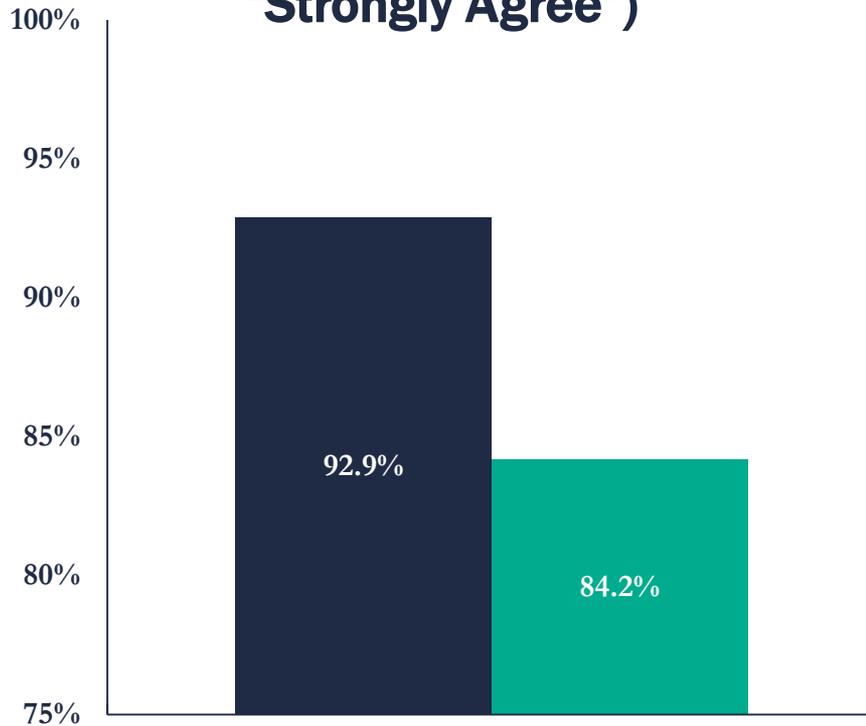
Left chart:
- 92.9% — Your Institution
- 84.2% — Comparison Group
- Category: My graduate program prepared me well for my current position
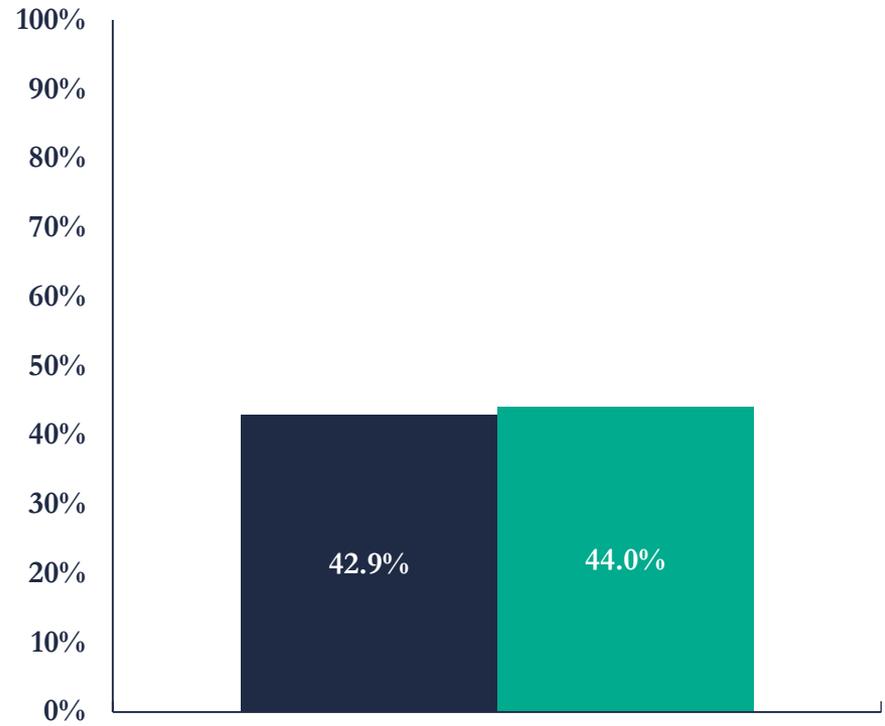
Right chart:
- 42.9% — Your Institution
- 44.0% — Comparison Group
- Category: Is your advanced degree in higher education administration, education leadership, or a similar program related to higher education?

