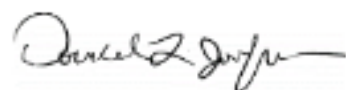


EXTERNAL REGIMENTAL REVIEW FINAL REPORT



February 24, 2022

The following individuals have reviewed and approved the content and recommendations contained within this External Regimental Review Final Report for the State University of New York Maritime College.



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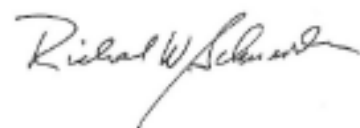
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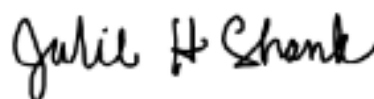
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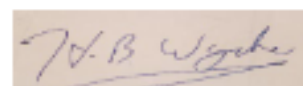
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INTRODUCTION

On 1 November 2021 Rear Admiral Alfultis, President, State University of New York Maritime College (MARITIME) announced to the college community the establishment of an External Regimental Review Committee (ERRC or Committee). This announcement (Appendix 1) fulfills one of the actions identified in *Charting a New Course: SUNY MARITIME College Strategic Plan 2018-2024* in support of the goal to “Foster a Vibrant Student Life Experience.” As articulated in the President’s announcement, the charge of the ERRC is “to assess the strengths of the Regiment and identify opportunities for improvement.”

The ERRC is composed of eight (8) individuals, of which four (4) are MARITIME Alumni who are each very successful and accomplished in the maritime industry and have a good understanding and familiarization with MARITIME and the Regiment of Cadets. The remaining four (4) individuals have extensive experience in higher education and are accomplished senior military leaders. The ERRC is an all-volunteer committee that is not compensated in any way, except for the reimbursement of some travel costs.

The Committee members are:

- Don Josberger - MARITIME College Alum ('89 MT), International Secretary-Treasurer, International Organization of Masters, Mates, & Pilots (MM&P)
- John O'Connor – CAPT USCG Retired and former USCGA Commandant of Cadets
- Andrew Parkis – MARITIME College Alum ('12 MT), Sandy Hook Pilot
- Bethann Rooney – MARITIME College Alum ('91 MT), Deputy Port Director at The Port Authority of New York & New Jersey
- Rich Schneider – President Emeritus of Norwich University and Rear Admiral USCGR Retired
- Julie Shank – CDR USN Retired, former USNA Commandant Operations Officer, current Deputy Commandant of Operations at Virginia Military Institute and Doctoral Candidate at George Mason University
- Mike Williams – LtCol USMC Retired, former USNA Deputy Director of Student Development and current Assist Dean of Student Affairs at George Washington University School of Nursing
- Howard Wyche – MARITIME College Alum ('79 MT), Delaware Bay and River Pilot, and Co-Founder of the Organization of Black MARITIME Graduates

The President charged the ERRC to organize their efforts on five (5) key themes:

1. **Organizational Structure.** Do we have the right or optimum regimental organizational structure that facilitates leadership development, mentorship, responsibility, and accountability?
2. **Pride and Esprit De Corps.** Is there a sense of pride of accomplishment within the Regiment of Cadets?

3. **Leadership Development.** Do Cadet leaders feel they were prepared for positions of responsibility and were given the latitude to carry out these responsibilities?
4. **Career Preparation.** Does the Regiment prepare Cadets for successful MARITIME careers?
5. **Climate and Culture.** Do Cadets from different backgrounds and experiences find a climate that is respectful and free from bias, discrimination, and harassment?

Upon receiving the charge from President Alfultis the ERRC held an introductory and organizational meeting and then had an opportunity to conduct an extensive literature review including but not limited to the Rules and Regulations of the Regiment of Cadets, the 2021-2022 MUG (Mariners Under Guidance) Book, the INDOC Schedule and MUG Assessments, Student Handbook and Code of Conduct (2021-2022), Organization Charts for School Leadership, Regimental Staff and Cadet Leadership, the Summer Sea Term Cadet Cruise Manual, and Exit Surveys for recent graduates.

The ERRC had their initial meetings at MARITIME on 18 & 19 November 2021. During the on-campus visit, the ERRC met with many of the faculty, staff, and Cadets. Appendix 2 is a complete listing of the scheduled meetings. Collectively, over 140 individuals were interviewed. Several meetings that were held were open to various elements of MARITIME, while other meetings were focused on individual administrative offices or Cadet groups. The ERRC broke into 2-3 member teams to meet with members of the MARITIME community so that the gatherings could be small, while allowing for a larger number of the community to participate. It was the ERRC's goal to allow individuals to feel more comfortable and have a real conversation while providing a greater opportunity for individuals to speak in smaller group settings. All participants volunteered to meet with the ERRC, for which the team is very appreciative. After the on-campus meetings, additional virtual meetings were held with Admissions, the Commandant of Cadets, Regimental Affairs Staff, Student Affairs staff, the Title IX Officer, and the Chief Diversity Officer.

During the ERRC's first meeting with the President and his direct reports, he set the operating environment for the External Regimental Review. He stated that this Review is important to help MARITIME reach its full potential and secure its future. He and all faculty and staff want the Cadets to have a better student experience. He stated that student enrollment in the Regiment of Cadets must grow and that while "how" the Regiment is functioning is an important factor in enrollment growth, it is not the only critical factor. President Alfultis shared that the recent news about the campus climate at the United States Merchant Marine Academy (USMMA) has many at MARITIME concerned and that the sexual and racial climate in the broader maritime industry is a widely held concern. He shared that everyone at MARITIME wants a "safe and nurturing place both ashore and at sea for our students." Everyone in the college administration is committed to make sure that MARITIME is preparing Cadets and all students to be ethical leaders in their respective fields. Cadets need to be not just technically competent, but they need to be able to ethically lead diverse teams of individuals.

The ERRC members are unanimous in their sense that the MARITIME community cares deeply for their institution, that they spoke freely and openly, and that they were willing to talk about difficult topics and did so with respect and the full intention to make MARITIME even better. Everyone the ERRC spoke with is very proud of MARITIME, but many are frustrated because they know things could be better for the entire community.

The ERRC would have enjoyed and valued more time with even more members of the MARITIME community. Time was short, however, for several reasons. First, the President wants to bring positive change to the campus to improve the student experience as quickly as possible, and second, the institution is having its Middle States Committee on Higher Education (MSCHE) Accreditation Visit in March 2022, and the issues surrounding campus climate may be of particular interest to the MSCHE visiting team. The ERRC believes, however, that they have a good sense of the MARITIME community as the comments the ERRC heard from those individuals who were interviewed were consistent and largely in agreement. The Committee is unanimous on its recommendations. This report was written much like an Institutional Accreditation Report. The ERRC used the five (5) themes outlined by the President to write its Strengths and Opportunities for Improvements Sections, which are tactical and could be worked on in short order and with little or modest investment of faculty, staff, and cadet time. The ERRC attempted to remain at a higher level when writing the Strategic Recommendations. These by their very nature will require considerable additional study before any action is taken.

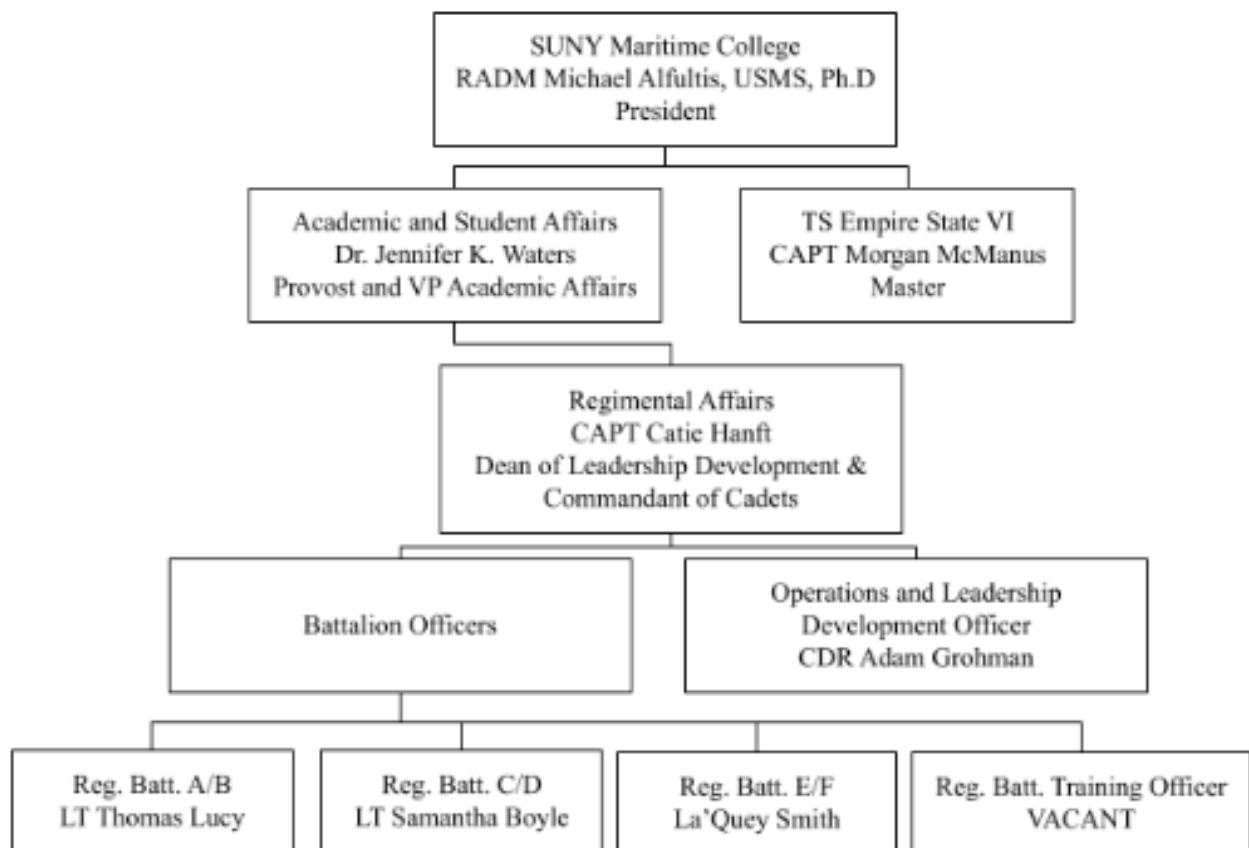


It is important to note that this External Regimental Review has taken place amid a global pandemic and a time in which all norms have been challenged. With Maritime College located within the US epicenter of the initial COVID 19 outbreak, creativity, innovation, and flexibility were essential in providing students with the same academic rigor MARITIME is known for. Given the uniqueness of the MARITIME experience, delivering MUG Indoctrination, providing beneficial Cadet leadership opportunities, and ensuring that all Cadets get the required sea time on the Training Ship has been particularly difficult.

ORGANIZATIONAL STRUCTURE

The External Regimental Review Committee was asked to assess and provide recommendations regarding the organizational structure of the Regiment. Specifically, whether the Maritime College Regiment of Cadets has the right or optimal organizational structure to facilitate leadership development, mentorship, responsibility, and accountability.

The senior leadership team and organizational structure of the Regiment is listed below.



There seemed to be three (3) recurring questions observed by the ERRC as it pertained to the organizational structure of the Regiment:

1. Is staffing appropriate for the Regimental mission?
2. Are leadership responsibilities well defined in support of the Regimental mission?
3. Can the structure be improved to enhance Cadet leadership, responsibility, and accountability?

Staffing

According to the *Rules and Regulations Manual for the Regiment of Cadets*, the Regimental Affairs Office is responsible for “the non-academic education, morale, and welfare of the Cadets.” This includes leadership and responsibility training; implementing a comprehensive leadership development program; teaching; coaching; mentoring and providing feedback to Cadets; advising and mentoring the Regimental Commander and other Cadet Officers; reinforcing the actions of Cadet Officers; and ensuring that Cadet Officers are accountable for the actions and morale of all Cadets in their charge.

