

California State University-Maritime Academy
Department of Maritime Policy & Management
2016 Academic Program Review

for

GLOBAL STUDIES & MARITIME AFFAIRS

Since 2003, offering a B.A. and a minor in Global Studies & Maritime Affairs
(Last official review date: none)

DEPARTMENT CHAIR, Dr. Nipoli Kamdar

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2. INTRODUCTION AND CONTEXT

2A. Program History

September 2016 marks the 13th anniversary of the establishment of California State University-Maritime Academy's pioneering Global Studies and Maritime Affairs (GSMA) major. When it was established in 2003, GSMA was the only interdisciplinary undergraduate major in international studies in the country to focus on maritime affairs. Administratively housed in the ABS School of Maritime Policy and Management since fall 2009, the GSMA major at Cal Maritime remains the only degree granting program of its kind among the 7 U.S. maritime academies, the 23 universities of the California State University System, and indeed, all accredited colleges and universities in the United States. It is a groundbreaking program: truly interdisciplinary in character, wholly unique, academically sound, innovative and farsighted, attractive to students, and an excellent contributor to Cal Maritime's vision.

The institutional environment for the program has been highly supportive. Cal Maritime's strategic plan recognizes the need for the Academy to grow and continue to expand its offerings where possible over the next several decades. Two of the shore-side majors on campus, Global Studies and Maritime Affairs (GSMA) and International Business & Logistics (IBL) are viewed as the most likely targets for future expansion and enrollment. Physical space and facilities requirements in many of the licensed majors for the bridge simulator, engine room, radar lab, and the like, renders significant expansion less feasible. This realization, along with the gradually expanding enrollments in GSMA (see below) and its increasing popularity among incoming freshmen, including student athletes, leads to the conclusion that the major presents several opportunities. There has been strong administrative support for GSMA from its formative years and both faculty and students have been committed to the view that a sound education in the twenty-first century must include the inculcation of global attitudes, understandings, and skills.

Enrollment Summary, 2011-2016:

Fall 2011 – 102 students	Fall 2014 – 125 students
Fall 2012 – 111 students	Fall 2015 – 134 students
Fall 2013 – 127 students	Fall 2016 – 140 students

The fall of 2009 saw the merger of the Global and Maritime Studies Department and the Culture and Communications area with Business Administration to establish a free-standing ABS School of Maritime Policy and Management with three programs: Global Studies and Maritime Affairs, (GMSA), Business Administration -- International Business and Logistics (IBL), and Culture and Communications (C&C). A retrofitted 2,000 square foot classroom building consisting of one 50-seat lecture hall and one 25-seat seminar room opened in the ABS Lecture Hall in September 2010. In 2012, the ABS School was reorganized into two departments – a newly formed Department of Culture and Communications and the existing Department of Maritime

Policy and Management (MPM), which continues to house both GSMA and IBL majors. However, in Fall 2017, MPM will be split into two departments, one for each major. GSMA will join the Departments of Culture and Communication and the Department of Science and Mathematics in the newly created School of Letters and Sciences.

2B. Program Mission

The mission of the GSMA program at Cal Maritime is to prepare students for leadership positions in maritime and policy related careers and/or for advanced study in a wide variety of disciplines. The program in Global Studies and Maritime Affairs provides its majors with:

1. A solid theoretical background in the social sciences, applied to the needs of the greater maritime and transportation industries;
2. Applied knowledge relevant to government agencies, non-profit organizations, international organizations, and businesses dealing with maritime issues; and
3. The intellectual tools necessary to understand maritime policy issues in an increasingly globalized world, specifically, critical thinking, quantitative and nonquantitative research capability, leadership skills, and cultural and diversity awareness.

The GSMA major was specifically established and structured to address the major issues, current developments, and emerging trends of global and maritime studies. The program emphasizes four maritime policy issues: 1) Maritime Security, 2) Maritime Environmental Issues, 3) Maritime Law and Organizations, and 4) International Maritime Trade and Policy.

1) Maritime Security

This area focuses on maritime issues from a security perspective; specifically, the different threats in the coastal and near coastal zones, in EEZs, and on the high seas. Topics covered include (but are not limited to) the following: sea-lane security, maritime piracy and terrorism, illegal immigration, innocent passage, and changing naval policies (both in the United States and in key countries around the world). A specific focus is on the identification of emerging maritime threats and the policies needed to counter these threats effectively; in particular, natural disaster management, migrants at sea, and maritime cybersecurity.

2) Maritime Environmental Issues

This area focuses on global and domestic environmental issues, especially those related to the oceans. Topics covered include (but are not limited to) the following: maritime pollution, climate change and sea-level rise, overfishing and fisheries management, Exclusive Economic Zone (EEZ) resource management, marine invasive species and ballast water management, coastal resource management, marine spatial planning, and GIS (Geographic Information Systems) mapping. The background, development, implementation, and ramifications of international and domestic policies in these areas are examined in depth.

3) *Maritime Law and Organizations*

This area focuses on the international and domestic legal structures and decisions, and international maritime institutions and organizations that shape shipping and international maritime relations. Topics covered include (but are not limited to) the following: institutional and organizational theory, the United Nations Convention on the Law of the Sea (UNCLOS III), the International Maritime Organization (IMO), the International Maritime Bureau (IMB), and the United States Maritime Administration (MARAD). The impacts of these legal structures, institutions, and organizations are examined in depth.

4) *International Maritime Trade and Policy*

This area focuses on maritime issues from an international political economy perspective. Globalization is one of the most profound and far-reaching events of the late twentieth and early twenty-first century; its implications reach well into the trade and economic relations of all nations, the United States included. Here, the specific focus is on the economic forces behind these changing patterns and their geopolitical outcomes. As background to these important issues, a strong emphasis is placed on the study of geopolitics of world regions.

The objective in each of these or any future core area designations will be to give students a theoretical foundation drawn from the social science fields of international relations, political science, economics, geography, and environmental studies.

The GSMA degree program strives to maintain a high level of quality in every aspect of its educational mission. It is committed to: having expert faculty instruct introductory as well as advanced courses both for majors and the general student population; fostering an atmosphere conducive to high levels of scholarship and service by faculty; and supporting an array of co-curricular and out-of-classroom educational opportunities for students. The GSMA major stresses that undergraduate education be both practical and analytical, that scholarship and teaching be closely related, and that experiential learning is essential.

2C. Program Objectives

The GSMA program strives to equip its graduates with a strong foundation in the social sciences, enabling them to think critically about global and maritime topics, to learn technical skills for solving global and maritime problems, and to communicate information in oral and written formats that will prepare them for work in, for example, national diplomatic service, international development, policy analysis, management of non-governmental organizations, business and commerce, environmental management, and cultural pursuits. By offering courses that span the spectrum of the social sciences and encouraging interdisciplinary study in other fields, GSMA also prepares students for advanced studies in a wide variety of fields. Finally, the

program's curriculum prepares all students to take a leadership role in society by furnishing them with the tools to make informed decisions about global and maritime issues.

The overall mission of the GSMA program is to provide a high quality educational experience for students. This is aligned with the Academy's mission to 'Provide each student with a college education combining intellectual learning, applied technology, leadership development and global awareness.' Specifically, the GSMA major fulfills the four "compass point" elements of the Cal Maritime Mission by:

1. Enhancing **Global Awareness** by providing the theoretical foundations for understanding and analyzing the ongoing processes of globalization & internationalization that affect maritime interests.
2. Improving **Leadership** skills by creating decision-makers who understand the complexities and trade-offs involved in the formation of international, domestic and maritime policies.
3. Augmenting **Intellectual Learning** experience of students, by grounding these students in the history and policy of key maritime issues, while providing the theoretical understanding upon which these issues are based.
4. Offering an understanding of the use of **Applied Technology** and how the economic, political, and social contexts of emerging maritime technologies affect processes of globalization and policy making. In addition, the GSMA program offers courses in GIS (Geographic Information Systems) mapping skills as well as applied marine spatial planning concepts.

The four compass points align with the GSMA Student Learning Outcomes (SLOs) and the Institution-Wide SLOs, as follows :

GSMA Program SLOs

Upon completion of the Global Studies and Maritime Affairs major, students will be able to:

1. Articulate well-reasoned written and verbal explanations of current issues in global studies and maritime affairs.
2. Analyze contemporary global issues and present solutions across a wide range of social science topics to meet emerging challenges in the maritime world.
3. Communicate the importance of the environment and geography as integral to the foundations of global issues and marine policy.
4. Identify and evaluate key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields.
5. Demonstrate the analytical research skills necessary to complete a Senior Capstone research project.
6. Work effectively as a team member using leadership and cooperation skills through group projects and presentations.
7. Apply cross-cultural understanding to issues of global significance.

ALIGNMENT OF STUDENT LEARNING OUTCOMES

Institution-wide Student Learning Outcomes (IWSLO)			Compass Point GSMA SLO
A	Coherently and persuasively share information.	Communication	Intellectual Learning <i>GSMA SLOs 1, 2, 6</i>
B	Comprehend, analyze and objectively evaluate information and ideas; approach issues in new and different ways, often through synthesizing or applying information.	Critical and Creative Thinking	
C	Use numerical information to identify, analyze and solve problems.	Quantitative Reasoning	
D	Demonstrate a commitment to personal and professional development.	Lifelong Learning	
E	Demonstrate expertise in the concepts and technologies of a chosen field, particularly its relation to the maritime world.	Discipline-specific Knowledge	Applied Technology <i>GSMA SLOs 3, 4, 5</i>
F	Define a specific need for information; then locate, evaluate, and apply the needed information efficiently and ethically.	Information Fluency	
G	Work toward common goals and motivate and empower others to achieve them; foster collegiality, goodwill and community within a diverse group.	Leadership and Teamwork	Leadership Development <i>GSMA SLO 6</i>
H	Use ethical reasoning in personal, professional, and social decision-making.	Ethical Awareness	
I	Demonstrate awareness of cultural differences and the responsibilities associated with global welfare.	Global Learning	Global Awareness <i>GSMA SLO 7</i>

2D. Educational Outcomes

GSMA Student Learning Outcomes (listed in previous section **2C**) are introduced in lower division courses, subsequently reinforced, and structured as advanced courses in the upper division, culminating in the senior year with comprehensive written and oral examinations, and the writing of a capstone senior thesis.

IW-SLOs (Institution-wide Student Learning Outcomes) are specifically aligned with **GSMA-SLOs** as follows:

A.	Communication	Coherently and persuasively share information. <i>GSMA SLO 1</i>
B.	Critical and Creative Thinking	Comprehend, analyze and objectively evaluate information and ideas; approach issues in new and different ways, often through synthesizing or applying information. <i>GSMA SLO 2</i>
C.	Quantitative Reasoning	Use numerical information to identify, analyze and solve problems.
D.	Lifelong Learning	Demonstrate a commitment to personal and professional development.
E.	Discipline-specific Knowledge	Demonstrate expertise in the concepts and technologies of a chosen field, particularly its relation to the maritime world. <i>GSMA SLOs 3, 4</i>
F.	Information Fluency	Define a specific need for information; then locate, evaluate, and apply the needed information efficiently and ethically. <i>GSMA SLO 5</i>
G.	Leadership and Teamwork	Work toward common goals and motivate and empower others to achieve them; foster collegiality, goodwill and community within a diverse group. <i>GSMA SLO 6</i>
H.	Ethical Awareness	Use ethical reasoning in personal, professional, and social decision-making.
I.	Global Learning	Demonstrate awareness of cultural differences and the responsibilities associated with global welfare. <i>GSMA SLO 7</i>

Educational outcomes as related to careers upon graduation:

GSMA students are given the tools to understand the global issues and maritime affairs and their consequences; they are also empowered to shape their world as the next generation of global leaders in the private, public and nonprofit sectors.

Discipline/Program Specific Knowledge

This component includes the following three elements: (1) Social Science Foundation, (2) Maritime Affairs Emphasis and (3) Experiential Learning

- (1) Social Science Foundation: To offer students an interdisciplinary, four-year curriculum concentrating on global studies and maritime affairs. While the emphasis of this interdisciplinary major is on the social sciences, including politics, geography, and history, it also includes a substantial focus on maritime issues and policy. Social science-required coursework in global studies and maritime affairs provides students with an introductory intellectual foundation in International Relations, Comparative Politics, Geography, and History.
- (2) Global Studies & Maritime Affairs Emphasis: Career relevant expertise in global studies and maritime affairs, developed through specialized coursework divided into required and elective courses. Upper division required coursework provides students with program specific and career relevant knowledge.
- (3) Experiential Learning: The fulfillment of this component includes participation in a summer three-week international experience, participation in a required co-op (or internship) and opportunities to participate in research assistantships, the Panetta Institute Congressional Fellowship Program, and study abroad programs.

CRITICAL THINKING:

This component encompasses two areas of study: Methods and Research Competence.

Methods: To present a reasoned argument in support of policy positions of relevance to international relations, global issues, and maritime policy.

Research Competence: To execute a research paper, based on appropriate methodology, for a relevant research topic

ETHICAL CONDUCT AND REASONING

This component includes: (1) the acquisition of a foundational understanding of the role of ethics in personal and societal decision-making as they relate to current social science and maritime policy issues; and (2) to understand and value the practice of these ethics in international relations and matters of maritime policy (e.g., protecting civil liberties and human rights within the context of promoting maritime security; to understand the trade-offs).

LIFE SKILLS

This component includes: Information Fluency, and Speech, Writing and Communications.

Information Fluency: Information literacy–First year (introduction to the library, and to writing about topics in the social sciences); Second year (introduction to research papers, and research methodology); Third year (intensification of research paper writing and increased sophistication of methodology); Fourth year (structure and write research papers with minimal professor input and guidance).

Oral Communications: Public speaking and presentation skills. Most GSMA classes have oral presentation components and the formal presentation of Senior Seminar Projects.

Writing: Effective and persuasive writing. All GSMA classes have a mandatory writing component, and most 200, 300, and 400 level GSMA classes have research essay requirements.

Communications: Independent learning techniques. Self and peer evaluations, interpersonal communication skills, and leadership exercises.

Upon completion of their degrees, GSMA students are prepared for policy careers in maritime trade and economics, maritime security (port security, piracy, and maritime terrorism), and maritime law. They will have the education, skill-sets, and preparation to enter the following fields:

1. Governmental organizations: U.S. federal, state, and local; U.S. Maritime Administration (MARAD), U.S. State Department, U.S. Department of Homeland Security (DHS), U.S. Department of Commerce, and allied institutions;
2. Agencies specializing in maritime security, including the Department of Defense (DOD), the Central Intelligence Agency (CIA), the Federal Bureau of Investigation (FBI), U.S. Immigration and Naturalization Service (INS), U.S. Department of Transportation (DOT), and the United States Coast Guard;
3. International organizations such as the International Maritime Organization (IMO) and the International Maritime Bureau (IMB);
4. Additionally, the curriculum focus will provide rigorous preparation for further study at the graduate level in International Relations, Law, Public Policy, Maritime Affairs, Environmental Resources, and other fields. Notably, GSMA graduates have pursued post-graduate study in maritime law at institutions such as Tulane, Roger Williams, and the University of Virginia – each of which has program specializations in maritime law.

2E. External Context

The award of a \$3,000,000 gift from ABS to form the ABS School of Maritime Policy and Management was the best indicator of the relevance and external context of the GSMA program at Cal Maritime. Based on a shared vision of the potential of a maritime education rooted in the social sciences, international affairs, international business, and supply chain management, ABS sponsored institutional, facilities, and scholarship improvements for both GSMA Business Administration – International Business and Logistics (BA-IBL).

The importance of the shipping industry to international trade and global and domestic politics suggests that students focusing on these issues are likely to be prepared for careers in more specific industries that are maritime and/or global in nature such as (but not limited to): (1) maritime policy and administration, (2) port management, (3) shipping management and operations, (4) security and intelligence, (5) public policy, and (6) graduate study in associated fields.

California is poised for unprecedented opportunities and challenges due to its strategic location on the edge of the Pacific Rim, one of the fastest-growing and most vital economic regions in the world. Cal Maritime has exploited our unique situation to offer a major focusing maritime and marine issues.

3. ANALYSIS OF EVIDENCE

3A. Assessment Calendar, 2015-2020:

AY 2015-16 _____ *Completed September 2016 as part of Annual Program Review*

SLO 3 (former SLO 2). Communicate the importance of the environment and geography as integral to the foundations of global issues and marine policy.

IW-SLO 'E': *Discipline-specific knowledge.*

Assessed: GMA 105, GMA 350, and GMA 400

SLO 4 (former SLO 1) Identify and evaluate key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields.

IW- SLO 'E': *Discipline-specific knowledge.*

Assessed: GMA 105, GMA 350, and GMA 400

AY 2016-17

SLO 1. Articulate well-reasoned written and verbal explanations of current issues in global studies and maritime affairs.

IW-SLO 'A': *Communication.*

Assessment: Fall 2016 GMA 400-Senior Seminar I (oral exams)

SLO 2. Analyze contemporary global issues and present solutions across a wide range of social science topics to meet emerging challenges in the maritime world.

IW-SLO 'B': *Critical and Creative Thinking.*

Assessment: Spring 2017 GMA 401 Senior Seminar II (thesis)

SLO 5. Demonstrate the analytical research skills necessary to complete a Senior Capstone research project.

IW-SLO 'F': *Information Fluency*

Assessment: Spring 2017 GMA 401 Senior Seminar II (thesis)

AY 2017-18

SLO 6. Work effectively as a team member using leadership and cooperation skills through group projects and presentations.

IW-SLO 'G': *Leadership and Teamwork* and IW-SLO 'D': *Lifelong Learning*

Assessment: Spring 2018 GMA 330: Maritime Security.

SLO 7. Apply cross-cultural understanding to issues of global significance.

IW-SLO 'I': *Global Learning.*

Assessment: MPM 195 International Experience essay

AY 2018-2019

SLO 3. Communicate the importance of the environment and geography as integral to the foundations of global issues and marine policy.

IW-SLO 'E': *Discipline-specific knowledge.*

Assessment: GMA 461-Senior Qualifying Exams

SLO 4. Identify and evaluate key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields.

IW- SLO 'E': *Discipline-specific knowledge.*

3B. Sources for Objectives and Outcomes

The student learning objectives and outcomes in the GSMA program have evolved since the formulation of the program mission by the founding faculty members. A lengthy set of 13 student learning objectives and outcomes were developed and implemented in Fall of 2009:

1. Gain an understanding of the key theories, policies, events and issues in global maritime policy and core related fields
2. Understand the importance of environment and geography to maritime policy and related fields
3. Think critically about the maritime field and transportation industry
4. Have the ability to use and understand mathematical and statistical tools relevant to maritime policy and related fields
5. Can solve complex problems across the spectrum of the social sciences
6. Can locate and apply appropriate resources by searching electronic and traditional databases
7. Can articulate, both verbally and in writing, the issues facing the domestic and international maritime community
8. Acquire the requisite research skills to complete a Capstone research project
9. Can apply appropriate technology to research projects and presentations
10. Develop an ethical awareness and facility with maritime policy and management
11. Develop an understanding of the importance of cultural diversity and take part in a GSMA international cruise
12. Develop an understanding of their civic and social responsibilities as members of society and the maritime industry
13. Develop teamwork and leadership skills

In Fall 2016, after lengthy assessment discussions among GSMA faculty during multiple department meetings, these 13 SLOs were streamlined and modified to reflect the curricular content of the GSMA major program according to current WASC principles for assessment. We continue to revise them as we move forward with refining assessment. With the campus-wide implementation of *CampusLabs* assessment software, it is important that we have precise and easily assessable SLOs. Our current version of revised SLOs are as follows:

1. Articulate well-reasoned written and verbal explanations of current issues in global studies and maritime affairs
2. Analyze contemporary global issues and present solutions across a wide range of social science topics to meet emerging challenges in the maritime world
3. Communicate the importance of the environment and geography as integral to the foundations of global issues and marine policy

4. Identify and evaluate key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields
5. Demonstrate the analytical research skills necessary to complete a Senior Capstone research project
6. Work effectively as a team member using leadership and cooperation skills through group projects and presentations
7. Apply cross-cultural understanding to issues of global significance.

The GSMA curriculum and program will soon benefit from the advice and support of an external Advisory Council. Advisory council members will include managerial, policy and human resource professionals from the community representing the maritime industry, the non-profit and government sectors as well as representatives from the academic community. Council members will provide a different, outside, perspective on the GSMA curriculum, learning outcomes and curricular initiatives. The department looks forward to the Council serving as a public relations bridge between the community and the department, providing internship and experiential learning opportunities for students, informing the faculty of labor market trends and expected student competencies, and best practices in organizations and community agencies.

