California State University, Maritime Academy

Master of Science in Transportation and Engineering Management

Program Review

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Table of Contents

I: Overview:

The Master of Science in Transportation and Engineering Management (MSTEM) is a cohort based program. The students begin the program as a single group, taking five courses in common. After the first 5 coursed, the students split into three areas of concentration, Transportation Management, Engineering Management, and Humanitarian Crisis Management. The areas of concentration include 4 courses. The program ends with a capstone course. The capstone course is focus in the concentration area. The program is designed to be finished in two years including the summer semester.

The MSTEM began with the first cohort in the fall semester 2011. The MSTEM program has a rate of graduation of students in 3 years (150% of minimum time) of 85%.

1. Student Characteristics:

As of the middle of the spring semester, 2016

a. The total students currently enrolled: 63 students.
b. Total graduated as of summer 2015: 53
c. Percentage graduating in 3 years or less: 85%
d. Total students admitted in the first 5 years: 120
e. Percentage:
    i. Male: 77%
    ii. Female: 23%
    iii. California State University Maritime Academy Graduates: 43%
    iv. California State University Graduates: 49%
    v. Maritime Academy Graduates: 56%
    vi. Minority Students: 24%
    vii. Foreign Students: 4%

2. Faculty Characteristics: As of the middle of spring 2016

a. A total of 18 individuals have served as faculty, teaching at least two courses over the five years. Many of these faculty members have also served as mentors for capstone projects.
b. 5 individuals have served just as mentors for capstone projects.
c. Of the course instructors:
    a. 89% have terminal degrees
    b. 35% are full time faculty or administrators at California State University Maritime Academy
    c. 61% are full time faculty at a campus of the CSU (including above)
    d. 22% are faculty at another university.
    e. 17% are professionals in or retired.
    f. 60% of the faculty have taught course in at least 4 of the 5 years of the program

3. Program Characteristics:

a. All the students enter the program in a cohort. If for some reason a student needs to drop a course, the student drops out of the program and then joins the following year cohort.

b. Students select one of three areas of specialization. The choices include Transportation Management, Engineering Management, or Humanitarian Disaster Management. Before taking courses in their area of specialization, students complete 5 courses (15 units) in core management curriculum. They then complete coursework in their specialization, which consists of 4 courses (12 units). The final course - the Capstone course (3 units) gives students the opportunity to demonstrate their learning through an extensive project in their work setting. Successful completion of the 10 courses (30 units) is required to earn the degree.

c. All students complete a capstone project. This project is normally completed during the capstone course in the spring semester of the second year. Students who have taken the Capstone course and whose project is either not filed or not approved by the end of the Capstone course semester are required to be continuously enrolled (including the Summer semester) until the project is completed and approved.

II: Introduction

- Intent

This program review is being developed to meet the requirement of California State University, Maritime Academy (Cal Maritime), that every academic program should be reviewed once every 5 years. The format and approach to this self-study follows the guideline of the WASC "Resource Guide for "Good Practices" on Academic Program Review. Since many of the faculty members of the Master of Science in Transportation and Engineering Management (MSTEM) are all either adjuncts or full time faculty in other Cal Maritime programs, one adjunct faculty member has been selected to lead the program review effort.

- Internal context

The MSTEM program reside in the Extended Learning Department of the Academic Affairs Division. The Department is headed by Dean James Burns, PhD. It is the only degree program administered by the Extended Learning Department. The Office of Graduate Studies administers the policies and procedures established by the California Maritime Academy and the California State University.

- Program History

The California State University Maritime Academy launched its first graduate degree program - a Master of Science in Transportation and Engineering Management on September 4, 2011. The inaugural class graduated in the spring of 2013. Since then, Cohorts 2 and 3 have graduated, with Cohort 4 members on track to be awarded their degrees in spring 2016. Cohort 6 began classes on August 31, 2016. Applications for fall 2017's, Cohort 7 are now being accepted.

- Program Mission

The Masters of Science in Transportation and Engineering Management's mission is to develop industry leadership through an outstanding graduate degree program that requires students to integrate critical thinking and best practices to enable them to face real-life challenges and contribute to the body of knowledge and practice in their industry.

- Student Learning Outcomes

As stated in the program learning outcomes for the Master's Degree in Transportation and Engineering Management, students in this program will meet educational outcomes in three areas.

1. **Project Leadership**

Graduates will:

1.1 Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle.
1.2 Have expertise in systems analysis and operations research to support project development and management.

1.3 Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context.

2. Global Context

Graduates will:

2.1 Understand their organization's role in a global context; including environmental issues, and political, social, and ethical norms.
2.2 Appreciate the security, economic, and legal dimensions that affect global supply chain management.

3. Management Components

Graduates will:

3.1 Have the ability to advance to higher levels of institutional responsibility with an increased understanding of organizational, financial, human resource and information systems management.
3.2 Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization.

- Institutional Student Learning Outcomes

The MSTEM program is informed by the Cal Maritime institutional student learning outcomes.

Consistent with the mission of the California State University, Maritime Academy to provide a college education combining intellectual learning, applied technology, leadership development, and global awareness, students will develop the following ten competencies.

A. Communication: Coherently and persuasively share information.

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.

C. Quantitative Reasoning: Use numerical information to identify, analyze and solve problems.

D. Scientific Reasoning: Apply scientific inquiry to understand the natural world.

E. Lifelong Learning: Demonstrate a commitment to personal and professional development.

F. Discipline-specific Knowledge: Demonstrate expertise in the concepts and technologies of a chosen field, particularly its relation to the maritime world.

G. Information Fluency: Define a specific need for information; then locate, evaluate, and apply the needed information efficiently and ethically.

H. 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. Ethical Awareness: Use ethical reasoning in personal, professional, and social decision-making.

J. Global Learning: Demonstrate awareness of cultural differences and the responsibilities associated with global welfare.

- Policies

The admissions, academic, and graduation policies of the MSTEM are posted on the Cal Maritime website at https://www.csum.edu/web/industry/graduate-program-catalog. These policies include policies on academic integrity. The graduate program follows the undergraduate procedures on academic integrity.

- External Content

The California State University Maritime Academy is accredited by the Western Association of Schools and Colleges (WASC) 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510-748-9001, www.wascsenior.org.

Corporate leaders, industry groups, port authorities and government agencies articulate the need for professionals who have an awareness of global issues, understand the technical aspects of transportation and engineering, and possess advanced leadership and management skills. Cal Maritime worked closely with these groups to develop the first completely online advanced degree that encompasses management within a transportation and engineering context.

Periodic review of the MSTEM is conducted by the Extended Learning Advisory Board. This board is made up of representatives of the maritime industry, faculty of Cal Maritime, state government, and Cal Maritime administrators.