In addition to the Commandant of Cadets, the Regimental Affairs Office currently has four (4) other staff (an Operations and Leadership Development Officer and three (3) Battalion Officers) to support nearly 1,000 Cadets. There was a consensus among the individuals interviewed that the current staffing levels in the Regimental Affairs Office limits the amount of leadership support that can be given to the Regiment of Cadets. This is especially true given that the Commandant of Cadets, Captain Hanft simultaneously serves as the Dean of Leadership Development for all MARITIME students, not just Cadets. There were several examples provided to the ERRC which suggested that the Commandant and her staff are not aligned which trickles through to the Cadets and effects morale.

As the Committee explored the issue of staffing, a variety of observations were repeatedly made about the Regimental staff and how it could be enhanced:

- **24x7 availability:** At present, the Regimental Duty Officers are predominately assigned to the day-tour on weekdays only and except for the Commandant and one Regimental Battalion Officer,⁴ reside off campus. Many individuals interviewed expressed concern that the absence of Battalion or Regimental Duty Officers residing on campus are therefore unavailable most nights and weekends has contributed to the low level of discipline and oversight within the Regiment.
- **Available ashore and afloat:** The Regiment is a critical function of MARITIME both ashore on the campus and on the Training Ship Empire State (TSES) during Summer Sea Term (SST). Many individuals commented that it is essential to have a complete cadre of Regimental Officers, preferably the same ones working ashore that Cadets already have a relationship with, onboard the TSES for the entire duration of SST.
- **Diversity:** A consistent sentiment was that the Regimental staff needs to be more representative of the make-up of the Regiment and be individuals that the Cadets can relate to. Several commenters indicated a need to have an individual, not associated with the Commandant, who is trained in Diversity, Equity, and Inclusion (DEI), and Title IX, who is known, visible and accessible to the entire student body, interacts with the

⁴ The Battalion Officer who resides on campus has been deployed on extended military orders since the Spring/Summer 2021 and is expected to return this Summer.

Regiment on a regular basis and who reports directly to the President. As discussed later in this report, there was a concern expressed several times that when DEI incidents recently occurred, MARITIME was not as prepared to appropriately deal with them as they should have been.

- **More experienced Regimental Affairs staff:** The relative youth (i.e., recent graduates, recently licensed, junior military officers etc.) of the current Regimental Affairs staff was thought to be detrimental to supporting the Regiment of Cadets. Several of those interviewed expressed concern about the young staff's ability to set boundaries with certain Cadets and remain unbiased, handle tough situations and lead from a position of authority and experience to better explain the "why" of the Rules and Regulations and set realistic expectations for life aboard a ship and as a leader in the maritime industry. It was suggested many times that there should be a minimum experience level (i.e., years actively sailing on a senior license or serving as a senior military officer) as a prerequisite for all Regimental Affairs staff. Service on a ship is simply not enough. Senior/experienced U.S. Merchant Marine, Navy, Marine Corps and Coast Guard Officers more familiar with sea service are preferred.

Sentiments expressed by the Ship's Officers seem to encapsulate the overall regimental staffing discussion – MARITIME does not invest enough in the Regiment...more people are needed to effectively administer the Regiment...the Regimental staff cannot do leadership training effectively or efficiently...lack of resources, inconsistencies, and miscommunications tend to demoralize the Regiment of Cadets. A point that MARITIME alum CAPT Don Josberger indicates, still only adds a portion of the story. He suggests that the lesser experience of the Battalion Officers, coupled with their non-residential status, seems to have weakened the leadership structure of the Regiment since he graduated from MARITIME.

A common perception among faculty and students is that the size of the staff supporting the Office of Student Affairs has grown considerably over the last six years, while the size of the Regimental staff has remained the same. Comparatively, non-Regimental students represent the smallest share of students, but it is felt by many the ERRC spoke with that there are significantly more staff dedicated to their experience as students, then staff dedicated to Cadets. Subsequent discussions with members of the administration provided needed clarity on this issue. There is just one individual in the Office of Student Affairs who is dedicated to non-Regimental Intern students, namely the Intern Coordinator. In recent years, Student Affairs has added several positions that support all students including a Mental Health Counselor, the Title IX Coordinator, and an International Student Coordinator. Other functional areas within Student Affairs that are vitally important to all students include athletics, health services, career services and academic support.

The Committee recommends that a comprehensive staffing analysis of the Office of Regimental Affairs be conducted and that any staffing shortfalls both on campus and during SST be promptly addressed.

Leadership Responsibilities

The second recurring theme pertains to leadership responsibilities and whether they were well defined in support of the Regimental mission. The authors of this report must acknowledge upfront that answering this question became difficult because the stated Regimental Mission was not a core focus at all levels of the institution. Cadet leaders believed that it was time to rethink the purpose of the college - that it should be about the development of the whole person going into any vocation, not just US Coast Guard licensed mariners. Several of those interviewed suggested that MARITIME might want to consider the MASS Maritime model in which all students are part of the Regiment whether they intend to obtain a Coast Guard license or not. For those unfamiliar, at MASS Maritime, all incoming freshman are in the Regiment for the first year. At the end of the first year, they choose to pursue the License or Business Program, but remain in the Regiment.

"The Mission of the Regiment of Cadets is to provide the vital framework for developing leadership skills, supporting professional training, and safely managing the cadets on campus and aboard the training ship."

Rules and Regulations Manual

Members of the Commandants' staff offered that the purpose of the Regiment² was to:

- 1) prepare Cadets for the maritime service and work aboard commercial vessels;
- 2) teach structure and good moral values and life skills;
- 3) transition Cadets into adulthood; and
- 4) help Cadets understand the skills needed to be an Officer aboard a ship.

They did admit, however, that there was still a need to have a unifying purpose for the Regiment - a reason that ties disparate entities together and gives everyone buy-in. Having said that, no one the Committee spoke with could clearly articulate what that unifying purpose was.

There were many individuals interviewed who believed that MARITIME did not have an identity. Rather there are several departments and functions at MARITIME which are splintered and siloed: administration, faculty, Admissions, Interns, Cadets. Specifically, the Office of the Commandant of Cadets and the Office of Student Life are working at cross purposes. The Dean of Students is supposed to be over all students (Cadets and Interns) however, it is not viewed that way in practice by the Cadets. A senior member of the administration offered that the perception of the Regiment is that they are second class citizens, and that the college does not care about them.

² CFR 46 §11.211(f) states that "Individuals obtaining sea service as part of an approved training curriculum pursuant to either § 11.407(a)(2) or § 11.516(a)(3) of this part must do so in the capacity of cadet (deck) or cadet (engine), as appropriate, notwithstanding any other rating endorsements the individual may hold or any other capacity in which the individual may have served." That section of the Code of Federal Regulations goes on to describe requirements for age, experience, character, physical health, citizenship, approved training, professional competence, and a test for dangerous drugs. Most of these requirements are supported by students (Cadets) being a part of the Regiment of Cadets.

In theory the organizational mission should provide the identity and unifying purpose, but again, there seems to be a dearth of focus on the stated mission. Notwithstanding, the expressed hope of the Regimental Officers is that the Regiment would have a culture of self-reliance and peer discipline and that the Regiment should be self-led. However, there is an admitted perception among the Regimental Officers that the Cadets only do the right things when in the presence of the Regimental Officers and not as a matter of course. It appears that absent a unifying purpose, the leadership development of Cadets is seriously waning, and the concern is that there are currently three types of Cadets in the Regiment:

1. The Cadets who excel at it.
2. The Cadets who just do it.
3. The Cadets who do whatever they please and see how much they can get away with.

There is an opportunity to reinvigorate the Regiment by rewriting the Mission of the Regiment, even if that mission slightly differs from the mission of the college. Allow the Regiment to create something and own it. To promote the Mission throughout the Regiment and allow it to become infectious throughout MARITIME. Without that self-investment, Cadets will never be inspired to self-police themselves to minimize the deleterious effects of the third level of Cadets described above.

The mission reevaluation would help Cadets understand the value behind the Regiment and why specific Cadet leadership roles are needed. The voiced concern among many Cadets is that currently being a Cadet Officer (a.k.a. a "Rate") "is a joke" and that they do it only to put it on their resumes because Alumni that they may interview with know the values that is supposed to be associated with holding a leadership position in the Regiment and/or on SST. All the Cadet Officers the ERRC spoke with shared that there is no training for IDOs and Rates, no support from the Regimental Officers or administration and no true purpose of even having Cadet Officers. They further shared that in addition to a lack of training, the Cadet Officers felt that they were not receiving enough support from the Regimental Officers when it comes to the responsibility and accountability that they as Cadet Officers are supposed to have. The Cadet Officers would benefit from increased training and development as well as leadership support for their roles and responsibilities.

For minority Cadets, the feelings are even more deeply held. The sample, while small, unanimously indicated that they felt they did not get the leadership positions they deserved. They indicated that they were exposed to subjective assessments, not commensurate with their Cadet performance and that they had to fight for their leadership roles, without any evidence that some of their peers went through the same subjective assessments. The Committee members were confused by the comment, since three of the individuals being interviewed were each wearing four bars on their shoulders – indicative of a more senior role in the Regiment. They responded that we should imagine what they would be wearing if their efforts were properly recognized. They shared that they were subjected to an application and review system in which individuals could put information about them into the

record for consideration without ever having the ability to address the claims directly. These Cadets expressed that there was no system in place to support or protect them. They indicated that if they voiced their concerns too loudly, there would be retribution and that they feel like they were given leadership positions in the Regiment only because it looked good on paper, not because they were the best candidates. It became clear to the ERRC that there needs to be a well-documented application and selection process followed by clear and transparent justification for why individual Cadets are selected for leadership positions.

All Cadet Officers that the ERRC spoke with indicated that there also needs to be a robust leadership training program, with consistent and clear expectations. This year, the list of Cadet Officers for the fall semester was sent out just a couple of weeks prior to the start of classes. As a result, the new Cadet Officers received only about six-hours of training which they felt to be wholly insufficient, especially in a COVID environment. The Cadets questioned why the Rates are not chosen a semester prior with sufficient time dedicated to training well before they were expected to take over. This sentiment holds true for the fall and spring semester Rates, the Indoctrination Officers (IDOs) and the Deck and Engine Rates for SST.

The Cadet Officers indicated that there was not one leadership role in the Regiment with a written job description or at least not one that was shared with them during the application process of after being selected. Cadet Officers also stated that the “leadership contract” they execute primarily focuses on their need to be present at 70% of events (i.e., Homecoming) rather than the expectations and importance of the position. Another area of concern shared by the Cadet Officers was that for each of the last three years, the organizational structure of the Regiment has been changed without any discussion or explanation of why the changes were being made or how the changes would benefit the Cadets, the Regiment or MARITIME.

The Committee asked for a copy of the job descriptions or position responsibilities for the Cadet Officers. The Committee received from the Commandant of Cadets and reviewed a document titled *Cadet Leadership Position Descriptions*. While the organization chart for the Regiment has nearly 30 distinct Rates, the Position Descriptions include only 12 of them. Furthermore, each Position Descriptions is limited to just a few sentences summarizing their overall responsibility. In meetings with the Cadet Officers, they shared with the ERRC severe frustration over the lack of guidance and direction from the Regimental Officers as it pertains to the regimental structure and their roles and responsibilities as Cadet Officers. In the absence of clearly defined job descriptions, the Cadet Officers shared with the ERRC a 48-page document entitled *Updated Leadership Outline* that they took the initiative to develop on their own which identifies the roles and responsibilities of each Cadet leadership position in the Regiment. Each Rate is identified by: the number of spots available, the number of bars worn, an overview of the job, expectations, who the position reports to, the benefits (i.e., housing, parking etc.) of the position, whether participation in INDOC and Homecoming is required or not and any other special notes unique to that Rate. The Cadet Regimental Commander for the fall semester indicated that this document was shared with the Commandant and Deputy Commandant as a recommendation to implement but at the time of our meetings, he had not received any feedback from them yet.