3C. Assessment of Program's Objectives and Outcomes

A concerted effort is beginning to take shape to design and employ a set of rubrics that will be consistently used for program assessment. The first step toward this was the Annual Program Report of 2015-2016, which assessed three required GSMA courses for 2 Program SLOs. With the exception of GMA 350, we assessed a minimum of 50% of the students in each class; students were ordered alphabetically and every other student was chosen to ensure a random sample. We assessed only 32% of GMA 350 because Turnitin had purged all but 14 of the research papers turned in for the class. In the summer of AY 2015-2016 we used the following courses and artifacts to assess student learning outcomes:

SLO	Course	Fall/Spring	Taught to:	Assessed Materials
<i>Old SLO 1:</i> Gain an understanding of the key theories, events, and issues in global maritime policy and core related fields	GMA 100: Ocean Politics	Fall 2015	Freshmen	<ul style="list-style-type: none"> • Final Exam • Research Paper

<i>Old SLO 2:</i> Understand the importance of environment and geography to maritime policy and related fields	GMA 350: Political Geography	Fall 2015	Juniors	<ul style="list-style-type: none"> • Research Essays • Final Exams
<i>Old SLO 1:</i> Gain an understanding of the key theories, events, and issues in global maritime policy and core related fields	GMA 400: Senior Seminar I	Fall 2015	Seniors	<ul style="list-style-type: none"> • 3 area exams

Reviewers used a 10-point scale for assessment:

Research Papers	10 / 9	8 / 7 / 6	5 / 4 / 3	2 / 1
Use of Evidence	Primary source information used with at least one example to support main points; demonstrates in-depth understanding	Examples used to support most points; Some evidence does not support main points or may be inappropriate; still demonstrates strong understanding of readings	Examples used to support some points; points often lack supporting evidence; quotes poorly integrated; only occasionally critically evaluates sources	Very few or weak examples; general failure to support statements; quotes not integrated into sentences; demonstrates little understanding of sources
Analysis	Work displays critical thinking and avoids simplistic description or summary of information	Evidence sometimes a bit unclear; some description but more critical thinking	Analysis generally lacking. Even balance between critical thinking and description	Very little; more description than critical thinking

Exams	10 / 9	8 / 7 / 6	5 / 4 / 3	2 / 1
Accuracy of discipline specific knowledge (short answers, T/F, multiple choice)	Virtually no factual errors; answer displays a depth of understanding beyond the “correct” answer	Answer is “correct” with possible minor errors of understanding	Answer has some correct elements but displays more than a few errors of understanding	Answer is fundamentally incorrect
Use of discipline specific knowledge (essays)	No significant factual errors; student can use relevant current/historical events/issues correctly and in depth	Minor factual errors; examples used are generally correct, but not presented in detail	Many factual errors, or insufficient use of course material; generally, student opinion	Many factual errors; current/historical events and examples used incorrectly or not at all

SLO 1 (GMA 105 and GMA 350): Gain an understanding of the key theories, events, and issues in global maritime policy and core related fields.

Course	Research Paper/Essay				Final Exam			
	Evidence		Analysis		Accuracy		Use of Knowledge	
	Average Score (Goal 6>)	% 6 or better (Goal 80%)	Average Score: (Goal 6>)	% 6 or better (Goal 80%)	Average Score: (Goal 6>)	% 6 or better (Goal 80%)	Average Score: (Goal 6>)	% 6 or better (Goal 80%)
GMA 105 (Papers N=18; Exams N= 30)	6.9	72%	6.8	78%	7.5	93%	7	83%
GMA 350 (N=14)	7.8	86%	6.9	78%	6.7	86%	8.8	100%

* Red denotes goal not met

SLO 1 (GMA 400): Gain an understanding of the key theories, events, and issues in global maritime policy and core related fields.

International Maritime Organizations (N=10)		Maritime Security (N=10)	
Average Score (Goal 2>)	% 2 or better (Goal 80%)	Average Score (Goal 2>)	% 2 or better (Goal 80%)
2.59	90%	2.53	90%

SLO 2 (GMA 105 and GMA 350): Understand the importance of environment and geography to maritime policy and related fields.

There was a difficulty in differentiating between SLO 1 and SLO2 in the final exams because we neglected to structure the final exam questions to specifically address each SLO separately. We will rectify this situation in the future. SLO 2 was assessed in research papers only in GMA 105 and GMA 350.

Course	Research Paper/Essay			
	Evidence		Analysis	
	Average Score (Goal 6>)	% 6 or better (Goal 80%)	Average Score:(Goal 6>)	% 6 or better (Goal 80%)
GMA 105 (N=11)	6.8	72%	6.4	73%
GMA 350 (N=14)	7.9	93%	7.4	64%

* Red denotes goal not met

SLO 2 (GMA 400): Understand the importance of environment and geography to maritime policy and related fields.

Political Geography (N=10)	
Average Score (Goal 2>)	% 2 or better (Goal 80%)
2.187	60%

* Red denotes goal not met

In AY 2016-2017 we assessed the new SLOs 1, 3, and 5.

SLO	Course	Semester	Taught to:	Assessed Materials
<i>SLO 1:</i> Articulate well-reasoned written and verbal explanations of current issues in global studies and maritime affairs	GMA 400: Senior Seminar I	Fall 2016	Seniors	Oral Examinations
<i>SLO 2:</i> Analyze contemporary global issues and present solutions across a wide range of social science topics to meet emerging challenges in the maritime world.	GMA 401: Senior Seminar II	Spring 2017	Seniors	Senior Thesis
<i>SLO 5:</i> Demonstrate the analytical research skills to complete a Senior Capstone research project	GMA 401: Senior Seminar II	Spring 2017	Seniors	Senior Thesis

FALL 2016:

GSMA SLO 1- “Articulate well-reasoned written and verbal explanations of current issues in global studies and maritime affairs”, which aligns with **IW-SLO ‘A’** – Communication, was assessed in the Fall of 2016. Students in the Senior Seminar class were required to defend their senior thesis research proposal to the two GSMA faculty members present at each oral exam. In addition they were required to submit a list of six questions and respond orally to two faculty – selected questions on that list. These questions formed the basis for evaluating their oral communication skills. For the GMA 400 Senior Seminar Oral Examinations we used a letter-based rubric. The numerical scores at the end of each section indicate the number of students in each category.

	A+/A/A-	B+/B/B-	C+/C/C-	Not passing (D/F)
1. Organization A: 22 B: 10 C: 4 D/F: 1	Presentation is clear, logical and organized. Listener can follow line of reasoning. (22)	Presentation is generally clear but a few minor points may be confusing. (10)	Some arguments are not clear. Organization seems haphazard. (4)	Logic of arguments is not made clear. Listeners are confused. (1)
2. Professionalism A: 25 B: 9 C: 2 D/F: 0	Presentation is professional and prepared. Voice and posture are strong and confident. Appearance is neat. (25)	Pacing is sometimes too fast or slow. Presenter is slightly uncomfortable but making an effort. Appearance is neat. (9)	Presenter is uncomfortable or treating presentation too informally. Posture and voice lack composure, and appearance is messy. (2)	Presenter is obviously anxious or there is no attempt to treat presentation seriously. Appearance is sloppy.
3. Content Depth A: 22 B: 10 C: 4 D/F: 1	Explanations are complete, using theory and general insights. (22)	Explanations occasionally refer to general theory. (10)	Arguments are based on emotion, "I feel", rather than on theory and logic. (4)	No reference to literature or theory. Superficial explanations. (1)
4. Content Accuracy A: 22 B: 10 C: 4 D/F: 1	Completely accurate; no factual errors. (22)	No significant errors. (10)	Information is generally accurate but many factual errors. (4)	Information is superficial and with a high degree of inaccuracy. (1)

Since this was only the second year that GSMA instituted a system of comprehensive written and oral exam, this assessment was very valuable to us. The oral examination was worth 100 points

and any student earning less than 70 points was required to retake the oral exam. Only one student was faced with this situation – a great improvement over the previous year when at least 1/3 had to re-take their oral examination. As the rubric used was better aligned to the SLO it was supposed to measure, the results were easier to interpret. It is clear from the above table that the majority of students demonstrated excellent oral communication skills, with over 85% of students earning a grade of B or above in every dimension of the above rubric. One drawback of this particular assessment is that while the SLO mentioned both oral and written communications skills, the assessment focused on oral communication skills alone. Further refinement of the outcomes assessment plan will help avoid such misalignments.

In Spring 2017, two SLOs were assessed using the senior thesis as the artifact:

GSMA SLO 2- “Analyze contemporary global issues and present solutions across a wide range of social science topics to meet emerging challenges in the maritime world.” Based on page 1 of the rubric below (second category, **Issue Analysis**) the grades assessment of SLO 2 were 7A, 5 A-, 7 B+, 2 B, and 5 B-. The average grade was 43 points out of 50, a B. This grade meets expectations although greater improvement should be aimed for.

A+	50, 50, 50	B+	44, 44, 44, 44, 44, 44, 44
A	48, 48, 48, 47	B	43, 43
A-	45, 45, 45, 45	B-	42, 42, 42, 40, 40

Comment on SLO 2: While many senior students excelled in issue analysis and policy recommendation, others were overly focused on descriptive, factual information to convey their points, with more summary than analysis in their conclusions. We need to encourage creative thinking outside the box. While descriptive case studies provide good examples of concepts, GSMA students need to be encouraged to have the confidence to stretch their critical and creative thinking skills more effectively.

GSMA SLO 5- “Demonstrate the analytical research skills necessary to complete a Senior Capstone research project.” Based on page 2 of the rubric below, third category, **Research Skills**, the grades for this section of the rubric assessing SLO 5 were 8 A+, 2 A, 1 A-, 4 B+, 5 B-, 3 C+, 1 C, 1 C-. The average grade was 44 points out of 50, a B+.

A+	50, 50, 49, 49, 49, 49, 49, 49	B+	44, 44, 44, 44
A	48, 47	B-	42, 41, 40, 40, 40
A-	45	C+	39, 39, 39
		C	38
		C-	36

Comment on SLO 5: Based on the very wide range of accomplishment for SLO 5, it is evident that many students have acquired outstanding research skills by their senior year, while others

have not been sufficiently challenged to conduct research effectively. This indicates that additional training and higher expectations are required at the sophomore and junior level in conducting academic research using the library's databases. Unless a more rigorous expectation is required for sophomore and junior term papers, the only time some students will be introduced to research skills will be in the freshman "Information Fluency" class, and they will not be faced with or challenged by their own research shortcomings until their senior thesis semester.

(See Rubric on following pages)

Senior Capstone Thesis Rubric: Global Studies & Maritime Affairs

200 points total

Name _____ Grade _____

Criterion	Superior Thesis: A/A-	Good Thesis: B+/B	Adequate Thesis: B-/C+	Borderline Thesis: C/C-	Failing Thesis
Thesis Concepts GSMA SLO-1	Excellent explanations of current issues in global studies and maritime affairs. Concepts are easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	Above-average explanations of current issues in global studies and maritime affairs. Concepts show promise but may be slightly unclear in parts, or lacking in insight or originality.	Adequate explanations of current issues in global studies and maritime affairs. Concepts often unclear (contain vague terms), appear unoriginal, or offer relatively little that is new.	Weak explanations of current issues in global studies and maritime affairs. Unclear identification of thesis concept, or may be bland or obvious.	Fails to articulate well-reasoned explanations of current issues in global studies and maritime affairs. Conceptually unclear.
GSMA SLO-4 50 points	Successfully identifies and evaluates key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields.	Often identifies and evaluates key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields.	Sometimes identifies and evaluates key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields.	Occasionally or identifies and evaluates theories, events or issues in ocean politics, domestic and international maritime policy, and core related fields.	Inadequately or erroneously identifies and evaluates key theories, events and issues in ocean politics, domestic and international maritime policy, and core related fields.
Issue Analysis GSMA SLO-2 50 points	Excellent analysis of contemporary global issues, presenting solutions across a wide range of social science topics to meet emerging challenges in the maritime world. Analysis is fresh and exciting, posing new ways to think of the material. Excellent transitions from point to point.	Good analysis of contemporary global issues, presenting solutions across a wide range of social science topics to meet emerging challenges in the maritime world. Some insightful connections are made. May wander occasionally or have unclear transitions.	Adequate but not strong analysis of contemporary global issues. Presents some solutions across a limited range of social science topics to meet emerging challenges in the maritime world. Logic or argument may be unclear. Often wanders or jumps around with weak transitions.	Weak analysis of contemporary global issues, presenting few solutions across the range of social science topics to meet emerging challenges in the maritime world. Simplistic view of topic; general failure to support statements. Unclear structure with confusing transitions.	Lacks analysis of contemporary global issues; does not present solutions across a wide range of social science topics to meet emerging challenges in the maritime world.
	45-50 points _____	42-44 points _____	39-41 points _____	35-38 points _____	0-34 points _____

<p>Criterion</p>	<p>Superior Thesis: A/A-</p>	<p>Good Thesis: B+/B</p>	<p>Adequate Thesis: B-/C+</p>	<p>Borderline Thesis: C-/C-</p>	<p>Failing Thesis</p>
<p>Research Skills GSMA SLO-5 50 points</p>	<p>Strong demonstration of analytical research skills. Source information is used to buttress points with examples.</p>	<p>Good demonstration of analytical research skills. Examples support most points. Some evidence does not support points.</p>	<p>Adequate demonstration of analytical research skills. Points often lack supporting evidence.</p>	<p>Weak demonstration of analytical research skills. Frequent unsupported statements.</p>	<p>Inadequate demonstration of analytical research skills. Points made with unsupported assertions.</p>
<p>Excellent information fluency skills in using library databases. All sources are correctly cited in-text and listed in the bibliography according to APA style. Academic sources are sufficient and well-chosen.</p>	<p>Good information fluency skills in using library databases. Almost all sources are correctly cited in-text and listed in the bibliography according to APA style. Most sources used are academic in nature.</p>	<p>Fair information fluency skills in using library databases. Most sources are correctly cited in-text and listed in the bibliography according to APA style but with repeated errors. A combination of academic and "popular" sources are used.</p>	<p>Limited information fluency skills in using library databases. Messy or inconsistent use of APA citation style, both in-text and in the bibliography. Very few true academic sources are used.</p>	<p>Weak information fluency skills in using library databases. Problematic use of APA citation style. Minimal reliable, authoritative sources of evidence are presented.</p>	
<p>Writing Skills and Format 50 points</p>	<p>Excellent sentence structure, paragraph logic, grammar, and spelling; correct use of punctuation. Excellent integration of quoted material into sentences.</p>	<p>Sentence structure, paragraph logic, grammar, spelling and punctuation are strong despite occasional lapses. Quotes are well-integrated into sentences.</p>	<p>Moderate problems in sentence structure, paragraph logic, grammar, spelling and punctuation. Quotes may be poorly integrated into sentences.</p>	<p>Problems in sentence structure, paragraph logic, grammar, spelling and punctuation detract from flow. Quotes "plopped in"; not integrated into sentences.</p>	<p>Does not possess college-level English writing skills. Poor integration of quotes; or quotes are excessive in use.</p>
<p>All formatting requests are followed including cover page, abstract, running header, page numbers, length of thesis, etc.</p>	<p>Almost all formatting requests are followed including cover page, abstract, running header, page numbers, length of thesis, etc.</p>	<p>Most formatting requests are followed including cover page, abstract, running header, page numbers, length of thesis, etc.</p>	<p>Some formatting requests are followed but others are ignored or poorly executed.</p>	<p>Formatting is inconsistent and not following directions.</p>	
<p>45-50 points _____</p>	<p>42-44 points _____</p>	<p>39-41 points _____</p>	<p>35-38 points _____</p>	<p>0-34 points _____</p>	
<p>COLUMN TOTALS:</p>					
<p>GRAND TOTAL:</p>	<p>_____</p>	<p>Out of 200 points</p>			

Future Assessment

We recognize that student learning objectives and outcomes at the course level should be tied to the GSMA program student learning outcomes wherever possible. Student learning outcomes are detailed in GSMA course syllabi.

The GSMA program has much room for improvement in terms of consistent and rigorous assessment of its courses. GSMA faculty regularly contributed to assessment of institution-wide learning outcomes but there was no concerted effort to consistently assess program learning outcomes. While artifacts appropriate for assessment were retained, these artifacts were not consistently assessed and nor was there any effort to use program assessment to guide changes to and improvements in the program. GSMA faculty have since put forth a detailed assessment calendar (see next page) for all seven GSMA SLOs.

Recent statements from WASC indicate a preference to assess at the M (Mastery) level. This refocuses the assessment of GSMA SLOs to courses mainly at the 400 level, primarily the senior seminar sequence of oral and written comprehensive exams and the capstone senior thesis. Fortunately, GMA 400-Senior Seminar I comprehensive written exams were assessed in the most recent 2015-2016 annual assessment report, and GMA 400-Senior Seminar I oral exams were assessed in December 2016. Therefore, the GSMA program is well on the path that WASC is indicating in terms of assessment at the mastery level.

Proposed Assessment: GMA 460- Senior Thesis

SLO 5. Demonstrate the analytical research skills necessary to complete a Senior Capstone research project.

IW-SLO 'F': *Information Fluency*

Assessment: GMA 460-Senior Thesis

AY 2019-2020

SLO 1. Articulate well-reasoned written and verbal explanations of current issues in global studies and maritime affairs.

IW-SLO 'A': *Communication.*

Assessment: GMA 460-461 Senior Seminar series

SLO 2. Analyze contemporary global issues and present solutions across a wide range of social science topics to meet emerging challenges in the maritime world.

IW-SLO 'B': *Critical and Creative Thinking.*

Assessment: GMA 460-461 Senior Seminar Series

As we continue to improve our assessment we are also working to further refine and streamline our SLOs. To this end, Dr. Sammler has been working with the Faculty Learning Community to implement Campus Labs software to be used across the institution to make assessment easier for faculty as well as to aggregate assignment-level assessment data up to program and institution-wide level data. Furthermore, Dr. Sammler took part in the 2017-18 Institution-wide Assessment Council (IWAC) assessment efforts. This included further revising GSMA's SLOs which we will begin to implement fall 2017. The assessment calendar will need to be revised to match the reduction of the number of SLOs from 7 to 5. These SLOs are refined to make assessment clear and efficient and to directly map to Institution-wide learning objectives. They are as follows:

Proposed GSMA revised SLOs 6/2017 (not yet approved through faculty process)

1. **Discipline-specific Knowledge [E]** *Understand* key components of discipline specific knowledge in maritime security, ocean geography and environmental issues, maritime law and organizations, and maritime policy.
2. **Global Learning [I]** *Analyze* contemporary issues in global studies and maritime affairs.
3. **Information Fluency [F]** *Locate* appropriate sources and *synthesize* relevant theoretical and practical information.
4. **Critical Thinking [B]** *Apply* critical thinking skills to present informed solutions to emerging challenges in the maritime world.
5. **Communication [A]** *Demonstrate* strong communication skills using well-reasoned arguments.

3D. Assessment Plan

Students in the GSMA program are assessed using both direct and indirect methods. Direct methods include periodic examinations, written assignments (including research essays and policy papers), presentation evaluations, the GSMA senior thesis, and senior comprehensive exams which cover the principles of core fields of study throughout the four-year curriculum. These assessment tools are graded by rubrics designed to provide scoring criteria specific to appropriate student learning outcomes. Indirect assessment methods include an exit survey (see Appendix 10F)/

Per section 3A above, each semester two or three GSMA learning objectives are selected for evaluation by faculty. We are recommending that faculty meet at the end of each academic year to interpret the year's assessment results, and make programmatic changes accordingly.

Table 1, below, shows the required courses in the GSMA major and the program SLOs which are fulfilled in each one:

Table 1								
	<i>GSMA Student Learning Outcome</i>	1	2	3	4	5	6	7
	Required Courses in the GSMA Major							
Year 1	GMA 100 International Relations	x	x			x		
	GMA 105 Ocean Politics	x	x	x	x			
Year 2	GMA 215 Comparative Politics	x	x					x
	GMA 220 Comparative Maritime Policies	x		x	x		x	x
	GMA 230 U.S. Maritime Policy	x	x		x			
Year 3	GMA 300 U.S. Foreign Policy	x		x		x	x	
	GMA 330 Maritime Security	x	x		x	x	x	
	GMA 350 Political Geography	x		x		x		x
	HUM 325 Globalization of Culture						x	x
	HIS 300 Maritime History of the U.S.	x			x	x		
Year 4	GMA 400 Senior Seminar I	x	x	x	x	x		
	GMA 401 Senior Seminar II	x	x	x	x	x		
	GMA 400L Senior Thesis Research Lab					x	x	
	GMA 405 International Maritime Organizations	x	x		x	x		

Years 2, 3, 4	GMA Electives (7 required in the major)								
	GMA 225 SE Asia, Maritime & Mainland	x	x	x					x
	GMA 240 World Geography	x	x	x					x
	GMA 250 Environmental Policy	x	x	x				x	
	GMA 310 Geopolitics of Energy	x	x	x	x	x			
	GMA 315 China & Its Neighbors	x				x			x
	GMA 320 Ocean Environmental Management	x	x	x			x	x	
	GMA 325 Indian Ocean Rim	x	x	x	x	x	x	x	x
	GMA 335 Maritime California	x	x	x	x			x	
	GMA 395 Special Topics								
	(outcome depends on the special topic)								
	Many additional campus electives from BUS, NAU, MGT, LAW are available to fulfill the elective requirement								

Syllabi

Each GSMA course syllabus accurately describes the course and its expectations, objectives and outcomes. Rubrics that can be consistently used for assessment of learning outcomes in specific courses are increasingly included in the syllabus. These rubrics list performance criteria to assess course outcomes, describe how the data will be collected, and a criterion for success/failure. On the basis of this self-study, it is recommended that efforts increase to design rubrics that can be consistently used for assessment of learning outcomes in specific courses.