III: Analysis of Evidence of Program Quality

d. Assessment Manual

The MSTEM has an assessment manual. It was developed in May 2016 and has been reviewed by faculty and administration associated with the program. This manual includes:

- Institution Wide Learning Outcomes
- Program Student Learning Outcomes
- Program Student Learning Outcomes Evaluation Process
- Assessment System
- Course Outcome Assessment and Linkage to Program Student Learning Outcomes
- Continuous Improvement

e. Assessment of Student Learning Outcomes

The current assessment of student learning is in the process of changing. In the spring of 2016, an Assessment Manual was developed for the MSTEM program. It is included as an appendix to this program review. In the future, the assessment will be a multi-step process that includes:

- Establishment of course learning outcomes. Published in the course syllabus.
- Mapping the course learning outcomes to the program student learning outcomes. Published in course syllabus.
- Assessing the level of student achievement of the learning outcomes. This assessment include direct measures that extent of achievement of the learning outcomes. Direct measure may include
    - Sections of exams or projects that demonstrate the level of achievement of learning outcomes.
    - Rubrics that measure results of exams, projects, papers, or capstone project on attainment of learning outcomes.
- Faculty evaluation of achievement of student learning outcomes.
    - Individual course instructors on achievement in their courses.
    - Faculty review of assessment data from all courses and the capstone.
- Collection of faculty evaluation of achievement of student learning
    - At the end of each semester, the coordinator of assessment will collect the faculty evaluations.
    - Faculty evaluations will be collated by learning outcome.
- Faculty review of all assessment of student learning.
- Reviewed at summer virtual assessment meeting.
- Recommended changes as a result of faculty review
    - Changes to individual courses can be carried out by course instructors
    - Changes to individual courses, capstone, and the curriculum can be recommended by faculty after review.
    - Changes to the program student learning outcomes can be recommended by the faculty after review.

- Changes recommended by faculty review by Dean. Forwarded to Academic Senate Curriculum committee as appropriate.

f. Sources and Review of Student Learning Outcomes

The original program student learning outcomes were developed by the committee developing the program. This committee was made up of faculty and administrators representing the entire academic community of Cal Maritime. The student learning outcomes were then presented to the Academic Senate for approval.

The student learning outcomes have not been reviewed since the program started in 2010. The initial review will be held during a summer faculty meeting in the summer of 2017.

g. Continuous Improvement Process

The current continuous improvement process involves the individual faculty evaluating their own courses and making changes as needed. All the courses have been modified by the faculty since the beginning of the program. The most noticeable improvement was to the capstone course.

After the first year, it became apparent that there were a number of problems with the capstone course. These included:

- Timely completion of the capstone projects was a problem. A number of students fell behind the projected time line for completion.
- The capstone projects were not well written and many students struggled with writing using APA format.
- The course mentors were not the appropriate individuals to monitor these problems.

To correct these problems, the Dean assumed responsibility for the capstone course. Mentors were assigned to each student with the focus of the mentors on the quality of the capstone. An editor was assigned to monitor all of the capstone to ensure compliance with APA format. Time-lines and a series of deliverables throughout the capstone semester were developed.

The results of these changes to the capstone were far-reaching. The quality of the capstones dramatically improved. The percentage of students completing on time increased. A number of capstone papers have been published.

h. Assessment of on-line delivery utilizing QALT

Beginning in 204-2015, Cal Maritime has participated in the CSU QALT program. This program is designed to improve on-line courses and hybrid courses. The focus of QALT is on ease of use for students. Is the on-line course presented in a manner that is easy for the students to find materials and understand assignments. As part of the MSTEM's participation:

- Four faculty members have been trained in the QALT process.
- Three faculty members are trained in peer review of on-line courses.
- One faulty member has been certified as a master peer reviewer.

- Three of the MSTEM course have completed peer review and the instructors have modified their course following the peer review recommendations.
- The plan is to continue reviewing at least four courses a year, starting in the summer of 2017, until all MSTEM course have undergone QALT peer review.

The Dean reviews the syllabus for each course to ensure that student outcomes are discussed and that the course meets the QALT standards.

VI: Curriculum

1. Content: Graduate Program Curriculum

Students enroll in one of three areas of specialization. The choices include Transportation Management, Engineering Management, or Humanitarian Disaster Management. Before taking courses in their area of specialization students complete 5 courses in core management curriculum. They then complete coursework in their area of specialization, which consists of 4 courses. The final course, the Capstone course, gives students the opportunity to demonstrate their learning through an extensive project. Successful completion of the 10 courses is required to earn the degree. Syllabus for the courses are included in the appendix.

2. Format

The Graduate Program is offered in a fully (100%) online asynchronous format using the Moodle platform. It is expected that the online graduate student will fully participate in the various facets specific to a distance learning program, such as reading and working extensively on his or her own and using the Internet to communicate about his or her learning. Discussion forums, papers, presentations, and exams are used to evaluate student progress. Students are also required to participate in web conferences, chat forums, and other group activities on the Internet. It is the student's responsibility to become able to use these tools effectively. The Graduate Program website features tutorials and written instruction in using the features of the internet course delivery used for this program. Students also have access to IT personnel for support and guidance.

Online instruction is available to the student 24/7 during the semester in which he or she is enrolled. Participation is measured through the completion of assignments, through postings in discussion forums, and as otherwise specified in individual course syllabi.

The program is laid out in a sequential manner, with each course building on the one before it. Students proceed through the courses as a cohort, and belong to the same group throughout the duration of the program. The cohort model has been proven to be particularly effective for learning in an online environment. For this reason, each cohort begins together with the Fall semester, and completes the five semesters together.

3. Curriculum

The curriculum clearly demonstrates a graduate level program. Some examples of this are:

1. A capstone course is required. This requires research into a problem in the student's focused area and be related to industry needs. All capstone projects must be in a format and demonstrate a level of academic rigor to be published in a peer reviewed journal. A number of the capstone projects have been published.
2. The courses focus on the management of organizations and activities. Undergraduate programs, especially in the marine transportation and engineering fields, focus on the technical knowledge and skills required in the field of discipline. This program focuses on the higher level of management both of programs and individuals.
3. Many of the courses focus on international issues and activities. This is a degree of complexity above an undergraduate program that focuses on local and national issues.
4. Some examples of this higher degree of complexity are:

- In undergraduate engineering, the courses focus on the fundamentals of energy and energy generation. In this graduate program, the focus is on how to manage energy and how to improve a company's use of energy.
- In an undergraduate project management course, the focus is on the tools of project management. In this graduate program, the focus is on the analysis of project management including selecting appropriate projects, financial viability of projects, and corporate involvement in project management.
- In an undergraduate program, accounting is focused on the tools and approaches to accounting. In this graduate program, the focus of the course in the management of financial assets.

Specifics on the courses in the curriculum are below:

Core Courses
Students complete all the core courses except MSTEM 900 Capstone before beginning course work in their area of specialization.

TEM 500: PROJECT MANAGEMENT
Students understand and gain experience in using modern methods and practices for managing projects from small to extremely extensive. Students work individually and in teams to experience managing a project, analyze case studies on specific topics in the field, and practice problem solving using the important concepts, methods and software for scheduling and resource management. Topics include: Organizing and managing projects; selection of alternate projects using financial viability, suitability of the end product, time of delivery, and quality as criteria; defining scope; scheduling and resource management; budgeting and control; ending projects and learning from them for the future. Examples will be drawn from operations such as engineering and supply chains, including a maritime link.