The Cadet-prepared *Updated Leadership Outline* contains a Mission Statement for the Regiment which simply reads “to provide the necessary skills for professional development with honor, integrity, courage and commitment.” It goes on to identify the Leadership Philosophy with eight (8) traits and characteristics expected of all Cadet Officers including:

- Communication
- Compassion
- Consistency
- Integrity
- Leading by Example
- Professionalism
- Enhancing the Culture
- Attention to Detail

The ERRC is impressed by the vision, leadership, drive, passion, and commitment of the current Cadet Officers (4 bars and above) who prepared this document. The Committee strongly recommends that the Office of Regimental Affairs carefully review it with the goal of memorializing a comprehensive set of position descriptions for all Cadet Officers before applications for the next semester’s Rates are solicited. In reevaluating the mission of the Regiment, MARITIME should take into consideration the suggestions made by the Cadet Officers both for a refined Mission Statement and adopting a Leadership Philosophy. As accomplished leaders in the maritime industry and senior military officers, the ERRC believe that what the Cadet Officers have laid out is consistent of what we expect to see from all MARITIME graduates.

Structural Improvements

Not surprisingly there were in depth comments about how the organizational structure could be improved that went beyond the idea of staffing and leadership responsibilities. The committee asked, “what could be changed or improved at MARITIME?”

- **Make the Mission Central:** The Mission needs to be clearly defined and integral to the operation of the Regiment. While SUNY Maritime College is not a service academy, it has traits that are consistent with the service academies and other senior military colleges. One of the defining characteristics of a service academy is that all students are required to clearly understand and articulate the mission of the institution. The focus is on understanding why the institution is there, and why the students are there. At the beginning of the next academic year, there could be a benefit of having all returning and incoming Cadets, Intern students, faculty, administration, and ship’s officers attend an informational presentation on what the Regiment is, what it aims to accomplish, and how everyone can help in achieving the mission of the Regiment to foster overall student development. The end state is that everyone should understand their role either in the Regiment or ensuring that the

Regiment accomplishes its stated mission. One of the interesting comments made by the 3/C Cadets the Committee spoke with is that they believe there is currently no leadership role for them. From their view, 3/C are basically 4/C that do not get disciplined. In a leadership training institute such as MARITIME, the 3/C, in fact all Cadets, have a leadership role, even if they do not have a billet. The 3/C Cadets might better understand their role in the Regiment if they viewed their 3/C year as part of a continuum of training that is integral to their overall leadership development. For Cadets that do have a Rate, there must be a written and well-defined set of roles and responsibilities for that Rate, a position application to assume that Rate, a clear and transparent selection process, and a clear delineation of how that Rate contributes to the accomplishing the Regiment's mission.

The mission must be unifying. It is vitally important however that when clearly defining the mission of the Regiment, that the Intern students are not further alienated. When done correctly, a unifying mission for the Regiment can and should unify the student body as one MARITIME; a student body that says "I AM MARITIME" regardless of whether they are part of the Regiment or not.

- **Evaluate the Judicial System:** The Regimental Officers indicated that the Regiment is built on a four-class system, but it is difficult to get Cadets to hold each other accountable to the standards. They felt that they could also use more support from the faculty and staff. Their concern was that currently there is no consistency in the enforcement of the Rules and Regulations. The Regimental Affairs Officers shared that they have continuously felt undercut by their colleagues outside of the Regiment as well as from the faculty. For example, one problem that was discussed in several different interviews was the unwillingness of faculty and staff to hold Cadets accountable to uniform and grooming standards in the classroom, library, or Mess Deck. A concern expressed by several Cadets and staff is their belief that there are significant inconsistencies in the administration of discipline. The inconsistencies are believed by some that the Committee spoke with to be rooted in confusion regarding the interrelationship of the College's Judicial Board, the Regimental Suitability Board and Captain's Mast for various violations of the Rules and Regulations for Cadets and/or Code of Conduct for all students. To add to this, the Cadets the ERRC spoke with believe that the administration of justice is a system of "double jeopardy" as Cadets are now subject to both a Captain's Mast and a Hearing with the Judicial Board, outside of the Regiment, for certain infractions.

It is vital that MARITIME have a single code of conduct and judicial process for all students, regardless of whether they are Cadets or Interns. The ERRC learned from the administration that when a Cadet goes before the Judicial Board, there is a Regimental Officer on the Board. The Board has the option to award sanctions directly or refer the Cadet to the Office of Regimental Affairs where the appropriate sanctions will be determined. A Cadet should not receive sanctions from both the Judicial Board and the Regiment.

- **Strengthen the Leadership Curriculum and Program:** MARITIME is a leadership training institute. The Commandant of Cadets also serves as the Dean of Leadership Development for all students. This position currently reports to the Provost. Given the Commandant's primary responsibility is for the administration, discipline and training of the Regiment, a non-academic function, consideration should be given to whether that remains the best arrangement for the institution or not. The ERRC anticipates that there may be many discussions related to the Regiment which need to be presented directly to the President. Among these discussions are what is presented to students in LEAD 101, a 1-credit course entitled *Leadership/Maritime Experience* which all students are required to take in their first semester at MARITIME. According to the Course Syllabus, the Learning Objectives for LEAD 101 are:
 1. To understand SUNY Maritime academic, personal, and professional expectations.
 2. To have full knowledge of educational opportunities, available resources, and support services.
 3. Become comfortable with the online learning environment by having students submit assignments through Blackboard.
 4. Broader knowledge surrounding the topics of diversity, equity, intrinsic values, and inclusion.

The course was described by many faculty and staff the ERRC spoke with as the foundation for leadership development at MARITIME. One of the instructors shared with the Committee that the course is "an introduction to various aspects of the collegiate experience and includes topics such as time management, alcohol and drug education, critical thinking skills, and an overview of campus partners and resources." While this course is referred to as an introduction to leadership, it is not unique to MARITIME and is really nothing more than an introduction to college life that is required of freshmen in most colleges.

LEAD 101 is the only defined point of interaction for all students within the 4-year curriculum. It must be more than an extended college orientation. If not, development of a robust program focused on leadership development should be carefully evaluated.

- **Develop a Diversity, Equity, and Inclusion (DEI) and Title IX³ Rapid Response Team:** MARITIME faces many of the challenges confronting all collegiate institutions. There are going to be incidents on campus as well as on the Training Ship that are abhorrent. These incidents require patience and careful legal

³ Title IX is the comprehensive federal civil rights law that protects people from sex and gender discrimination in education programs and activities.

prudence. The communication and support provided to students involved in these types of incidents must be improved. Although small in number, many Cadets shared their need to “hide their pain” too often. One 4/C student mentioned that he had a female classmate who was at MARITIME for only 3 months before she started being sexually harassed (i.e., sexually explicit gestures, catcalls, stupid comments etc.). The Cadets have not reported these incidents because they have already heard how similar incidents were handled in the past and they were afraid of the school's response – defend the violator, but not protect the Cadet or their rights.

Other students discussed a racist incident which occurred during Summer Sea Term '21. The length of the investigation, which is still ongoing, leads to the perception that nothing is being done about it. That perception is as problematic as the secondary perception that leadership, at all levels, was not prepared to deal with a significant racial incident. MARITIME must rectify the perception that they are not adequately trained and prepared to deal with such difficult and sensitive matters by improving the communication with students. For Cadets who have been subject to racism, discrimination, harassment, or abuse, they feel that the deafening silence is dehumanizing.

While this topic will be discussed further in the Climate and Culture section, the ERRC recommends that MARITIME consider identifying, developing, and training a Rapid Response Team that would be assigned to support the involved students after a reported incidence of racism, bias, harassment, discrimination, or abuse.

Additionally, MARITIME should consider assigning a qualified DEI and Title IX Officer aboard the Training Ship whenever it is underway with Cadets onboard. If that is not possible, secure, confidential 24x7 access must be provided to a qualified resource ashore, if one is not available on this ship.

Finally, from the ERRC's interviews with stakeholders across the campus and Training Ship, the leadership of MARITIME needs to provide more clarification of responsibilities, processes, jurisdiction and interoperability of duties on these sensitive matters among the Commandant, Dean of Students, Title IX Officer and Chief Diversity Officer. The students also need a better understanding of the legal requirements MARITIME must follow as it responds to incidents of racism, bias, harassment, discrimination, or abuse. Most of the individuals the ERRC spoke with did not understand for example that a signed formal complaint is required for action versus just hearsay or rumors.

The ERRC suggests that the following Recommendations are considered by the administration:

Recommendations

- Conduct a review of the staffing level of the Office of Regimental Affairs and identify any improvements needed to meet the Regimental mission and fully support the Cadets both ashore and afloat, including nights and weekends. Review the minimum requirements for all Regimental Affairs Officers.
- Identify an individual, not associated with the Commandant, who is trained in Diversity, Equity, and Inclusion (DEI), and Title IX, who is known, visible and accessible to and interacting with the Regiment and who reports directly to the President.
- Rewrite the Mission of the Regiment and establish a program built around that Mission as the unifying purpose of the Regiment at MARITIME.
- Establish a well-documented application and selection process for Cadet Officers followed by clear and transparent justification for why individual Cadets are selected for leadership positions.
- Ensure that the Rules and Regulations are consistently enforced and that the discipline associated with infractions are clearly articulated and the judicial system is understood by all.
- Strengthen the leadership curriculum and program beyond what is offered in the LEAD 101 course.
- Develop a Diversity, Equity, and Inclusion (DEI) and Title IX Rapid Response Team.

Summary

The External Review Committee assessed that despite the commitment of individual members of the leadership team, there are numerous challenges with the organizational structure in performing the expected mission of the administration for the Regiment at MARITIME College. There were few, if any individuals interviewed who thought that the current structure is up to the task of facilitating leadership development, mentorship, responsibility, and accountability. The good news is that the changes are not beyond reach. They require a renewed focus on the mission, leadership and responsibility definitions and a system of accountability, an emphasis on DEI, and changes to staffing in the Office of Regimental Affairs.

CLIMATE AND CULTURE

The External Regimental Review Committee (ERRC) was asked to consider several questions regarding the state of the Regiment. One of the questions required that the Committee assess the climate and culture within the Regiment, and to assess whether Cadets from different backgrounds and experiences note a climate that is respectful and free from bias, discrimination, and harassment. The Committee has found that across the board, there are issues regarding how racial and sexual harassment or claims of sexual assault are handled. All participant groups noted the need for additional Title IX training as well as a need to focus heavily on preventative measures. Several stories of discriminatory incidents, both prior and ongoing, were openly discussed in which divisions between Departments are believed to have hindered resolution, and actions that were taken were not seen as being finalized in a timely manner by the Cadets involved.

Issues that relate to the culture of MARITIME were also discussed. During the interviews with the Cadets, the ERRC heard many times that sexual harassment and racial harassment does not receive the proper treatment from either the Regiment or the administration, and people aren't held accountable for their behavior. This creates a lack of trust on the part of Cadets who believe the administration is supposed to have an immediate response to these types of issues and concerns. The ERRC heard many times that Cadets feel things are never going to change or nothing is ever going to be done: Examples of this are as follows:

On campus:

- [REDACTED]
- Upper-class women in the Regiment expressed that they do not feel like they are being supported.
- [REDACTED]

Although some students have made reports to or consulted with the Title IX Coordinator, it is the ERRC's understanding that many of these students have not filed a "formal complaint"⁴ as required by Federal Title IX Regulations and as defined in the [*Maritime College Title IX Grievance Policy*](#).

⁴ "Formal complaint" means a document – including an electronic submission – filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Maritime College's education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate the allegation of sexual harassment. (

On the Training Ship:

There is a perception among some of the Cadets interviewed that:

- Some of the Mates and Engineers treat the Cadets “like crap” without consequences.
- On the last SST, some of the ship’s crew gained a reputation for “barging” into female Cadet berthing areas unannounced.