Senior Seminar Courses:

The Senior Seminar courses (GMA 460; GMA 461) are taken in the student's' senior year and culminate in the production of a senior thesis, a conference-style presentation poster, and comprehensive written and oral exams. This process provides faculty an opportunity to assess the progress of GSMA majors in the areas of discipline specific knowledge, critical thinking, and writing, and oral argument. Student satisfaction with the program is assessed through an exit survey conducted at the end of the senior year.

Survey:

As part of the assessment development process, GSMA created a senior exit survey which included a Student Learning Objectives Assessment Survey. This was administered through the Moodle course management system and was completed by 32 students graduating in Spring 2017 (see Appendix E). The survey results showed several indicators, some positive and some negative. On the positive side, senior students are overwhelmingly appreciative of the attention given to them by faculty, the quality of teaching, and the expertise of the faculty. Most felt the major fulfilled the expectations they had from the outset, as freshmen. As graduating seniors, the majority also felt confident that the GSMA program had fulfilled the Student Learning Outcomes in terms of their own self-assessment of knowledge gained. Some comments included a desire for additional environmental and geographic strength in our program, which we now have, although it was weaker in the early years of the program during this particular cohort's experience. They also expressed a desire for more maritime security training in the program, which we intend to enhance, especially with the addition of an international expert in maritime security, Assis Malaquias, as our new department chair as well as programming changes expected as a result of faculty changes and the needs of the institution and the maritime world. One area that almost all students expressed dissatisfaction for was the Career Center, both in terms of finding internships appropriate to our major and in terms of providing relevant assistance in job/career search at the end of the senior year. Since then, we have been assured by the Career Center that they are working on filling in their missing components related to GSMA student assistance. They have also hired new personnel to specifically expand the Career Center expertise in our area.

This was the first year that GSMA ever conducted a comprehensive senior exit survey. This was a group effort in terms of the content of questions formulated by GSMA faculty, as well as the design elements created by former IT employee, Margaret Arroyo. We will probably use the same survey questions over the next five years so that a progression can be collected and analyzed, using the first survey as the foundational baseline.

4. CURRICULUM AND LEARNING ENVIRONMENT

4A. Trends in Curriculum Development

A solid foundation in the social sciences and a pedagogical focus on maritime issues and policy, geography and culture, environmental issues and policy, international security, and critical thinking provide the core of the intellectual approach of the GSMA program.

The faculty in GSMA are engaged in curriculum development discussions on a regular basis. The consistent growth of the number of GSMA cadets, the departure of former faculty, and the addition of new faculty with varying backgrounds and expertise has offered the program an opportunity and requirement in some cases to adapt the curriculum of the major. Over the past four academic years, the GSMA curriculum has undergone significant revisions and additions to better achieve the SLOs and reflect the expertise of its faculty. The GSMA curriculum has been modified and increased its course offerings. Several of the new courses are wholly unique and available only to GSMA students at Cal Maritime. Over the next five years, the focus will be on emerging trends in international affairs and maritime policy. Recent meetings of the GSMA faculty have included discussions on continuing to expand course offerings in environmental and energy issues, international and domestic security issues, and Geographic Information Systems (GIS) and marine planning.

As the only U.S. maritime academy on the West Coast, Cal Maritime is uniquely positioned to offer an expanding focus on the issues facing the region in which most GSMA graduates are likely to be employed. Curriculum development in GSMA over the near future is likely to follow a similar pattern to its recent past with new courses on state and local maritime issues in California, China and its neighbors, Southeast Asia, and the Indian Ocean Rim. As issues arise that dovetail with faculty interests and are important to the mission and objectives of GSMA and Cal Maritime, current faculty will continue the process of course development and implementation. The rate of curricular change is likely to be positively impacted by the current tenure-track faculty search for a new Full Professor and Department Chair whose teaching and research interests will likely be in the area of international and maritime security.

New courses introduced to the CMA catalog since 2012 include:

GMA 225	Southeast Asia-Maritime & Mainland	Dianne Meredith
GMA 240	World Geography	Dianne Meredith
GMA 315	China and Its Neighbors	Dianne Meredith
GMA 325	Indian Ocean Rim	Dianne Meredith
GMA 335	Maritime California	Ryan Dudley Wade
GMA 350	Political Geography	Dianne Meredith

In addition, several GMA 395-Special Topics courses have been introduced on a wide variety of topics. In the GSMA curriculum, seven electives are required. The GMA 395 course is an option for exploring particular topics in Global Studies & Maritime Affairs which are not a regular part of the curriculum. Some of these “trial balloons” become permanent elective courses, as has been the case for Indian Ocean Rim (now GMA 325) and Maritime California (now GMA 335).

Some recent examples of GMA 395-Special Topics courses include:

GMA 395	GIS-Mapping & Spatial Analysis	Katherine Sammler
GMA 395	Marine Spatial Planning	Ryan Dudley Wade
GMA 395	International Migration	Dianne Meredith
GMA 395	Polar Politics	Donna Nincic

4B. General Education and Service Courses

The GSMA department offers both General Education (GE) courses to the campus as a whole as well as Area D social science elective classes, both upper and lower division, to those students who require them for their majors. The GSMA major is the home of all GE History and Government classes that students must take to fulfill the American Institutions requirements of the CSU. To continue servicing the needs of the GSMA program while meeting the demands of the Academy at large, the number of sections of GOV 200: American Government, HIS 100: U.S. History, and HIS 101: Pre-/Post-Civil War History continues to increase along with campus-wide enrollment as noted below:

Campus Service Courses provided by the GSMA Program

Academic Year	GOV 200 Sections	GOV 200 Enrolled	HIS 100 Sections	HIS 100 Enrolled	HIS 101 Sections	HIS 101 Enrolled
2012-2013	4	144	3	120	2	81
2013-2014	4	155	3	121	2	78
2014-2015	5	190	3	110	2	77
2015-2016	4	160	3	117	2	80
2016-2017	4	161	3	120	2	79

Many of our other courses have seats open to all majors to fulfill the Area D social sciences requirements of their majors. These include: GMA 100-International Relations, GMA 240-World Geography, GMA 240-Environmental Policy, GMA 225-Southeast Asia, GMA 310-Geopolitics

of Energy, GMA 315-China, GMA 320-Ocean Environmental Management, GMA 325-Indian Ocean Rim. The GSMA program is committed to the ideal of multi-disciplinarity in the context of a liberal college education experience and we enjoy the cross-fertilization of participation in these classes by students in other majors.

In addition to offering our courses to other majors, the GSMA curriculum itself also takes advantage of the wide range of maritime education opportunities across disciplines on campus. Our students take the basic classes in English, Math, and the Sciences as do all CSU students. In addition, we require our majors to take one class in the IBL (International Business & Logistics) major in order to graduate. Also, our major's seven required electives can be fulfilled not only by GMA-designated classes but by many classes in other departments, including but not limited to the following: BUS 300, BUS 301, ECO 200, ECO 395, LAW 200, LAW 300, LAW 315, LAW 395, MGT 340, MGT 420, MGT 330, NAU 103, NAU 415, TRA 395, TRA 405, TRA 410. Our students are enthusiastic about branching out to these other disciplines as part of the elective requirement and we have found the quality of many of these classes to be excellent.

4C. Content of the Curriculum

The content of the curriculum relates to the program's objectives and outcomes through their direct application across the GSMA curriculum. As presented earlier, GSMA students achieve program-specific student learning outcomes in the broad categories of Knowledge of Human Development and the Physical and Natural World, Intellectual and Practical Skills, Personal Skills and Civic Responsibilities, and Lifelong Learning Skills.

The major in Global Studies requires 120 semester units of coursework, which includes: 16 core courses, 2 senior seminar courses, 7 elective courses in the major and several GE courses. All full-credit courses in the GSMA program are 3 unit courses. Some courses that satisfy General Education (GE) requirements may be used for the major and GE. Required courses are offered at least once each year by GSMA faculty.

4D. Organization of the Curriculum

The core and elective courses of the GSMA major are structured such that foundational theories, terms, concepts as well as writing and analytical skills are introduced in lower division classes, and reinforced and advanced in upper division courses. Moreover, since many of required courses have been developed to be taken in a specific sequential manner, prerequisites have been put into place to act as a "gatekeeper" to make sure that students are not permitted to enroll in advanced courses before they have completed the introductory courses. For example, students

may not take Maritime Security (GMA 330) until they have completed Ocean Politics (GMA 105) and International Relations (GMA 100). Finally, the GSMA program of study culminates with a year-long senior seminar sequence. Seniors are required to complete a 40 page thesis on a topic of their choice. The thesis allows them the opportunity to explore a specific topic in depth, study its relation to the broader field of Global Studies and Maritime Affairs and integrate the multiple perspectives they have been exposed to during their program of study .

4E. Curriculum Road Map

GSMA is structured so that students advance through the program, progressively building their knowledge base, by taking the required Global Studies courses in sequence culminating in the senior year with the completion of comprehensive written and oral exams and a substantial piece of original research (40+ pages of text), under the guidance of a faculty mentor. The GSMA major at Cal Maritime is much more than a traditional list of courses to complete. It is a dynamic, unfolding, and individualized set of learning experiences – some occurring within a formal classroom environment and others within informal field settings. These experiences are organized into the following seven phases.

Phase 1: An Individualized Learning Plan

Students entering the global studies major are assigned a faculty advisor who serves as a resource guide and mentor to assist the student in developing an individualized learning plan, choosing electives, and ensuring that general studies requirements are met. During this phase, students learn about themselves – their interests, gifts, and life calling – by sampling the liberal arts, mixing with peers, relating to faculty mentors, and engaging in intercultural learning activities.

Phase 2: Multidisciplinary Coursework

During their freshman and sophomore years, students enroll in a variety of required and elective courses in the major. Students complete courses surveying the history, social life, politics, and cultural systems of world civilizations. The aim is to contribute multidisciplinary perspectives to students' understanding of the world while enabling them to develop intercultural relationships in the immediate communities surrounding the Cal Maritime campus. This phase helps build an important conceptual, campus-based foundation for the more experiential, community-based learning that will take place both in the Bay Area and abroad.

Phase 3: Experiential Global Learning

All GSMA students are required to complete an international experience, which can take one of three forms:

A. Year-long study abroad through the California State University, Office of International Programs. Students have the option of studying abroad in one of the CSU's year-long programs, in several countries (Spain, Sweden, Germany etc.)

B. Semester-long study abroad at an international maritime university. Participating students spend a semester taking courses at a maritime university that Cal Maritime has cooperation and exchange agreements with (for example Vietnam Maritime University and Portsmouth University, UK).

C: Short-term study abroad through Cal Maritime faculty-led three-week long international trips. Most GSMA students choose this option, which is unique to our university and is designed to provide students with exposure to the culture and maritime business and policy climate of one or more countries. Faculty submit detailed trip proposals that undergo extensive and careful review. Approved trips are presented to students who rank them in order of preference. Past trips have included Western and Eastern Europe, China, Vietnam, Korea, Japan, Morocco and Brazil. Once placed in a particular trip, students have to complete a semester-long preparatory course to learn about maritime, geographical, cultural, political and socio-economic aspects of their destinations.

During the trip, a faculty assistant supports a faculty leader so that all students (generally in groups of 15-20) have sufficient guidance during what is often their first trip beyond the borders of the United States. Coursework includes a self-reflection and research component. Directed reading, research, and writing is assigned under the direction of a faculty member. Students in the GSMA major are very excited to be part of the International Experience program and many describe the experience as "life-changing".

Phase 4: Advanced Coursework

During their junior and senior years, students enroll in a variety of required and elective upper-level courses in the major. Students complete required and elective courses, including courses on energy, the environment, security, globalization, specific area studies (China, etc.), foreign policy, geography, law and history. This phase helps build the important theoretical and conceptual foundations students will need for their Senior Thesis and Comprehensive Exams.

Phase 5: Co-op Internship (CEP 300)

Students undertake and complete a required Co-op Internship (CEP 300) generally at the end of their junior year. This component of the curriculum provides students with experience in industry, government and NGO settings in areas relevant to the GSMA major. Students apply classroom knowledge to real-world issues and bring the work experience back to the classroom to enrich their academic understanding of maritime policy concerns. Specific experience varies with the co-op setting, but includes written and oral communication skills, applied knowledge and opportunities for in-depth appreciation of a specific aspect of maritime security, environmental and other policy issues. Generally taken during the third summer, CEP 300 may

be done at any time with the permission of the GSMA Co-op Coordinator and Department Chair. Some of the companies and agencies in which students have completed their Co-Op internships include: Office of Representative Sam Farr, Port of Everett, Washington, USCG, Sector Guam, United States Secret Service, San Francisco, Cross-Cultural Solutions, Costa Rica, Pacific Maritime Shipping Association, US Coast Guard, Alameda, East Bay Terrorism Early Warning Group.

Phase 6: Senior Capstone Thesis and Qualifying Exams

The culmination of the Global Studies & Maritime Affairs major involves the completion of a substantial piece of original research (40+ pages of text) as well as comprehensive written and oral exams. The Senior Seminar two-semester sequence provides an opportunity for students to integrate their basic understanding of the fields and curricular emphases that comprise the major by exploring the interrelationship between the substantive subfields, basic concepts, and the major modes of analysis in practice today. A senior exit survey marks the official culmination of the program. Students reflect on and project future plans for continuing study, research, service, and employment. They also assess the impact of the program on their personal and vocational lives and recommend to the faculty changes to the program.

4F. Curriculum Review Process

The curriculum is reviewed and discussed in regular faculty meetings within the context of course enrollments, job and graduate school placements for graduating students, incoming student trends, feedback from student course evaluations and conversations with students. Should the faculty conclude that modifications to the curriculum are warranted (e.g. the movement of a GMA 395 Special Topics courses into permanent course status), a vote is undertaken by the full department to approve any changes in the curriculum. Any modifications and/or changes to the curriculum are then sent to the Senate Curriculum Committee for their review and approval. The Academic Dean and Provost then provide their perspectives before the changes are finally sent to the President for his approval.

In 2016, GSMA began the process of making several curriculum changes which, at the time of this writing, are at various stages in the discussion/approval cycle:

1. GSMA is discussing the possibility of adding LAW 300-International Law as a required course in the major, but no consensus has been reached.
2. There has been ongoing discussion over several years for removal of GMA 320-Comparative Maritime Policies as a required course, as it overlaps with other course content and has lack of clarity in stated objectives. Recent discussion has included the possibility of substituting GMA 240-World Geography as a required course, which is a normal component of any International Relations major and could easily be structured to include a comparative maritime aspect.

3. GSMA has reversed the sequence of GMA 400 and GMA 401 (now GMA 460 and 461). Previously, GMA 400 was the semester for comprehensive (qualifying) written and oral exams, while GMA 401 was dedicated to the writing of the Senior Capstone Thesis. However, many students had not yet taken all the preparatory coursework for the comprehensive (“qualifying”) exams by the Fall semester of the senior year, or were taking some of the essential course work concurrently. Therefore, GSMA faculty agreed that it is not ideal to test them on material with which they are not yet fully familiar. Reversing the sequence means that GMA 400/460 becomes the Senior Capstone Thesis while GMA 401/461 is dedicated to preparations for Qualifying Written and Oral Examinations, as well as a conference-style poster presentation of their thesis. Additionally, we have agreed that it is in the student's best interest to de-link the sequence of the two courses, so that transfer students and other students who will be able to graduate in December (fall semester) will not be held back by having a sequential series of senior courses. Instead, they may place one before the other according to their scheduling needs. These changes were approved by GSMA faculty, MPM chair, Curriculum Committee, Dean, and Provost.

The new course descriptions (and numbers) are as follows:

GMA 460-Senior Thesis: This course is part of a two–semester seminar sequence which provides an opportunity for seniors in the GSMA major to integrate their basic understanding of the field with the curricular emphases of the major, culminating in the completion of a senior capstone thesis of forty pages. The focus is on the process of formulating a research question, selecting the most appropriate methodology, then writing the capstone thesis itself. Students will be held to sequential writing deadlines for outlines, bibliographies, draft versions, and the final product and will be expected make class presentations on their work at appropriate intervals. *GMA 460 may be taken before or after GMA 461; both are required for graduation.*

GMA 461-Senior Qualifying Exams: This course is part of a two–semester seminar sequence which involves comprehensive written and oral examinations in key focus areas of the GSMA major. In team learning communities, students will explore the interrelationships between the substantive subfields and basic concepts presented throughout their course work in the major, focusing on two specific objectives. First, students will prepare for comprehensive written exams based on advanced readings in selected topic areas. Second, students will prepare for intensive oral examinations in those topics. Directed reading, discipline-specific research, and mock responses are executed under direction of the instructor. *GMA 461 may be taken before or after GMA 460; both are required for graduation.*

Curriculum Changes

GSMA recommends minor adjustments to the curriculum sequence this year that do not affect content, but rather the logical sequence of the content. These changes are indicative of the type of ongoing review of the curriculum that takes place on a regular basis, in order to present the best student experience possible.

1. Move GMA 230-U.S. Maritime Policy from the Spring semester senior year to the Spring semester sophomore year. As a 200-level course, it lays the foundation for maritime policy in general. Additionally, much of its content is reviewed for the Qualifying Exams in the senior year and we don't want seniors to be taking it as a senior class, before (or concurrently with) the senior qualifying exams. Therefore, it has been placed, more appropriately, in the second year.

2. Move ECO 100-Macroeconomics from the Fall semester freshman year to the sophomore year. The Fall semester freshman year has a heavier unit load compared to the sophomore year. In addition, anecdotal evidence suggests that a larger percentage of entering freshmen have to take remedial mathematics during their first year and it would be better for them to have completed basic math before taking an economics course.

The new, proposed double-sided version of the curriculum sheet highlights in **bold** the required courses, has a more readable font, and provides examples of electives on the reverse side. It also makes the long-needed changes to reflect the fact that GSMA students have a summer International Experience requirement but no longer participate on cruise with the Training Ship Golden Bear.

These and other potential changes will be discussed and voted upon by GSMA faculty before being forwarded to the Curriculum Committee for further evaluation.

(i) Current Curriculum Sheet for Class of 2020 (See Appendix D and also below.)

(ii) Proposed Curriculum Sheet for Class of 2020 (See Appendix D and also below.)

CLASS OF 2020
GLOBAL STUDIES AND MARITIME AFFAIRS MAJOR
CURRICULUM

5/18/16
Subject to Change

Total Units: 120

Writing Proficiency Requirement: All Junior students must demonstrate upper division writing competency as a graduation requirement. This may be fulfilled by passing either the Graduation Writing Exam or EGL 300 Advanced Writing.

FALL 2016		SPRING 2017			
ECO 100	Macroeconomics	3.0	ELEC 8	American Institutions Elective	3.0
EGL 100	English Composition	3.0	ELEC 20	Critical Thinking Elective	3.0
ELEC 70	Mathematics Elective	4.0	ELEC 63	Physical Science Elective	3.0
ELEC 81	Foreign Language I Elective	3.0	ELEC 65L	Physical Science Lab Elective	1.0
GMA 105	Ocean Politics**	3.0	ELEC 82	Foreign Language II Elective	3.0
LIB 100	Information Fluency in the Digital World	2.0	GMA 100	Introduction to International Relations**	3.0
PE 101	Swim Competency Exam	0.0			
PE 102	Beginning/Intermediate Swimming	(0.5)			
		Total 18.0			Total 16.0

FALL 2017		SPRING 2018			
ELEC 9	American Institutions Elective	3.0	EGL 110	Speech Communication	3.0
GMA 215	Introduction to Comparative Politics**	3.0	ELEC 21	Humanities Elective (Lower Division)	3.0
MTH 107	Elementary Statistics**	3.0	GMA 220	Comparative Maritime Politics**	3.0
			MPM 190	T.S.G.B./Int'l Experience Preparation	1.0
				Major Elective**	3.0
		Total 12.0			Total 13.0

FALL 2018		SPRING 2019			
EGL 300	Advanced Writing	(3.0)	ELEC 45	Lifelong Understanding Elective	3.0
ELEC 62	Life Science Elective	3.0	ELEC 90	IBL Elective**	3.0
GMA 300	U.S. Foreign Policy**	3.0	GMA 330	Maritime Security**	3.0
GMA 350	Political Geography**	3.0	HIS 300	Maritime History of the U.S.**	3.0
	Major Elective**	3.0	HUM 325	Globalization of Culture**	3.0
		Total 12.0			Total 15.0

FALL 2019		SPRING 2020			
GMA 400	Senior Seminar I**	3.0	GMA 230	U.S. Maritime Policy**	3.0
GMA 405	International Maritime Organizations**	3.0	GMA 400L	Senior Seminar Research Lab**	1.0
	Major Elective**	3.0	GMA 401	Senior Seminar II: Senior Project**	3.0
			HUM 400	Ethics**	3.0
				Major Elective**	3.0
		Total 12.0		Major Elective**	3.0
					Total 16.0

DELECTIVE REQUIREMENTS
21 Units Major Electives**

- ◆ Be sure to read the Cal Maritime Catalog and talk to your advisor to determine GSMA elective courses
- ◆ Required Courses in Major (CGPA = 2.0 is required)
- ◆ Elective Courses in Major (CGPA = 2.0 is required)
- + Special Topics course for T.S.G.B./International Experience will be determined by the itinerary and instructor expertise, after consultation with the ABS School of Maritime Policy and Management
- ◆ Required course when choosing T.S.G.B. participation

Current GSMA curriculum sheet for Class of 2020:

Class of 2020 Global Studies & Maritime Affairs Major Curriculum

Total Units: 120 * = Required course in the major (CGPA 2.0 required) ** = Elective course in the major (CGPA 2.0 required)
Elective Requirements: 21 units. Consult the Cal Maritime Catalog and your advisor to determine the GSMA elective courses that are offered each semester.
 A list of recurring major electives is listed on the back of this page.

