

U.S. Merchant Marine Academy (USMMA) Advisory Board

Report to Secretary Foxx

May 21, 2014

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S10-140522-016

Executive Summary

This report summarizes the U.S. Merchant Marine Academy's (USMMA, or Academy) progress toward meeting the goals and objectives outlined in the 2012-2017 Strategic Plan (Plan). The Plan was developed to clarify and advance the Academy's mission, reinforce the Academy's core values, strengthen governance, and develop an institutional culture that embraces and promotes diversity. (See the appendix for the full list of goals and objectives.)

This document identifies key recommendations that will help fulfill the goals and objectives outlined in the Plan. These recommendations relate to each of the Plan's five elements: Cutting-Edge Programs; Leadership; Campus Culture; Infrastructure; and Communication and Partnerships.

The U.S. Secretary of Transportation (Secretary) appointed the USMMA Advisory Board (Board) in May 2013 to regularly examine USMMA's course of instruction and management and advise the Secretary, Maritime Administration (MARAD) Administrator, and the USMMA Superintendent. One of the Nation's five service academies, USMMA has a strong tradition in forming generations of mariners but has faced recent challenges. Since adopting the Plan, the Academy has made significant progress to address its goals, but there is a continuing need for USMMA to adapt to the new reality of the maritime industry and military service.

The Board prepared this report to examine USMMA's progress and identify recommendations that support continued advancement. As part of these efforts, the Board conducted interviews and focus groups with over 100 Academy faculty, staff, and students, and analyzed the results of self-assessments for each of the Academy's six departments. Subsequent sections of this report, which are organized according to the five Plan elements, highlight key themes that emerged from these activities. A detailed list of recommendations follows these themes. Within each element, the recommendations are listed in descending order of priority (as perceived by the Board).

Before implementing any recommendations, the Board suggests that the Secretary, USMMA, and MARAD agree on priorities for near-, mid-, and long-term actions; outline timelines, budget, and milestones to advance these actions; and develop strategies for continually communicating with the USMMA community to clarify expectations and generally ensure transparency.

Some of the recommendations identified by the Board may require a higher level of resource commitment than is currently available to USMMA. Other recommendations are modest in scope and level of effort but implementing them would convey a strong message about the Academy's commitment to progress and improvement. Some of the relatively low-cost, high-benefit recommendations include:

- Develop a comprehensive approach to leadership development that addresses synergies between academic and regimental student experiences;
- Encourage interdepartmental coordination (particularly between students' academic and regimental lives) on planning and budgeting to leverage resources and take a more comprehensive approach to curriculum development and programming;

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- Appoint an industry advisory entity with the specific mandate to assist the USMMA in curriculum development;
- Restore the Superintendent's discretionary ability to adjust budgeted funds to repair and maintain facilities, equipment, and grounds without multiple approvals;
- Provide opportunities for students, faculty, and staff to work together to develop dynamic, engaging student life activities and opportunities for leadership development;
- Make food or snacks available for purchase in the evenings after the dining hall has closed;
- Produce an Academy statement outlining the institution's commitment to increasing diversity;
- Improve USMMA's alumni relationships, which have been strained in the past; strengthen and expand communications with alumni to share more information about the accomplishments and needs of the Academy;
- Expand efforts to highlight professional contributions and accomplishments of graduates;
- Make modest policy changes to provide flexibility for faculty to attend conferences and participate in other professional development opportunities;
- Develop a faculty hiring strategy to ensure adequate numbers of hires and the flexibility to hire adjuncts with unique skill sets; and
- Ensure that faculty honor office hours and evaluate their curriculum and teaching methods on a rotating schedule to ensure up-to-date content and teaching methods.

Overall, the Board believes that making USMMA an equal peer to other Federal service academies will require equivalent levels of funding for the institution. This may require reallocating existing resources to address current priorities or making new resource commitments, particularly to bolster staffing. This will allow the Academy to more comprehensively advance its progress toward the Strategic Plan's goals.