Members of the administration, inclusive of the Master and Officers of the Training Ship, reported that whenever Cadets have made written complaints about any of the ship’s crew, swift action has been taken to investigate the matter(s). Any crew that is found to be mistreating Cadets or not modeling appropriate behavior has been removed from the Training Ship at the earliest opportunity and/or not offered a subsequent contract to return for SST. The administration acknowledges that they were made aware on SST ’21 of Engineering Officers being dispatched to female berthing areas to make repairs without advanced warning. Immediate steps were taken to ensure that prior notice is given and/or that a female member of the crew accompanies any male Engineers that need emergency access to a female berthing areas. The Committee was subsequently advised that there were similar incidents with Regimental Officers “barging into” female berthing areas unannounced. In a separate matter, some female Cadets expressed concerns about the repeated concerning behavior of a crew member on the last Summer Sea Term. Those concerns were not shared with the Master until the last day of cruise. [REDACTED]

[REDACTED] It was reported to the Committee that following this incident, Cadets were reminded of both the [Silent Witness](#) program and the importance of timeliness in reporting incidents so that swift action can be taken by the administration and/or Master of the Training Ship Empire State.

Although the physical location of the Title IX office was questioned by the ERRC as not being in a discreet location, most of those the Committee interviewed did not have an issue with the location of the Title IX Office.

The ERRC was told that new students receive education on Title IX and are aware of the presence of the Title IX coordinator on campus. However, there exists a lack of trust; Cadets are fearful of retaliation or being dismissed / rejected when reporting an incident.

[REDACTED]

The ERRC heard a few times that the administration does not deal with the “real issues.” Again, the Cadets feel like things are said but nothing happens, or the wrong thing happen, in their opinion. Sometimes, the wrong people are held accountable. For example, the Regiment says

you won't get in trouble (i.e., alcohol amnesty) if you make a report but then when the Cadets do make a report, they still get in trouble. In some instances, it was reported to the Committee that the offender doesn't get in trouble, but there are ramifications for the person who made the report.

Many of the Cadets that the ERRC spoke to in several different sessions commented on the stark disparity with which incidents involving racism, discrimination and sexual harassment or abuse are dealt with as compared to how incidents of theft, fighting or drunken and disorderly behavior are dealt with. The former is perceived by Cadets to be "dehumanizing" as those incidents are dealt with through perceived "deafening silence," lengthy, seemingly never-ending investigations, addressing the Regiment months later and minor discipline if any; with violators at times being allowed to remain at MARITIME, even if forced to leave the Regiment. Meanwhile the less sensitive incidents are dealt with swiftly and sternly and with what is sometimes perceived to be harsh discipline (i.e., suspension of liberty for an entire class, section, or bunk). For those Cadets that have been subject to racism, discrimination, harassment, or abuse, they feel as if the faculty, staff, and administration of MARITIME is not adequately trained and prepared to deal with such difficult and sensitive matters. Many of those same Cadets indicate that they often don't know where to turn to for help and guidance as they fear retaliation from the Regimental Officers for making any reports.

The female Cadets know about the "Midshipman X"⁵ situation at Kings Point. Cadets want to take President Alfultis seriously, but they feel they have asked for action, and in their opinions, nothing has changed. Fearing that nothing will ever happen, most female Cadets the ERRC spoke with claim that they find themselves resorting to just not saying anything, because "it is not worth it." The female Cadets reported that sometimes the regiment and administration let certain things go on for too long, only for it to escalate to sexual harassment. In instances when there is a "no-contact" order given to an accused assailant, Cadets feel that there is little to no enforcement and that the order is ignored. The Cadets claimed that there are no instructions given for what to do if / when a no-contact order is violated. The Title IX Officer advised the ERRC that both the complainant and the accused are required to sign the no-contact order and that it contains written instructions on what to do if the order is violated.

[REDACTED]

⁵ <https://www.usmma.edu/about/communications/statement-deputy-secretary-transportation-and-acting-maritime-administrator>

[REDACTED]

The ERRC noticed that, generally, the climate on campus is not one of a cooperative and supportive group of adults. It appears that there are strong siloes, and a severe lack of communication across and among the various units. The Cadets sense this as well and were outspoken about it. The climate is one that is reported by students and staff to be especially unsupportive of underrepresented minorities and women. Many Cadets also expressed concern that there is too much focus on one segment of the populations or one topic at the expense of all others and that the attention to populations and issues needs to be more balanced.

On a positive note, the team notes that the administration is striving for a consistency of response by placing a Chaplain from the Seamen's Church Institute and a mental health professional onboard the Training Ship during Summer Sea Term. The administration reports positive feedback from the Cadets for this effort. This initiative should be continued and perhaps these resources, when trained properly, can serve as the recommended DEI and Title IX Officer aboard the Training Ship.

In discussing some of the recent racist incidents and claims of sexual harassment, the administration, Office of Student Affairs and Title IX Officer all ensured the ERRC that MARITIME was following the Title IX Law exactly as defined and is acting consistently with all SUNY policies. The Cadets however need more training and awareness on the policies and procedures for reporting any prohibited conduct (i.e., hate crime, bias, sex, or gender-based harassment, sexual assault, stalking and more). For example, when the ERRC spoke to a group of Cadets about this topic, they claimed that they were not aware that an "incident" needs to be documented in a signed report from a complainant or witness and that an investigation will not ensue simply on hearsay or rumors. As discussed earlier, many students opt not to take the complaint through the entire process saying instead, 'I just wanted to let you know, but I do not want to do anything else.' The ERRC confirmed that Title IX training is offered annually to all Cadets but in the Team's opinion, it is neither effective nor enough.



The ERRC was informed by several individuals who were interviewed that President Alfultis commissioned a *Campus Climate Task Force* in December 2020. That Task Force was charged with making recommendations on how MARITIME could make meaningful changes toward a more diverse and inclusive campus, one that fosters respect and understanding and enables an effective response to incidents on campus. The administration notified the MARITIME

community in early August 2021 that the Task Force had identified sixteen (16) short-term recommendations to improve the climate on campus. With just one exception, no one that the ERRC spoke with knew what the status of the Task Force was, leaving some minority Cadets feeling that the interest in the campus climate is all words and no action. It is important that the college administration develop a regular cadence to update Cadets on the recommendation of the Climate Task Force and the progress made in addressing them. The ERRC was advised that six (6) of the top eight (8) recommendations have been completed and that, as of the date of this report, a status report is being prepared for release to the MARITIME community.

The ERRC wholeheartedly agrees that the climate and culture of MARITIME should be respectful and free from bias, discrimination, and harassment. To achieve that goal, the ERRC suggests that the following recommendations be considered by the administration:

Recommendations

- MARITIME needs to be more proactive, not reactive, as it pertains to harassment and discrimination on campus and on the Training Ship.
- There needs to be mandatory training for all students (Cadets and Interns), faculty, staff, Regimental Officers in sexual assault sexual harassment (SASH), diversity, equity, and inclusion (DEI), racial discrimination, suicide awareness and prevention. This needs to be more in-depth than what is in the current LEAD 101 course and on a recurring basis - not just "one and done." In the maritime industry, many companies require annual training and some even twice a year. The LEAD 101 curriculum includes one session (50 minutes) on Anti-Bias and a session on Privilege. While faculty and staff are required to take Title IX training, they are not mandated to take training in SASH, DEI, or other important subjects. Additionally, there is a huge disparity between what is mandatory training for Cadets and voluntary for everyone else. Given the prevalence of racial and sexual incidents in society and at MARITIME, it was believed by most individuals that the ERRC spoke to that significantly more training is needed for the Cadets, students, faculty, and staff on these critical issues.
- Improve training on the Title IX process for everyone on campus. Title IX instructions and education needs to be addressed in depth as part of the weekly Regimental Activity sessions. This training should be given at least annually, and it might even be beneficial to have a short introduction during INDOC, and a longer training for MUGs early in the academic year when they can focus better. Training for upperclassmen should be at a higher level and build on the previous instruction and prepare them for their leadership roles and life in the regiment as well as in today's workforce.
- Guidance on the policies, processes and procedures associated with harassment and discrimination are contained in several different documents including the *Student's Bill*

of Rights, the Discrimination and Sexual Violence Response Policy, the Code of Conduct, the Rules and Regulations and the Maritime College Title IX Grievance Policy. The administration should work to streamline the procedures for reporting incidents and represent them in easy-to-understand graphical format. A similar effort should be conducted to streamline the judicial system.

- Evaluate the INDOC period and ensure that sufficient time is allotted in the schedule to include Diversity and Inclusion training for all MUGS as well as training on ethics and ethical behavior. Provisions must also be made for the Intern students to receive the same training.
- MARITIME needs to ensure that all faculty and staff are held accountable for role modeling behavior/understanding.
- MARITIME needs to reevaluate the staffing of the Office of Regimental Affairs so that Cadets have access to the Regimental Officers 24 hours a day, 7 days a week on campus and that enough Regimental Officers participate in the entire Summer Sea Term.
- An individual who is properly trained to assist the Master with any reported Title IX incidents during Summer Sea Term should be available on the Training Ship throughout the entire SST.
- If not assigned to the vessel full time for the summer, a qualified Title IX Officer ashore should be always available to the Cadets via a secure and confidential mechanism. In addition to that, at a minimum a qualified Title IX Officer should visit the Training Ship at each port of call on Summer Sea Term to field any complaints or address questions Cadets have had during the previous weeks out at sea. A confidential and discrete location must be provided for these consultations.
- There needs to be more consistency and communication between faculty, staff, and the Regiment with everyone in the MARITIME community understanding their role in providing an environment that is free from bias, discrimination, and harassment.
- There needs to be a formalized process of regular follow-up with all Complainants regarding any accusations of harassment, discrimination, or bias.
- Develop a regular cadence to update Cadets on the recommendation of the Climate Task Force and the progress made in addressing them.
- MARITIME should conduct a security assessment of the campus and develop a mitigation plan (i.e., surveillance cameras, card access readers etc.) for all public areas that are vulnerable for acts of Prohibited Conduct.

- MARITIME should infuse more cultural competency into the curriculum and leadership development program by leveraging industry guests and speakers, especially from other backgrounds and cultures.

PRIDE AND ESPRIT DE CORPS

One of the several questions ERRC was asked, was to assess the level of pride and esprit de corps within the Regiment. In discussions with the participants, the Committee saw varying levels of pride and esprit de corps, depending on which group we were speaking to. While various divisions of staff remarked on their pride in the Regiment, this was not clearly observed from the Regiment itself. Though it could be anticipated that there would be divisions among the Cadets, they seem to be starker than would be expected.

In what appeared to be an effort to build esprit de corps across the student body, INDOC for incoming MUGS was significantly shortened to just 3-4 days over the last couple of years. In August 2021, Intern student were also invited to participate in a portion of INDOC. This does not appear to have built esprit de corps between the two groups of students, and in fact, seems to have led to lower levels of Cadet pride in the Regiment. During the kick-off meeting in November, the Committee was advised that INDOC was shortened due to COVID related impacts. INDOC 2020 was limited to Labor Day Weekend due to New York State and SUNY restrictions on when/how college campuses could resume on-campus operations after being shut-down for six months. This was all before vaccines and when there was still very little known about COVID. SUNY-mandated COVID protocols simply did not allow for INDOC to be any longer. INDOC 2021 was shortened to 5 days to maximize the number of sea days on SST '21, making up for the loss of SST '20 and allowing Cadets to get back on track to graduate. The current plan is to have all MUGs (INDOC 2021) complete another five days of INDOC (Part II) just prior to the start of Pre-Cruise 2022. This will be an intensive ship familiarization and training program just prior to the current MUGs departing on their first SST.

The Cadets feel that the Non-Regimental Intern students (aka civilians) get more support from the school. Though we did not interview any Interns, there were observations from staff and faculty that they too feel like the 2nd class citizens. There is also a divide between the Regiment and the student athletes, and feelings from staff that Regimental athletes lacked support from the Regiment in the pursuit of their athletics.

The Committee observed from the Cadets that were interviewed that there is little pride in the Regiment and that is disappointing, even to the ones that volunteered to speak to the ERRC. They are looking for more discipline that is even-handed throughout the different



MARITIME COLLEGE OATH

I WILL CONDUCT MY PERSONAL AND PROFESSIONAL BEHAVIOR, ON AND OFF CAMPUS, IN A MANNER WHICH WILL BRING CREDIT TO THE MARITIME COLLEGE, MYSELF, AND THE PROFESSION FOR WHICH I AM PREPARING. I WILL OBSERVE THOSE STANDARDS OF HONESTY, INTEGRITY, MORAL COURAGE AND PERSONAL HONOR WHICH ARE EXPECTED OF ALL PROFESSIONALS ASSOCIATED WITH THE MERCHANT MARINE. I AGREE TO ABIDE BY THE RULES AND REGULATIONS FOR THE REGIMENT OF CADETS OF THE MARITIME COLLEGE.

classes (4/C, 3/C, 2/C, and 1/C) of Cadets. The rushed INDOC was mentioned more than a few times. Lack of communication was mentioned too, which leads to low morale and waning trust in the Regimental Officers. Very little IDO training was mentioned several times. The addition of a robust training program for Cadet Officers was highlighted several times as something that is required to build more support and pride in the leaders of the Regiment.