<u>FALL 2017</u>	units	<u>SPRING 2018</u>	units
EGL 100 English Composition	3.0	ELEC 8 American Institutions Elective	3.0
ELEC 70 Mathematics Elective	4.0	ELEC 20 Critical Thinking Elective	3.0
ELEC 81 Foreign Language I	3.0	ELEC 82 Foreign Language II	3.0
GMA 105 Ocean Politics*	3.0	GMA 100 International Relations*	3.0
LIB 100 Information Fluency	3.0	ELEC 63 Physical Science Elective	3.0
PE 101 Swim Competency Exam	0.0	ELEC 63L Physical Science Lab	1.0
PE 102 Beginning/Interm. Swimming	(0.5)	or ELEC 62L Life Science Lab	
Total	15.0	Total	16.0

<u>FALL 2018</u>	units	<u>SPRING 2019</u>	units
ELEC 9 American Institutions Elective	3.0	EGL 110 Speech-Communications	3.0
GMA 215 Comparative Politics*	3.0	GMA 220 Comparative Maritime Policies*	3.0
MTH 107 Elementary Statistics	3.0	ELEC 21 Humanities Elective (lower division)	3.0
ECO 100 Macroeconomics	3.0	GMA 230 U.S. Maritime Policy*	3.0
Major Elective**	3.0	MPM 190 International Experience Prep	1.0
Total	15.0	Major Elective*	3.0
		Total	16.00

Summer 2019
 MPM 195 **International Experience, special topics*** 3.0

Writing Proficiency Requirement: All Junior students must demonstrate upper division writing competency as a graduation requirement. This may be fulfilled by passing either the Graduation Writing Exam or EGL 300 Advanced Writing.

<u>FALL 2019</u>	units	<u>SPRING 2020</u>	units
EGL 300 Advanced Writing	3.0	ELEC 45 Lifelong Learning Elective	3.0
ELEC 62 Life Science Elective	3.0	ELEC 90 IBL Elective*	3.0
GMA 300 U.S. Foreign Policy*	3.0	GMA 330 Maritime Security*	3.0
GMA 350 Political Geography*	3.0	HIS 300 Maritime History of the U.S.*	3.0
		HUM 325 Globalization of Culture*	3.0
Total	12.0	Total	15.0

Summer 2020 (or 2019)
 CEP 300 **GSMMA Co-op/Internship*** 3.0

<u>FALL 2016</u>	units	<u>SPRING 2021</u>	units
GMA 400 Senior Thesis*	3.0	GMA 401 Senior Qualifying Exams	3.0
GMA 401L Senior Thesis Research Lab*	1.0	HUM 300 Ethics*	3.0
GMA 405 Internat'l Maritime Organizations*	3.0	Major Elective*	3.0
Major Elective*	3.0	Major Elective*	3.0
Total	13.0	Total	12.0

Electives in the GSMA Major

The following is a representative list of 3-unit elective courses which satisfy the GSMA 21-unit elective requirement. These are scheduled on a rotating basis. Other courses than those listed may be offered which fulfill the elective requirement. Pay close attention to the courses listed as **GMA 395-Special Topics**, which vary in topic each semester. You may take GMA 395-Special Topics repeatedly, on separate topics, without limit. During each enrollment period, GSMA provides a list of electives for that semester.

GMA 225	Southeast Asia-Maritime & Mainland
GMA 240	World Geography
GMA 250	Environmental Policy
GMA 310	The Geopolitics of Energy
GMA 315	China and its Neighbors
GMA 320	Ocean Environmental Management
GMA 325	Indian Ocean Rim
GMA 335	Maritime California
GMA 345	Asian Security
GMA 360	Globalization
GMA 395	Special Topics (rotating topics announced each semester)
GMA 450	Special Topics in Maritime Policy
GOV 395	Special Topics in Government
HIS 210	History of Latin America
HIS 305	The World Since 1500: A Global History
HIS 315	World Maritime History I: Antiquity to Age of Discovery
HIS 316	World Maritime History II: Age of Exploration through the Nuclear Age
HIS 350	Race, Class, and Gender in the Maritime World
HIS 385	Bay Area Maritime History
LAW 100	Business Law
LAW 200	Environmental Law
LAW 300	International Law
LAW 315	Admiralty Law (note: 2 units only)
LAW 395	Special Topics (rotating)
ECO 200	Economic Geography
ECO 395	Special Topics in Maritime Economics
MPM 395	Special Topics
MGT	Selected management courses
BUS	Selected business courses
NAU	Selected Nautical Science courses
TRA	Selected Transportation courses

(SIDE 2 of new proposed Curriculum Sheet)

4G. Curricular Changes

The contemporary topics of interest in global and maritime studies continue to evolve and the GSMA program will continue to respond to these external factors in a variety of ways. The GSMA faculty continue to hold periodic meetings to review the GSMA curriculum. The department has made a variety of curricular changes such as reworking the course sequences, adding/deleting classes, and smoothing the process of students taking courses to fulfill major and general education requirements. While no changes have occurred affecting the number of required, elective, or general education requirements, the faculty have focused on adding, deleting, and/or modifying several courses in the GSMA curriculum in order to be responsive to the external environment and faculty expertise. Perhaps most critically, the senior seminar sequence comprised of GMA 400: Senior Thesis and GMA 401: Senior Qualifying Exams were reordered, as noted above.

In terms of required courses, GMA 360: Globalization was replaced with GMA 350: Political Geography in 2012. New elective courses in the GSMA major include: GMA 240-World Geography, GMA 315- China and Its Neighbors, GMA 225- Southeast Asia, Maritime and Mainland, and GMA 335-Maritime California. The program is for the first time offering two new GMA 395 Special Topics courses: GMA 395-Marine Planning and GMA 395- GIS Mapping & Spatial Analysis, and the first step in building a focus area in spatial analysis and Geographic Information Systems. In addition, GMA 395 will offer a Special Topics course in International Migration in Fall 2017.

The GSMA program has also recently hired an external Chair/Full Professor with expertise in International Maritime Security, Dr. Assis Malaquias, to begin in August 2017. We look forward to further additions, modifications, and innovations as they unfold under his direction and vision.

4H. Units in the Major

The GSMA major is in compliance with the CSU requirement of 120 units, including 52 units of core classes, 18 units of elective courses, 32 units for general education and 17 units of other required credits. Discipline specific knowledge and skill sets introduced in the lower division class are reinforced and advanced in the upper division classes. Most students find that graduating within four years is fully achievable; in fact, many of our students take minors in Marine Science, Law, or Business and still manage to complete their degree in a four-year period. Exceptions would be due to family emergencies or health issues; otherwise, the 120 units of the program is designed to be completed in a timely manner. Transfer students may find that some of their courses do not easily transfer to our major and thus may end up spending five years to complete their degree, depending on circumstances. We attend to the issues of transfer students by careful advising and working with them to ensure they complete their degree program in a timely manner.

4I. Curriculum Comparison

While the GSMA program at Cal Maritime is the only one of its kind in the United States, it is useful to compare our curriculum to other related CSU programs. Since GSMA is a hybrid of Global Studies, Political Science, Geography, and International Relations, with a maritime orientation, these are some fields we can look to for comparison. This will be especially important as GSMA considers adjusting courses in the future to create tracks allowing students to focus their learning, concentrating their electives classes in a specific field beyond the core courses. Using a rough equivalency comparison with courses required for a Global Studies B.A. from Cal State Monterey Bay and an International Studies B.A. from Cal State East Bay it is clear there are many overlaps in content and structure of the program (see tables below). One important comparison to note is the language requirements between programs. GSMA requires only one year of foreign language while these programs require at least two. It makes sense that any program with the word “global” or “international” in the title should include strong language training. GSMA faculty have been discussing how to modify the curriculum to remedy this in the near future.

GSMA Comparison with Cal State Monterey Bay - Global Studies

<p><u>GSMA 2020</u> Total 120 credits Fall 2016 Total 18.5 Spring 2017 Total 16.0 Fall 2017 Total 12.0 Spring 2018 Total 13.0 Fall 2018 Total 12.0 Spring 2019 Total 15.0 Fall 2019 Total 12.0 Spring 2020 Total 16.0</p> <p>LANGUAGE ELEC 81 Foreign Language I Elective ELEC 82 Foreign Language II Elective</p> <p>HISTORY ELEC 8 American Institutions Elective ELEC 9 American Institutions HIS 300 Maritime History of the U.S.</p> <p>POLITICS GMA 105 Ocean Politics GMA 100 Introduction to International Relations GMA 350 Political Geography</p>	<p><u>CSU Monterey Bay Global Studies</u> Total 58-85 units (quarter) Fall Freshman Total Units 16 Spring Freshman Total Units 14 Fall Sophomore Total Units 16 Spring Sophomore Total Units 16 Fall Junior Total Units 16 Spring Junior Total Units 14 Fall Senior Total Units 14 Spring Senior Total Units 14</p> <p>LANGUAGE GS 101: Global Studies Language 101 Language 102</p> <p>HISTORY GS 214: Global History I: Ancient Times to 1500 GS 316: Approaches/ Global Histories</p> <p>POLITICS GS 390: Global Politics GS 380S: Building an Int'l NGO GS 200: Politics of Everyday Life</p>
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<p>ECONOMICS ECO 100 Macroeconomics</p> <p>C&C EGL 110 Speech Communication EGL 100 English Composition ELEC 21 Humanities Elective (Lower Division)</p> <p>QUANTITATIVE GMA 395 GIS Mapping & Spatial Analysis</p> <p>SENIOR CAPSTONE GMA 400 Senior Seminar I GMA 400L Senior Seminar Research Lab GMA 401 Senior Seminar II: Senior Project</p>	<p>ECONOMICS GS 370: Global Political Economy</p> <p>C&C SBS 200: Com. Skills: Apps in Social Sci GS 362: Global Literatures 4</p> <p>QUANTITATIVE SBS 362/L: Rsrch Mthd for SBS: Qual Emph OR SBS 366/L: Research Methods for SBS: Quant Emphasis OR SBS 371: Apps/GIS/Soc/Sci/Busi</p> <p>SENIOR CAPSTONE GS 400: Capstone Proposal Seminar GS 300L: Global Studies Lab GS 401: Capstone Seminar</p>
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GSMA Comparison with Cal State East Bay - International Studies

<p><u>GSMA 2020</u> Total 120 credits</p> <p>LANGUAGE ELEC 81 Foreign Language I Elective ELEC 82 Foreign Language II Elective</p> <p>HISTORY ELEC 8 American Institutions Elective ELEC 9 American Institutions HIS 300 Maritime History of the U.S.</p> <p>POLITICS GMA 105 Ocean Politics GMA 100 Introduction to International Relations GMA 350 Political Geography GMA 215 Comparative Politics GMA 220 Comparative Maritime Policies</p> <p>ECONOMICS ECO 100 Macroeconomics</p>	<p><u>CSU East Bay International Studies</u> core 58-85 units, 180 total (quarter)</p> <p>LANGUAGE Y1 Foreign language course 1-3 Y2 Foreign language course 4-6</p> <p>HISTORY* HIST 1101 History of the United States to 1877 HIST 1102 History of the United States Since 1877 HIST 3017 The Twentieth Century</p> <p>POLITICS* POSC 3521 - Politics of the Global Economy INTS 3999 - Issues in International Studies INTS 3100 - Global Systems</p> <p>ECONOMICS* GEOG 2310 Economic and Resource Geography ECON 1000 Economics of Public Issues OR ECON 2301 Principles of Micro Economics OR ECON 2302 Principles of Macro Economics</p>
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<p>C&C EGL 110 Speech Communication EGL 100 English Composition ELEC 21 Humanities Elective (Lower Division) EGL 300 Advanced Writing</p> <p>SENIOR CAPSTONE GMA 400 Senior Seminar I GMA 400L Senior Seminar Research Lab GMA 401 Senior Seminar II: Senior Project MPM 195 International Experience</p> <p>ELECTIVES HUM 325 Globalization of Culture GMA 240 World Geography</p> <p>- ELEC 90 IBL Elective - - GMA 360 Globalization</p> <p>ELECTIVES (cont.) GMA 250 Environmental Policy GMA 300 U.S. Foreign Policy GMA 330 Maritime Security GMA 230 U.S. Maritime Policy GMA 405 International Maritime Organizations GMA 395 GIS Mapping & Spatial Analysis</p> <p>NO EQUIVALENCE</p> <p>PE 101 Swim Competency Exam PE 102 Swimming MPM 190 Int'l Experience Preparation</p>	<p>C&C -</p> <p>SENIOR CAPSTONE INTS 4500 - Senior Seminar</p> <p>- - INTS 4100 - International Field Work</p> <p>*Choose an area of emphasis (4 courses) DISCIPLINE AREA (ex: Anthro, Econ, History) REGION (ex: Asia, Euro, Latin Am., Mid. East); TOPIC AREA (ex: internl business, internl organizations & law, arms control, econ dev., env. issues, cross-cultural studies, migration). (See extended list of potential classes below**)</p> <p>ELECTIVES ANTH 1300 Introduction to Cultural Anthropology GEOG 2300 Cultural Geography OR ANTH 1300 Intro to Cultural Anthropology 12-units from the following with no more than 2 courses in any one discipline: ANTH 3000 Anthropology in the Modern World FIN 4375 International Business Finance MGMT 4670 Multinational Business MKTG 4470 International Marketing SOC 3431 Global Society</p> <p>ELECTIVES (cont.) POSC 3460 - Environmental Law HIST 3550 - The History of U.S. Foreign Relations POSC 3510 - International Security in the 21st Century HIST 3802 - Topics in United States History POSC 3470 - International Law One methods course</p>
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LIB 100 Information Fluency in Digital World ELEC 45 Lifelong Understanding Elective ELEC 20 Critical Thinking Elective ELEC 70 Mathematics Elective ELEC 63 Physical Science Elective ELEC 63L Physical Science Lab Elective ELEC 62 Life Science Elective MTH 107 Elective Elementary Statistics HUM 400 Ethics CEP 330 GSMA Co-Op Major Elective	
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**CSUEB Extended list of potential elective classes (partial)

DISCIPLINE AREA (ex: Anthro, Econ, History)

REGION (ex: Asia, Euro, Latin Am., Mid. East);

TOPIC AREA (ex: internl business, internl organizations & law, arms control, econ dev., env. issues, cross-cultural studies, migration).

DISCIPLINE AREA

Anthropology

- ANTH 1000 - Introduction to Anthropology
- ANTH 1010 - The Human Adaptation
- ANTH 1100 - Introduction to Biological Anthropology
- ANTH 1200 - Introduction to Archaeology
- ANTH 1300 - Introduction to Cultural Anthropology
- ANTH 2801 - Language and Thought: Anthropological Perspectives
- ANTH 3000 - Anthropology in the Modern World
- ANTH 3999 - Issues in Anthropology

Applied

- ANTH 3710 - Anthropology and Museums
- ANTH 3720 - Medical Anthropology
- ANTH 3745 - Human Sexuality: Anthropological Perspectives
- ANTH 3750 - Women in Cross-Cultural Perspective
- ANTH 3760 - Media in Cross-Cultural Perspective
- ANTH 3765 - Business Anthropology
- ANTH 3785 - Anthropology in Action
- ANTH 3898 - Cooperative Education

Archaeology

- ANTH 3200 - Science in Archaeology
- ANTH 3250 - Precolumbian America: Aztec, Inca, Maya

Biological

- ANTH 3100 - Human Evolution I
- ANTH 3101 - Human Evolution II
- ANTH 3110 - Primate Social Behavior

Biological Archaeology

- ANTH 4240 - Data Analysis in Archaeology
- ANTH 4250 - Field Course in Archaeology
- ANTH 4260 - Human Osteology Laboratory

- ANTH 4280 - Forensic Osteology

Economics

- ECON 1000 - Economics of Public Issues
- ECON 2301 - Principles of Microeconomics
- ECON 2302 - Principles of Macroeconomics
- ECON 3000 - Micro-Economic Theory
- ECON 3001 - Micro-Economic Theory II
- ECON 3005 - Macro-Economic Theory
- ECON 3006 - Macro-Economics for Business
- ECON 3107 - Global Economic Analysis
- ECON 3140 - Engineering Economy
- ECON 3170 - History of Economic Thought
- ECON 3200 - Comparative Economic Systems
- ECON 3310 - Money, Banking, and Financial Intermediaries
- ECON 3370 - Public Sector Economics
- ECON 3375 - Public Choice: The Economics of Politics
- ECON 3500 - Urban Economics
- ECON 3551 - Managerial Economics and Business Strategy
- ECON 3555 - Economics of Innovation and Intellectual Property
- ECON 3560 - Economics of Information and Organizations
- ECON 3680 - Labor Economics
- ECON 3690 - Health Economics and Public Policy
- ECON 3898 - Cooperative Education
- ECON 3999 - Issues in Economics
- ECON 4000 - Mathematical Economics
- ECON 4306 - Environmental Economics
- ECON 4315 - Monetary Theory
- ECON 4400 - Introduction to Econometrics
- ECON 4520 - Industrial Organization and Public Policy
- ECON 4590 - Selected Topics in Economic Analysis
- ECON 4705 - International Finance
- ECON 4710 - International Economic Development
- ECON 4895 - Workshop in Economic Research
- ECON 4896 - Senior Research
- ECON 4900 - Independent Study

History

- HIST 1101 - History of the United States to 1877
- HIST 1102 - History of the United States Since 1877
- HIST 2010 - Introduction to History
- HIST 2040 - Humanity, Science and Nature in History
- HIST 3017 - The Twentieth Century
- HIST 3100 - Ancient Egyptian Civilization
- HIST 3898 - Cooperative Education
- HIST 3999 - Issues in History
- HIST 4010 - History Internship
- HIST 4032 - Introduction to Public History

- HIST 4033 - Introduction to Teaching History
- HIST 4500 - The California History/Social Science Framework
- HIST 4710 - History and Trends in Nursing

REGION

History: Asia

- HIST 3305 - Modern South Asia
- HIST 3307 - Modern India through Film
- HIST 3322 - Early Japan
- HIST 3803 - Topics in Asian History

History: Europe

- HIST 3107 - History of Ancient Greece
- HIST 3108 - History of Ancient Rome
- HIST 3114 - History of Early Christianity
- HIST 3123 - History of Medieval Christianity
- HIST 3223 - History of the Soviet Union
- HIST 3224 - The Cold War
- HIST 3230 - Science and Medicine to 1700
- HIST 3801 - Topics in European History

History: Latin America

- HIST 3605 - Modern Latin America
- HIST 3804 - Topics in Latin American History

History: United States

- HIST 3400 - America to 1900
- HIST 3500 - History of California
- HIST 3503 - History of the San Francisco Bay Area
- HIST 3505 - California Environmental History
- HIST 3511 - The American West
- HIST 3535 - American Indian History
- HIST 3550 - The History of U.S. Foreign Relations
- HIST 3557 - Digging in the Dirt in American History
- HIST 3570 - The Family and Sexuality in American History
- HIST 3571 - Women in American History
- HIST 3802 - Topics in United States History

TOPIC AREA (ex: internal business, internal organizations & law, arms control, econ dev., env. issues, cross-cultural studies, migration).

Political Science: International Relations

- POSC 3510 - International Security in the 21st Century
- POSC 3520 - International Relations
- POSC 3521 - Politics of the Global Economy
- POSC 3550 - The United Nations and World Community

Political Science: Public Law

- POSC 3410 - Law and Society
- POSC 3417 - Survey of American Law
- POSC 3441 - American Constitutional Law: Government
- POSC 3442 - American Constitutional Law: Rights
- POSC 3460 - Environmental Law

- POSC 3470 - International Law
- POSC 3503 - Philosophy of Law

4J. Pedagogical Narrative

There are a variety of learning styles and faculty have responded by adapting numerous teaching pedagogies including: Powerpoint, active learning, lecture-discussion, interactive Moodle assignments, multi-modal student presentations, group learning/projects, internet accessible classrooms, and SmartBoards.

Since most of our students are visual learners, image- and map-based Powerpoint (PPT) presentations are frequently used by faculty during their lectures, with a tendency away from purely text-driven PPTs and with an effort to break up presentations with class discussions. This seems to be a shift taking place within academia in general, as the reliance on PPT for text information is gradually being replaced by prompts, problem-sets, as well as maps and images which stimulate discussion.

Students are frequently assigned presentations in class as well as work in small group discussions as a way to encourage a more active learning in the classroom setting. The emphasis on student-led professional presentations in the classroom has been exceedingly successful in developing communication skills for future leadership. This has also been reflected in the success of the CMA Debate Team which was initiated and captained by GSMA students, and whose membership is predominately students in the GSMA major who have gone on to win regional and national prizes.

5. STUDENTS

5A. Student Characteristics

The table below summarizes data from CMA Institutional Research regarding the general characteristics of the student population in the GSMA program; Appendix C provides this information in the context of all majors within the university.