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Section 1: Cutting-Edge Programs

As articulated in the Strategic Plan, the U.S. Merchant Marine Academy (USMMA) aspires to “deliver integrated and innovative academic, professional, and regimental programs to prepare midshipmen for leadership and service to the Nation.”

USMMA has made progress toward meeting this goal and related objectives. For example, USMMA strengthened opportunities for experiential learning to ensure that midshipmen graduate as highly trained professionals, with expertise that is relevant to military or civilian careers. This, in combination with a well-credentialed faculty and staff, has helped continue the broad recognition and positive perception of the “Kings Point Brand” within the maritime industry and globally.

Each of USMMA’s six academic departments (Engineering; Marine Transportation; Mathematics & Science; Humanities; Physical Education & Athletics; and Naval Science) contributes to advancing the Cutting-Edge Program goal and related objectives. For example:

- The Engineering Department provides opportunities for midshipmen to conduct research related to new technologies (such as alternative fuels) relevant to ship operation or design;
- The Marine Transportation Department offers a strong, experiential-based learning curriculum;
- The Mathematics & Science Department presents a curriculum that is comparable, both in scope and quality, to those offered by universities across the Nation. The department expects to develop new concentrations such as Marine Science that appropriately reflect the evolving scientific priorities of the maritime industry;
- The Humanities Department provides midshipmen with a grounding in history, culture, and literature, particularly as they relate to America’s maritime tradition. Opportunities exist to develop students’ writing, critical/creative thinking skills, and foreign language options, which are highly relevant in an increasingly globalized world;
- The Physical Education & Athletics Department ensures that midshipmen are physically fit for Federal service requirements and the challenges of operating ships and equipment. There are opportunities to expand recruitment of female midshipmen by offering a wider variety of sports;
- The Naval Science Department prepares midshipmen for commissioned service in the U.S. Navy or other branches of the military, which confers a wide range of active duty opportunities.

USMMA continues to experience challenges related to faculty professional development, hiring, and educational equipment. For example, due to teaching and service requirements, faculty members currently have limited time for conferences and publishing in trade and peer-reviewed journals, which would help raise USMMA’s international profile.

Academic institutions commonly rely on adjunct instructors to fulfill niche educational needs, often on short notice. However, USMMA is legally restricted on the number of adjuncts it can hire and the Maritime Administration (MARAD) must approve each adjunct position. This policy and approval process limits the ability of many departments to find suitable part-time instructors, particularly if hiring is to

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accommodate last-minute program changes. Many USMMA employees are Federal contractors who are subject to hiring restrictions and delays.

Some educational equipment currently is considered deficient or even obsolete; the process for purchasing and installing laboratory equipment can be overly complex. USMMA is also restricted from recruiting foreign students, which is out of step with the maritime industry, which employs mariners from all over the world.

Currently, planning and budgeting is not well-coordinated between USMMA's academic and regimental student lives, which has led to inefficiencies that hinder progress toward meeting the Cutting-Edge Programs goal and objectives. Considering the synergies between students' academic and regimental lives would lead to a more interdisciplinary approach to curriculum development and programming.

Recommendations to Advance Cutting-Edge Programs

Build and maintain highly effective faculty, up-to-date educational equipment, and an interdisciplinary academic curriculum.

- 1A. Develop a faculty hiring strategy to ensure adequate numbers of hires and the flexibility to hire adjuncts with unique skill sets.
- 1B. Provide support for faculty to improve their teaching effectiveness, such as release time for curriculum improvement and development, as well as time for peer observations, teaching evaluations, and other feedback mechanisms. Make modest policy changes to provide release time flexibility and encourage faculty attendance at conferences and participation in other professional development opportunities.
- 1C. Conduct a comprehensive review and upgrade of educational equipment, particularly the engine room simulator, and include information technology (IT) infrastructure; explore opportunities to use private funds to develop this infrastructure, including renovating academic buildings and enabling wireless access across campus.
- 1D. Appoint an industry advisory entity with the specific mandate to assist the USMMA in curriculum development.
- 1E. Provide concrete support for faculty to attend international conferences; develop Kings Point as a venue for conferences. This would increase the visibility of USMMA and offer faculty and midshipmen more interactions with the scientific community.
- 1F. Encourage visiting professorships (such as sabbaticals) to foster international collaboration.
- 1G. Encourage interdepartmental coordination (particularly between students' academic and regimental lives) on planning and budgeting to leverage resources and take a more integrated approach to curriculum development and programming.