TEM 510: INTERNATIONAL TRANSPORTATION ECONOMICS
Students learn to apply microeconomic principles, especially in the field of freight transportation, with special attention to international transport and maritime related scenarios. Students use classical and behavioral microeconomic methods and practices to illuminate the management of enterprises and assets in transportation markets, as well as in their global settings and in the presence of external influences such as regulation and political and social concerns. Students work individually and in teams to analyze case studies on specific topics in the field, and practice issue diagnosis and explanation using the important concepts and methods covered. Topics include: Modern theories of transport supply and demand, the firm and costs, industrial organization in markets, externalities, regulation, and models of social welfare. Examples will be drawn primarily from freight transportation scenarios, including a maritime link.

TEM 520: ORGANIZATIONAL BEHAVIOR AND MANAGEMENT
This course explores transitions and trends in the environment of contemporary global business processes and activities. Its main focus is the human resources channel of the supply chain, including the primary functions of recruiting, training, and work force maintenance. Within this primary focus, control mechanisms (such as protection of the confidentiality of employee

records), labor relations, leadership, organizing, and planning are addressed. Case examples in the maritime and logistics industry will frequently be referenced to enhance course objectives.

TEM 530: FINANCIAL MANAGEMENT
The course of study focused on managing financial resources in today's economy. Topics covered include: The management and formation of capital; the finance function and its environment; techniques of financial analysis; planning and control; management of working capital; capital budgeting; cost of capital; money and capital market analysis; management of capital structure.

TEM 540: INFORMATION SYSTEMS MANAGEMENT
The course provides a comprehensive study of the use of computers for management decision-making including an examination of traditional information systems and system development techniques focusing on the end user's perspective. The course uses applications software to develop knowledge of the computer environment. Students use databases to analyze information about the business environment from such sources as the Internet, the financial databases, and other research databases.

TEM 900: CAPSTONE
(To be taken upon the successful completion of all other courses)
Students scope, develop, plan and execute an in-depth practical project to deliver value in transportation management, engineering management or humanitarian/disaster management, usually for an organization familiar to them. They work in consultation with the course instructor, and other faculty and representatives as appropriate in a committee selected by the student and instructor. Using knowledge acquired in the program, they devise and present workable solutions to resolve problems in their respective target enterprise.

Areas of Concentration

Transportation

TEM 600: GLOBAL LOGISTICS AND SUPPLY CHAIN MANAGEMENT
Logistics is the science of movement of materials from raw material to the customer in the globalized economy; Supply Chain Management focuses on understanding techniques and strategic issues in the successful movement of products from their origins as raw materials to their final destinations as finished products, including the impact of culture, strategic planning, organization, and management control. Specific topics include customer service, e-commerce, facilities location, routing and pricing, storage, transportation, emerging technologies, and re-engineering the supply chain. Emphasis will be placed throughout on the maritime component, with frequent use of case studies.

TEM 610: INTERNATIONAL TRANSPORTATION LAW
Explores legal issues in transportation, logistics and supply chain management in a globalized economy. Topics include freight charges liability; loss, damage and delay claims, billing disputes, over-charge and undercharge claims; bills of lading; freight classification system; cargo insurance; applicable international legal treaties and conventions; and the current state of international transportation law.

TEM 620: INTERNATIONAL TRADE AND FINANCE
This course focuses on trade and finance in a globalized economy. Trade topics include the current structure of the international trading system, global trade treaties and agreements, and the impact of e-commerce on traditional trade constructs. Financial topics include raising capital in the global economy, the management of investment and exchange risk, and global financial treaties and agreements.

TEM 630: PORT AND TERMINAL MANAGEMENT
An advanced course dealing with modern port and terminal operations, including logistics processes such as on-dock rail, strategic and tactical planning, harbor drayage, terminal gate protocols, equipment and cargo management, and integration of marine port and terminal operations with other modes of transportation. The student will gain an introduction to several different types of marine terminals, including containerized liner facilities, dry bulk, and liquid bulk facilities, ro-ro terminals, and others

Engineering Management

TEM 700: SYSTEMS ENGINEERING MANAGEMENT
Introduces students to the principles and processes of systems engineering, from concept development through system integration, testing and life cycle support. The course explores a disciplined approach to identifying user needs, translating those needs into a complete system specification, and verifying that requirements are met. A team project related to deployment of a large-scale complex system is used to demonstrate the integrated nature of systems engineering.

TEM 705: STRATEGIC MANAGEMENT
Topics include the managing and resolution of complex problems in engineering management; the process of crafting strategy; evaluating a company's external environment, resources and competitive position; integration and outsourcing; diversification, acquisitions and new ventures; competing in foreign markets; strategy, ethics, and social responsibility; and effective strategy execution.

TEM 710: TECHNOLOGY MANAGEMENT
Focuses on managing advanced technology in industry. Topics include: Human factors; quality control; reliability and maintainability; integrated logistic support; sales and marketing for engineers; legal issues and entrepreneurship; and managing risk.

TEM 720: ENERGY RESOURCE MANAGEMENT
Focuses on energy resource management issues including: Auditing and economic analysis; management control and maintenance systems; sustainability and high performance facilities; alternative energy systems; boilers and fired systems; cogeneration and HVAC systems; lighting and electrical management; natural gas purchasing; utility deregulation and energy systems outsourcing; energy security risk analysis methods; and financing energy management projects.

Humanitarian/Disaster Management

TEM 800: RAPID AND SLOW ONSET DISASTER MANAGEMENT
This course underpins the Humanitarian Logistics track through an introduction to the disaster response cycle and a high level discussion of the key stakeholders. It considers the role of the

humanitarian logistician and discusses five of the most significant challenges facing those working in this field.

TEM 810: THE GLOBAL HUMANITARIAN SYSTEM
This course considers in greater depth the humanitarian system as a whole and the resulting tensions. It compares and contrasts the actions and activities with those found in the commercial and military counterparts that will be found operating alongside the humanitarian logistic network, and focuses on the issue of the development and maintenance of inter-personal and inter-organizational trust as a critical success factor within the post-disaster response.

TEM 820: HUMANITARIAN PROJECT MANAGEMENT

On the basis that the whole area of the preparation and response to a natural disaster falls into the Rittel and Webber's categorization of a "wicked problem", based on academic approaches to the "taming" of such problems, this course will consider alternate ways of managing the humanitarian logistic challenge. These will be drawn from a number of fields including those of project management and procurement as well as the area of general management.

TEM 830: NATIONAL AND INTERNATIONAL HUMANITARIAN LOGISTICS
It is recognized that there are significant differences in the philosophical approach, and consequential policies, processes and procedures adopted by different countries in their preparation and response to national and international disasters. The aim of this course is to consider the differences in such approaches, the implications for international cooperation and the extent to which best practice can be synthesized.

4. Curriculum Review process

The curriculum is reviewed during the summer by the faculty during the summer assessment meeting. Evaluation of the curriculum is based the extent of achievement of the student learning outcomes.

Any recommendations for revision to the curriculum must be presented to the Cal Maritime Academic Senate Curriculum Committee for review and approval. The first curriculum review is scheduled for summer of 2017.

5. Curriculum Changes

There have not been any curriculum changes since the program was started September, 2010.