	2011	2012	2013	2014	2015	2016
White	59 (57%)	60 (54%)	65 (51%)	49 (39%)	49 (36%)	49 (35%)

Black	9	5	5	3	7	7
American Indian	1	0	1	0	0	0
Asian	6	8	7	13	13	15
Pacific Islander	1	1	0	0	0	0
Two + Ethnicity	9	10	14	19	16	16
Hispanic	11 (10%)	18 (16%)	26 (20%)	34 (27%)	40 (29.8%)	45 (32%)
Unknown	6	9	9	7	9	8
TOTAL	102	111	127	125	134	140
Male	80 (78%)	86 (77%)	93 (73%)	99 (79%)	98 (73%)	103 (73%)
Female	22	25	34	26	36	37
TOTAL	102	111	127	125	134	140

Summary: Students identifying as ‘White’ make up the largest percentage of the student body followed by Hispanics, mixed ethnicity (2+) and Asians. There has been a marked increase in Hispanic students as well as students declaring 2+ (mixed) as their ethnicity, as is the trend both in California and nationally. Students reporting their ethnicity as Black have shown a decrease, which may be accounted for by the increase in 2+ ethnicity. It should also be noted that the ratio of students declaring ethnicity as White has declined, while total enrollment has grown, especially for Hispanics. In Fall 2016, the GSMA program had 49 White compared to 45 Hispanic students. If these trends continue, we can project in the next five years that Hispanic ethnicity will become dominant in the GSMA major.

In terms of gender, it is noted that the male to female ratio ranges between a high of 78% in 2011 and 79% in 2014, to a low of 73% in the last two years. In recent years the Admissions office has made a concerted effort to increase outreach to female students and we see their efforts beginning to pay off. We have every expectation that the percentage of females at the University and in the GSMA major will continue to increase over time.

5B. Advising

Academic advising is a very important part of the GSMA program. Faculty are required to meet individually with assigned advisees every semester in order to help them select the appropriate classes to stay on track in their major. This twice-yearly effort takes hours of time, often with students lined up in the hallways. As enrollment has grown, this has become a burden on the GSMA program. In Academic Year 2015-2016, two of our faculty had close to 60 advisees, each requiring 10-15 minutes or more each semester for guidance, in addition to advising students in each of three or four classes. Without a doubt, this level of advising service far exceeds the norm at any other CSU or indeed any other college campus in California. In academic year 2016-2017, the impact on faculty became so great that Associate Vice-President for Academic Affairs Graham Benton volunteered his time to take on 20 advisees, thus reducing the load to 48 advisees each for Ryan Dudley Wade and Dianne Meredith, and 25 were assigned for the newest faculty member, Katherine Sammler, who is still learning the curriculum sequence and advising procedures.

The workload of advising goes far beyond what is required by equivalent tenured or tenure-track faculty in departments on campus which do not have majors (specifically Culture & Communications and Math & Science). In the coming year, GSMA will be joining these two departments in a new College of Letters and Sciences. The inequitable distribution of faculty workload in advising students prior to each enrollment period will no doubt become more apparent in the new College. That said, the mandatory advising before each round of registration is the GSMA program's strongest commitment to student retention. Assigning a faculty advisor for each GSMA major allows for a student's progress to be more closely monitored. Students find that advising is more than just picking courses and many students will return to their advisor between mandatory visits. All students are required to be advised late in the fall term by a faculty member before registering for their spring (summer) courses, and are advised in late spring for their fall term classes. An academic hold on student's registration prevents them from registering without being advised.

It is the hope of GSMA faculty that once the new College of Letters and Sciences has formed, that their new colleagues in that college (Culture & Communications; Math & Science) will move towards sharing the advising load in an equitable manner, even though they do not have majors. As the only major in the new college, GSMA faculty will continue to have an inequitable

workload of advising if actions are not taken to distribute the advising lists more equitably. If organized well, it should be relatively easy to train others in advising according to the GSMA curriculum sheet.

5C. Enrollments

Since its inception, the program has experienced sizable increases in the enrollment of majors and the number of degrees conferred. As the tables below indicate, over a five year period, the number of students majoring in Global Studies and Maritime Affairs has increased steadily from **111** students in 2012 to **142** by 2016. The incoming class has grown 35% since 2011, while the number of degrees awarded has grown by 40% since 2012.

GSMA has the potential to grow even faster in the future as it is the only major of its kind in the United States and students achieve high rates of employment, in a variety of fields, after graduation. To cater to the diverse academic interests of students interested in this major, the program plans on developing ‘tracks’ or concentrations in fields like Maritime security and Environmental Studies, which may help attract additional students who wish to study one of these areas in depth.

GSMA Enrollment and FTE Data								
	2016 -17		2015-16		2014-2015		2013-2014	2012-13
# majors	142		134		125		127	111
# graduates (if applicable)			28		24		19	28
FTEs taught (total department SCU/15 per semester)			104.1		100.9			
Instructional FTEF	L	TT	Lec	TT	Lec	TT		
			1.5	2.5	1.4	2.2		
Faculty Headcount	1	3	2	3	2	3		
% FTEs taught			51.6	48.4	50.1	49.9		
Student Faculty Ratio			35.8	20.4	36.1	22.4		

Number of degrees awarded for the past five years were:

Degrees Awarded						
	2012	2013	2014	2015	2016	2017
GSMA	18	26	22	27	27	30

<u>Retention & Graduation Rates, 2011-2015*</u>				
Cohort Year	Number	1st year Retention	2nd year Retention	Graduation in 4 years
Fall 2011	22	.82	.73	.64
Fall 2012	28	.82	.71	.57
Fall 2013	29	.69	.55	n/a
Fall 2014	27	.74	.59	n/a
Fall 2015	38	.76	n/a	n/a

*Transfer students are included with the year they started a program within the state of California; thus, someone starting at a community college in 2011 would be included in the data for 2011.

In general, graduation rates do not increase beyond 5 years suggesting that most students either graduate by their 5th year or leave the program. While first and second year retention rates and the four-year graduation rate dipped in Fall 2013 we are pleased to note that they have increased since then. GSMA faculty have discussed several strategies to increase the first year retention rate including reducing the heavy unit load of the first year and/or restructuring the curriculum to shift a couple more major-related courses into the first couple of years.

As is evident from the table provided below, lower division required classes tend to hover around the 40- student cap while upper division classes in the major have traditionally been smaller. Of special note, though not part of the statistics above, is that the AY 2016-17 class size for the two semesters of Senior Seminar increased dramatically to 38 students in GMA 400-Senior Seminar I and 32 students in GMA 401-Senior Seminar II. This is a departure from the earlier emphasis on small, seminar-sized classes for the senior thesis year. As noted in Table 7 above, class size for the GMA 400 and 401 seminar series was an average of 21 and 17, respectively, for

the prior four academic years. In AY 2016-2017, however, course enrollments were allowed to expand, reducing the intensive guidance needed for writing a 40-page thesis and increasing the workload of the instructor of record in reading and grading the work. Increase in the average class size has two implications: 1) student-faculty ratio increases, and 2) the amount of in-depth coursework that can be assigned decreases.

<u>Course Enrollments: Required GSMA Classes, AY 2012-2013 to 2015-2016</u>					
	2012-13	2013-14	2014-15	2015-16	Average Class Size
GMA 105-Ocean Politics	48	52	55 (28, 27)	58 (30, 38)	37.1
GMA 100-International Relations	82(46, 36)	48	56 (27, 29)	60 (30, 30)	35.1
GMA 215-Comparative Politics	40	41 (25, 16)	39	43	32.6
GMA 220-Comparative Maritime Policies	41	<i>Not offered</i>	44	29	38
GMA 230-US Maritime Policy	32	35	33	36	34
GMA 300-US Foreign Policy	40	33	31	28	33
GMA 330-Maritime Security	37	29	41	34	35.2
GMA 350-Political Geography (<i>in 2012 as GMA 360-Globalization</i>)	41	40	37	43	40.2
GMA 400-Senior Seminar I	19	30 (16, 14)	31	26	21.2
GMA 401-Senior Seminar II	16	28 (15, 13)	29	30 (15, 15)	17
GMA 405-International Maritime Organizations	20	36	33	25	28.5

5D. Assistance to Students

The GSMA program is committed to providing students with assistance for the acquisition of grants, scholarships, internships, awards, and job placement opportunities. GSMA faculty have assisted seven GSMA majors in being selected to the Panetta Institute Congressional Internship Program in Washington, DC over the past 3 years:

Panetta Interns

Fall 2017 Robert Sanchez

Fall 2016 Michael Andrews (GSMA)

Fall 2015 (Withdrawn)

Fall 2014 Christine Edmiston (GSMA)

Fall 2013 Greg Lawrence (GSMA)

Fall 2012 William Reese (GSMA)

Fall 2011 Joseph Tapanes (GSMA)

GSMA faculty have assisted students in achieving fellowships and scholarship from a wide variety of sources including (but not limited to): External - The Association of Former Intelligence Officers (AFIO) scholarship, National Defense Transportation Association (NDTSA) scholarship, and the Association of California Water Agencies (ACWA) scholarship; Internal – CMA Foundation Award, GSMA Faculty Award. GSMA faculty write letters of recommendation for students in the major on a consistent basis. Examples of letters of recommendation over the past five years include (but are not limited to): Graduate schools (including Law Schools Admissions Council (LSAC), University of Washington Master of Marine Affairs Program, UC San Diego International Relations and Pacific Studies Program, University of Denver Josef Korbel School of International Studies, Georgetown University, Hult International Business School, UK), career advancement and employment opportunities (U.S. Coast Guard Officer Candidate School (USCG-OCS), U.S. Navy Officer Candidate School (USN-OCS), and a large volume of recommendations for various employment opportunities for recent graduates).

As part of the required curriculum in GSMA, all majors participate in a co-op (or internship) as part of their graduation requirements. Over the past several years, the GSMA co-op program has grown considerably and has secured a large number of co-op partners in many different areas. The GSMA co-op partners list and the opportunities these internships provide the students is something the program will continue to expand.

GSMA faculty include in all syllabi information on student access to the Student Engagement & Academic Success (SEAS) at Cal Maritime. All GSMA students are encouraged to engage

SEAS for all ancillary tutoring assistance that cannot be covered during regular class-time of office hours. In addition, GSMA faculty recommend qualified student tutors in the SEAS office for classes in the GSMA curriculum as well as general writing tutors.

We strive to graduate persons into the maritime industry who understand world affairs, possess cultural skills and have the competencies necessary to be global citizens and professionals. Graduates of GSMA have been accepted into postgraduate programs at the many institutions of higher learning; for example, University of Washington, Master of Marine Affairs Program; Georgetown University, Security Studies Masters Program; California State University, Sacramento, Criminal Justice Masters Program; University of California, San Diego, Graduate School of International Relations and Pacific Studies; Hult International Business School, United Kingdom; Erasmus University, Rotterdam, Netherlands.

Other GSMA graduates have chosen law school and are currently studying law at Tulane University Law School, while one graduating senior has already been accepted to several law schools and will be choosing his final destination soon. GSMA graduates have been accepted into the Peace Corps upon graduation for work in Mongolia, Mali, and Honduras. GSMA students typically pursue careers with: U.S. federal, state, and local governments, MARAD, the State Department, the Department of Homeland Security, the Department of Commerce, and allied areas: agencies specializing in maritime security, including the Department of Defense, the Central Intelligence Agency, the Federal Bureau of Investigation, the Immigration and Naturalization Service, the Department of Transportation, and the United States Coast Guard, international organizations such as the International Maritime Organization and the International Maritime Bureau, graduate study in maritime law at institutions such as Tulane, Roger Williams, and the University of Virginia, each of which has program specializations in maritime law; insurance and underwriting firms specializing in shipping and maritime issues.

Additionally, the curriculum provides rigorous preparation for further study at the graduate level in International Relations, Geography, Public Policy, Maritime Affairs, and Natural Resource Management. Many GSMA graduates have gone directly into business, public service agencies, and government service. Recent graduates of the GSMA program are working in discipline-specific career fields such as maritime business and management, public policy and security, and a number of other private sector entities including:

American President Lines (APL)	U.S. Army Officer Candidate School
The Port of Stockton	U.S. Coast Guard Officer Candidate School

The Port of Oakland	U.S. Navy Officer Candidate School
ABS (American Bureau of Shipping)	U.S. National Security Agency
Norton Lilly International	U.S. Customs and Border Protection
Marine Charting, Inc.	U.S. Coast Guard
Cargo Maritime, Inc.	U.S. Navy
Total Terminal International, LLC	U.S. Marine Corps
Arctic Express	U.S. Air Force
ABF Freight	Military Sealift Command
Hyundai Global	Korean-American Coalition
Long Beach Container Terminal	Plumas Audubon Society
Charter Marine Logistics	Global Diving & Salvage
Crowley Maritime	Allied Barton Security Services
Ports America	Metro Ports
Hornblower	Tradesman International
Matson Navigation	Inchscape Shipping Services

Dr. Sammler received a Chancellor’s Office Research, Scholarship and Creative Activities Award (RSCA) to do research on the “Legal Construction of Ocean Jurisdictions.” These funds were used to purchase Nvivo text analysis software and to hire a GSMA student to assist on the project. Nancy ‘Liz’ Orr is being trained to use the software and has been analyzing United Nations archival document pertaining to the development of the Third Convention on the Law of the Sea treaty. This student is now developing a paper on the tensions in developing maritime jurisdictions between Chile and Peru. This training will prepare the student for many workplace

experiences and will develop confidence in her ability as an independent thinker and worker. Dr. Sammler also procured travel funding for this Miss Orr and several other undergraduate students to attend and present work at the Association of Pacific Coast Geographers annual conference in Chico, CA on October, 2017 via an Instructionally Related Activities Grant (IRA). Each student will benefit from experiencing an academic conference setting, the sharing of ideas and offering of constructive criticism.

6. FACULTY

6A. Faculty Expertise

In Fall 2011, there were four full-time tenured and tenure-track faculty members, each with a specialized area of expertise: Dr. Donna Nincic (Ocean Politics, International Security, Maritime Piracy); Dr. Tim Lynch (Maritime History, World History, American History); Dr. Lui Hebron (Comparative Maritime Policies, Globalization, Political Economy, Asia, China); and Dr. Ryan Dudley Wade (Maritime Policy, International Relations, and Energy Policy). In 2012, Dr. Hebron left CMA and Dr. Dianne Meredith was hired as an intended addition to the department in response to enrollment growth. Dr. Meredith brought to GSMA her expertise in Political and Cultural Geography, China, and Southeast Asia. In 2014, Department Chair Dr. Tim Lynch left CMA to become Provost at SUNY Maritime, leaving the GSMA program without a full-time Maritime Historian. The gap was only partially filled by Ms. Jennifer Metz, who teaches History classes, including Maritime History, for the GSMA program.

Two major changes occurred in 2016: first was a search in AY 2015-2016 for an additional tenure-track hire to fill the teaching gaps left vacant in the last several years by the departures of Dr. Hebron (in 2012) and Dr. Lynch (in 2014). This search was successful in hiring Dr. Katherine Sammler in 2016, who brought to the GSMA program her expertise in Global Environment, GIS, and Ocean Politics, particularly of the Pacific.

Next was the 2016 retirement with a 10% FERP teaching role (online) of Dr. Donna Nincic, Department Chair and founder of the GSMA program. In AY 2016-2017, the GSMA program conducted a nationwide search for an external Full Professor/Department Chair with expertise in International Maritime Security to fill the leadership role vacated by Dr. Nincic in her retirement to New Mexico. This search was successful, and Dr. Assis Malaquias will join the GSMA program in Fall 2017 as Department Chair, bringing a vision and expertise that will provide the department with the needed subject matter expertise to fulfill the obligations of the International Maritime Security designated area, allow for a significant increase in course offerings in the area of international security, and help to provide the faculty foundation to absorb future growth.

The program has a faculty that places teaching first, but also recognizes the importance of active scholarship and service to the academy and community. Faculty members have achieved

national and international reputations for scholarship and service activities. Faculty in the program are productive in their disciplines, publishing in academic journals and university and trade presses. Below is a list of recent scholarly activities for the three current full-time GSMA faculty members:

Dr. Ryan Dudley Wade

2016. Article review: “The Security Calculus of Democracy Aid: Adversaries, Regimes, and the Allocation of U.S. Democracy Assistance, 1975-2009” Conducted for *International Interactions*.

2015. Presentation: “*Policy and Strategic Implications of Offshore Infrastructure: The U.S. Merchant Marine and the Jones Act*” Presentation given at the Johns Hopkins Paul H. Nitze School for Advanced International Studies (SAIS) Ocean Planning, Offshore Infrastructure, and the Blue Economy Conference, Washington, D.C.

2015. Panel chair: “*Policy and Strategic Implications of Offshore Infrastructure*,” Johns Hopkins Paul H. Nitze School for Advanced International Studies (SAIS) Ocean Planning, Offshore Infrastructure, and the Blue Economy Conference, Washington, D.C.

2014. “*Making a Splash in the Classroom: Maritime Education in Non-licensed Majors*” Published in the Proceedings of the International Association of Maritime Universities (IAMU) Annual General Assembly.

2014. Presentation: “*Making a Splash in the Classroom: Maritime Education in Non-licensed Majors*” Presentation given at the International Association of Maritime Universities (IAMU) Annual General Assembly 15 Conference, Launceston, Tasmania, Australia.

2014. Book review: “Threats to Exploration, Production and Supply of Africa’s Energy Resources” Conducted for the South African Journal of International Affairs (SAJIA).

Dr. Dianne Meredith

2017. “Rim, Ribbons, ‘Zero’, or Donut Hole? Imagining the Pacific Region”, in *The Nautilus: A Maritime Journal of Literature, History, and Culture*. Issue VIII (Spring 2017)

2017. “Maritime Russia and the North Pacific Arc”, in *Coriolis: An Interdisciplinary Journal of Maritime Studies*.

2017. “A Question of Semantics: Whose Blue Economy?”, in Book Review Symposium on “Rethinking the Oceans: Towards the Blue Economy”, for the *Journal of the Indian Ocean Region*.

2016. Hydro-politics and Hydro-Economics: Comparing Upstream and Downstream Challenges for Vietnam and Ethiopia. *Association of Pacific Coast Geographers Yearbook*, 78:148-167.

2016. Environmental and political implications of Vietnam's water vulnerabilities: A multiscale assessment. *Singapore Journal of Tropical Geography*, 37: 59-75.

2016. Review of Perl-Rosenthal, Nathan, *Citizen Sailors: Becoming American in the Age of Revolution*, H-Net Reviews in the Humanities & Social Sciences.

2016. Paper presented at the Association of Pacific Coast Geographers annual meeting in Palm Springs: *Tumen River Regionalism: The Costs and Benefits of Transboundary Cooperation*.

2014. Paper Presented and Session Chair at the Association of Pacific Coast Geographers annual meeting in Tucson: *Hydro-politics and Hydro-economics in Vietnam and Ethiopia* in Session titled *Damming Effects across the World*.

Dr. Katherine Sammler

2017. Book Review of *Seascapes: Shaped by the Sea* edited by Mike Brown & Barbara Humberstone. *The Canadian Geographer/Le Géographe canadien*, 61: e35-e36.

2017. Paper presented at American Association of Geographers Annual Meeting, Boston: *Spaceport America: Contested offworld access and the everyman astronaut*.

2017. Paper presented at American Association of Geographers Annual Meeting, Boston: *Material, technical, and political constructions of sea level*.

2016. "The Deep Pacific: Island Governance and Mineral Development" in Stratford, E (ed), *Island Geographies: Essays and Conversations*, New York, NY: Routledge.

2016. Paper presented at the Association of Pacific Coast Geographers Annual Meeting, Portland, OR: *The Whale and the Kauri Tree: New Zealand Environmental Governance from Mountains to Sea*.

2016. Paper presented at the International Geographical Congress, Beijing, China: *Territory, Sovereignty, and Political Geometry in the Pacific Ocean*.

2016. Paper presented at the Association of American Geographers, San Francisco: *Common Heritage or Private Commodity: Political Geography of Sea, Air, & Space*.

2015. Review of: Territory as Political Technology - A review of The Birth of Territory by Stuart Elden in Contrivers' Review.

2015. Paper Presented at the Association of Pacific Coast Geographers, Palm Springs, CA: *From Ocean Abyss to Vacuum of Space: Privatization in the Vertical Commons*.

2014. Paper Presented at the Islands of the World Conference, Penghu, TW: *Emerging Resource Management Strategies and Deep Seabed Mining in South Pacific Island Nations*.

Faculty have also been successful in grant writing to the Research, Scholarship and Creative Activity (RSCA) grants administered on campus. Funding comes from the chancellor's office and supports various types of activities from research supplies to reassigned time to summer stipend devoted to scholarship. Faculty have also enthusiastically accepted calls to serve the Academy, their discipline and many community groups. Please refer to the faculty CVs in [Appendix A](#) for a complete listing of faculty scholarly activities and service outreach.

All full time faculty possess doctorates appropriate to their instructional duties. The tenure-track faculty are generally supplemented with part-time lecturers. A list of current tenured and tenure-track faculty is listed below.

GSMA Tenured and Tenure-Track Faculty

Professor Emerita, Donna Nincic, currently participating in FERP (joined CMA in 2003)

Associate Professor, Dr. Ryan Dudley Wade (joined CMA in 2006)

Associate Professor, Dr. Dianne Meredith (joined CMA in 2012)

Assistant Professor, Dr. Katherine Sammler (joined CMA in 2016)

Professor Assis Malaquias, who will join GSMA in August 2017 as Department Chair.