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Section 2: Leadership

As articulated in the Strategic Plan, USMMA aspires to “strengthen leadership, organizational capacity, and governance of the Academy at all levels.”

Leadership and governance will always be a high priority for USMMA and MARAD as the mission of the Academy is to produce graduates who are able to assume and excel in leadership positions in the maritime industry and the military. To address the Plan’s leadership goals and objectives, the Academy has recently focused on making leadership an overt component of the curriculum and regimental life, as well as articulating and implementing clear roles and responsibilities for governance and oversight.

For example, the USMMA Superintendent is seeking significant curricular and structural changes to add a leadership curriculum to create a formal, interdisciplinary leadership development program incorporating aspects of students’ academic and regimental lives. The Board strongly supports the Superintendent’s objectives; however, some of USMMA’s academic leaders have a philosophical belief that leadership is innate and cannot be taught. This philosophical difference needs to be resolved.

The Superintendent is also engaging the Board to review the Academy’s governance structure and ensure it complies with accreditation standards. Furthermore, the Superintendent tasked USMMA action teams, comprised of staff with developing plans related to Sound Leadership, as well as baselines for metrics articulated in the Plan. These are positive steps demonstrating USMMA’s progress toward its goals. However, new leadership priorities at the Academy offer an opportunity for USMMA to reevaluate its leadership-related performance metrics.

USMMA lags behind the other Federal service academies and many other institutions of higher education in making leadership development a central focus of students’ experience both inside and outside of the classroom. For example, West Point has a formal leadership curriculum, and encourages exploration, discussion, and assessment of students’ leadership in student organizations, athletics, and the classroom, including in classes where leadership is not the main subject.

The governance structure needed to meet accreditation standards and curricular changes represent major shifts for the USMMA, MARAD, and the maritime community. Students, faculty, alumni, and maritime industry professionals may resist these changes. Nonetheless, the Board strongly supports USMMA’s efforts in these areas and believes that these changes are necessary to ensure continued improvement.

Recommendations to Advance Leadership

Develop and evaluate a comprehensive leadership and governance approach to leverage synergies between academic and regimental arenas and effectively address accreditation needs.

- 2A. Develop a comprehensive approach to leadership development that addresses synergies between academic and regimental student experiences. This could involve engaging all segments of the USMMA community, including students, faculty, administrators, alumni, the

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Boards of Advisors and Visitors and MARAD, drawing on best practices from other institutions, including, but not limited to, the other service academies. This could also involve developing leadership programs for midshipmen that help enhance students' understanding of leadership and acquiring the skills necessary for exercising leadership effectively.

- 2B. Analyze each area of the accreditation process where additional governance structures and oversight are needed; articulate key entities' roles, including their responsibilities for oversight and execution. The key entities involved in governance and accreditation activities are senior administrators at USMMA and MARAD, the Advisory Board, and the Board of Visitors.
- 2C. Refine existing and define new performance measures to measure progress toward meeting the Sound Leadership goal evaluate these metrics with the Board.
- 2D. Develop a human capital plan (HCP) for staff and faculty to emphasize the need for continuous improvement and individual development. Examine best practices at other service academies for how to effectively develop and assess HCPs. HCP activities should be part of USMMA culture.

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Section 3: Campus Culture

As articulated in the Strategic Plan, USMMA aspires to have a “vibrant, diverse, and inclusive culture to attract and educate maritime leaders who excel.”

USMMA is making progress toward meeting this goal and related objectives. For example, the Academy used the Secretary’s non-competitive appointments to diversify its student body. As a result, females now comprise 13 percent of the student body and minorities comprise 12 percent. The Academy will continue these efforts; it aims to increase the percentage of female and minority students to 25 percent and 20 percent, respectively, by 2016.