The existing Maritime College Oath has historically been recited by all Cadets as part of their INDOC graduation and a hardcopy is signed by each Cadet for their file. Interestingly, the very character traits and behaviors that have been identified as missing by many of the Cadets, Regimental Staff and Ship's Officers that the ERRC spoke with are in fact included in the Oath. The challenge for MARITIME and the Office of Regimental Affairs is how do they instill those values in the Cadets, consistently reinforce them and hold Cadet Officers responsible and accountable for setting the example and holding younger Cadets in their charge answerable to the Maritime College Oath.

While the Regimental Officers and some Faculty are very supportive of the Regiment, there are areas of the school that seem to be disconnected and/or actively working against the Regiment. Some of the Regimental Officers are proud of their efforts to support the Cadets in ways other than just disciplinary (i.e., coaching, instructing etc.). Through these multiple touchpoints, they notice that Cadets are demoralized. Meanwhile, the Commandant is proud of the Cadets, as they are the face of MARITIME at many events throughout the year. The Commandant is also proud of the Cadet Officers and believes that graduates who were in the Regiment during their time at MARITIME are well respected.

Faculty and staff also see the Regiment as the face of the school, recognize their preparation for industry, and acknowledge the lifetime bond that the Regiment creates. Some faculty and staff however with several years or more of tenure at MARITIME do not seem to understand the purpose of the Regiment despite their longevity. Some verbalized their complete aversion to the Regiment and were reported by others to actively denigrate the Regiment.

The sense of camaraderie and community among Cadets in the Regiment have both positive and negative effects. One negative effect mentioned by participants from several divisions at MARITIME was that Non-Regimental Intern (civilian) students feel like second class citizens, though the Cadets reported that it was they who felt like the second-class citizens. The Cadets the ERRC spoke with mentioned the concept of "stolen valor" or the perception that Intern students benefit from the hard work of the Cadets, several times. The Cadets described what they perceive to be limited funding that is budgeted each year to support the Regiment which represents nearly three-quarters of the student body, as compared to the funding programs supporting the Interns receive. There is also a rift between athletes and other students, though this is probably normal to a certain extent. The Office of Student Affairs confirmed that the College is prohibited from utilizing any of the Student Activity Fees for any programming that is focused on one segment of the student population.

Some felt that the Regiment seemed to be more worried about its reputation rather than the overall student experience. Participants who are familiar with other military schools (i.e., VMI, Norwich) felt that the Cadet experience at MARITIME is more negative. Some faculty and staff participants felt that having an all-Regiment model (i.e., Mass MARITIME model) would be a step backward for MARITIME.

The ERRC suggests that the following Recommendations be considered by the administration:

Recommendations

- Need to hold Cadets accountable for their behavior and to a standard of behavior. Cadets need to put in the effort in and not just be happy with mediocrity. In addition to upholding the standards, staff and faculty need to recognize the representation and good things that the regiment does and provide needed positive feedback to develop pride and reinforce standards.
- Need to hold the faculty/staff accountable to role model the behavior and understanding that is expected of the Cadets. In all ways they need to model professional behavior, unity of purpose and support for the Regiment.
- MARITIME should conduct a staffing assessment of the Office of Regimental Affairs to determine what is needed to support the current population in the Regiment and to be available on campus and on the Training Ship 24x7 to the Cadets.
- Additional training in handling crisis situations needs to be provided to all Cadet Officers, Regimental Officers, faculty, and Ship's Officers.
- Students and faculty should all be on the same page and educated on sexual harassment, bystander, racism, LGBTQ awareness, and suicide prevention.
- Everyone with whom we spoke stated that MUG Indoctrination needs to be longer. The current 1/C – 3/C are demoralized by how “easy” it was for this class of MUGS and concerned that the pride and esprit de corps of the Regiment will deteriorate even further if INDOC is not held to a higher standard. Additionally, given how “easy” this MUG class has had it, there is fear that they will be “softies” when they become INDOC Officers and Cadet Officers.
- Leadership roles in the Regiment of Cadets should be reserved for 1/C and 2/C Cadets. 3/C cadets do not yet have the basis on how to lead or mentor as their only frame of reference is what happened to them and how they were treated during MUG year. MUGS go from everyone looking over you for every move coming off the TSES to being responsible for 50-60 new MUGs in just a matter of weeks.

- A Regimental Officer should be embedded in Admissions to support recruiting activities and to provide prospective students with a clear expectation of what is required of all Cadets in the Regiment. There should be few surprises once a MUG is on campus. Similarly, all Admissions staff should be required to complete a shadowing program with the Regimental Officers, so they obtain direct exposure to the Regiment and have a clear understanding of the Cadet experience that they are recruiting for and selling.
- The Rules and Regulations need to be consistently enforced throughout the Regiment (i.e., dress codes, uniforms, room inspections, formation etc.).
- A review of the Judicial System should be undertaken to ensure that there is no “double jeopardy” for Cadets and that the process is documented in an easy-to-follow format such as a flowchart.
- Consider developing minimum grooming and attire standards for Non-Regimental Intern students. All MARITIME students are different than students at other colleges and should dress for the roles they are training for. A dress code will also close the gap between uniformed Cadets and civilian students wearing baggy pants, flannel pajamas and ball caps to class and the Mess Deck.
- Restore the participation of the USMC drill instructors to support INDOC.



LEADERSHIP DEVELOPMENT

While the Regimental staff has a genuine interest in the leadership development of Cadets and the Cadet Officers have a strong desire to run the Regiment, the ERRC noted that the initial management of expectations for perspective Cadets, and the current amount of leadership development received through MUG Indoctrination, classroom instruction, and the mentoring and guidance received throughout the year is inadequate for a smooth-running Regiment.



**First and foremost,
Maritime College
educates dynamic leaders
for the global maritime
industry.**

Maritime College Mission Statement

The leadership development of Cadets is viewed by many the ERRC interviewed as lacking. Meanwhile, it is not clear if MARITIME is committed to the leadership development of all students, or just the Cadets. While the ERRC did not meet with any Interns, the ERRC has the sense that leadership development is not happening at all for them, nor is it even considered a learning objectives outcome.

Recognizing the importance of institutional buy in, the ERRC found that there is a disconnect between the Regiment and the faculty and staff, resulting in a lack of understanding amongst those not directly involved in the Regiment as to why the Regiment even exists and what it aims to accomplish.

Findings show that there is no requirement for current or incoming faculty and staff to take part in an information brief on the Regiment. This factor aids in potential inconsistencies throughout the campus resulting in a lack of collaboration and leads to misunderstandings among the Regiment and other facets of the MARITIME administration, faculty, and staff. A deeper understanding is needed by faculty and staff of how and why the Regiment works as it does. This additional understanding would help in strengthening the unity of purpose so all can help the Regiment be the best it can be.

Starting with Cadet onboarding, and their interactions with Admissions, the lack of clear and consistent communication leaves potential students to feel like they have little or no idea what to expect when first reporting to MARITIME for the Indoctrination period. The ERRC found that the shortening of the Indoctrination period is believed by most, even MUGS, to be a detriment to the Cadets' preparedness and initial development. The sentiment amongst the students, faculty, and staff is that the Regiment needs more time in Indoctrination to properly prepare Cadets for what will be expected of them, and to clearly define the Cadets' understanding of the Regiment's history, purpose, and mission. The Deck and Engine Departments and Ship's

Officers feel that the removal of shipboard living and training during the Indoctrination period has taken away from the Cadets' preparation for certain ship specific courses as well as their preparation for the Summer Sea Term. With the intent to establish INDOC Part II in May 2022 for the current MUGS, it is yet to be determined if the timing of the revised shipboard training and familiarization program is preferred or not. It is also thought that the removal of the traditional Indoctrination graduation has taken away from this milestone accomplishment and the pride associated with newly indoctrinated Cadets joining the ranks of the Regiment of Cadets.

The Regimental Officers fully support and are said to be working toward the goal of a Cadet run Regiment; however, the ERRC found an overwhelming agreement across the campus that Regimental Affairs is vastly understaffed and needs more qualified officers to effectively train and guide the Cadets towards this objective. The findings show that there are many areas where the Regiment is stretched too thin causing breaks in the foundation of what the Regiment is set to accomplish. For the Regiment to fulfill its mission and carry out effective and consistent leadership development, there needs to be adequate, qualified, and competent individuals to assist in carrying out the program for the Commandant of Cadets as well as staff to work collaboratively with the Master of the Training Ship in preparation for, and during, the Summer Sea Term.

For these reasons, the Committee feels that through no fault of their own, the current population of Cadets in the Regiment have been subject to a trickle down of inadequate planning, lack of resources, inconsistencies, and miscommunication. As a result, the Cadet Officers do not feel that they are prepared for positions of responsibility, nor do they feel that they have been given the latitude to carry out these responsibilities within the Regiment.

It may be that the Regiment is still suffering from the negative impact of the Pandemic, but a significant amount of work is needed this Spring to prepare those who will serve as Indoctrination Duty Officers (IDOs) and to get ready for the next year of new MUGS. If not already mandated, the sense of those interviewed was that the entire MARITIME faculty, staff, and student populations need foundational and refresher training in suicide prevention, sexual harassment, climate, respect, and diversity and inclusion.

Starting with a properly staffed, experienced, and equipped Office of Regimental Affairs, the Regimental Officers will be ready to train Cadets and instill the fundamentals of followership and leadership in a four-year cycle of classroom instruction and robust practicums provided through the "leadership laboratory" which is the Regimental structure on campus and during Summer Sea Term aboard the college's Training Ship. Leadership development should follow a progressive model over a student's four-years at MARITIME starting with being mentored and learning about personal accountability and responsibility, effective leadership, team building and working in diverse groups in the early years. That will be followed in the later years with leading groups of Cadets, training and mentoring them as well as implementing policies and making critical decisions relative to the welfare of Cadets that they are responsible for. As part of the leadership development program, students must also be trained and instructed on

mentorship and the differences from leadership. Cadets need to hold each other accountable and instead of Regimental Officers and/or Cadet Officers swiftly awarding demerits for every infraction of the Rules and Regulations, there should be opportunity for conversation, guidance, and mentorship before discipline.

1st class and 2nd class Cadets must be identified and selected early for each leadership position within the Regiment and provided with specific training that clearly defines the job responsibilities and expectations of each assignment and a timeline for when things must be done to facilitate trust, confidence, and a consistent and repeatable process of leader development across the Regiment. Reinstating a robust shadowing program will greatly help develop the cadets to carry out their duties for their next positions the following year. This should be the standard for all leadership positions both on campus and on the Training Ship.

While Admissions is the first point of contact for most prospective students and is tasked with selling the programs that MARITIME is offering, it is also the initial opportunity for the college to exhibit the clear and accurate communication that the students will come to expect and model throughout their college career and beyond.

The ERRC found that the Admissions Department does not have representation from the Regiment or individuals with a clear knowledge of the licensing program on staff, nor does Admissions embedded in the Regiment to facilitate greater understanding between the two departments and facilitate improved communications.

Recognizing the importance of repeatedly highlighting and reinforcing the relevance of the opportunities provided by the Regiment, through frequent quality interactions between Cadets, faculty, and staff, the ERRC applauds the Regimental Officers in their individual and collective efforts to engage Cadets across multiple domains including the Regiment, the classroom, and athletic and extra-curricular activities.

Finally, the importance of the Regiment lies in its connection to the mission, vision, and guiding principles of the college. The Team found that across the campus, no one could really articulate what those were. The ERRC also found that there appears to be a lack of assessments of the Regiment and that the implementation of systematic assessments may help to find and address areas of improvement on a recurring basis rather than waiting until the situation gets dire.