GSMA Part-time Lecturer

Ms. Jennifer Metz (U.S. History and U.S. Government), 3 to 4 classes per semester

The department teaching-load norm is eight courses per year for tenured and tenure-track faculty. New tenure-track faculty have a reduced teaching load whereby they are expected to teach only 9 units (3 courses) per semester for the first two years. The Department Chair normally teaches 2/2. Lecturers who teach 15 WTU each semester are considered "full time". As total CMA enrollments expand, it is anticipated that there will be a need for another lecturer in U.S. History and U.S. Government, since these G.E. classes are required by students in every major. As GSMA enrollments expand, it is anticipated that there may be a need for interim lecturers in lower-division foundation courses in International Relations and Comparative Politics. However, students generally prefer to take these classes from full-time faculty; hence, the need should only be considered "interim". Eventually GSMA growth will require another tenure-track hire.

6B. Assistance to New Faculty

All new hires are expected to attend the university-wide new faculty orientation in the Fall where they are introduced to the mission and vision of this unique educational institution. In addition to presentations on the maritime industry and the role of maritime academies, orientation sessions provide new faculty with information on university policies, learning and technological resources, Retention, Tenure and Promotion (RTP) procedures and tips on effective teaching practices.

A copy of the faculty handbook is given to each faculty upon hiring. The Associate Vice President of Academic Affairs, Dr. Graham Benton, is responsible for communicating these policies to faculty and for notifying them with any changes either directly through e-mails, through the Academic Senate and/or by posting them on the Faculty Development page on the University website.

All CSU full-time faculty are assigned 15 WTU (weighted teaching units) of which 3 are assumed to be used for various administrative tasks at CMA. Most academic courses are 3 WTU, meaning a typical teaching load for all full-time faculty member is four courses per term. As per the collective bargaining agreement, all new tenure-track faculty are given a reduced teaching load of 3-3 for two years to give them time to develop their courses and become accustomed to their new environment and responsibilities.

The goals of the Office of Faculty Development at CMA are to use evidence-based practices to support faculty success in teaching and scholarship, build a supportive community of faculty and promote meaningful involvement in the campus community at large. The faculty development coordinator periodically offers workshops and information sessions on teaching with technology, learning-centered teaching practices, and resources for grant funding and scholarship and other topics as needed. Faculty Development also creates and distributes resource guides on topics such as the first day of class or creating inclusive learning environments that all faculty can take advantage of.

Recognizing the limited effectiveness of one-time workshops and information sessions, CMA launched a more sustained, year-long faculty learning community (FLC) for new and 'newish' faculty in fall 2016. The *Teaching at its Best FLC* focuses on discussing select chapters from the eponymous book by Linda Nilson with the dual goals of helping new faculty provide instruction of high quality and ensuring they have the assistance and support they need to navigate the institution, and its policies and procedures. Unlike one time workshops a FLC emphasizes a continuous and sustained process of inquiry, reflection, discussion, encouragement and support.

The GSMA program tries to ensure that tenure-track faculty are not given a heavy advising load during the first year. Part-time faculty in the GSMA program are not expected to do any Advising and full time tenure-track faculty are given only a small number of advisees during their first year. This allows the new faculty member time to learn the policies of the institution.

Faculty advisors are also briefed prior to the enrollment period regarding policies, prerequisites and courses.

The Department plays an active role in mentoring new faculty. The department chair and senior faculty meet regularly with junior faculty to discuss any concerns. Junior faculty are directed to senior faculty for specific courses to help in developing course plans, lectures and syllabi. As dictated by the CBA, each tenure-track faculty member is peer-reviewed via classroom observation. Student evaluations of teaching are mandatory for every course. The Department Chair discusses the results of student and peer evaluations with new faculty and provides suggestions to improve teaching effectiveness. Informal reviews are conducted in the first, third and fifth year and the feedback from these reviews can help faculty successfully navigate the formal reviews in the second, fourth and sixth year.

Faculty development funds are available to support faculty in their research, scholarly and creative activities, and professional development. There are various funds available and more than one type of fund can be applied for at the same time. Detailed information can be found in Appendix F of the Faculty Handbook, in pages 50-55. In brief, the types of faculty development funds are:

- The Campus President awards Mission Achievement Grants. This grant is for activities that are recommended by the faculty development committee and approved by the president as having a strong tie to achieving the stated mission of the institution. These consist of supplemental salary and expenses up to a maximum of \$3500 each. Usually, one or two are awarded each year.
- The Vice President of Academic Affairs awards Presentation Travel Grants, of up to \$500 for domestic travel and \$1000 for international travel to conferences and symposia. These grants are awarded to presenters only.
- The Applications for all of the above sources of funding are made by faculty to the Faculty Development Committee, which reviews the application as well as a recommendation by the department chair. The committee then recommends whether or not funding should be awarded. This committee consists of the chairs of each academic department plus two at-large faculty members. Typically, the amounts allocated to faculty development have been sufficient to fund all the proposals which have been recommended by the committee. No member of the academic business unit has had to pay out-of-pocket for any expenses related to scholarly or creative pursuits.
- In addition to the above, the Chancellor's Office provides Mini-grants for Research, Scholarship and Creative Activity (max. \$5,000).

- Cal Maritime, like every campus of the CSU, collects Instructionally Related Activity (IRA) fees from students and these fees are designated for use to support classroom activities, lab experiences, and field trips. The Instructionally Related Activities Committee put out a call annually for applications for the IRA fund and faculty can apply for IRA support at that time. The IRA Committee will collect and evaluate IRA applications and notify applicants with their decisions.

6C. Evaluation of Teaching Effectiveness

Evaluation of teaching faculty is determined by Academic Senate Policy and by the Collective Bargaining Agreement (CBA). Student satisfaction with each course must be evaluated via student surveys, as per the CBA. In addition, all instructional faculty are periodically evaluated by the Department Chair or her/his designee. Tenure-track faculty are provided annual feedback on their progress towards tenure and a formal review is conducted every other year. The formal review provides for classroom visitation and peer review of teaching effectiveness by representatives from both Department and Senate Committees on Retention, Promotion and Tenure. Tenure-track faculty provide yearly self-studies and lengthier Working Personnel Action Files (WPAF) that are used to determine retention, tenure, and promotion. The WPAF contains documents such as course syllabi, teaching evaluations by students and peers, a CV, statement of teaching philosophy, evidence of service and scholarship and a self-evaluation. The institutional process by which RTP decisions are made involve multiple levels of review (at least six for each candidate, every two years) and are codified in Academic Senate Policy 526.

Demonstrated Excellence in Teaching

Faculty are expected to demonstrate their teaching activities are effective as indicated by each of the following criteria:

- Conversations with the Chair;
- Peer Reviews of probationary faculty by Department and Chair
- Periodic review where class presentations are judged at least satisfactory by departmental peer review, Chair assessment and classroom visitation;
- Course materials and course approach demonstrate comprehensive and objective coverage;
- Expectations for student performance are rigorous and challenging, yet realistic;
- Regular office hours and general availability for students are maintained;
- Special student needs are accommodated through independent study courses, special programs, internships, and similar activities;
- Perhaps most importantly, a demonstration of student learning in their courses.

Additional criteria to demonstrate teaching excellence may include:

- Advising and mentoring students as assigned;
- Teaching a variety of courses;
- Creating a supportive intellectual environment for students;
- Participating in activities and opportunities designed to improve teaching.

Criteria: Teaching Effectiveness

Assessments of teaching effectiveness are resistant to quantification, but not to informed judgment. Scholarly preparation is a matter of maintaining currency in the field relevant to the subjects taught. This assures retaining an interest in and an ability to judge and debate on the questions which are the current and long-term basis of the field. Among factors to be considered in assessing background preparation are:

- Bibliographical materials;
- Willingness to discuss materials in the field with colleagues and students;
- Evidence of continued reading in the field.

Background preparation is best assessed by colleagues in the department. Ability to expand or adapt course offerings to departmental program needs is positive evidence if these are constructed to give the students the best perspective in the field.

Classroom effectiveness is judged by assessing the degree to which a teacher's course offerings present a systematic, clear, comprehensive picture of the subject matter of the-course and its relationship to the general study of political phenomena. Ideally, it should be a substantial contribution to the intellectual armory of a well-educated person. Among factors to be considered in assessing classroom presentation are:

- Organization of materials;
- Recognition of the upper and lower limits of students' abilities to comprehend and participate;
- Relation of the course to general intellectual questions;
- Use of illustrative examples;
- Ability to respond to student questions;
- A good balance between flexibility and rigidity;
- Appropriate vocabulary and glossary notation;
- Useful reference to collateral work;
- Appropriate summary.

Classroom presentation is partly measurable by student observation, and partly by peer observation. Course management refers primarily to the formalities of the teacher-student relationship. A course is judged well-managed when the instructor maintains an atmosphere conducive to learning. Among factors to be considered in assessing course management are:

- Holding regular and convenient office hours;
- Meeting classes as scheduled;
- Testing with adequate regularity and returning results promptly;
- Promptness in convening class and dismissing;
- Courteous, professional demeanor toward students;
- Making standards of student behavior and performance clear.

The best evidence of good course management properly comes from student experience and evaluation. Student evaluations for GSMA faculty are generally excellent, ranging from around 4.3 to 5 on a 1-5 scale.

6D. Non-Instructional Responsibilities

The GSMA program has an expectation of non-instructional service to both the larger university community and the program for all full-time faculty members. All full-time GSMA faculty members are actively serving on committees at the university-level (e.g., Curriculum Committee, Disciplinary Committee, Graduate Awards Committee, CMA Foundation Scholarship Committee), are members of the Academic Senate where several serve on Senate Committees, and all department-level committees have full membership. GSMA faculty contribute actively to academic and professional service. GSMA faculty also take on departmental responsibilities as delegated on a regular basis, such as Search Committee Chair, Program Review, Panetta Lecture and Internship coordination, CMA Welcome Day, New Student Orientation, student advising in both the GSMA major and minor, and other events/activities which promote the success of the GSMA program.

7. PROGRAM RESOURCES

7A. Staff Resources

Secretarial and clerical support is currently provided by the Dean's office and shared with the other departments of the university. This arrangement will undergo modification as the university moves to a three-school system with three Deans' offices. The appropriate division of support staff labor has not yet been determined. There are currently only two administrative support staff supporting many full and part-time faculty in GSMA, IBL, Culture & Communications, Science & Math, and Engineering. This low support staff-faculty ratio causes faculty to feel hesitant in requesting help from staff in preparing their class materials (copying syllabi, handouts, quizzes, tests, etc.) that would normally be part of support staff duties.

Similarly, a small staff of AV and IT technicians serve the entire faculty community at Cal Maritime. Occasionally, problems with technology arise in the classroom and office which cannot be dealt with immediately due to the small size of the IT staff. However, for non-

emergency issues, the IT staff is generally able to handle any problems in an appropriate amount of time.

7B. Operating Budget

The Departmental Budget for the ABS School in AY 2016-17 is approximately \$789,056 , with nearly all of this being dedicated to salaries and benefits. Only \$5800 is available for operating expenses, of which \$2,200 is allocated for in-state travel, usually related to CSU business. This leaves \$3,450 from the operating budget that could be considered discretionary to the department chair and is used primarily for supplies and services for two degree granting programs. For the past two years, \$500 per full time faculty member has been made available in faculty development funds (\$3,500 in AY 2016-2017). These funds have traditionally been used to support conference attendance for tenure-track faculty leaving few, if any, departmental funds for conference travel by tenured faculty. (All faculty have the option of applying to the Academy-wide faculty development funds to supplement their departmental allocations.) This means that the department chair actually has very few resources available to guide, influence or reward the GSMA faculty in their advancement towards retention, tenure and promotion; and towards the overall vision and mission of the program

In Fall 2008, Cal Maritime received a \$3 million gift from the American Bureau of Shipping to support the department of Maritime Policy and Management and create the ABS School of Maritime Policy and Management, which includes the BA in Global Studies and Maritime Affairs. Just over \$1 million of this gift went to the renovation of the Radar Lab, to create the ABS classroom building and provide state of the art technology for course instruction. . With the exception of the Director stipend (a position that no longer exists), it is not clear how the remainder of the funds were allocated. As the ABS gift was meant in part to provide deeper and expanded maritime policy knowledge to all our students, it is strongly recommended that some of the ABS gift be made available to furthering faculty expertise in critical issues of global maritime policy, and sharing this expertise with Cal Maritime students and the campus community. This should include not only expanded opportunities for conference attendance (including conference attendance without presenting a paper), but opportunities to acquire new technologies and learn new pedagogies as they directly support the mission of the GSMA program. Furthermore, there are limited opportunities for GSMA faculty to connect with other scholars working in the maritime policy field; some of the ABS funding could be used for faculty lectures, and hosting a conference on key maritime topics of the day.

7C. Equipment Resources

Equipment resources for the GSMA faculty fall into roughly three categories:

- Equipment in the CLS building
- Equipment in the ABS building
- Equipment in faculty offices

CLS Building: All classrooms in routine use by the GSMA faculty are equipped with a computer and audio/visual capabilities, and include internet access. Additionally, the campus has wireless access for students needing to access the internet as part of their classroom assignments. However, this equipment is often subject to breakdown and sabotage, meaning it is not always reliably available for classroom use. Additionally, much of this equipment is old (particularly the projectors) and in need of replacement. Tech support is not always immediately available when it is most needed. If there is a technology failure during a class, faculty cannot count on immediate support from IT to fix the problem. While most faculty can adjust to a change of pace in conducting an effective class without the use of technology, in many cases GSMA classes highlight student presentations which cannot so easily be delayed or modified when there is a technology failure that affects their presentation format.

ABS Building: The ABS gift not only provided for a building renovation, but also went towards the purchase of advanced technology for the two classrooms. Both ABS 101 and ABS 102 are equipped with three independent screens at the front of the room, all controlled from a single instructor console. Two of these screens are smart boards, allowing the students and faculty to tap on the screens, rather than work from the instructor console. This allows the instructor to use multiple technologies/pedagogies simultaneously (for example, PowerPoint, internet and video all at the same time). There are ongoing workshops for faculty to learn how to use the full extent of the technologies, and to become aware of the latest pedagogies using technology effectively in the classroom.

In general, however, there is no one-size-fits-all classroom condition that is ideal for each instructor. Often, instructors are assigned to “smart” classrooms yet never use the smart technology, while other instructors who would like the smart classrooms are assigned to rooms that are deficient in technology. Some instructors prefer a single large screen with high-quality projector imaging, some prefer the smaller 3-screen mode, while others prefer to have white board space to write on. While these preferences may seem minor or even petty to those who make the classroom assignments, a more logical assignment strategy would be of greater benefit to everyone and would take better advantage of the investments made in classroom technology.

Faculty Offices: Currently, offices are small but every full-time faculty does have their own private office, and there are enough office spaces for lecturers to share an office. However, as both CMA and the GMSA program continue to grow, more office space will need to be secured. With the upcoming changes to a three-school organization, a more logical distribution of office spaces according to each school might need to be considered, so that as new faculty are hired, they are assigned office spaces near their colleagues for better collaboration.

7D. Library Resources

The mission of the Cal Maritime Library is to offer collections and information fluency instruction that support the school's unique curriculum and research focus, and develop graduates who are savvy information users and lifelong learners.

The library's instruction program focuses on one of the Western Association of Schools and Colleges' five core competencies: information literacy. To achieve this, the program offers a 2-unit course, LIB 100: Information Fluency in the Digital World, required for GSMA majors. This course introduces students to the skills needed for accessing, evaluating, and ethically using information. Beyond the freshman year, instruction librarians collaborate with faculty to offer discipline-specific information fluency instruction. Librarians also assist students individually with research projects, either by appointment or on a drop-in basis in the library.

The library provides a variety of study spaces and mobile furnishings, for both individual and group work by students. It lends technology to facilitate research and study, including laptops, cameras, and calculators.

The strengths of the Library book collections relevant to the GSMA program are in the subject areas of maritime operations and policy, global shipping and maritime trade, naval history and piracy, globalization and world trade, environmental technology and the environmental aspects of shipping, and international relations in regard to admiralty law and maritime regulatory organizations. The Library has also developed a representative collection of books on the contemporary societies, cultures, economies, politics, geography, and histories of the nations of the Pacific Rim region (Latin America, East Asia, and the South Pacific). Recent acquisition of e-book packages has enhanced the breadth and depth of the Library's collection in these, and other, subject areas.

The Library's access to periodical literature to support research in the global studies component of the major is also strong. The Library provides online access to thousands of full-text news sources and journals in business, the social sciences, humanities, and life sciences through research databases such as ABI/Inform, Academic Search Premier, Environment Complete, International Security & Counterterrorism Reference Center, JSTOR, Project Muse, Newstand, Sage Journals, Science Direct, SpringerLink, and WestLaw. The Library has recently added access to Statista, which offers proprietary statistical reports on a range of business topics, and a campus site license for nytimes.com.

For material not immediately available via the Library, students and faculty may borrow from a shared collection of over 10 million titles through LINK+, a resource sharing service made up of public and university libraries in California and Nevada. LINK+ allows users to independently discover and request materials, which are usually delivered in two to four business days. Books

and journal articles not available through LINK+ are provided via the national OCLC interlibrary loan service, with delivery times of 7-10 days.

7E. Facilities

As mentioned, both ABS 101 and ABS 102 are equipped with two SmartBoards, a projector, and high-speed internet connectivity. The larger classroom (ABS 101) is able to handle a student population of up to 50 per class which has allowed for slightly larger class sizes. The rows of desks and chairs provide a conducive environment for lecture-classes but cannot be easily rearranged to allow for collaborative work on group projects and presentations. The smaller, seminar-style classroom (ABS 102) has allowed for alternate pedagogical approaches such as seminars, group work and discussions, and the like, and has also greatly enhanced the impact of facilities on student learning in the GSMA program. GSMA recommends that future classrooms re-designs allow for more flexible seating arrangements.

7F. Demand for Program

As noted in an earlier section of this program review, the trends in student applications, admits, and enrollments have been steadily increasing for the GSMA program over several years. Within the profession, there is regularly growing need for shore-side employees with a background in both international affairs and maritime policy. This is evidenced by recent outreach program implemented by the United States Coast Guard (USCG) to increase the size and quality of its civilian, shore-side employees. Within society more generally, there is an ever-increasing need for potential employees with a knowledge of the issues facing the world, particularly in the realm of international security, trade, and the environment. As the world continues to become more interdependent and globalized, the need for programs such as GSMA will continue to trend upward. The recent trends in applications, admits, and enrollments for GSMA are listed below.

GSMA Applicants, Admits, and Enrolling, 2011-2016			
Year	GSMA Applicants	GSMA Admits	GSMA Enrolling
Fall 2011	138	97	40
Fall 2012	179	122	51
Fall 2013	174	128	46

Fall 2014	202	146	45
Fall 2015	231	187	56
Fall 2016	239	166	54

The GSMA program itself does not have the expertise to engage in market research to identify anticipated needs for the future for shore-side maritime employment. Also, the career goals, both short and long term, of our graduates are quite varied, ranging from environmental careers to those in security, military, business, and law. It is beyond the scope of the GSMA program to identify market trends or needs within each of these areas.

We find that one area which seems to be lacking in terms of reaching higher enrollment targets is that of admission outreach. We have heard informally that the Admissions Office is often hard-pressed to describe our program to potential students, compared to the more straightforward degree programs in business or engineering, for example. One future goal will be to increase communication with Admissions personnel so that they can understand our program well enough to promote it enthusiastically to prospective students. This will probably necessitate a designated liaison person between GSMA and Admissions, at least in the short term. It is quite clear to GSMA faculty that our program is timely, relevant, and has a high career value for students. Graduating students who took the GSMA Senior Exit Survey in 2017 (see Appendix E) seem to concur. We have also heard that Admissions in the past has erroneously told prospective transfer students that they needed 60 units to transfer to the GSMA major, which is not the case. We can easily absorb transfer students at any level, even those who have taken just 10 units.

8. RECOMMENDATIONS OF DEPARTMENT

8A. Student Learning Goals

The GSMA program is committed to continuously improving its assessment process to enhance program efficacy and increase student learning. As noted in section 3B above, the GSMA Student Learning Outcomes evolved from a detailed 13 in 2009 to a more specific 7 in 2016. During program review discussions, as faculty gained a better understanding of the assessment process, the SLOs were further streamlined and refined to be clear, measurable and better aligned with course-level and institution-wide learning outcomes. The revised SLOs will be implemented in AY 2017-18, pending approval by all GSMA faculty. Given the dynamic nature of the fields

of global studies and maritime affairs, the GSMA student learning outcomes are likely to evolve as the world around us changes.

In terms of student accomplishment over the next five years, the GSMA faculty expect that students will continue to achieve learning outcomes with greater proficiency each year in part because faculty have become more consistent with course SLOs and aligning assignments and grading rubrics to those SLOs. This process is far from complete; more work is needed for consistency, and also to determine where course content and testing is duplicated throughout the curriculum. For the future, we recommend a more structured annual review process, where the GSMA faculty meet annually to go over the collected assessment data, and make curricular and pedagogical recommendations accordingly. GSMA student learning outcomes will also be reviewed on a yearly basis.