The Board conducted focus groups with 60 midshipmen, faculty, and staff; the following narrative and recommendations stem from these focus groups. The Academy continues to experience challenges related to morale, leadership, diversity, student activities, academic climate, and diet/nutrition. Many midshipmen feel that they must accept issues such as poorly maintained facilities and classroom equipment, lack of fresh fruit and vegetables at meals, and ineffective instructors since they do not pay directly for their education. At the same time, many midshipmen articulated their appreciation for the opportunities provided by USMMA, in particular their ability to graduate debt-free with strong employment prospects.

The effectiveness of company officers, communication and enforcement of regulations, and quality of midshipmen mentorships is inconsistent. Many midshipmen have reported that they have strong interests in learning more about leadership but do not feel prepared or empowered to serve as leaders.

Midshipmen and faculty expressed concerns that women and minorities are treated more favorably because of their minority status. Nevertheless, a large majority of women and minorities with whom the Board spoke stated that they experience sexism and racism. USMMA’s administration is aware of these perceptions and is now examining all admissions, disciplinary and academic board decisions to determine whether biases exist.

The Academy offers some recreational and intercollegiate sports, but few activities are available on weekends and no fitness classes (e.g., spinning, yoga) are provided for an alternate means of exercise. Community outreach activities are limited; furthermore, it is difficult to start new student organizations. Many midshipmen are not allowed liberty for reasons that are unclear to them; therefore fewer students are able to engage in extracurricular activities. Midshipmen also report that homesickness lasts well into the second trimester, an unusually long period of time as compared to students at other institutions.

Midshipmen widely report dissatisfaction with the faculty. Midshipmen believe that while faculty members do have subject matter expertise, many are ineffective teachers and do not honor their office hours. Students also believe that they are unable to meet their professional or personal goals, such as strengthened writing skills due to ineffective teaching. Students also report feeling frustrated about the lack of transparency for sea project grading (for example, students would like to better understand why

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they receive a particular grade on a sea project). Faculty report that they are unable to attend conferences or take sabbaticals even if they are willing to fund these opportunities themselves; they also believe that they are overworked.

While midshipmen reported that food service has improved since the Academy transitioned to a new vendor, food quality is still inadequate and contributes to low morale. Food may be unattractively presented; meals perceived as “good” or “desirable” may be served in limited portions. Students who are involved in athletics or studying late have limited or no food options available after the dining hall closes.

Recommendations to Advance Campus Culture

Promote a positive campus culture through enhanced student body diversity, increased student life opportunities, more transparent grading structures, improved food quality, and more accessible faculty.

- 3A. Examine learning outcomes and success rates for each course and develop a grading rubric that is transparent to students.
- 3B. Increase pay and benefits budget to fund the approved admissions officer position and make a higher level of commitment to diversity training and social justice to help the Academy expand its diversity among women and minorities; this could include producing a formal Academy statement outlining the institution’s commitment to increasing diversity.
- 3C. Update job descriptions and establish performance measures for company officers to ensure that they have recent industry and command experience; provide opportunities for officers to increase their campus presence and encourage ways for them to serve as role models for midshipmen. The preferred method for hiring company officers should be term appointments subject to review from experienced officers (company officers are usually hired as civil servants and after several years in this position tend to have less relevant experience).
- 3D. Hire a staff member, such as a Vice President of Student Life, with experience in building a positive campus culture, as well as two support staff; allocate an appropriate budget for student life, leadership development, and cultural programs.
- 3E. Provide opportunities for students, faculty, and staff to work together to develop dynamic, engaging student life activities and opportunities for leadership development.
- 3F. Ensure that faculty honor office hours and evaluate their curriculum and teaching methods on a rotating schedule to ensure up-to-date content and teaching methods.
- 3G. Hire a nutritionist to work with Dining Services to plan and prepare high-quality meals and snacks that meet students’ nutritional and dietary needs of the students and upgrade the dining experience; make food available for purchase during times the dining hall is closed.

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- 3H. Explore opportunities to expand the pool of potential food vendors by reevaluating the small business set-aside that currently exists.