■ Your Institution   ■ Comparison Group

For more information about HERI/CIRP Surveys

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

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

Unity Council

December 08, 2020

Unity Council Focus Areas

Education

Integration & Advocacy

Culture

Education (Events)

Current Charter:

Sponsor programs and activities that publicly celebrate our diverse community and culture within our campus.

Proposed Consideration:

In collaboration with University Affairs and/or Associated Students, the Council would establish 4 annual signature events predetermined (e.g. first Wednesday of the month) for Black History month (Feb), Women's History month (March – WML) and Hispanic Heritage month (Sept) and International Day Celebration (Nov). These would be pre-established, planned by UC with support at campus level.

Additional programming would be led by cadets, supported by the Council.

Integration and Advocacy

Current Charter:

- Assess the university's "campus climate" and recommend improvement strategies based upon the evidence

- Serve as a medium of communication on diversity issues between and among divisions, departments and other institutional units of the campus.

- Encourage "best practices" which increase and enhance recruitment and retention of diverse faculty, staff and cadets

- Foster mutual respect, appreciation, understanding, collaboration and effective communication among the members of a diverse university community

- Participate in campus strategic planning; establish objectives, methods, resources and assessment tools to assure progress.

Proposed Considerations:

- Onboarding and ongoing development of employees to include DEI

- Cadet orientation/FYE and ongoing development to include DEI

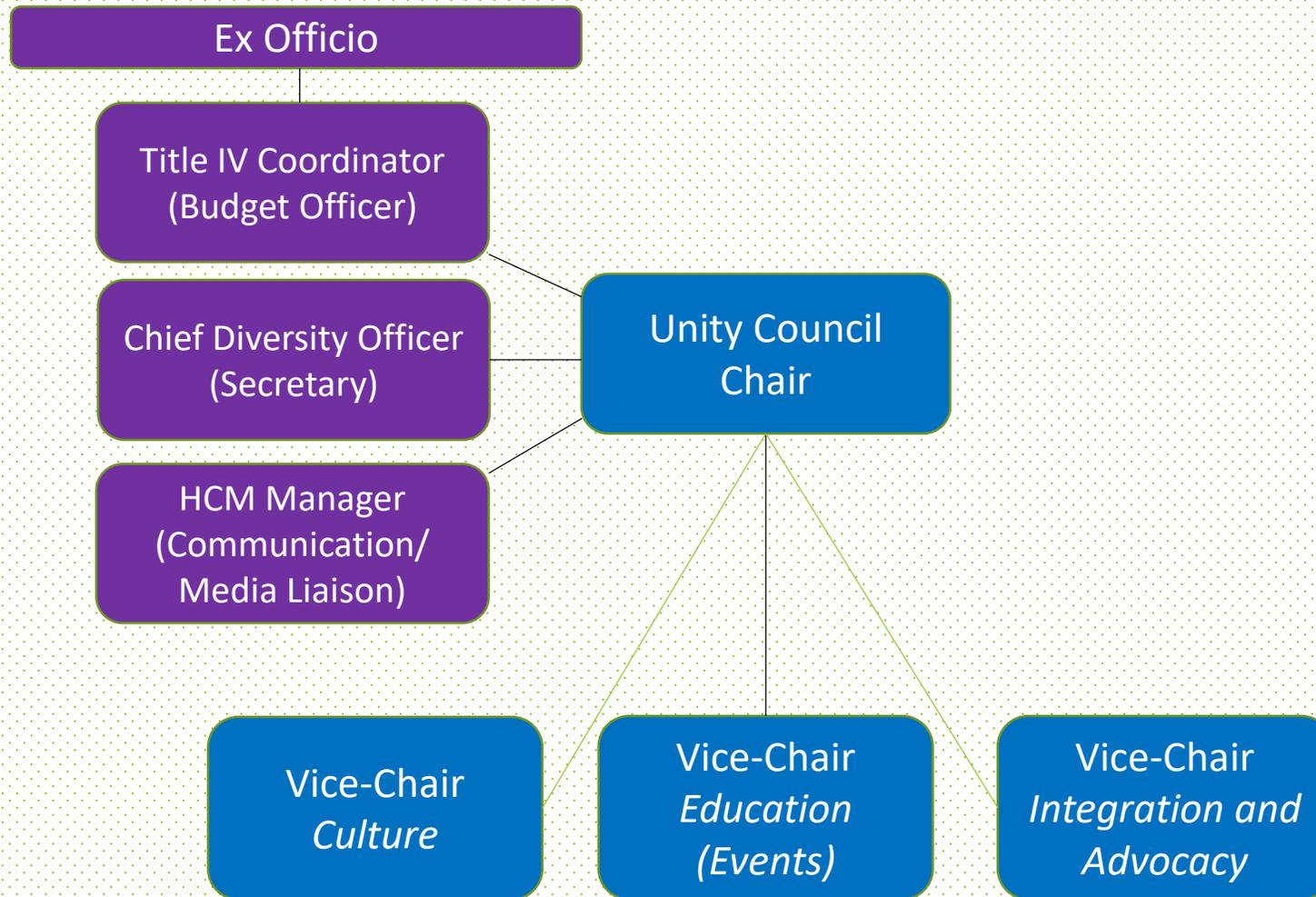- Enrollment management and cadet retention programs to include DEI