8B. Curriculum

GSMA reviews curricular offerings and the degree program with a view toward: (1) making sure that the classes have maintained congruence with the discipline, (2) setting the foundation for the addition of future courses and possible concentrations and (3) increasing the efficiency and effectiveness of advising. The GSMA faculty examine course offerings regularly to ensure that student demand is met. Regular increases in the number of GSMA students has required larger and/or additional sections of particular courses to be offered to ensure students have the opportunity to matriculate in 4 years. Other than institutional enrollment management of GSMA courses, the faculty envisage the highest probability of curricular changes in the area of new course offerings. As developments take place in the world of global and maritime affairs, the faculty are likely to respond to those real-world changes with curricular changes in the program. Some potential curricular changes over the next five years may include: additional course offerings in Area Studies (Russia, Africa, Latin America), Marine-GIS, Critical Cultural Studies, Humanitarian aspects of Security, Hydropolitics, Sustainability Principles, and more. Most classes are likely to start out as Special Topics (GMA 395) courses, and if student demand and/or issue importance remain high, those classes are likely to become permanent major electives, or in some cases, permanent major required courses. For example, over the past few years GSMA faculty have responded to emerging phenomena by offering Special Topics classes on Polar Politics, Indian Ocean Rim, GIS, Marine Spatial Planning, and International Migration.

8C. Program Students

Based on trends in shoreside maritime employment and the need for globally literate graduates for maritime security, the GSMA program is likely to increase in student enrollment numbers. We hope to continue to increase number and diversity of students in the major each academic year. Based on trends in ethnic and diversity as noted in section 5A, we expect to enroll more students identifying as Hispanic or 2+ Ethnicity over the next five years. We also look forward to

a more balanced M/F ratio in our program. Though we have one of the most balanced M/F ratios on the CMA campus, there is room for improvement. However, it may be beyond the scope of GSMA faculty to affect outreach efforts in that area. Various entities on campus from Admissions, to SEAS, to the Unity Council need to work together to prevent misogyny and provide a more welcoming environment for female student retention.

8D. Career Preparation for Graduates

Career opportunities for GSMA graduates are likely to change over the next five years, particularly in shore-side and public sector employment opportunities available to graduates. In terms of maritime-related, shore-side employment, the United States Coast Guard has already begun an outreach program to attract more qualified civilian employees to run shore-side operations. The USCG civilian program has participated in the past two ABS School career fairs. We also expect an increase in public sector employment opportunities in the areas of maritime security (particularly port security), and homeland security (particularly through the Department of Homeland Security). Finally, the dramatically increasing number of domestic and international regulations in the field of environmental policy holds great potential for growth and job placement opportunities. With issues such as global warming, sea-level rise, and maritime pollution taking center stage, GSMA graduates will be uniquely qualified for positions in either public or private environmental organizations, agencies, or corporations.

The GSMA curriculum has already begun to adjust to the potential changes in the job sector for our graduates and will continue to do so into the future. We have elective courses in Environmental Policy, Ocean Environmental Management, GIS, and Marine Spatial Planning. Maritime Security and International Maritime Organizations are required courses for all GSMA majors as is U.S. Maritime Policy and Comparative Maritime Policies, to more directly prepare students for careers in the maritime policy field. The GSMA program has also greatly expanded its component of Area Studies in general, with electives that develop a strong knowledge base on the Indo-Pacific Region (including China, India, Korean Peninsula, Southeast Asia). In the future, we hope to add more regional classes; in fact, students are asking for them, particularly Latin America. A course on Latin American maritime security would be quite popular, especially given the increased numbers of CMA students identifying as Hispanic ethnicity. In short, the curriculum is likely to change in the same manner it has in the past. GSMA faculty have a wide range of intellectual interests and are ready to expand upon any number of them based on trends in global studies and maritime affairs.

8E. Faculty

Since its inception, GSMA has witnessed the steady rise in the quality of the department as measured by scholarly output, grants awarded, and quality and innovation in the education we offer to our students. Moreover, all of these achievements were accomplished in spite of

resource constraints (insufficient tenure-track hires, a low and compressed faculty salary structure, heavy teaching loads and high service demands).

The department has generated a high level of scholarly productivity while instructing more majors with more sophisticated instructional technologies and granting more degrees. The department continues to work on improving its efforts at student career preparation and learning outcomes. In the future, we do not see any significant changes in the program's faculty; however, we greatly encourage the hiring of new faculty to expand the program's offerings into new area of faculty specialization while keeping course size manageable.

8F. Resources

The current level of resources available to the GSMA program is adequate to maintain the quality of the program as of now; however, as enrollments in GSMA continue to increase, the potential exists for resource level to fall below adequate. For example, the operating budget likely needs to be adjusted commensurate with changes in FTEs.

Another area of concern for the GSMA faculty is resources devoted to faculty development. Support for conferences and research endeavors is somewhat limited by the current budget situation, and we hope to have access to increased faculty development funds going forward. Future resource improvement would provide current faculty with more opportunities for pedagogical development and the maintenance of relevancy in dynamic field of global studies and maritime affairs.

9. Recommendations for improving the review process

The program review process was an extremely useful exercise for the Global Studies and Maritime Affairs program. Not only did the process allow for self-reflection and self-critique of the GSMA program, but it highlighted the strengths of the program as well. The GSMA program has made great strides in creating and executing an outcomes assessment plan that will help us realize program goals. We are beginning to establish a culture of evidence-based practice that can guide decision making and resource allocation. However, given the amount of data involved, the multiple sources of the data from across the Cal Maritime campus, the drafting and revising of the program review document, and the expectations of those in charge, it is obvious that the program review process would be greatly enhanced by additional training of the person(s) charged with conducting it. It is also critically important for all departmental faculty to be involved in the program review process right from the beginning. This will result in (1) an ongoing review conversation among all faculty in the program, (2) less likelihood of significant errors and/or omissions, and (3) a more timely completion of the review process.

10. Appendices

Appendix A: Resumes of current full-time GSMA faculty

Ryan Dudley Wade

Curriculum Vitae

Department of Maritime Policy and Management
Global Studies and Maritime Affairs
California State University Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
(707) 654-1167
rdudley@csum.edu

Personal

3901 McKinley Blvd.
Sacramento, CA 95819
(916) 838-2099
ryandudley@hotmail.com

Education

Ph.D. in Political Science	2009	University of California, Davis
B.S. in Political Science	1997	Santa Clara University (with honors)
Jesuit High School	1993	Carmichael, CA (with honors)

Professional Experience

<i>Associate Professor</i>	2014-current
Global Studies and Maritime Affairs ABS School of Maritime Policy and Management California State University Maritime Academy	

<i>Director, International Programs</i>	2015-current
California State University Maritime Academy	

<i>Assistant Professor</i>	2008-2014
Global Studies and Maritime Affairs ABS School of Maritime Policy and Management California State University Maritime Academy	

<i>Lecturer</i>	2006-2008
Global Studies and Maritime Affairs California State University Maritime Academy	

Courses taught at the California State University Maritime Academy:

<i>U.S. Foreign Policy (GMA 300)</i>	<i>American Government (GOV 200)</i>
<i>U.S. National Security Policy (GMA 305)</i>	<i>The Geopolitics of Energy (GMA 310)</i>

<i>International Maritime Organizations (GMA 405)</i>	<i>National Security Issues (GMA 390)</i>
<i>Introduction to International Relations (GMA 100)</i>	<i>Latin American Security (GMA 395-1)</i>
<i>Ocean Environmental Management (GMA 320)</i>	<i>Ethics (HUM 400)</i>
<i>Latin American Political Economy (GMA 395-2)</i>	<i>Cruise: Port Analysis (GMA 210)</i>
<i>Introduction to Environmental Policy (GMA 120)</i>	<i>Cruise: Sea Component (GMA 211)</i>
<i>Introduction to Comparative Politics (GMA 215)</i>	<i>International Experience Prep (MPM 190)</i>
<i>Maritime California (GMA 335)</i>	<i>Ocean Politics (GMA 105)</i>
<i>Senior Seminar I: Methods and Design (GMA 400)</i>	<i>Marine Planning (GMA 395)</i>
<i>Senior Seminar II: Research Project (GMA 401)</i>	
<i>International Experience Special Topics (MPM 195)</i>	

Teaching Assistant 2001-2006
 Department of Political Science
 University of California, Davis

Courses:

Introduction to International Relations (POL 003)	Theories of International Politics (POL 050)
Introduction to Comparative Politics (POL 002)	Scientific Study of Politics (POL 051)
Research Methods I (POL 211)	Scientific Study of War (POL 121)
Research Methods II (POL 212)	Politics of the Middle East (POL 129) Research
Methods III (POL 213)	Recent U.S. Foreign Policy (POL 130)

Research Assistant 2001-2003
 Department of Political Science
 University of California, Davis

Projects:

- * *Historical Statistics of the United States: Millennial Edition* (Gartner 2006)
- * “Making the International Local: The Terrorist Attack on the USS Cole, Local Casualties, and *Media Coverage*” (Gartner 2004)
- * “*Veto Players and the Rule of Law in Emerging Democracies*” (Montinola and Andrews 2004)

Advisory Board Member 2005-2007
 International Affairs Journal, University of California, Davis

Lecturer’s Representative 2006-2007
 California Faculty Association (CFA), California State University Maritime Academy

Vice President 2012-2016
 California Faculty Association (CFA), California State University Maritime Academy

Publications and working papers
 Dudley, Ryan. 2014. “Maritime Education in Non-licensed Majors.” *Proceedings of the International Association of Maritime Universities (IAMU) Annual General Assembly* 15

Dudley, Ryan and Ross Miller. 1998. "Group Rebellion in the 1980's." *Journal of Conflict Resolution*. Volume 42 (1): 77-96.

Dudley Wade, Ryan. "Policy and Strategic Implications of Offshore Infrastructure: The U.S. Merchant Marine and the Jones Act." Working Paper (not yet published)

Dudley Wade, Ryan. "The Pitfalls of Environmental Federalism: The Cases of the United States and the European Union." Working Paper (not yet published)

Dudley Wade, Ryan. "Energy Conflict: Oil and Militarized Interstate Disputes." Working Paper (not yet published)

Dudley Wade, Ryan. "It Takes Two to Tango: The Formation of Bilateral Military Alliances." Working Paper (not yet published)

Dudley Wade, Ryan. "The Consequences of Bilateral Military Alliances." Working Paper (not yet published)

Doctoral dissertation – "*It Takes Two to Tango: Bilateral Military Alliances and International Conflict*" (2009)

Dissertation Committee: Dr. Scott Gartner (chair), Dr. Randolph Siverson, Dr. Robert Jackman

Conference Papers

Dudley, Ryan. "Military Alliances and International Conflict: A Hierarchical Model"

* Presented at the International Studies Association (ISA) 2007 Conference

Dudley, Ryan. "The Pitfalls of Environmental Federalism: The Cases of the United States and the European Union." *Presented at the International Studies Association (ISA) 2012 Conference

Dudley, Ryan and Donna Nincic. "Making a Splash in the Classroom: Maritime Education in the Social Sciences." *Presented at the 2013 Maritime Academies Higher Education Summit

Conference Presentations

Dudley Wade, Ryan. 2015. "Policy and Strategic Implications of Offshore Infrastructure: The U.S. Merchant Marine and the Jones Act," presented at the Ocean Planning, Offshore Infrastructure, and the Blue Economy Conference; Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University; Washington, D.C.

Dudley, Ryan. 2014. "Maritime Education in Non-licensed Majors," presented at the International Association of Maritime Universities (IAMU) Annual General Assembly 15 Conference; Tasmania, Australia.

Bachkar, Khalid and Ryan Dudley Wade. 2013. "Perspectives on the Evolution of Logistics Education in the United States," presented at the International Assembly for Collegiate Business Education (IACBE) Regional Conference; Vallejo, CA.

Dudley, Ryan and Donna Nincic. 2013. "Making a Splash in the Classroom: Maritime Education in the Social Sciences – A Faculty Perspective," presented at the SUNY Maritime College Higher Education Summit; Throgs Neck, New York.

Dudley, Ryan. 2012. "The Pitfalls of Environmental Federalism: A Comparative Case Study of the United States and European Union," presented at the International Studies Association (ISA) West Regional Conference; Pasadena, CA.

Dudley, Ryan. 2007. "Power, Institutional Structure, and the Effect of Formal Military Alliances on State Behavior: A Hierarchical Model, 1815-2003," presented at the 48th Annual International Studies Association Convention; Chicago, IL.

Academic Reviews

Review of "The Security Calculus of Democracy Aid: Adversaries, Regimes, and the Allocation of U.S. Democracy Assistance, 1975-2009," for *International Interactions*, completed in 2016.

Review of "Threats to Exploration, Production and Supply of Africa's Energy Resources," for the *South African Journal of International Affairs*, completed in 2014.

Awards and Honors

Zetterbaum Award for Excellence in Graduate Instruction 2006
- University of California, Davis

Pi Sigma Alpha National Honor Society 1996-1997
- Santa Clara University

Santa Clara University Honors Program 1995-1997
- Santa Clara University

Political Science Honors Program 1995-1997
- Santa Clara University

Dianne Meredith

Curriculum Vitae

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Ph.D., Geography, University of California-Davis, 2003
M.A., Geography, University of California-Davis, 1999
B.A., Geography, University of California-Berkeley, 1997
Professional Certificate in Campus Sustainability Leadership, University of Vermont, 2016

PROFESSIONAL EXPERIENCE:

August 2012 to present: Associate Professor, Global Studies and Maritime Affairs, California State University-Maritime Academy.

March 2005-May 2012: Lecturer, California State University-East Bay.

June 2000-May 2005: Lecturer, University of California-Davis.

PUBLICATIONS:

2017. Meredith, Dianne. Early Maritime Russia and the North Pacific Arc. *Coriolis: An Interdisciplinary Journal of Maritime Studies*. Issue VIII (Spring 2017).

2017. Meredith, Dianne. Rim, Ribbons, 'Zero', or Donut Hole? *The Nautilus: A Maritime Journal of Literature, History, and Culture*.

2017. "A Question of Semantics: Whose Blue Economy?", in Book Review Symposium on "Rethinking the Oceans: Towards the Blue Economy", for the *Journal of the Indian Ocean Region*.

2016. Meredith, Dianne and Givental, Elena. Hydro-politics and Hydro-Economics: Comparing Upstream and Downstream Challenges for Vietnam and Ethiopia. *Yearbook of the Association for Pacific Coast Geographers*, 78: 148-167.

2016. Givental, Elena and Meredith, Dianne. Environmental and Political Implications of Vietnam's Water Vulnerabilities: A Multiscale Assessment. *Singapore Journal of Tropical Geography*, 37 (10): 59-75.

2016. Meredith, Dianne. Review of Perl-Rosenthal, Nathan, *Citizen Sailors: Becoming American in the Age of Revolution*, H-Net Reviews in the Humanities and Social Sciences.

2005. Meredith, Dianne. The Bioregion as a Communitarian Micro-region. *Ethics, Place and Environment*, 8(1): 17-36.
2002. Meredith, Dianne. Hazards in the Bog – Real and Imagined. *The Geographical Review*, 92(3): 319-332.
2001. Meredith, Dianne. Migration and Adaptation of Popular Balladry in the U.S. Appalachian Region. *Scottish Geographical Journal*, 117 (3): 169-183.
2001. Meredith, Dianne. California: American West or Pacific Rim? *North American Geographer*, 2 (1): 33-57.
1999. Meredith, Dianne. Landscape or Mindscape: Seamus Heaney's Bogs. *Irish Geography*, 32(2), 126-134.
1999. Meredith, Dianne. California's 'Asian' Clam & the Rhetoric of Alien Invasions. *California Geographer*, 39: 21-34.

CONFERENCE PRESENTATIONS:

2015. "Tumen River Regionalism: The Costs and Benefits of Transboundary Cooperation", presented at the *Association of Pacific Coast Geographers* annual meeting in Palm Springs, California.
2014. "Hydro-politics and Hydro-economics: Comparing Upstream and Downstream Challenges for Vietnam and Ethiopia", presented at the *Association of Pacific Coast Geographers* annual meeting in Tucson, Arizona.
2013. "Lamu Super-Port in Kenya: Connecting the Great Equatorial Landbridge Across Africa", presented at the *American Association of Geographers Annual Conference*.
2013. "California's Maritime Academy: Geography on the Pacific Rim", presented to the Graduate Group in Geography, University of California-Davis.
- 2002: "Nature, Culture, and the Bioregion", presented at the University of California-Davis, *Nature and Culture in America* (American Studies 1e).
1999. "Cultural and Political Currents of the Pacific Rim", guest lecture, University of California-Davis, Political Geography.

PARTICIPATION IN LEADERSHIP/TEACHING SEMINARS AND WORKSHOPS:

- 2016, CSU Institute of Teaching and Learning, Office of the Chancellor, Long Beach: "What Works: Designing Teaching for Diverse Learners" (July 12-14, 2016).

2016, University of Vermont, Burlington: “Campus Sustainability Leadership Program”.

2015, Aspen Institute, Wye Faculty Seminar, Maryland: “Citizenship in the American & Global Policy: an interdisciplinary seminar for college and university professors.

CSUM Workshop: “Nuts and Bolts of Academic Advising”. March 2015.

CSU online: “Eliminate Campus Sexual Violence”, certificate January 2015.

CSUM Faculty Learning Community (FLC): “Ocean Literacy”, 2014-2015.

CSUM Workshop: “Affordable Learning Solutions”, December 16, 2014.

CSUM Workshop: “Moodle 2.6+ - Grading and Grading Tips”, October 2014.

CSUM Workshop: “Teaching with Emerging Technology”, January 2013.

CSUM Workshop: “Extending Moodle – Advanced Features of Moodle: Forums, Message Boards, Quizzes, Assignments, Grade Book and more...”, September 2012.

CSUM Workshop: “Pop!ing for Classroom Participation”, August 2012.

CSU Certificate of Achievement: “Accessible Instructional Material: Creating Documents”, October 2, 2012.

TEACHING ACTIVITIES:

Courses taught at California State University-Maritime Academy (2012 to present):

Indian Ocean Rim	Senior Seminar I
China and Its Neighbors	International Relations
Southeast Asia: Maritime & Mainland	Environmental Policy
Comparative Politics	Political Geography
Ocean Environmental Management	Globalization
Globalization of Culture	World Regional Geography
Economic Geography	Senior Seminar I and II

Courses taught at California State University-East Bay, 2005-2012:

California Geography	Global Systems
Cultural Geography	Economic Geography
Physical Geography	Food, Culture, and Environment
Graduate Seminar: Political Ecology	Graduate Seminar: Cultural Geography

Courses taught at the University of California-Davis, 2000-2005

World Regional Geography
California Geography
Graduate Seminar: Theory & Practice

Cultural Geography
Political Geography
Freshman Seminar: The Cold War

ACADEMIC SERVICE, California Maritime Academy, 2012-present

Academic Calendar Task Force
GSMA Program Review Coordinator
Campus Sustainability Committee
Strategic Enrollment Management Committee
IWAC (Institution-Wide Assessment Council)
Chair of Search Committee for Tenure-Track Hire (2015-2016)
FLC (Faculty Learning Community) on Ocean Literacy
Discipline Review Hearing Officer
New Student Summer Reading Committee
Registration Redesign Task Force
Academic Senate Ad Hoc Committee for the Talloires Declaration
POP, Pearls of Power Committee (2013-2014)
Facilities Planning and Programming Committee
MPM International Experience Trip Assistant, Europe
MPM International Experience Trip Leader, China
Hiring Committee, Campus Psychologist
Proposal Reviewer, 16th Annual CSU Teaching Symposium
Planning Committee, GIS-Environment minor
Roundtable Discussant, 2013 New Faculty Orientation
Discussion Leader, 2013 Leadership Development Day

Katherine G. Sammler

Curriculum vitae

CONTACT INFORMATION California State University Maritime Academy (707) 654-1148
200 Maritime Academy Drive ksammler@csum.edu
Vallejo, California 94590 <https://saltygeographies.net>

EDUCATION **Ph.D.**, School of Geography and Development, 2016
The University of Arizona, Tucson AZ
Dissertation Title: National Governance of Offshore Volumes: Challenging Geometries, Geopolitics and Geophysicalities.
Advisor: Dr. Jeffrey Banister Minor: Remote Sensing & Spatial Analysis, Graduate Certificate in GIS

M.S., Atmospheric Sciences, 2009
The University of Arizona, Tucson AZ

B.S., Physics, 2005
University of Oregon, Eugene OR

PROFESSIONAL EXPERIENCE

Academic Appointments

2016-Present Assistant Professor, Global Studies and Maritime Affairs, California State University – Maritime Academy, Vallejo, CA.

Research Appointments

2013 Intercultural Center for the Study of Desert and Oceans/Centro Intercultural de Estudios de Desiertos y Océanos. GIS marine spatial planning with artisanal fisher co-ops for sustainable governance in Gulf of California.

2009 Flood Hydroclimatology of Arizona, Climate Assessment of the South west (CLIMAS). Analyzed historical flood data, flood frequency & magnitude, web and GIS platforms for bi-directional stakeholder communication.

2008 Border Climate Summary, Udall Center for Public Policy & Institute of the Environment. Editor, bi-national climate quarterly. Interpreted climate content, made infographics, facilitated workshops in US & MX.

2008 Modeling O3 Measurement of GPS Radio Occultation. Atmospheric Sciences team. Atmospheric Temperature, Ozone, and Moisture Microwave Spectrometer (ATOMMS) satellite proof of concept.