The ERRC suggests that the following Recommendations be considered by the administration:

Recommendations

- Establish a mandatory orientation program for all faculty and staff on the purpose and function of the Regiment and their respective role in ensuring its success.
- Restore shipboard living and graduation to MUG Indoctrination.

- Lengthen and strengthen INDOC to ensure it serves as the cornerstone of leadership development for all Cadets.
- Evaluate the manning level of the Office of Regimental Affairs and ensure that it is rightsized with properly qualified, trained, and experienced personnel both ashore and afloat.
- Develop and deliver foundational and refresher training in suicide prevention, sexual harassment, climate, respect, and diversity and inclusion to all Cadets, students, faculty, and staff.
- Develop and implement a progressive four-year model of leadership development training.
- Select Rates for the Fall, Spring and SST with sufficient time in the previous semester to provide robust position specific training and teambuilding.
- Consider developing a cross-training program where Admissions staff imbeds, shadows or cross-trains with Regimental Affairs and vice versa so they develop firsthand knowledge and understanding of the experience and program they are recruiting for.
- Development an assessment of the Regiment with specific action items developed from the findings and evaluated the following year.
- MARITIME should consider adding a true leadership class (not LEAD 101) to the curriculum, and potentially developing a minor in leadership.



CAREER PREPARATION

The Committee was asked to consider whether “the Regiment prepares Cadets for successful MARITIME careers.”

MARITIME has three (3) Schools including the School of Engineering, the School of Business, Science and Humanities and the School of Maritime Education and Training that offer ten (10) bachelor’s degree options. In pursuit of a bachelors, a student can opt to obtain a US Coast Guard Deck or Engine License which requires that they participate in the Regiment. Alternately, seven of the ten (7/10) degree offerings have a non-license, Intern option. A student who chooses the Intern route and not to obtain their Coast Guard License, can still chose the lifestyle they want to participate in on campus; to be in the Regiment or to be a civilian student. The various options are listed below.

School of Engineering	<ul style="list-style-type: none">• Electrical Engineering = Deck or Engine License (Cadet) or Intern (Cadet or Civilian)• Facilities Engineering = Engine License (Cadet) or Intern (Cadet or Civilian)• Marine Engineering = Engine License (Cadet)• Mechanical Engineering = Engine License (Cadet) or Intern (Cadet or Civilian)• Naval Architecture = Deck or Engine License (Cadet) or Intern (Cadet or Civilian)
School of Business, Science & Humanities	<ul style="list-style-type: none">• International Trade & Transportation (ITT) = Deck License (Cadet) or Intern (Cadet or Civilian)• Marine Environmental Science (MES) = Deck License (Cadet) or Intern (Cadet or Civilian) with a concentration in either Marine Biology or Meteorology & Oceanography• Maritime Studies = Deck License (Cadet) or Intern (Cadet or Civilian)
School of Maritime, Education & Training	<ul style="list-style-type: none">• Marine Operations = Deck or Engine License (Cadet)• Marine Transportation (MT) = Deck License (Cadet)

In addition to the above majors and license options, during the 2020-2021 academic year, there are six (6) approved minors:

1. Environmental Sciences
2. Humanities
3. Intermodal and Maritime Security
4. Law
5. Management
6. Naval Science

MARITIME also offers one (1) Associate Degree and two (2) Master's Degrees for which students can choose to be in the Regiment or not.

It was clear from our numerous interviews that the academic programs at MARITIME are robust and rigorous. The hands-on learning opportunities, not just from the Summer Sea Terms (SST) on the Training Ship, but in the various deck and engine laboratories (i.e., Hydrodynamics laboratory, machine shop, welding shop, bridge simulator etc.) are extraordinary resources to help prepare students for careers both ashore and afloat. An average class size of just 22 students with a student to faculty ratio of 16:1 further facilitates learning and career preparedness due to greater access and individual attention from faculty, more time in the laboratories and greater opportunity to actively engage in class discussions.

The USCG license program is strong and well respected in the industry. Maritime College graduates are historically well prepared when they graduate, have a high level of confidence, and are highly sought after.

Having been a member of the Regiment also gives you a leg up among your competitors when applying for job. MARITIME graduates are readily employable (i.e., high job placement), and well compensated. In 2021, *PayScale* once again ranked MARITIME as one of the top four-year public institutions in the Nation for graduates' salary potential. Among over 4,000 institutions ranked, MARITIME ranks 9th in the Nation. Additionally, a 2022 study by the Georgetown University Center on Education and the Workforce, identified Maritime College as the only 4-year public university in New York State to be selected as one of the top 10 universities for highest return on investment for low-income bachelor's degree students. Once you are a MARITIME graduate working in the industry and say that you are a "Schuyler grad," it means something special. Students want to be a part of that highly regarded heritage. It is vitally important that MARITIME continue to be focused on upholding that heritage to remain "First and Foremost."

Rules and Regulations Manual for the Regiment of Cadets

"THE REGIMENT'S GOAL IS TO BUILD ETHICAL AND PRINCIPLED LEADERS WHO MAKE RIGHT DECISIONS AND CHOICES THAT FOSTER A POSITIVE AND HEALTHY WORK AND SOCIAL ENVIRONMENT"

In the most simplistic terms, the Regiment is designed to teach the soft skills that all graduates will need to succeed, whether they serve as a Merchant Marine Officer on a ship, take a commission in one of the Armed Services, are employed as a physical plant manager in a hospital or are working ashore in port operations, marine insurance, or admiralty law. The students that the Committee interviewed felt that the faculty and permanent officers of the *Training Ship Empire State (TSES)* were educating them well and that they expect that they will be well prepared for their chosen Degree and/or License.

They were far from confident however that the Regimental Staff (Commandant of Cadets, Regimental Officers and Leadership Development & Training Officer) were providing them with the leadership training that they needed to be equally successful in their field. Many of the

individuals the Committee interviewed, from faculty and staff to Cadets expressed that “the Regiment is a joke.” The majority of First-Class Rates and Indoctrination Officers (IDOs) the Committee spoke with indicated that they had little to no notice of their selection as a Cadet Officer, zero time to prepare for the position they were selected for, and no documented position responsibilities, job descriptions or training. Collectively, they feel as if they have been set up to fail and that they get little to no support from the Regimental Officers as evidenced by missing, late or conflicting communications or guidance, failure to back the decisions or recommendation of Cadet Officers, the annual reorganization of the Regiment for each of the last three years, inconsistent enforcement of the Rules and Regulations and the so-called “revolving door” of Regimental Officers. Many Cadets are frustrated and expressed that they are learning more about what not to do as a leader than they are learning about how to be a “principled and ethical leader.”

Most Cadets and faculty the Committee interviewed who value what the Regiment should offer to Cadets in terms of personal and professional development truly want to see it succeed. Unfortunately, the Regiment, is not set up or supported to fulfill its mission and may ultimately have a negative effect on the overall Cadet experience.

Several key components of the Regiment have been discussed in other sections of this report but clearly the Organizational Structure and the focus on Leadership Development, or lack thereof, are inextricably linked to how well positioned the Regiment is to help prepare Cadets for successful careers in the maritime industry or elsewhere. Regrettably, not one person that the Committee spoke with could tell us what the purpose of or the goals of the Regiment are, other than to meet a Coast Guard requirement for License. In the opinion of the ERRC, this has its roots in the Regiment’s lack of an identity and clearly stated purpose. The recommended mission evaluation with a well-defined program to entrench that in all faculty, staff and students will help close that gap.

Everyone at MARITIME College needs to understand the “WHY” of the Regiment as well as “WHY” there are certain practices, procedures, policies, rules, and regulations in place. The Third-Class Deck Cadet on his or her first Summer Sea Term wants to know WHY they needle gun every square inch of rust on the

GOALS OF THE REGIMENT OF CADETS

Leadership: Allows cadets to understand how to positively motivate and influence the performance and actions of both individuals and groups, as well as develop self-discipline.

Human Relations: Promotes ability to function in close or team relationships with diverse populations and to understand key principles of interpersonal relationships. Provides understanding of how discrimination and sexual harassment adversely affect the individual's own performance and self-worth as well as those of his or her co-workers and subordinates.

Integrity: Develops a sense of the importance of integrity and honesty through their everyday actions.

Loyalty: Places mission and service to the greater good (ship, organization, school, shipmate etc) above self-interest.

Responsibility: Develops an understanding of the importance of responsibility and accountability for one's actions both in public and in their private lives.

Judgment and Decision Making: Develop the ability to make correct judgments and an understanding that decision making is the essence of intellectual and emotional maturity.

Professional Development: Support the professional growth through practical experience within the operation of the Regiment of Cadets.

Mission Accomplishment and Performance: The importance of getting the job done effectively, efficiently and on time cannot be overemphasized.

Traditions of the Sea: Instill an understanding of the culture and traditions of the maritime environment, as well as an appreciation of its history.

Training Ship. The answer from the First-Class Division Officer shouldn't be "because I did when I was a Third-Class" but rather "because one day you are going to be an Officer who is going to have to tell an Able-Bodied Seaman to do it, and you can't tell them to do something that you haven't done yourself."

One of the greatest opportunities that MARITIME has historically provided for the Regiment to support career preparedness is the weekly or semi-weekly Regimental Activity on Tuesday and Thursday afternoons. Regimental Activity must be used to help teach the important skillsets that are needed to "foster a positive and healthy work environment." Many Cadets describe Reg Activity as a "waste of time" and something that is often cancelled at the last minute or usually blown off by many Cadets with no accountability for missing it. MARITIME should conduct a top to bottom review of the Reg Activity program and develop a four-year curriculum with learning objectives and performance metrics for Reg Activity that meets each of the stated goals of the Regiment, getting more in-depth with each successive year. Reg Activity could also be used to help prepare Cadets with other soft skills including teamwork, multi-culturalism, communication, critical thinking, empathy, and self-awareness. The vast MARITIME College Alumni network could and should be tapped to support Reg Activity in the form of a robust Speakers Series.

It was mentioned more than once during the Committee's meetings that MARITIME should consider offering a Minor in Leadership that would be available to both License and Non-License students; ultimately becoming a Center of Excellence in Leadership. A Minor in Leadership would help students develop the skills, knowledge and self-awareness needed to build and lead diverse teams and become leaders who can act with ethics and integrity in variety of settings and situations, respect others, and do what is right even if it is the more difficult path. The minor would include foundational courses in leadership theory, followed by an exploration of leadership practices such as organizational behavior, diversity, ethics and inclusion, negotiations, conflict resolution, decision making. A capstone experience with a practicum leadership would tie it all together.

While not an explicit charge of the President, the Committee heard some recurring comments from Cadets, faculty, and officers of the TSES that does impact the preparedness of Cadets for careers in the MARITIME industry. The faculty and ship's officers are both the biggest assets and liabilities MARITIME could have. The MARITIME industry is complex and rapidly changing both shipboard and landside. It is important that all faculty and ship's officers remain actively engaged with the evolving industry and keep current so that the career preparation they support remains relevant and applicable. To that end, faculty needs to take more advantage of MARITIME's location, in the heart of the largest and most diverse Port on the US East Coast – for the living laboratory, relationships, exposure and research opportunities it presents. Here again, Alumni working both ashore and afloat in and around the Port of New York and New Jersey are a largely untapped resource that should be leveraged to provide access to the living laboratory. Additionally, just as traditional faculty can take a sabbatical to work on skills, personal development and interests, the professional licensed Mates and Engineers employed by MARITIME could benefit from being given time to ship out on commercial vessels for

recency in current vessel operations, management, watch standing, shipboard practices, regulations etc.