6. Curriculum Comparison

A comparison was made with other programs in Transportation, Engineering, and Humanitarian Management. An effort was made to look at programs at similar academic institutes. No other maritime university in the United States has programs in engineering management or humanitarian management.

Institution	Name of Degree	Semester Credits	Capstone /Thesis	On-line	Comments
Transportation Management					

Massachusetts Institute of Technology	MS in Transportation Management	30	yes	No	In Civil Engineering department. Focuses on policy
New Jersey Institute of Technology	MS in Transportation Management	30	no	No	In Civil Engineering department
University of New Orleans	MS in Transportation Management	33 with 6 credit capstone	yes	Hybrid	Intermodal Transportation
Maine Maritime	MS in Logistics and Maritime Management	36	no	no	
SUNY Maritime College	MS in International Transportation Management	34	yes	no	
Engineering Management					
Drexel University	MS in Engineering Management	36	no	yes	
National University	MS in Engineering Management	36 credit equiv.	No	yes	Quarter terms
Penn State University	MS in Engineering Management	33	no	yes	
U of Wisconsin	MS in Engineering Management	30	no	yes	
Humanitarian/Disaster Management					
Florida Institute of Technology	MS in Logistics Management-Humanitarian Disaster Relief	33	yes	yes	
Tufts University	MA is Humanitarian Assistance	30	yes	no	Focuses on nutrition and aid not logistics.

As is shown in this table, the Cal Maritime's Master's degree program has similar characteristics to other similar programs. All comparable programs have between 30 and 36 credit hours. The programs with the larger credit hours tend not to require a thesis or capstone project.

7. Pedagogical Narrative

The cohort model has shown to be very important in the on-line format. Students form study groups early in the program and that promotes student learning throughout the program.

The establishing of a learning community is critical to student success in on-line learning. This is accomplished by both the cohort model and by assigning group papers and projects throughout the curriculum. A demonstration of the success of establishing the learning community is that over

75% of the graduating students attend graduation and the activities of graduation. Many come from outside the local area. Two foreign student have attended, one coming from Europe and one from Greece.

V: Students:

The students in the graduate program are mid-career professionals. All have a BS from an accredited university. Most have at least five years of experience. The vast majority of the students are employed full-time.

1. Student Characteristics

- The total students currently enrolled: 63 students.
- Total graduated as of summer 2015: 53
- Percentage graduating in 3 years or less: 85%
- Total students admitted in the first 5 years: 120
- Percentage:
    a. Male: 77%
    b. Female: 23%
    c. California State University Maritime Academy Graduates: 43%
    d. California State University Graduates: 49%
    e. Maritime Academy Graduates: 56%
    f. Minority Students: 24%
    g. Foreign Students: 4%

2. Advising

Advising of graduate students is carried out by the Director of the Office of Graduate Studies. Because the curriculum is established, there are no electives other than selecting an area of concentration. Advising is focused on students who need to take a leave of absence or studwnts who are having academic problems.

3. Enrollments

The enrollment is capped such that there are not more than 20 students in the common core courses. Generally, the cohorts are just one section of these course. One cohort started with two section (40 students). Acceptance to the program is all qualified students until the cohort is full.

Specific enrollment requirements are: A student shall at the time of enrollment:

- ·Have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities;
- Be in good academic standing at the last college or university attended;
- Have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted or have earned a grade point average of at least 2.5 on the last degree completed by the candidate; and
- Satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, as evidenced by:
    - Minimum of five (5) years of professional experience beyond the bachelor's degree, at least three (3) of which must be at the supervisory or managerial level. Full-time

work experience with written evidence documenting the nature and duration of the work experience is required.

OR

- Adequate performance on the Graduate Record Examination (GRE) General Test or the Graduate Management Admissions Test (GMAT) may be substituted for professional experience requirements.

- Evidence of English language proficiency may be required of English as secondary language students

In unusual circumstances, exceptions may be made to these criteria at the discretion of the Dean of Graduate Studies.

The Tabled below shows the enrollment data for the first six cohorts of the MSTEM program:

Cohort	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
Start Date	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Applications	23	23	23	36	30	32
Accepted/Admitted	20	22	18	32	24	26
Accepted/Deferred Enrollment	2	0	2	1	2	2
Accepted/Turned us Down	1*	1*	3*	1*	4*	3*
Reason for not enrolling	Enrolled in BS program	Lack of funding	lack of funding medical	Enrolled elsewhere	Age Enrolled elsewhere Foreign student without Visa	Lack of Funding Enrolled elsewhere
Denied	0	0	0	2**	0	1**
Reason for denial				UG GPA		UG GPA

4. Assistance to Students

Cal Maritime's financial aid and career services are available to the graduate students as well as the undergraduate students.

Academic assistance includes:

- Full access to Cal Maritime Library including on-line services, data searches, library help desk, and access to all books and shared library services.
- Full access to IT help deck and 24 hour IT services.
- Access to Director of Academic Technology for assistance with Moodle issues.

VI: Faculty

All the faculty are adjuncts. There are no full time faculty in the graduate program. A total of 18 individuals have served as faculty, teaching at least two courses over the five years. Many of these faculty members have also served as mentors for capstone projects. Faculty statistic include:

b. 18 course instructors: Taught at least two courses.
c. 5 individuals have served just as mentors for capstone projects.
d. Of the course instructors:
    a. 89% have terminal degrees
    b. 35% are full time faculty or administrators at California State University Maritime Academy
    c. 61% are full time faculty at a campus of the CSU (including above)
    d. 22% are faculty at another university.
    e. 17% are professionals in or retired.
    f. 60% of the faculty have taught course in at least 4 of the 5 years of the program

Resumes of the faculty are included in the appendix of the review.

2. Assistance to New Faculty

The faculty development opportunities of Cal Maritime is available to all adjunct faculty in the program. Additionally, the following training is available:

a. Moodle training with support from the Department of Learning and Information Technology.
b. Managing on-line courses from the Department of Academic Computing
c. Quality improvement of on-line courses. Through a CSY QALT grant.

3. Evaluation for Teaching Effectiveness

The students complete an evaluation at the end of each course and an exit survey at the end of the program. In both of these evaluations, the students have an opportunity to evaluate the teaching effectiveness both with a numerical score and with optional comments. These evaluations are reviewed by the Coordinator of Graduate Studies and the Dean of Extended Learning.

The Coordinator of Graduate Studies has access to all on-line courses and periodically reviews the courses being taught. The Faculty Director of Assessments review both the course syllabus and the final course assessment documents. Information from these reviews are provided to the Dean.

4. Non-Instructional Responsibilities

Instructors do not have non-instructional responsibilities. The instructors are required to submit assessment data on courses at to the end of the semester. If non-instructional activities are needed, the Dean contracts faculty members as special consultants to handle these tasks.

VII: Program Resources

1. Staff Resources

The staff of the MSTEM program includes one full time the Coordinator of Graduate Studies. The Dean of Extended Learning is 1/3 time with the graduate program. Other administration functions for the program are conducted by individuals on special consultant contracts. These include:

- Faculty Assessment Coordinator
- QALT peer review evaluators
- Development and improvement of courses
- Development and conducting of Faculty Orientation and training
- Faculty Assessment committee

2. Operating Budget

The MSTEM is a totally self-supporting program. All the funds generated for the program come through student fees. The funding shown below is the actual income and expenses for FY 2016 (1 July 2015 to 30 June 2016). The program generated more income than expenses.