Section 4: Infrastructure

USMMA aspires to “modernize its infrastructure and strengthen administrative services to support outstanding scholarship.”

USMMA’s capital improvement plan (CIP) supports the institution in meeting this goal and related objectives. The Academy is taking steps to effectively and efficiently execute CIP projects. However, there are natural tensions around how much to invest in repairing buildings that will likely be renovated in future years.

Tighter fiscal controls were placed on the Academy under prior management to rectify issues that surfaced in the 2009 Government Accountability Office report. These fiscal controls have made it more difficult for USMMA to use budgeted funds for infrastructure repair and maintenance. There is an opportunity to increase the Academy’s flexibility to use approved funding to fix broken infrastructure and maintain the facility and grounds to provide an acceptable standard of living and learning for midshipmen.

The Academy is also experiencing staffing challenges. Insufficient numbers of staff perform maintenance and repair, contract with vendors, and oversee contracted work; as a result, facilities and classroom equipment continue to deteriorate despite progress made on other CIP projects. During a particularly harsh winter in 2014 heating issues surfaced in Rogers Hall and classrooms that need attention and might need to be added to the CIP.

Ongoing challenges concern addressing aesthetic repairs and upkeep issues such as holes in walls, missing or stained ceiling tiles, broken doors, and inoperable emergency lighting. These types of issues are unacceptable and furthermore may present health and safety concerns. Completing simple repairs takes unreasonable lengths of time. For example, to repair three shower heads took three months, leaving only two shower heads for more than 20 students to share in the meantime.

USMMA’s athletic and recreational facilities are used extensively but are not adequately cleaned, especially on weekends. Labs and classroom equipment are in disrepair. In some cases, spare parts for classroom or training equipment are obsolete and it is difficult or impossible to find contractors with the skills to service the equipment. The Academy should budget operating expenses on an annual basis to maintain and service equipment as well as purchase, install, and support software upgrades.

Recommendations to Advance Infrastructure

Increase resource levels and flexibility to apply resources to ensure well-maintained infrastructure.

- 4A. Restore the Superintendent’s discretionary ability to adjust budgeted funds to repair and maintain facilities, equipment, and grounds at the Academy level without multiple approvals.

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- 4B. Increase staff and financial resources to maintain facilities and grounds at a higher standard; repair facilities, equipment, and grounds more quickly to protect the health and safety of the midshipmen, faculty, and staff.

Section 5: Communication and Partnerships

USMMA aspires to “improve communication and build strong and lasting relationships with external stakeholders.”

The Academy has made progress toward this goal and related objectives. For example, it established a Meaningful Communication and Partnership Team comprised of USMMA faculty and staff and MARAD staff. The team identified four strategies for action:

1. Increase number of communities, regional, and national partnerships in support of the Academy’s strategic goals;
2. Increase number of nationally and globally recognized meetings, roundtables, and conferences led by the Academy;
3. Increase number of positive references to USMMA in national and international news coverage; and
4. Increase USMMA participation in publications that rank institutions of higher education, especially service academies.

The Academy increased the number of visits by community groups, government entities, Congressional representatives, and private individuals to the Academy. USMMA also increased its representation at outside events, such as conferences, as well as admissions activities. The Academy identified 52 significant partners, such as national organizations, with whom it expects to increase the frequency of contact and quality of interactions. Additional partners may be added in the future. USMMA is also coordinating with the U.S. Tennis Association to enable midshipmen to participate in the U.S. Open’s opening ceremonies.

The Academy successfully hosted events, some of which will continue on an annual basis, including two career fairs and two U.S. Coast Guard International Maritime Officers’ School groups. Additionally, the Academy hosted the Conference of Service Academy Superintendents and the Academic Advisory Board Conference. The Academy anticipates hosting more such events in the future. For instance, USMMA will host the spring 2015 Women on the Water Conference.

