



California State University Maritime Academy

TNG Consulting, LLC External Review

February 2022

Introduction

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

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

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

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

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

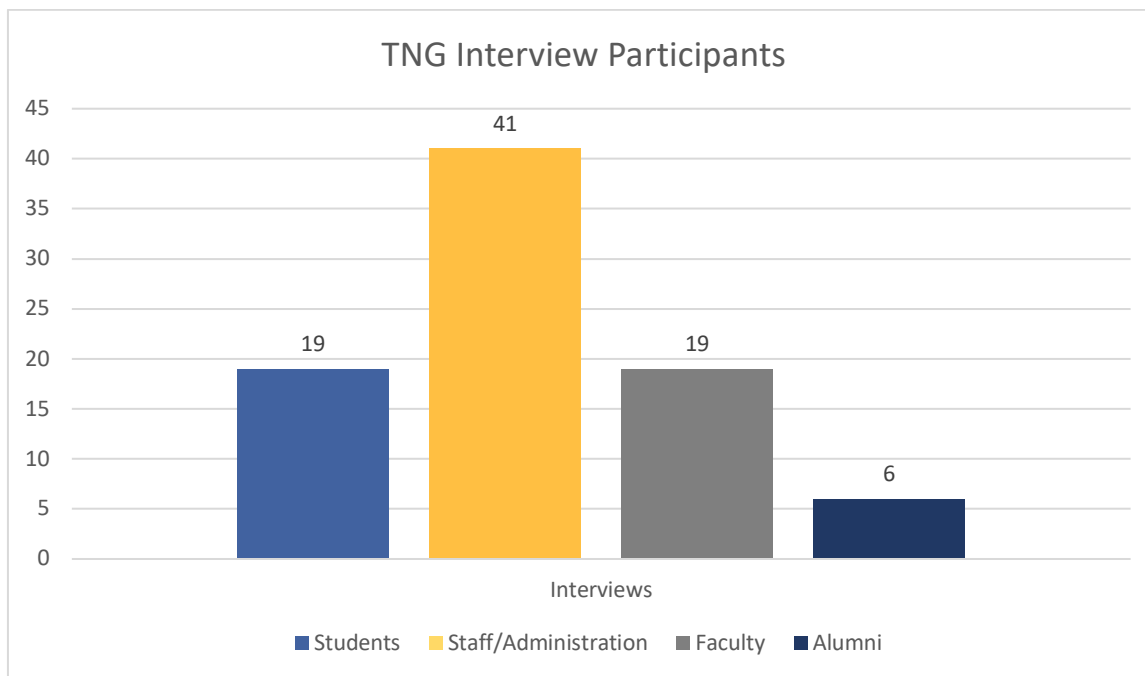
Interviews were typically scheduled for 60-90 minutes, with 90 minute sessions offered for group settings. Interviewers followed a standard structure to begin interviews, including introductions for all participants, explanation of the charge and initial discussion questions. Lewis and Frost included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

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

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

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

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



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

Identity and Campus Culture

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

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

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

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

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

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

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

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

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

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

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

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

-Reviewed your notes after class (-15)

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

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

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

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

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

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

- Developing or clarifying a personal code of values and ethics

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

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

Incidents of Discrimination

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title IX Office

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

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

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

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

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

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

Recommendations:

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

Immediately:

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

Within the next 6 months:

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

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

Ongoing:

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

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

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

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

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

Within next 3-6 months:

- Encourage dialogue and learning through event programming and presentations.

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

Over the next 3 years: Ongoing strategic planning and programming

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

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

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

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

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

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

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

6. Review and revise cruise preparation¹¹

In the next academic year:

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

7. Representation, Access, Support and Empowerment

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

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

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

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

Closing Note

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

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