Fund Description	Department Description	Account Description	Actuals
48574 - CERF Graduate Programs: 441	70574 - MSTEM:Marine Transportation	502101 - CE - S/S Degree Program	(605,015.00)
		601100 - S & W Academics	102,880.00
		601201 - Management and Supervisory	66,792.00
		601300 - Support Staff Salaries	88,566.52
		603001 - OASDI	7,115.44
		603003 - Dental Insurance	3,117.48
		603004 - Health and Welfare Ins	28,421.02
		603005 - Retirement	30,665.88
		603011 - Life Insurance	225.00
		603012 - Medicare	3,713.36
		603013 - Vision Care	188.88
		603014 - Long Term Disability	94.74
		603090 - Benefits-Other	(42.24)
		604001 - Communications-Tele Usage	1,849.48
		606001 - Travel In State	43.76
		606002 - Travel Out of State	1,243.08
		613001 - Contracted Services	3,393.54
		613921 - Event Registration Fees	382.54
		613941 - License Fees, svc & non-profes	7,000.00
		616003 - IT Software	1,153.33
		616005 - IT Costs - Other	1,804.83

		660001 - Postage	2,224.32
		660002 - Printing	2,876.69
		660003 - Supplies and Services	7,617.05
		660009 - Professional Development	5,366.50
		660010 - Insurance Expense	100.00
		660017 - Advertising and Promotional Ex	90.00
		660903 - Hospitality Expense	3,276.30
		660912 - Course Texts	30,234.27
		660996 - Cost Allocation TO internal	55,974.00
		670000 - Tr Out within the same CSU Fun	126,000.00
		Total	**(22,647.23)**

3. Equipment Resources

The program is totally on-line. The MSTEM program provides texts for all students as part of the course fees. If a student needs to upgrade computer equipment, financial aid is available for that.

The Cal Maritime IT help desk provides support for the students in the program if there are issues with email, computer access, and connections to MOODLE. The academic computing coordinator also supports the graduate program, faculty, and students.

4. Library, Media, and Computing Resources

The students and faculty of the MSTEM program have full access to the Cal Maritime library, both physical and on-line. This includes assess to 79 searchable data bases.

Cal Maritime library has sharing agreements with all other CSU libraries. This expands the potential library resources available to the graduate students. If a student needs a book and does not live in the Vallejo area, the book is sent to the student.

i. Facilities

The MSTEM program office is located in the Extended Learning Offices on the Cal Maritime Campus.

j. Demand for the Program

For the first six cohorts, the size of the cohort was established at 20 students in all but one year. That year the cohort size was expanded to 40 but only 32 enrolled. Currently the enrollment is at 26 for the past cohort. The demand for the program is such that with some additional outreach effort, two cohorts of 20 could be in place in the next few years.

As the program is becoming more widely recognized, a larger percentage of the students are graduates of other academic institutions than Cal Maritime.

VIII: Recommendations of the Department as a Result of its Self-Study

As a result of this program review, the following recommendations are made to the Dean and the VP of Academic Affairs:

1. The program, beginning in the fall 2016 semester, fully implement the assessment system as discussed in the Assessment Manual. This includes:
   - Including in all syllabus the linkage of course learning outcomes to program outcomes.
   - In every course, assess the degree of achievement of the program outcomes.
   - Review the assessment at the end of each semester.
   - Convene the faculty assessment committee every summer to review the course assessment and make recommendations for improvement of the program based on the review of student learning outcome assessment.
   - Submit a yearly report to the Dean on the assessment of student learning outcomes.
2. Seek accreditation from a program accreditation organization. The two options appear to be ABET or IACBE.
3. Implement training/orientation for new faculty. This should include orientation to program and Cal Maritime as well as training in how to use Moodle and how to be effective in on-line teaching.
4. Increase the number of students in each cohort. Currently the class size for the specialty track courses range from 2 or 3 to 12-14. The optimum size would be around 20. Staffing is a real problem with increasing the number of students, both from a support and a recruiting standpoint. Currently there is only one full time staff person for the program. If an additionally staff person was added, there would be the staff time to recruit additional students and to support the students in the program.
5. There may be a demand for certificate programs with less course requirements that the full MSTEM program. Four example, a four course certificate program in Humanitarian Crisis Management or a four course Executive Management certificate could increase the enrollment.
6. Increase the relationship with the Career Center. Currently there is no effort to provide career services for the graduate students nor post potential jobs. This linkage with the Career Center could enhance the services to the graduate students and increase the recognition that Cal Maritime has a master's degree program.
7. Improve the budget process. At present, the budget process is more of a reporting of the actual expenses rather than a budgeting and sending to the budget. The program had a surplus of approximately 3.5% in FY 2016. However, those surplus funds were not used to improve the program but rather returned to the Cal Maritime general fund.

IX: Using Program Review Results in Planning and Budgeting

1. Balance Class Size

An important finding of the program review is that there is an imbalance in the class sizes. The core curriculum classes have between 23 and 26 students in each class while the specialty track courses range in size for 2 or 3 students to 12-14 students. If the core curriculum classes could be taught in two sections with a total enrollment of 40-45 students, then the specialty track courses could range from 10-20 students. Planning and budgeting will be required to improve this situation.

8. Look to hire an additional administrative person who can be involved in recruiting and outreach.
9. As was discussed in VI.6, there is very little competition for Humanitarian/Disaster Management programs. The key to increasing enrollment in this specialty track is to increase the visibility of this program.
10. Set aside reserve funds for hiring and supporting this outreach program.

2. Activities for FY 2017 and 2018

The following activities should be budgeted in the FY 2017 and 2018 FY:

a. Development of a new faculty orientation and on-line training program
b. Conducting a faculty forum for assessment evaluation
c. Apply for the continuation of QALT grants. If these funds are not going to be available, budget for course review.

3. Cal Maritime's Strategic Plan

The MSTEM program must be part of the ongoing effort to carry out the Cal Maritime Academic Master Plan (AMP). The MSTEM program can be instrumental in achieving the following objectives:

a. AMP Objective 1; Outcome A. This outcome calls for the growth of existing programs. As discussed above, the MSTEM program is poised to grow is size. This can be at no cost to the general operating budget.
b. AMP Objective 3; Outcome B. This outcome calls for having certificate and other self-supported programs. The MSTEM program is the logical place for this growth. This action is discussed in VIII.5 above. This will take planning and budgeting efforts.
c. AMP Objective 4 calls for increased research and scholarship. The MSTEM program should be the lead program for research in maritime related industry issues. The quality of the capstone projects over the past 3-4 years have demonstrated that significant industry related research is going on in the program. To enhance this effort, the program needs to:
    1. Provide assistance to students in getting research published.
    2. Coordinate with industry on issues that are potential capstone projects.

3. Increase the Cal Maritime full-time faculty participation in the MSTEM program. In the fall 2016 semester, no full-time faculty are teaching in the program. The full time faculty should be bringing their research into the master's program. The Dean should be coordinating with the Provost and Academic Deans to encourage faculty research related to the MSTEM program.