The Committee also heard that the Training Ship is regularly not identifying Mates, Engineers, and Instructors for Summer Sea Term until the very last minute, and sometimes after the *Empire State* has sailed. As the old saying goes, “you only get out, what you put in.” The TSES sails at the same time every year. Yet, the last-minute chaos ultimately effects the quality of the instruction the Cadets get while aboard the TSES and it isn’t going to change until earlier and more consistent effort is put into crewing the ship. Additionally, the instructors on Summer Sea Term are all young, recent graduates who are not prepared to do the job they have been hired for. The ERRC heard from many Cadets that were interviewed that from their experience, numerous instructors sign on each year for SST each year without fully understanding that they were expected to teach. While the instructors are Licensed Mates and Engineers, most of them do not know how to teach, have received no instruction to do so and do not know how to evaluate and grade student performance. Before instructors are signed on to the Training Ship, they should be required to take the [Train the Trainer Course](#) at the Maritime Institute of Technology and Graduate Studies (MITAGS) or an equivalent program so they are prepared to develop student training objectives, select the appropriate instruction method and develop the means of evaluating student progress. The Master of the Training Ship acknowledges that finding qualified Mates, Engineers and instructors for SST is an annual challenge that is becoming more difficult to manage; especially finding qualified Steam Engineers. Despite best efforts to begin recruiting in December/January each year, many times, selected officers, and instructors with executed contracts back out and decide not to sail on SST at the last minute. This is perhaps the most significant area where MARITIME Alumni can give back to their alma mater. A positive change that the ERRC learned about is planned for SST ’22 - all staff contracted for cruise (Mates, Engineers, Stewards Department, etc.) will report in a full week before Pre-Cruise begins for their own training and shipboard familiarization.

In addition to the above, the Committee recommends that if not already being done, MARITIME consider developing a survey that would be sent to all graduates, License and Non-License, to assess how prepared they felt for their jobs / careers, one, three and five years after graduation. Upon learning where the MARITIME graduates are employed, the College should also consider periodically surveying the employers/supervisors to assess how well they think that MARITIME College graduates are prepared for their early careers. It is also recommended that a similar assessment be conducted for the Intern students.

The ERRC understands that students and parents today are looking for an academic program and undergraduate experience that leads to a high return on investment in terms of career preparation and future employability. While MARITIME clearly provides this, it must be valued by the entire College community through a commitment to continuous improvement. It must also be highlighted and actively promoted to prospective students.

The ERRC suggests that the following Recommendations be considered by the administration:

Recommendations

- Publish position descriptions for each Rate, select Cadets for each of those Rates well in advance of them taking command and ensure delivery of robust position specific training to those Cadets.
- Conduct a top to bottom review of the Reg Activity program and develop a four-year curriculum with learning objectives and performance metrics that meets each of the stated goals of the Regiment, getting more in-depth with each successive year.
- Consider offering a Minor in Leadership that would be available to both License and Non-License students; ultimately affording MARITIME to become a Center of Excellence in Leadership.
- Review all course syllabi with a view toward identifying how MARITIME's location in the heart of one of the biggest and most diverse Port's in the world can be leveraged to expose Cadets to the living laboratory. Recognizing that it is not always easy to get Cadets out into the field, exploit the largely untapped Alumni network living and working in the region and bring them into the classroom as guests.
- Conduct recruiting for SST instructors earlier in the year and facilitate attendance at the MITAGS Train the Trainer course or a similar program designed to help the newly minted Instructors develop training objectives, select the appropriate instruction method, and develop the means of evaluating student progress.
- Provide opportunities for full time Mates and Engineers employed by MARITIME to ship out on commercial vessels to maintain recency in current vessel operations, management, watch standing, shipboard practices, regulations etc.
- Conduct a survey of graduates and their employers one, three-, and five-years following graduation assessing how well MARITIME prepared them for their early careers.



The following Sections list the Strengths and Opportunities for Improvement for the Regiment. It has its origins from the five themes President Alfultis gave the ERRC to consider. The Committees thoughts and comments are grounded in what the faculty, staff and Cadets that volunteered to be interviewed told the ERRC. Certainly, in a day and a half of meetings we were not able to validate every comment, but we did hear broad themes and noted considerable agreement on many fronts. The ERRC may very well be recommending things that are already being done or have recently been completed. Those individuals who were interviewed did not mention their existence and there was inadequate time to research if the ERRC recommendations were redundant to ongoing progress. These Strengths and Opportunities are tactical. It is suggested that before these items are accepted, it would be prudent to have the MARITIME community review these recommendations. It is hoped, however, that such a review would only involve little to modest faculty, staff and Cadet time and effort.

Other Areas of Concern

As discussed earlier in this report, the ERRC heard throughout our interviews many examples of various offices and functions across the campus being siloed and seemingly working at cross purposes. This was most pronounced when observing the relationship between Admissions and the Office of Regimental Affairs.

It is believed by many the Committee spoke with that Admissions doesn't proactively recruit for the License program which requires students to be in the Regiment. Instead, it is believed that the License program attracts and generates its own prospective students from reputation, alumni, and geography (i.e., fed by Long Island schools) alone.

Admissions staff advised the ERRC that they work very hard to attract and retain students that may not have traditionally known of or attended MARITIME. They readily admitted that they do not promote the Regiment as much as they do the Intern programs. They indicated that to grow the student body, they are continually directed to increase diversity on the campus with more students of color, more females, and more students from various geographical upbringings. This was not only identified as a goal in the Maritime College Strategic Plan, but it is a directive of the State University of New York as MARITIME does not currently reflect the community in which the campus is located.

Many on campus feel that the priority of Admissions is to recruit students for the Intern programs and to fill up some of the undersubscribed degree options.

Admissions staff shared with the Committee that they have a hard time meeting the diversity recruiting goals for the programs that require participation in the Regiment. In their experience, proportionally, the students who wash out and leave MARITIME in the highest percentage are women and minorities. Admissions attributes this in large part to not having the supports and processes in place to make sure these students succeed.

Admissions shared concerns that Cadets are given too much power and authority without an understanding on when and how to apply it. An example provided was that when an Admissions Officer was accompanying a 4/C Cadet with a serious injury to medical treatment, they contacted a Regimental Officer to advise them that emergency liberty was needed. A conversation between two professional staffers. The Regimental Officer reportedly directed the Admissions Officer to track down the Cadet Officer with oversight responsibility for the 4/C Cadet to seek the appropriate permission and sign the Cadet out. There is also a concern that the Regimental and Cadet Officers "lead through fear" rather than through respect. They need to become more approachable and have empathy rather than retaliation.

Reports were made to the ERRC that the Admissions Office "parties" as soon as the Training Ship departs for SST. While this may simply be an end of the school year celebration, it is

perceived by the Regimental Officers to be a celebration that the Cadets, and therefore the Regiment, are gone for two months.

Concerns were expressed not just by Admissions but by other faculty and staff as well as Cadets that the Regimental Officers expect Cadets to prioritize Regimental responsibilities over all other responsibilities including academics and athletics. Among the examples provided is that outside of memorizing MUG knowledge during INDOC, Regimental Officers assign homework, unrelated to an academic course and then discipline cadets for not completing it. This is particularly concerning when MUGS are already working to adjust to college life, keep up with a heavy course load and balance their Regimental responsibilities. Cadets also reported that they get conflicting messages over what comes first, regimental duties like standing a watch or academics, including attending class.

Meanwhile, the Regimental Officers expressed concern to the ERRC that the rest of the campus doesn't support or respect a Cadets' time and their Regimental commitments. They feel that the Regiment is viewed as the "big bad wolf" and that its requirements undermine/limit cadets' ability to be successful in their academic and professional pursuits. Along those lines, other divisions on campus shared that they thought that the Regiment is more concerned about their reputation than the actual student experience at MARITIME.

Regimental Affairs shared their frustrations, echoed by Cadets, that there always appear to be "last minute" functions that disrupt a Cadet's scheduled activities and Regimental duties. An example provided is staff scheduling meetings at the same time as morning formation that undermine the purpose of standard practices and disrupt established and issued Plan of the Week schedules. This leaves the feeling that there is no respect for the Regiment and the Regimental Officers to feel that they are fighting a losing battle.

There is a dearth of trust and leadership in and between Admissions and Regimental Affairs that is contributing the problems which need to be addressed.

Finally, the ERRC suggests that the following Recommendations, which do not fit neatly into the other themes that the Committee was charged with evaluating, be considered by the administration:

Recommendations

- Conduct a similar external review of the Intern students at MARITIME.
- Join the Association of Military Colleges and Schools of the United States (AMSCUS) and provide opportunities for Regimental Officers and Cadet Leaders to regularly participate in their activities, training, and forums.

- Develop a 3-minute “elevator speech” describing what it means to be a part of the MARITIME community that all students, Cadets and Interns, can all get behind
- Identify and establish activities that will bring both all students together.
- Conduct a mid-term review of the 2018-2024 Strategic Plan: Charting the Course and consider any revisions and refinements that should be made; communicating those updates and providing regular status reports to the MARITIME community.
- Evaluate options for incorporating NROTC students into the Regiment. These individuals are likely to excel in the Regiment and be valuable leaders and mentors for other Cadets.
- Leverage the vast MARITIME alumni network to establish mentorship programs for all female students and students of color.
- Review the Admissions process and ensure that there are procedures and collaterals in place to support the identification, recruiting and commitment for students in all programs; Regiment and Intern, including but not limited to:
 - Creating a “day in the life” videos for recruiting, admissions, social media, and marketing purposes.
 - Ensure that current Cadets and Intern students are actively involved in the recruiting process through participation in College Fairs, High School visits, campus tours etc.
 - Coordinate with the Regimental Officers to assure their availability to actively participate in campus tours for prospective students, accepted student days and other Admissions activities as appropriate.
 - Upperclassmen working with Admissions should reach out to all accepted students to discuss the MARITIME College experience and what to expect from the Regiment or as an Intern student before commitment day.
 - IDOs should all be assigned incoming MUGS to call or otherwise connect with in advance of INDOC so that they are fully aware of what to expect during INDOC and are prepared. All Admissions and Faculty should be encouraged and provided the opportunity to participate in a minimum of one leg of Summer Sea Term within the first three years of joining the MARITIME community.
- The Committee had the opportunity to review some of the draft recommendations of the Internal Regimental Review (IRR) which kicked off before the outbreak of pandemic but was never completed. Nonetheless, considerable work was done by some elements

of the IRR Committee. Rather than restate those recommendations in this Report, the ERRC recommends that MARITIME carefully review the IRR work, even in draft, and consider incorporating their recommendations in the overall implementation strategy.

- Ensure that there is a disciplined and consistent process to regularly report out to the MARITIME community on the progress in addressing the recommendations.

STRENGTHS OF THE REGIMENT

- Cadets want the MARITIME experience. Want to be there. Want MARITIME to work.
- What Cadets learn in the Regiment is not just germane to the licensed fleet but is needed in any career or vocation, including but not limited to: teamwork, time management, organizational skills, honesty, integrity, and ethical leadership.
- The purpose of the Regiment for many Cadets is that it provides structure, moral values, and the necessary life skills to be successful.
- The Regiment remains the cornerstone of the institution.
- The Regiment is a source of pride for those Alumni who have come before.
- Recognition of the Regiment in career preparation, is the face of MARITIME.
- The Regimental students know why they are at MARITIME and are proud of it.
- The Regiment provides Cadets with friendships and bonds for life as well as networking and career preparation not available in traditional schools.
- The comradery and community within the Regiment are strong.
- The Alumni network and support for students and fellow graduates is unmatched.
- The Regiment is a “leadership laboratory” not available in most institutions of higher education
- The Regiment is designed to provide discipline & structure.
- The Regiment provides Cadets with the life skills to be successful not just as a Ships Officer but as maritime industry leaders.