USMMA improved the functionality of its website; for example, it now posts articles that are often recirculated by outside sources. Additionally, it is developing processes to formalize and facilitate the ability of faculty and staff to post items on departmental web pages; significant items will be linked to the USMMA homepage to increase visibility. USMMA has also increased media coverage at events. For example, USMMA worked with ESPN to broadcast a live, two-hour television show and a two-hour radio show from USMMA, resulting in positive feedback from parents, alumni, and media (including social media). The Academy coordinated with the New York City Department of Sanitation to conduct a flag retirement ceremony, which attracted a large amount of local and national media coverage.

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Finally, the Academy is seeking opportunities to enhance its rankings in higher education surveys, and is working with other higher education institutions to customize criteria for USMMA to better highlight its unique characteristics. For example, USMMA's Office of External Affairs coordinated closely with the Commandant's staff to highlight enhancements to midshipmen's quality of life that could improve USMMA's ranking in surveys.

Recommendations to Advance Coordination and Partnerships

Strengthen alumni relationships and highlight alumni professional contributions to enhance students' educational and professional development opportunities.

- 5A. Improve USMMA's alumni relationships, which have been strained in the past; strengthen and expand communications with alumni to share more information about the accomplishments and needs of the Academy.
- 5B. Identify external stakeholders who are willing to partner with the Academy to fund the needs on the Margin of Excellence list.
- 5C. Increase pay and benefits budget to fund the approved External Affairs staff.
- 5D. Continue the work of the Meaningful Communication and Partnership Team to identify characteristics that distinguish a graduate of Kings Point; use these as a centerpiece for communications and for evaluating progress toward the Strategic Plan's goals.
- 5E. Develop and maintain an alumni database to retain and deepen alumni connections (e.g., to encourage alumni to sponsor sea tour opportunities for midshipmen).
- 5F. Expand efforts to highlight contributions made by graduates to the U.S. Navy, Strategic Sealift Officer Program, U.S. Army, National Guard, National Oceanic and Atmospheric Administration, U.S. Marine Corps, U.S. Air Force, and U.S. Coast Guard.
- 5G. Develop and expand partnerships with Kings Point graduates who have leadership roles in industry. There is an opportunity for private donors to contribute resources to meet the Academy's needs.
- 5H. Send faculty/staff representatives accompanied by midshipmen to relevant maritime conferences to expand their professional networks.

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Conclusion

The USMMA has a critical role in producing graduates who serve as leaders both in the maritime industry and in times of military need, a task vital to strengthening the economy and preserving liberty. This role will need to continue, especially given the increasing importance of maritime shipping to the global economy. The USMMA has maintained its strategic importance in addressing the Nation's commercial and military interests. It is achieving its statutory objective and is on the road to meeting its goals and objectives established in the 2012-2017 Strategic Plan. However, significant challenges still remain.

Many of USMMA's challenges result from having limited resources (e.g., funding, staff) or flexibility to apply these resources to identified problems. For example, USMMA requires first-rate infrastructure to support its activities, but educational (e.g., classrooms, wireless access, simulators) and campus (e.g., buildings, residences, sport facilities) infrastructure is in need of urgent repair, upgrades, and improvements. In an age where technology plays a crucial role in economic prosperity and military readiness, midshipmen need facilities that support the academic rigors that they face.

The curriculum needs to be adjusted to incorporate a formal, interdisciplinary leadership program. If the Academy is serious about diversity, the culture needs to change to make diverse recruits feel welcome and equal among their peers.

The Board has identified several recommendations which the Academy can implement with current or limited resources and will likely lead to significant, highly visible improvements, and overall continued progress toward advancing the Strategic Plan's goals and objectives. There is also an untapped opportunity for private donors to provide resources to address any gaps.

While there are relatively modest, low-cost recommendations to lead the Academy forward, the Board ultimately believes that the institution would benefit from reallocating existing resources to better address priorities and/or from increasing resource levels. These activities would help the Academy take a more comprehensive approach to meeting its goals and objectives. Also, they will help ensure that USMMA maintains its relevancy, academic rigor, and ability to produce exemplary graduates who effectively serve the Nation.