California State University,

Maritime Academy

Master of Science in Transportation and Engineering Management

Assessment System

Revised August 2016

Table of Contents

Overview

This document presents the assessment system for the Master of Science in Transportation and Engineering Management degree at the California State University, Maritime Academy (Cal Maritime). The assessment methods presented have been selected for compatibility with the WASC criteria, but are application for other internal and external program reviews (e.g. WASC review and CSU program review). The main purpose of this assessment procedure is to monitor the performance of the program, to ensure it meets its student learning outcomes, and to use the data collected for continuous improvement of the program.

The document is intended as a guide to faculty members in acquiring, analyzing, and reporting assessment data. By following the procedures described, the program will help ensure that it have a uniform and consistent assessment system in place. The data will provide evidence on how well the program is achieving its outcomes and objectives, and will help guide future program improvements.

Master of Science in Transportation and Engineering Management

The California State University Maritime Academy was originally founded in 1929 as the California Nautical School. It became the 22nd campus of the California State University (CSU) in 1995. The California State University Maritime Academy is the smallest campus of the California State University system.

Cal Maritime offers undergraduate degree programs in Business Administration, Facilities Engineering Technology, Global Studies and Maritime Affairs, Marine Engineering Technology, Marine Transportation, and Mechanical Engineering. The MSTEM is the only graduate program offered at Cal Maritime. The program follows a cohort model.

All those who receive the MSTEM degree follow the a core curriculum for five courses, then take four courses in a specialty area (Transportation Management, Engineering Management, Humanitarian Crises Management). All student complete the program with a capstone course.

Students in the MSTEM program are generally fully employed while taking the course of instruction. The students are generally mid-career professional with 5 to 8 years' experience. Students are generally working in the maritime industry but students are working in a variety of industries. Many graduates have either been promoted within their company or have moved to a job of increased responsibility as a result of their graduate work.

The MSTEM program identifies as its significant constituencies students, faculty, alumni, the marine industry employers and prospective employers, and the Extended Learning Advisory Board (ELAB). The department seeks to include these constituencies in its assessment process.

Our External Learning Advisory Board includes representation from industry, and academia. The ELAB meets twice a year: once in the fall and once in the spring semester.

Vision and Mission Statements

The *vision* of the California State University Maritime is:

> *The California State University Maritime will be a leading educational institution recognized for excellence in business, engineering, operations, and policy of the transportation and related industries for the Pacific Rim and beyond.*

The *mission* of California State University Maritime is to:

- *Provide each student with a college education combining intellectual learning, applied technology, leadership development, and global awareness*
- *Provide the highest quality licensed officers and other personnel for the merchant marine and national maritime industries*
- *Provide continuing education opportunities for those in the transportation and related industries*
- *Be an information and technology resource center for the transportation and related industries.*

The mission of the MSTEM program is:

The mission of the MSTEM program is to develop the maritime industry leadership through an outstanding graduate degree program that requires students to integrate critical thinking and best practices to enable them to face real-life challenges and contribute to the body of knowledge and practice in their industry.

Institution Wide Learning Outcomes

The MSTEM program is informed by the Cal Maritime institutional student learning outcomes.

Consistent with the mission of the California State University Maritime Academy to provide a college education combining intellectual learning, applied technology, leadership development, and global awareness, students will develop the following ten competencies.

A. Communication: Coherently and persuasively share information.

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.

C. Quantitative Reasoning: Use numerical information to identify, analyze and solve problems.

D. Scientific Reasoning: Apply scientific inquiry to understand the natural world.

E. Lifelong Learning: Demonstrate a commitment to personal and professional development.

F. Discipline-specific Knowledge: Demonstrate expertise in the concepts and technologies of a chosen field, particularly its relation to the maritime world.

G. Information Fluency: Define a specific need for information; then locate, evaluate, and apply the needed information efficiently and ethically.

H. 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. Ethical Awareness: Use ethical reasoning in personal, professional, and social decision-making.

J. Global Learning: Demonstrate awareness of cultural differences and the responsibilities associated with global welfare.

Program Student Learning Outcomes

The program student learning outcomes (PSLO) that are in place and published in the official school catalog and school web site. They are communicated to the students in course syllabi. They are communicated to the alumni, employers, and the advisory board in various forms. The current PSLO were developed in 2010.

Graduates of the MSTEM program will have:

Project Leadership

Graduates will:

1. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle.

2. Have expertise in systems analysis and operations research to support project development and management.
3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context.

Global Context

Graduates will:

1. Understand their organization's role in a global context; including environmental issues, and political, social, and ethical norms.
2. Appreciate the security, economic, and legal dimensions that affect global supply chain management.

Management Components

Graduates will:

1. Have the ability to advance to higher levels of institutional responsibility with an increased understanding of organizational, financial, human resource and information systems management.
2. Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization.

Program Student Learning Outcome Evaluation Process

The evaluation processes for ensuring the achievement of PSLOs include both indirect and direct tools. Indirect methods include the student exit survey and the student evaluations of instructor and course (SEI/C).

Direct measurements of the achievement of PSLOs involve measuring the achievement of course outcomes, and the linkage of these course objectives to the program objectives. This includes the use of rubrics to evaluate student performance. Currently, all course instructors are evaluating student attainment of the PSLOs as demonstrated in course work. Additionally, the students' capstone course is reviewed against a rubric for attainment of the PSLO.

In the future, the program will consider other measures of student outcome, such as a comprehensive paper in the last course of the specialization track.

The key activity in the PSLO evaluation process in the faculty review. This faculty review takes

place at two levels.

1) Faculty will conduct evaluation of the achievement of student learning outcomes in their courses. This includes reviewing the course outcomes to ensure they are connected to the program learning outcomes. The course outcomes should be assessed and a template developed to demonstrate the level of achievement of course outcomes. Any changes that become apparent from this course review can be directly implemented by the instructor.

2) A committee made up of program faculty will have a virtual review meeting that is conducted during the summer months. All faculty who have taught at least one section during the prior academic year are invited to attend the review meeting. This review meeting is chaired by the MSTEM Assessment Director. The following activities take place during this meeting.

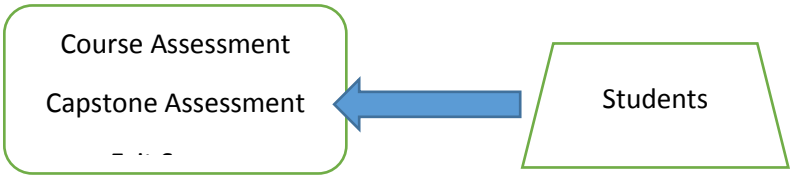
    - Review the assessment data from all the courses and the capstone. This review will be focused on evidence that the PSLOs are being achieved by the students. The faculty may establish bench marks for determining appropriate level of attainment of the PSLOs.
    - Review the courses and curriculum in light of the attainment of the PSLOs.
    - Recommend changes to the courses and curriculum to improve the attainment of PSLOs.
    - Recommend changes to the PSLOs.

The results of the faculty review will be presented to the Dean of Extended Learning. The Dean will share the findings with the Provost and with the advisory board. Any changes to the courses, curriculum, or PSLOs must be approved by the Provost.