Culture

Current Charter:

- Disseminate information to members of the university community regarding historic contributions of diverse communities to California, the United States and our global society.

- Create opportunities to encourage dialogue on important current and social justice issues to foster a supportive and open campus culture (maybe place under Culture)

Proposed Considerations:

- Creating opportunities to give students' agency to become part of larger communities and initiatives in collaboration with Triad/Associated Students.

Unity Council Structure

Ex Officio

Title IV Coordinator
(Budget Officer)

Chief Diversity Officer
(Secretary)

HCM Manager
(Communication/
Media Liaison)

Unity Council
Chair

Vice-Chair
Culture

Vice-Chair
*Education
(Events)*

Vice-Chair
*Integration and
Advocacy*

Gender Equity Committee Update

CLC, December 8, 2020

Background

Ad Hoc Faculty Senate Committee

- Student evaluations of faculty, Spring 2018

- Initiated as an informal faculty group

- Grew to include members from across campus

- Ad hoc status given by Faculty Senate, Spring 2019, with the following slate:
  - 3 students
  - 1 administrative liaison
  - 1 Faculty Senate Executive Board liaison
  - 1 Student Affairs or HR representative
  - 3 faculty

Membership and Charge

- Chair: Julie Simons
- Vice Chair: Ian Wallace
- Secretary: Tamara Burback
- Administrative Liaison: Kevin Mandernack
- HR Rep: Vineeta Dhillon
- Senate Exec Liaison: Elizabeth McNie
- Student Reps:
  - Grace Adams
  - Maggie Laton
  - Sophie Scopazzi

"To study gender equity issues in our campus culture and make recommendations to the Faculty Senate on policies and best practices that can be adopted."

Projects and Collaborations

✓ Faculty Senate Resolution on Gender Equity, passed in 2019-20

    ✓ First resolution by the Faculty Senate in >10 years, took some time to work out the process

☐ TSGB murals:

    ✓ Archival project (Dean Van Hoeck, Patricia Thibodeau): completed Fall 2020

    ☐ Ad Hoc Murals (non-Senate) Committee (Captain Pecota): final policy draft written March 2020

☐ Gender equity consultants:

    ✓ Application for funding: Spring 2020

    ✓ Identification of TNG consultants: Summer 2020

    ☐ Project ongoing in 2020-21 (report expected Spring 2021)

Projects and Collaborations

☐ Working Group on Equity of the Cadet Experience and Policies (Capt. Burback)
  - ✓ Formation of group: Fall 2020
  - ✓ Identification of policies and opportunities: Fall 2020
  - ☐ Projects:
    - ☐ Name change policy
    - ☐ Collaboration with Uniform Steering Group
    - ☐ Housing policy
    - ☐ Drug test/conduct policy
    - ☐ Cruise handbook policy
    - ☐ Student leadership selection policies

✓ Drafted memo regarding the Cal Maritime Corporation Inaugural Board: Fall 2020

Projects and Collaborations

☐ Committee policy and practices

    ✓ Draft policy, Fall 2020
    ☐ Check in with Faculty Senate on Ad Hoc Status and policies and practices
    ☐ Adoption of formal policy

✓ Other advocacy:

    ✓ Equity feedback on Faculty Senate Bylaws, Committee Membership, 2019-20
    ✓ Student handbook feedback, Spring 2020
    ✓ New student evaluation of teaching for online courses, Fall 2020
    ☐ Edwards Leadership assessment collaboration, Fall 2020 - present
    ☐ Strategic Enrollment Management Group, Fall 2020 - present

☐ Future projects and collaborations:

    ☐ Overhaul of student evaluations of teaching, anticipated Spring 2021
    ☐ Certificate Program in Student Success Analytics, Spring 2021
    ☐ Strategic Planning Initiatives (Cadet Experience, Inclusive Excellence)