OPPORTUNITIES FOR IMPROVEMENT OF THE REGIMENT

- Increased focus on Diversity, Equity, and Inclusion (DEI) issues.
- Address the friction between divisions which hinders the complete and timely resolution of bias, discrimination, and harassment reports.
- Due to infractions against female Cadets, some participants stated they would never recommend that younger females they know attend MARITIME.
- Address the perceived double jeopardy issue which requires Cadets to go through both the Judicial Board and Suitability Board for certain offenses.
- Ensure consistency in adjudicating different cases of the same infractions.
- Develop programs to improve Cadet pride. The Cadets want to be great, but don't feel it or feel recognized.
- Recognize Cadets after they rise to the occasion. Today there is not a lot of positive reinforcement or social media presence recognizing Cadet contributions and activities.
- Ensure timely communication to the Cadets especially if they are requested to represent MARITIME externally or if there are changes to the Cadet schedule or requirements.
- Work to change the perception of the Regiment from something that is needed only to get your License to something that Cadets want to be a part of because of all the other benefits it provides.
- Establish and deliver a robust training program to all IDOs and Cadet Officers (ashore and afloat).
- INDOC period the last two years has been too short to convey the required info and training. There is a desire to return the INDOC period to 10 -14 days.
- Assess the staffing level in the Office of Regimental Affairs and ensure that Regimental Officers are appropriately qualified and experienced, available on campus 24x7 and on the Training Ship.
- Address the apparent disconnects between Regimental Affairs and Admissions. The ERRRC sensed a good amount of frustration and lack of understanding between these two units which is leading to less-than-ideal cooperation and is hurting enrollment, retention, and morale.
- Reevaluate the reporting relationship of the Commandant, giving consideration to a direct reporting structure to the President. That position oversees the largest program at the school.
- Ensure that the Regimental Officers provide the Cadets with clearly defined expectations that are consistently enforced amongst all Regimental staff.
- Develop comprehensive position descriptions and job responsibilities for all Cadet Officers and deliver a comprehensive training program germane to the specific positions before Cadets are expected to step into them.
- Decide on a structure for the Regiment and stick with it. It has changed every year for the last 3 years without any explanation.
- Develop a leadership course curriculum and leadership practicum. MARITIME must agree on the objectives for the program and develop a four-year leadership training program to achieve those objectives. Students are seeking leadership development and

it's up to MARITIME to provide training and guidance. This could be a good selling point for all prospective students, including Interns.

- Model a culture that requires teamwork and collaboration amongst the Regiment and other departments across the campus.
- Establish an assessment system for regularly assessing the Regiment. Must define the program and then create an assessment to help identify areas of improvement.
- MARITIME calls it a Regiment but does very little that is Regimental. No room inspections. Uniform inspections are very rare. If you are going to wear a uniform, wear it well. If you are going to have a formation, require attendance and do it well. Reboot the Regiment.
- Align the Regiment with the Mission, Vision or Core Values of the institution.
- Nobody knows what "the story" is and can't describe what MARITIME or the Regiment of Cadets is. Write the story and promote it with a robust communication, marketing, and outreach plan.

STRATEGIC RECOMMENDATIONS

The following are considered by the ERRC as strategic items that need very serious consideration and planning before execution. We feel, however, that they are worthy and if implemented well, can bring great and lasting benefit to MARITIME and the Regiment. The Recommendations provided earlier in each of the five (5) themes should be considered more tactical in nature and could be implemented with relatively little additional study as there was broad institutional consensus about them from those we interviewed.

1. **Reboot the Regiment:** COVID has taken a considerable toll on the operations of the Regiment by killing almost all the oral history passed from one cadre to the next. In addition, the organization of the cadet leadership structure has changed each of the last three years, and inadequate time has been provided for selecting, shadowing, and training the new year's leaders. Job descriptions for each of the Rates, and SOP's must be updated and published. Leaders (Rates) for Summer Sea Term 2022, Indoctrination Officers (IDO) for the next MUG class (entering August 2022) and the Fall 2022 Semester ashore need to be selected now and significant time must be spent on their training and development. Additional evaluation of staffing levels and minimum qualifications in the Office of Regimental Affairs should be conducted and a plan developed to address any identified gaps. Responsibility and authority need to be clear for Cadets and Regimental Officers, and all need to be held accountable to follow the standards of good order and discipline.
2. **Reboot of all Administrative Functions Dealing with Students:** Reevaluate how all three student groups (License Cadets, Intern Cadets, and Interns) are supposed to learn, work, and play together to accomplish the Institutional Mission as outlined in the Strategic Plan "Chartering a New Course." Each group needs to understand their unique role in accomplishing the Mission and be supportive of the other components. MARITIME must figure out how to build a cohesive student body while celebrating the differences and uniqueness of each part. There is a lack of unity of purpose within the student body which also is exhibited in the administration. Once that is agreed upon, the President needs to decide if the present organization is properly aligned to support those outcomes. The ERRC suspects that a unification of all aspects of student life needs to be undertaken to improve communications, coordination, and cooperation between all aspects of Student Life staff. Consider streamlining the organization and reassign resources to greater needs within the student life area.
3. **Increase Communications Effectiveness:** Update the Strategic Plan "Charting a New Course" and use it to provide a consistent story of what MARITIME is and what experiences it provides to its students. Drive resource allocation, metrics, and assessment in accordance with the Plan. Celebrate accomplishments when they occur and remind All Hands of the "what and why" things were done. The President and all senior staff need to walk around and talk to all parts of the MARITIME community to amplify the message. All Hands need to

be able to explain to visitors in a 3-minute elevator speech the power of a MARITIME degree. Communications are stove piped and not all middle managers are aligned on what the MARITIME experience is. Special attention needs to be paid to the working relationship between Admissions and the Regiment. Admissions must sell the Regimental experience and the Regiment must deliver on that. There must therefore first be an agreement of what that experience looks like, and Admissions needs to embrace that and sell it, and the Regiment must practice what it claims and deliver on the promise Admissions makes to applicants and their parents.

It appears the College administration is not taking credit for all that is being accomplished and undertaken. There is a lack of regular written updates to the community on major initiatives such as the Strategic Plan, the Campus Climate Task Force, or the Internal Regimental Review. Town Hall meetings appear inadequate to reach the community, especially students, who feel that nothing ever changes or gets done. Regular written updates and recorded “fireside chats” will reenforce that actions are being taken and provide the evidence for accreditation and other bodies charged with evaluating progress being made.

4. **Enhanced Focus on Diversity Equity and Inclusion (DEI):** Additional attention must also be given to Title IX and Diversity Equity and Inclusion (DEI) in general. A complete scrub of all institutional policies and practices needs to be conducted to ensure all legal requirements are met and anticipated timelines are clear to all parties. The outcome of the review along with any new policies, procedures and practices developed need to be effectively communicated to the MARITIME community. Time for student training must be made available and the training materials must be set for the appropriate position (i.e., MUG versus 1/C Rate) held by the student. By graduation however, all students need a working knowledge of appropriate federal and state laws and should be able to demonstrate that they can lead themselves and a team with integrity and respect. That is what will be expected of not only the maritime industry and of all licensed officers but will be expected of all professions.

5. **Start Planning Now for the New Vessel:** The impending arrival of the new Training Ship will provide not only great and new opportunities for education and training of all Cadets but will provide a great opportunity to reinvent the entire MARITIME experience for all students. It can be used to improve everything from admissions, applicant tours, internal integration and cooperation among student groups, changes in academic program delivery, and branding the entire institution. How might the community reinvent the MARITIME experience around the vessel to maximize its impact and cost effectiveness? These new possibilities need to be spoken to in the rewrite of the Strategic Plan “Charting a New Course.”



APPENDIX 1

From: [President](#)
To: [President](#)
Bcc: [#Faculty](#); [#Staff](#); [#Students](#)
Subject: External Review of the Regiment of Cadets -Announcement
Date: Monday, November 1, 2021 1:11:00 PM

Dear Campus Community,

As part of the College's strategic plan, we are commencing an external review of the Regiment of Cadets.

The Regiment is the single largest student organization. As it is a requirement that students pursuing a merchant mariner license participate as members of the Regiment, I believe it is vital to assess the strengths of the Regiment and identify any opportunities for improvement. This external review is a follow-on to the internal review we conducted last year. Similar to academic accreditation, it is essential to conduct an external review of this unique non-academic program that defines our institution.

This past summer, we were able to organize an excellent and diverse Regiment External Review Committee consisting of professionals from schools with regimental structures and alumni representatives from various sectors of the maritime industry:

- Rich Schneider – President Emeritus of Norwich University (which has both a regiment of cadets and a civilian student body)
- John O'Connor – CAPT USCG retired, and former USCGA Commandant of Cadets
- Mike Williams – LtCol USMC retired, former USNA Deputy Director of Student Development and current Assist Dean of Student Affairs at George Washington University School of Nursing
- Julie Shank – CDR USN retired, former USNA Commandant Operations Officer, and current Doctoral Candidate at George Mason Univ
- Beth Rooney – Maritime College alum and Deputy Director at The Port Authority of New York & New Jersey
- Howard Wyche – Maritime College alum, Delaware Bay and River Pilot, and co-founder of the Organization of Black Maritime Graduates
- Don Josberger - Maritime College alum, Secretary-Treasurer, Master, Mates, & Pilots
- Andrew Parkis – Maritime College alum and Sandy Hook Pilot

The focus of this external review is the Regiment of Cadets, and I have asked the Committee to focus on five areas:

1. Organizational Structure. Do we have the right or optimum regimental organizational structure that facilitates leadership development, mentorship, responsibility, and accountability?
2. Pride and esprit de corps. Is there a sense of pride of accomplishment within the Regiment of Cadets?
3. Leadership development. Do cadet leaders feel they were prepared for positions of responsibility and were given the latitude to carry out these responsibilities?

4. Career preparation. Does the Regiment prepare cadets for successful maritime careers?
5. Climate and culture. Do cadets from different backgrounds and experiences find a climate that is respectful and free from bias, discrimination, and harassment?

The External Review Committee will be on campus on November 18 and 19. During their visit, they have requested meetings with various groups of cadets and faculty and staff members. Email invitations will be sent for each of these meetings.

Following their visit, the Committee will continue to work remotely during December and January. They will return in February to present their report and summarized observations to the Maritime College community.

We are optimistic that their report will provide valuable feedback for our consideration and enable us to make the types of changes that will further strengthen the Regiment of Cadets.

RADM Michael Alfultis, USMS, Ph.D.
President



APPENDIX 2

REGIMENT EXTERNAL REVIEW COMMITTEE SCHEDULE

Date/Time	Event	Location	Attendee/Notes
Thu, Nov 18			
9:00 - 9:45	Onboarding Meeting	President's Conference Room, Fort	Committee, President, Provost, Commandant
10:00 – 10:45	Meeting with Commandant	President's Conference Room, Fort	Committee, Commandant
11:00 – 11:45	Meeting with Commandant's Department	President's Conference Room, Fort	Committee, Regimental Staff (less Commandant)
12:00 – 12:45	Lunch Meeting Training Ship Licensed Faculty	Special Events Room VanderClute Hall	Committee, Master, Pete Vecchio, Jeff Spillane, Tamara Gilmartin, Sean Carswell, Tom Callahan
1:00 – 1:50	Underrepresented Cadets	Special Events Room VanderClute Hall	10-12 Cadets
2:00 – 2:50	Underrepresented Cadets	Special Events Room VanderClute Hall	10-12 Cadets
3:00 – 4:50	Observe Regiment Period	Lecture Hall S&E	3 rd /4 th MARAD Visit
4:00 – 4:50	Faculty Open Session	Maritime Academic Center MPR	Committee and open session with faculty members. Note: Meeting follows scheduled faculty meeting.
5:00	Reception/Dinner	President's Residence (Quarters 1)	Committee Members , Admiral, Provost, Master Training Ship
Fri, Nov 19			
7:00 – 7:30	Observe Regimental Morning Formation	Quad in front of VanderClute Hall	Optional
8:00 – 8:50	Meeting and Breakfast with Cadet Regimental Leadership	Mess deck and Special Events Room (SER), VanderClute Hall	Committee, Regimental leadership (8)
9:00 – 9:50	1 st Class	Special Events Room VanderClute Hall	5-7 Cadets from each class for each session
	2 nd Class		
	3 rd Class		
	4 th Class		
10:00 – 10:50	1 st Class	Special Events Room VanderClute Hall	5-7 Cadets from each class for each session
	2 nd Class		
	3 rd Class		
	4 th Class		
11:00 – 11:50	1 st Class	TBD Special Events Room VanderClute Hall	5-7 Cadets from each class for each session
	2 nd Class		
	3 rd Class		
	4 th Class		
12:00 – 1:00	Out-brief / Next Steps Discussion	President's Conference Room	Committee, President, Provost, Commandant