Assessment System

The MSTEM Assessment System, shown in Figure 1, consists of a main processes (loop): the Program Student Learning Outcome processes.

MSTEM ASSESSMENT PROCESS



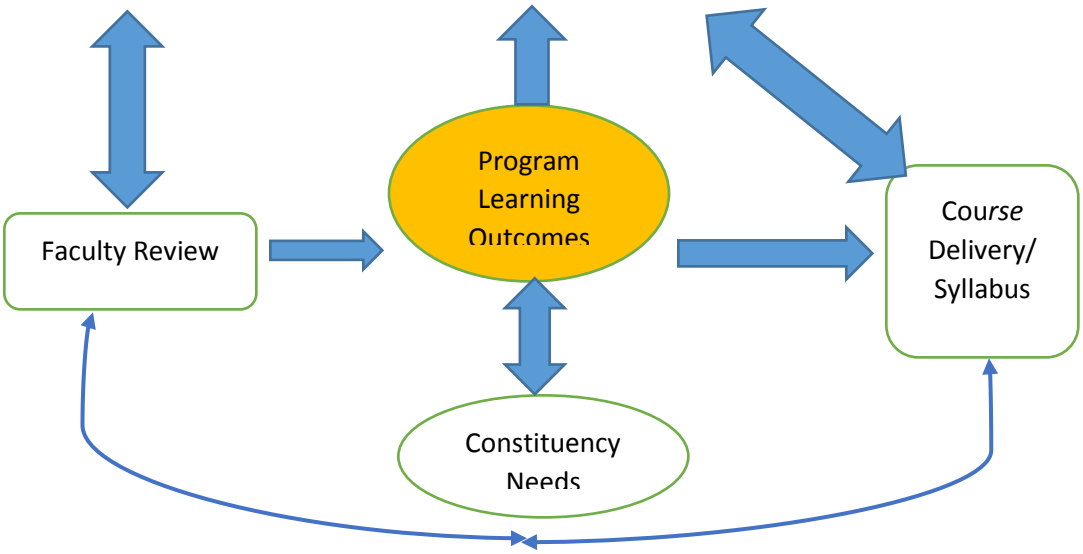


Figure 1: Assessment Process

Course Outcome (CO) Assessment and Linkage to Program Student Learning Outcomes

The program outcomes are achieved through the curriculum. Each course is designed to meet some of the PSLOs. The course outcomes s to be achieved in a course are delineated in the course syllabus and are to be linked to the program learning outcomes. The Director of Assessment will review the syllabuses to ensure that all PSLOs are adequately covered in the curriculum. Table 1, below, shows how the current curriculum provides opportunities to achieve the PSLOs.

Semester	Course	PL 1	PL 2	PL 3	GC 1	GC 2	MC 1	MC 2	Comment
Fall 1	TEM 500	X	X	X	X	X	X	X	
Fall 1	TEM 510	X	X	X	X	X	X	X	
Spring 2	TEM 520								Not connected to PSLO
Spring 2	TEM 530								Not connected to PSLO
Summer 3	TEM 540	X	X	X	X	X	X	X	
	TEM 600								Not connected to PSLO
	TEM 700	X	X	X	X	X	X	X	
	TEM 800								Not connected to PSLO
Fall 4	TEM 610								Connected to ISLO but not PSLO
	TEM 620								Not connected to PSLO
	TEM 705								Not connected to PSLO
	TEM 710								Not connected to PSLO
	TEM 810								Not connected to PSLO
	TEM 820								Not connected to PSLO

Spring 5	TEM 630								Not connected to PSLO
	TEM 720	X	X	X		X		X	
	TEM 830								Not connected to PSLO
	TEM 900								Not connected to PSLO

Table 1 Program Student Learning Outcomes in the Curriculum

Tools for assessing the attainment of PSLOs include assessment of student works (such as exams, reports, projects, and written assignments) that measure a specific outcome or multiple outcomes, through the use of a rubric. The rubric system assures consistency in the outcome evaluation process. The course outcomes are then used to measure the program outcomes for that course. Appendix A contains examples of the rubrics used.

The results of the assessment of PSLOs will be submitted to the MSTEM Director of Assessment at the end of each semester. The Director of Assessment will organize the data and present it to the faculty at the summer meeting. If the Director of Assessment identifies a problem that requires immediate resolution, the director will notify the Dean and efforts will be made to resolve the issue.

Continuous Improvement

An important part of any assessment program is the use of the data obtained to continuously improve the program. The improvement takes three forms.

1. Faculty improvement of course: This effort is a natural one for faculty members. When something doesn't work well or when assessment indicates that the students missed an important part of the material, faculty will revise the course to improve. This must be documented or subsequent instructors may miss this improvement.
2. Improvement of the course based on QOLT analysis. The MSTEM program has a process where the courses are reviewed by trained peer-reviewers. The format for this review is established by the CSU's Quality Assurance in Online Teaching and Learning. To date, three course in the MSTEM program have been reviewed. This process is designed to improve the delivery of the online courses. It is a documented process with the results sent to the instructor of the course and maintained by the Office of Graduate Studies.
3. Improvement of the courses and program as a result of the assessment. As discussed in

section V above, the faculty will meet each summer to discuss the results of assessment for the prior academic year. As part of that review the committee will:

a. Recommend changes to the courses and curriculum to improve the attainment of PSLOs.

b. Recommend changes to the PSLOs.

The Director of Assessment will maintain of record of this recommendation in the Office of Graduate Studies.

Appendix B: Instructions for the Instructor (Revised Summer 2016)

Each faculty member in the program will be assessing the course that she/he teaches. This assessment progress includes a number of steps:

1. Class Course Syllabus (handed out to students)
2. Direct Evaluation Methods and Results for Course Outcomes and PSLOs using Performance Criteria/Rubric System Description
3. Rubrics and assessment tools for course.

Syllabus

The syllabus shall accurately describe the course, its outcome, as well as how the outcomes tie into the program outcomes. Part of the definition of course outcomes is to choose the proper way to assess these outcomes for both program outcome assessment and individual course improvement. There are a number of ways to do this. One is just to annotate each course outcome with the PSLO. An example of this approach is shown below:

At the end of the course, students should be able to:

1. *Be able to create and lead a team or multiple teams in the execution of energy management; develop project proposals (including auditing, analysis, and financing); and management the entire energy improvement project. (L1)*
2. *Have expertise in systems analysis and operations research to support energy project development and management. (L2)*
3. *Apply decision making, technical, and human resource principles to manage energy issues in a dynamic business and global economic context. (L3)*
4. *Appreciate the security, economic, and legal dimensions that affect global energy supply. (G2)*
5. *Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization. (M2)*
6. *Understand how to conduct research and utilize data bases for information gathering.*
7. *Develop and demonstrate the ability to write appropriate reports and make presentations.*

Another approach is in tabular form. An example of this is shown below:

Student Learning Outcomes Linked to Institution Wide Student Learning Outcomes	L1	L2	L3	G1	G2	M1	M2
After completing this course, the participant should be able to:							
• Use tools and methods of Systems Engineering	x	x				x	
• Design an Engineering Systems Implementation Plan	x	x		x			x
• Review and evaluate a Systems Engineering Design Plan	x	x	x	x		x	x
• Develop an appropriate team for Systems Engineering Design	x	x	x	x		x	x
• Effectively manage a system design from concept to implementation to end of life	x	x	x	x	x	x	x

What data to collect

The basis for the data collection is the quantitative rubric-based assessments. Both forms of assessment measure a course's level of meeting its course outcomes. If the course outcomes are met, then it can be concluded that the program outcomes are being met, based on the matrix connecting course outcomes with the program outcomes discussed above. .