2005 Pacific Northwest Index (PNI). Compiled and managed large data set of climate indicators.

Teaching Appointments

Primary Instructor

2017 fall, 2016 fall; Ocean Politics 105.

2017 fall; 2016 fall Environmental Policy 250.

2017 spring; Comparative Maritime Policies 220.

2017 spring; GIS Mapping & Spatial Analysis 395.

2016 fall; Comparative Politics 215.

2015 winter; Our Changing Climate, 230; online.

2015 fall, 2012 fall; Our Dynamic Landscape, 240.

2015 summer, 2014 fall; Introduction to Physical Geography, 170; online.

2013 winter; Environment and Society, 150; online.

2012, 11 summer; Interact w/Air, Land, & Sea: STEM Camp, AZK-12 Center.

2011 summer; Computer Cartography, 416/517 (ArcMap).

International Experience Leader

2017 3 weeks, Global Studies & Maritime Affairs – International Business & Logistics in Vietnam.

Lab Instructor

2012 spring; Geographic Apps. of Remote Sensing, 483/583 (ERDAS).

2012 spring; GIS for Natural & Social Sciences, 417/517 (ArcMap).

2011 fall; Introduction to Remote Sensing, 330 (ERDAS).

Teaching Assistant

2016 spring; Our Diverse Biosphere, 220.

2015 spring; The Political and Cultural Geography of Globalization, 210.

2015 spring; Introduction to Sustainable Development, 302.

2008 spring, 2007 fall; Weather and Climate, 101.

PUBLICATIONS

Book Chapters

2017 Sammler, K. (in review). “Kauri and the Whale: Alternative Ontologies of Environmental Politics” in I. Braverman and E. Johnson (eds.), Ocean Legalities: The Law and Life of the Sea, Durham, NC: Duke University Press.

2016 Sammler, K. “The Deep Pacific: Island Governance and Seabed Mineral Development” in E. Stratford (ed.), Island Geographies: Essays and Conversations, New York, NY: Routledge. 198pp.

Conference Proceedings

- 2015 **Sammler, K.** From Ocean Abyss to Vacuum of Space: Privatization in the Vertical Commons. *Association of Pacific Coast Geographers*, Palm Springs, CA 21-24 Oct.
- 2014 **Sammler, K.** Emerging Resource Management Strategies and Deep Seabed Mining in South Pacific Island Nations. *Islands of the World Conference*, Penghu, TW 22-27 Sep.
- 2010 Kursinski, E.R., Young, A., Otarola, A., Stovern, M., Wheelwright, B., Ward D., **Sammler K.**, Stickney, R., Groppi, C., Al Banna, S., Schein, M., Bell, S., Bertiger, W., Miller, M., and Pickett, H. Laboratory and Ground Testing Results from ATOMMS: The Active Temperature, Ozone and Moisture Microwave Spectrometer. *21st International Symposium on Space TeraHertz Technology*, Oxford, 23-25 Mar.
- 2009 AlBanna, S., Groppi, C., Walker, C., Schein, M., Bell, S., Wheelwright, B., d'Aubigny, C., Young, A., Golish, D., Kursinsk, E.R., Otarola, A., Ward, D., **Sammler, K.**, Bertiger, W., Miller, M., and Pickett, H. A Single 30 cm Aperture Antenna

Design for the Operation of 2 Widely Separated Frequency Bands for the Active Temperature, Ozone and Moisture Microwave Spectrometer (ATOMMS). 20th International Symposium on Space Terahertz Technology, Charlottesville, VA 20-22 Apr.
- 2008 Kursinski, E.R., Ward, D., Otarola, A., **Sammler, K.**, Frehlich, R., Rind, D., Groppi, C., Albanna S., Shein, M., Bertiger, W., Pickett, H. and Ross, M. The Active Temperature Ozone and Moisture Microwave Spectrometer (ATOMMS), *ECMWF GRAS SAF Workshop on GPS Radio Occultation*. Shinfield Park, UK. 16-18 Jun.

Book Reviews

- 2017 **Sammler, K.** (in press) Book Review of Seascapes: Shaped by the Sea edited by Mike Brown & Barbara Humberstone. *The Canadian Geographer*.
- 2015 **Sammler, K.** Territory as Political Technology - A review of The Birth of Territory by Stuart Elden. *Contrivers' Review*. March 2.
- 2013 **Sammler, K.** Book review: Island Enclaves: Offshoring, Creative Governance and Subnational Island Jurisdictions. *Cultural Geographies*; *Islanding Cultural Geographies* 20(2): 262
- 2013 **Sammler, K.** Book review: *Island Enclaves: Offshoring, Creative Governance and Subnational Island Jurisdictions*. *Current Issues in Comparative Education*; *Education in Small States: Fragilities, Vulnerabilities and Strengths* 15(1): 181-183.

Manuscripts in Preparation

- n.d. **Sammler, K.**, House-Peters, L. Geoviscera: Unleashing the Subterranean.
- 2018 **Sammler, K.** & Lynch, C. Spaceport America: Contested Offworld Access and the Everyman Astronaut [Special issue: Human Rights and Critical Geopolitics of Outer Spaces].
- 2017 **Sammler, K.** Vertical Epistemologies Emerging From Sea Level as a Political Plane.

Other Publications

- 2013 **Sammler, K.**, House-Peters, L. Tracing L.A.'s Marine Topographies: Climate, Currents, & Calamari. *Association of American Geographers Newsletter* 48(1).

FELLOWSHIPS & GRANTS

Fellowships

- 2014 Investigating Ocean Territory & Resource Sovereignty Through Seabed Mining in South Pacific Island Nations (PI). National Science Foundation– East Asia Pacific Summer Institute (EAPSI), New Zealand, \$5,000. Matching funds provided by Royal Society of New Zealand, \$3,200.
- 2014 Environmental Governance of the Deep: Pacific Seabed Mining. Social Science Research Council–Dissertation Proposal Development Fellowship: Oceanic Studies: Seas as Sites & Subjects of Interdisciplinary Inquiry, \$5,000.
- 2009 Graduate Research Fellow–Environmental Sustainability. Science Foundation Arizona, \$30,000.

Research Grants

- 2016 Legal Construction of Ocean Jurisdictions. Chancellor's Office Research, Scholarship and Creative Activities Award (RSCA), CSU. \$1,500.
- 2014 Environmental Governance of the Deep: Pacific Seabed Mining. Social & Behavioral Sciences Research Institute–Dissertation grant, UA. \$1,500.
- 2014 Environmental Governance of the Deep: Pacific Seabed Mining. Graduate and Professional Student Council, UA, \$1,000.

Instructional Grants

- 2017 Travel funding for 4 undergraduate students to attend and present research at the Association of Pacific Coast Geographers annual conference in Chico, CA. Instructionally Related Activities Grant (IRA), CSU Maritime. \$1,750.
- 2017 Course Redesign of GMA 105: Ocean Politics for increased retention. Provost's Curriculum Redesign Grant, CSU Maritime. \$1,000.
- 2016 GPS Coastline Measurement and Mapping. Purchase of handheld GPS units to use in new course: GIS Mapping & Spatial Analysis 395. Instructionally Related Activities Grant (IRA), CSU Maritime. \$1,500.

Travel Grants

- 2016, 2017 CSU Maritime Provost Presentation Fund. \$500.
- 2016 CSU Maritime Academy-Wide Faculty Development Funds. \$500.
- 2016 AAG-NSF junior scholar travel grant to attend the International Geographical Union in Beijing, China. \$2,000.
- 2015, 2012 Association of Pacific Coast Geographers–Women’s Network. \$200.
- 2015–2011 Institute of the Environment University of Arizona. \$500.
- 2014 Islands of the World Conference–Penghu Island, Taiwan. \$1500.
- 2014–2011 Graduate and Professional Student Council University of Az. \$500.
- 2010 Association for Women Faculty University of Arizona. \$600.

Funded Workshop Participation

- 2017 Ocean Legalities, The Baldy Center for Law & Social Policy, Buffalo NY, 23-24 Feb.
- 2016 Oceanic Ecologies and Imaginaries. UC Irvine, CA, 26 Jun–2 Jul.
- 2016 Critical Physical Geog.: Proposals. Slow Science Institute, Berkeley, CA, 26-28 Mar.
- 2015 Critical Physical Geography: Discipline Defining. Chicago, IL, 18-20 Apr.
- 2010 Weather and Society*Integrated Studies. National Center for Atmospheric Research, Boulder, CO.
- 2008 4th Asian Space Conference & FORMOSAT-3/COSMIC. University Corporation of Atmospheric Research, Normal Taiwan Uni., Taipei, Taiwan.

HONORS & AWARDS

Teaching Awards

- 2015-16 GPSC Outstanding Teaching Assistant Award, \$100.

Paper Awards

- 2015 Sammler, K., From Ocean Abyss to Vacuum of Space: Privatization in the Vertical Commons. Association of Pacific Coast Geographers, Tom McKnight and Joan Clemens Award Outstanding Student Paper, \$250.
- 2015 Sammler, K., Ocean Governance and Seabed Mineral Development in the South Pacific. Association of American Geographers Political Geography Specialty Group, honorable mention, \$150.

CONFERENCES

Papers Presented

- 2017 Sammler, K., Lynch, C. Spaceport America: Contested Offworld Access and the Everyman Astronaut. American Association of Geographers Annual Meeting, Boston, MA, 5–9, Apr.
- 2017 Sammler, K. Material, Technical, and Political Constructions of Sea Level. American Assn of Geographers Annual Meeting, Boston MA, 5-9, Apr.

Papers Presented (cont.)

- 2016 Sammler, K. Critical Physical Geography of Sea Level. Association of Pacific Coast Geographers Annual Meeting, Portland OR, 5–9 Oct.
- 2016 Sammler, K. Territory, Sovereignty and Political Geometry in the Pacific Ocean. International Geographical Congress, Beijing, China, 21–25 Aug.
- 2016 Sammler, K. Common Heritage or Private Commodity: Political Geography of Sea, Air, & Space. Association of American Geogs, San Francisco CA, 29 Mar–02 Apr.
- 2015 Sammler, K. From Ocean Abyss to Vacuum of Space: Privatization in the Vertical Commons. APCG, Palm Springs CA, 21–24 Oct.
- 2015 Sammler, K. Subsuming the Submerged: Producing Seabeds as Political Territories. Association of American Geographers, Chicago IL, 21–25 Apr.
- 2015 Sammler, K. Knowing the Abyss: Seeking Geographies of Ocean Space. Oceans and Deserts: Charting Transdisciplinary Currents in Environment and Culture within the Arts and Sciences, Tucson AZ 6–7 Mar.
- 2014 Sammler, K. Emerging Resource Management Strategies and Deep Seabed Mining in South Pacific Island Nations. Islands of the World Conference, Penghu Archipelago, Taiwan 22–27 Sep.
- 2014 Sammler, K. The Deep Pacific: Island Governance and Seabed Mineral Development. Association of American Geographers, Tampa FL 8–12 Apr.
- 2014 Sammler, K. Sovereignty Submerged: Deep Sea Mining, Governance, & Accumulation in the Pacific. Dimensions of Political Ecology, Lexington KY 27 Feb–1 Mar.
- 2013 Sammler, K. Ruin Spreads Over the Deep: The Production and Materiality of Ocean Space. Association of American Geographers, Los Angeles CA 9–13 Apr.
- 2012 Sammler, K. Redolent of Spheres: On Ocean Law and Sovereignty. Association of Pacific Coast Geographers, Olympia WA 3–6 Oct.

Posters Presented

- 2012 Sammler, K. Aquatic Imaginaries: Navigating Marine Debris. Association of American Geographers, New York NY 24–28 Feb.
- 2010 Sammler, K., Hirschboeck, K. Flood Hydroclimatology Data as a Nexus for Stakeholder Interaction. Association of American Geographers, Washington D.C., 14–18 Apr.
- 2009 Sammler, K., Kursinski, E.R., Ward, D. Profiling Ozone Via Radio Occultation. American Geophysical Union, San Francisco, CA 14–18 Dec.
- 2008 Sammler, K., Kursinski, E.R., Ward, D. Modeling Ozone Error in ATOMMS Occultation Measurements. 4th Asian Space Conference & FORMOSAT-3/COSMIC Workshop, Taipei, Taiwan 1–3 Oct.

Discussant

2017 Critical Geographies of Subsurface, Sky, and Other Inscrutable Spaces. American Association of Geographers Annual Meeting, Boston, MA, 5–9, Apr.

2012 Author Meets Critics: Island Enclaves by Godfrey Baldacchino. Association of American Geographers, New York, NY 24–28 Feb.

Sessions Organized

2017 Multispheres: Legal & Political Geographies of Geophysical Interfaces, I & II. American Association of Geographers Annual Meeting, Boston, MA, 5–9, Apr.

2016 Point, Line, Plane, Volume: Increasing Dimensionality in Geographic Inquiry I & II. Association of American Geographers, San Francisco, CA, 29 Mar–02 Apr.

2013 Writing Spaces of Exception: The Implications of Illegible Geographies. Association of American Geographers, Los Angeles, CA 9–13 Apr.

SERVICE & OUTREACH

Professional

2017 Invited Speaker – University of California Berkeley, Office of Resources for International and Area Studies (ORIAS). The View from the Sea: Oceans in World History Summer Institute for k-12 Educators, 26-28 Jun.

2017 Ad Hoc Reviewer – Environment and Planning A.

2015 Ad Hoc Reviewer – Island Studies Journal.

2015 Invited Speaker – National Science Foundation: East Asia Pacific Summer Institute orientation, Arlington, VA 2–3 Apr.

University

2017 The Institution-Wide Assessment Council – assessment of institution-wide academic student learning outcomes, CSU Maritime.

2017 Search Committee – Global Studies & Maritime Affairs Chair, CSUM.

2016-17 Faculty Learning Committee – department learning assessment implementation, CSU Maritime.

2015 Search committee – Associate Dean for Research. Social & Behavioral Sciences, University of Arizona.

2015 Invited speaker – Society of Earth Science Students, geosciences undergraduate club, University of Arizona.

2015 Poster presented – New Waves in the Ocean: Environmental Governance Challenges of Seabed Mining in the Pacific. University of Arizona: GPSC Grant Winner Expo 23 Oct, Institute of the Environment Grad Blitz 3 Nov, Graduate Interdisciplinary Programs Research Showcase 10 Dec.

University Service (cont.)

2011–2015 Travel Grant Judge – Graduate & Professional Student Council, University of Arizona.

2011 Development Committee – School of Geography and Development, University of Arizona. Newsletter, alumni fundraising.

Mentorship

2017 Nancy Orr, undergraduate research assistant, project titled Legal Construction of Ocean Jurisdictions.

Community

2017 Blue Room Lecture Series, “Measurement and Meaning: Rising Sea Levels and Sinking Elevations.” SF Maritime National Historical Park, 29 Jul.

2017 Maritime Film Festival organizer, CSU Maritime.

2015 Founder, Space Society and science fiction reading group.

2014 Presentation for McGuinness Foundation & stakeholders, Wellington, NZ.

2012 Science Fair Judge, South Side Community School, Tucson, AZ.

2010 Founder, Tucson Aquatic Enthusiast Society & Aquatic Syndicate.

2008 Volunteer SuomiNet GPS precipitable water vapor weather station installation. Yuma, AZ.

Professional Membership

American Association of University Women

Association of American Geographers

Association of Pacific Coast Geographers

International Small Islands Studies Association

LANGUAGE

Spanish reading: good, writing: good, speaking: conversational. Additional Skills

Computer Skills ArcGIS, ERDAS Imagine, Fortran, GrADS, IDL, iWork, LaTeX, Mathematica, Matlab, Microsoft Office, Nvivo, Unix.

Other Association of College and University Educators (ACUE) Course in Effective Teaching Practices 2015, CITI Human Subjects Training 2008, renewed 2013; PADI open water SCUBA 2008, screen printing and design.

Appendix B: Data to support student learning

Appendix C: Student characteristics data

Appendix D: Current curriculum sheet (D-i) and proposed changes (D-ii)

Appendix E: GSMA Senior Exit Survey-Spring 2017

Class of 2020 Global Studies & Maritime Affairs Major Curriculum

Total Units: 120 * = Required course in the major (CGPA 2.0 required) ** = Elective course in the major (CGPA 2.0 required)
Elective Requirements: 21 units. Consult the Cal Maritime Catalog and your advisor to determine the GSMA elective courses that are offered each semester. A list of recurring major electives is listed on the back of this page.

FALL 2017		SPRING 2018	
EGL 100 English Composition	3.0	ELEC 8 American Institutions Elective	3.0
ELEC 70 Mathematics Elective	4.0	ELEC 20 Critical Thinking Elective	3.0
ELEC 81 Foreign Language I	3.0	ELEC 82 Foreign Language II	3.0
GMA 105 Ocean Politics*	3.0	GMA 100 International Relations*	3.0
LIB 100 Information Fluency	3.0	ELEC 63 Physical Science Elective	3.0
PE 101 Swim Competency Exam	0.0	ELEC 63L Physical Science Lab <u>or</u> ELEC 62L Life Science Lab	1.0
PE 102 Beginning/Interm. Swimming (0.5)			
Total	15.0	Total	16.0

FALL 2018		SPRING 2019	
ELEC 9 American Institutions Elective	3.0	EGL 110 Speech-Communications	3.0
GMA 215 Comparative Politics*	3.0	GMA 220 Comparative Maritime Policies*	3.0
MTH 107 Elementary Statistics	3.0	ELEC 21 Humanities Elective (lower division)	3.0
ECO 100 Macroeconomics	3.0	GMA 230 U.S. Maritime Policy*	3.0
		MPM 190 International Experience Prep	1.0
Major Elective**	3.0	Major Elective*	3.0
Total	15.0	Total	16.00

Summer 2019
MPM 195 **International Experience, special topics*** 3.0

Writing Proficiency Requirement: All Junior students must demonstrate upper division writing competency as a graduation requirement. This may be fulfilled by passing either the Graduation Writing Exam or EGL 300 Advanced Writing.

FALL 2019		SPRING 2020	
EGL 300 Advanced Writing	3.0	ELEC 45 Lifelong Learning Elective	3.0
ELEC 62 Life Science Elective	3.0	ELEC 90 IBL Elective*	3.0
GMA 300 U.S. Foreign Policy*	3.0	GMA 330 Maritime Security*	3.0
GMA 350 Political Geography*	3.0	HIS 300 Maritime History of the U.S.*	3.0
		HUM 325 Globalization of Culture*	3.0
Total	12.0	Total	15.0

Summer 2020 (or 2019)
CEP 300 **GSMA Co-op/Internship*** 3.0

FALL 2016		SPRING 2021	
GMA 400 Senior Thesis*	3.0	GMA 401 Senior Qualifying Exams	3.0
GMA 401L Senior Thesis Research Lab*	1.0	HUM 300 Ethics*	3.0
GMA 405 Internat'l Maritime Organizations*	3.0	Major Elective*	3.0
Major Elective*	3.0	Major Elective*	3.0
Major Elective*	3.0	Total	12.0
Total	13.0		

Appendix D-ii: New proposed GSMA curriculum sheet for Class of 2020 (SIDE 1)

Electives in the GSMA Major

The following is a representative list of 3-unit elective courses which satisfy the GSMA 21-unit elective requirement. These are scheduled on a rotating basis. Other courses than those listed may be offered which fulfill the elective requirement. Pay close attention to the courses listed as **GMA 395-Special Topics**, which vary in topic each semester. You may take GMA 395-Special Topics repeatedly, on separate topics, without limit. During each enrollment period, GSMA provides a list of electives for that semester.

GMA 225	Southeast Asia-Maritime & Mainland
GMA 240	World Geography
GMA 250	Environmental Policy
GMA 310	The Geopolitics of Energy
GMA 315	China and its Neighbors
GMA 320	Ocean Environmental Management
GMA 325	Indian Ocean Rim
GMA 335	Maritime California
GMA 345	Asian Security
GMA 360	Globalization
GMA 395	Special Topics (rotating topics announced each semester)
GMA 450	Special Topics in Maritime Policy
GOV 395	Special Topics in Government
HIS 210	History of Latin America
HIS 305	The World Since 1500: A Global History
HIS 315	World Maritime History I: Antiquity to Age of Discovery
HIS 316	World Maritime History II: Age of Exploration through the Nuclear Age
HIS 350	Race, Class, and Gender in the Maritime World
HIS 385	Bay Area Maritime History
LAW 100	Business Law
LAW 200	Environmental Law
LAW 300	International Law
LAW 315	Admiralty Law (note: 2 units only)
LAW 395	Special Topics (rotating)
ECO 200	Economic Geography
ECO 395	Special Topics in Maritime Economics
MPM 395	Special Topics
MGT	Selected management courses
BUS	Selected business courses
NAU	Selected Nautical Science courses
TRA	Selected Transportation courses

Appendix E: Senior exit survey, Spring 2017

Global Studies & Maritime Affairs Senior Exit Survey April 2017

This survey was conducted online through the Moodle system in April 2017, for the students enrolled in GMA 401-Senior Seminar II, during their last year at the University. The exit survey focuses on the GSMA Program Learning Outcomes as well as general satisfaction with various services and facilities on campus during their time as a student. Qualitative comments at the end highlight the spectrum of student responses.

[INSERT PDF]