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Appendix: USMMA Strategic Plan Goals and Objectives

Cutting-Edge Programs

Goal: Deliver integrated and innovative academic, professional, and regimental programs to prepare midshipmen for leadership and service to the Nation

Objectives:

- Faculty across the Academy who are recognized as global leaders and experts in the maritime field
- The Academy is recognized as a world leader in maritime education, training, and policy advancement
- Innovative programs that are in step with emerging industry trends and technology to ensure 100 percent placement of Academy graduates in the maritime industry or armed forces
- A comprehensive and integrated approach to academic, regimental, mental, and physical fitness programs that provides lasting benefits to midshipmen

Leadership

Goal: Strengthen leadership, organizational capacity, and governance of the Academy at all levels

Objectives:

- Effective leaders who exercise ownership, teamwork, and accountability at all levels, creating an environment of trust and confidence among all stakeholders
- Strong alignment and integration with the programs and policies of USDOT and MARAD
- Effective engagement with Advisory Board and Board of Visitors

Campus Culture

Goal: Create a vibrant, diverse, and inclusive culture to attract and educate best-in-class maritime leaders

Objectives:

- A strong sense of collegiality, institutional ambition, engagement, and high morale among faculty, staff, and midshipmen
- Strong diversity of staff, faculty, and midshipmen
- Increased global understanding among midshipmen

Infrastructure

Goal: Modernize the infrastructure and strengthen administrative services to support outstanding scholarship

Objectives:

- Operational infrastructure that is safe, secure, connected, and sustainable
- Trained, qualified, and dedicated staff who deliver a full complement of operational services across the Academy in accordance with best practices

Communication and Partnerships

Goal: Improve communication and build strong and lasting relationships with external stakeholders

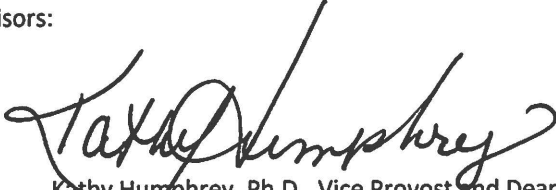
Objectives:

- The Academy is recognized as the world's premier maritime educational institution
- Strong, collaborative partnerships with industry, U.S. Navy, U.S. Coast Guard, and other Federal services and agencies
- The Academy is valued as a "good neighbor" in the Great Neck and Long Island communities as well as the greater New York metropolitan region
- Strong support and giving from alumni, parents and other key stakeholders

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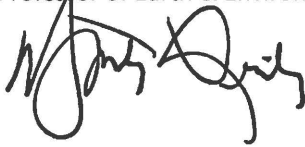
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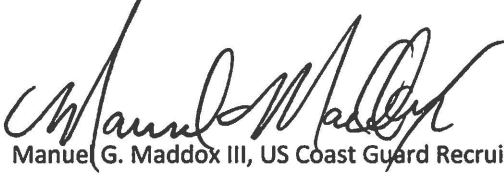
Kathy Humphrey, Ph.D., Vice Provost and Dean of Students, University of Pittsburg



Laurie Leshin, Ph.D., President-elect of Worcester Polytechnic Institute and Dean of the School of Science and Professor of Earth & Environmental Science at Rensselaer Polytechnic Institute



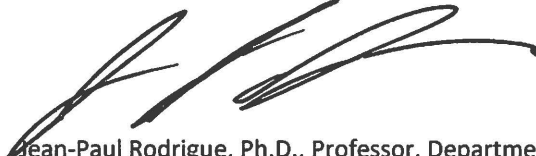
Marty Linsky, Faculty, Harvard Kennedy School and Co-founder, Cambridge Leadership Associates



Manuel G. Maddox III, US Coast Guard Recruiting Command, Mission Support Branch and graduate of the Kings Point Class of 2006



William Pennella, Executive Vice President at Crowley Maritime Corporation



Jean-Paul Rodrigue, Ph.D., Professor, Department of Global Studies and Geography, Hofstra University



Sharon van Wyk, Ph.D., Chair, U.S. Merchant Marine Academy Board of Advisors and Executive Vice President and Chief Operations Officer, American Public University System

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