Quantitative Assessment

The rubric-based assessment is a quantitative technique that allows the instructor to assess the student progress at meeting the course outcomes. Any form of student work that addresses the outcomes, such as midterm exam questions, homework, oral presentations, etc. may be used. The work is assessed based on how well the student has met the course outcomes. This data is used for program assessment as well as course improvement.

Data Collection

The instructor shall keep the data from each course in a course portfolio (or in electronic form), which should include:

1. Sample work from the class.
2. Assessment rubrics
3. Instructor's class assessment (ICA): This should summarize the assessment data from the course. An excel file can be used to tabulate the data uniformly for use by the

program to assess its outcomes.

The course portfolio is to be submitted to the Director of Assessment at the end of each semester.

Timeline for the semester

- Syllabus and planned assessment should be done by the beginning of class.
- The rubric-based assessment shall be done as the work is presented in the class, and tabulated by the end of the semester.
- Other assessment shall be finished by the end of the course.
- Annually (typically in the summer), the faculty shall meet to discuss the assessment results and review which faculty are assigned to which courses.

Appendix C: Results of Assessment, Fall 2016

Fall 2016: Assessment of Student Learning

California State University Maritime Academy

MS in Transportation and Engineering Management

I. Courses Reviewed
   1. TEM 500: Project Management
   2. TEM 510 International Transportation Economics
   3. TEM 610: International Transportation Law
   4. TEM 620: International Trade and Finance
   5. TEM 705: Strategic Management
   6. TEM 710: Technology Management
   7. TEM 810: Global Humanization System
   8. TEM 820: Humanitarian Project Management

II. Program Learning Outcomes
   1. Project Leadership: Graduates will:
      a. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle.
      b. Have expertise in systems analysis and operations research to support project development and management.
      c. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context.
   2. Global Context: Graduates will:
      a. Understand their organization's role in a global context; including environmental issues, and political, social, and ethical norms.
      b. Appreciate the security, economic, and legal dimensions that affect global supply chain management.
   3. Management Components: Graduates will:
      a. Have the ability to advance to higher levels of institutional responsibility with an increased understanding of organizational, financial, human resource and information systems management.
      b. Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization.

III. Institution Wide Learning Outcomes
   A. Intellectual Learning
      1. Communications
         a. The ability to coherently and persuasively share information with others via oral, written, visual and listening communication skills.
      2. Critical and creative thinking

a. The ability to comprehend, analyze and objectively evaluate new information and ideas, so as to develop informed opinions, and to explain things in a new or different way, often through synthesizing or applying intuition.

3. Problem solving and quantitative literacy
   a. The ability to exercise intellectual inquiry via the use of sound reasoning to identify, predict, analyze and solve problems, and to formulate, evaluate, and communicate conclusions and inferences from numerical information.
4. Human development and the natural world
   a. The ability to demonstrate an understanding of fundamental concepts in the humanities, social, physical and life sciences.
5. Lifelong learning
   a. The ability to employ self-knowledge of the social and cognitive factors influencing the learning process, to engage in ongoing reflection and exploration of the purpose of personal development, and to synthesize and apply knowledge and experiences to new personal and professional applications.

B. Applied Technology and Professional Development
   - Mastery of discipline specific skills in maritime related fields
     a. The ability to demonstrate competency in discipline specific skills.
   - Information fluency and computing technology
     - The ability to define a specific need for information, and to then locate, access, evaluate, and effectively apply the needed information to the problem at hand and to effectively use computers and computing applications in order to create, access, store, process, analyze and communicate information.
   - Use of simulation tools
     - Ability to use simulation tools in problem solving and analysis.

C. Leadership, Teamwork and Personal Development
   1. Leadership, teamwork and interpersonal relationships
      a. The ability to work with other people in achieving common goals, and, when necessary, to envision new goals and to motivate and empower others to achieve them and to interact constructively with a diverse group of people and foster collegiality, good will, and community among them.
   2. Professional conduct
      a. The ability to behave and perform in a manner that is accepted in one's profession and to move oneself continuously toward a goal or set of goals, despite personal difficulties, obstacles, and time constraints.

D. Global Awareness and Social Responsibility
   1. Ethical awareness
      a. The ability apply standards of proper conduct and responsibility towards society in one's professional and personal life.
   2. Global stewardship
      a. The ability to demonstrate an awareness of diversity in global culture and environment, and an understanding of the responsibilities associated with promoting the welfare of state, country, whole of humanity, and planet.

IV. Course Assessment

1. TEM 500: Project Management

Student Learning Outcome	Evidence 1	Evidence 2	Evidence 3	Results	Conclusions	Course changes
C-1 L1	Team Project: Average score 99/100 of those enrolled.	Paper 1: Average score 83/100, only 4 scores below 80/100	Paper 2: Average score 83/100, 2 did not submit. 3 scores below 80/100.	Only three students who submitted scored below satisfactory on 2 of the 3 evaluations	The program learning outcome was met.	
C-2 L2	Paper 3: Average 81/100 of those submitted. 1 student did not submit	Final Project: Average 88/100 1 student did not submit. 3 projects were below 80	N/A		This program learning outcome was met.	Change required PowerPoint – many technical hiccups.
C-3 L3	Team Project: Average score 99/100 of those enrolled.	Final Project: Average 88/100 1 student did not submit. 3 projects were below 80	N/A		This program learning outcome was met.	
C-5 M2	Team Project: Average score 99/100 of those enrolled.	Paper 1: Average score 83/100, only 4 scores below 80/100	Paper 2: Average score 83/100, 2 did not submit. 3 scores below 80/100.	Only one student scored below satisfactory on 2 of the 3 evaluations	The learning outcome was met	
C-6 Understand how to	Team Project: Average	Paper 1: Average score	Paper 2: Average score	Only one student scored	The learning outcome was met	This was a requirement for all

conduct research and utilize data bases for information gathering.	score 99/100 of those enrolled.	83/100, only 4 scores below 80/100	83/100, 2 did not submit. 3 scores below 80/100.	below satisfactory on 2 of the 3 evaluations		assignments, including forum. Since this was the first class, some students found this challenging at the start of the term. Overall, they improved.
C-7 Develop and demonstrate the ability to write appropriate project reports and make presentations.	Paper 1: Average score 83/100, only 4 scores below 80/100	Paper 2: Average score 83/100, 2 did not submit. 3 scores below 80/100.	Paper 3: Average 81/100 of those submitted. 1 student did not submit	Objective met. Writing improved with time.	The learning outcome was met.	This course had an emphasis on first course expectations of the first week of class. This could be further developed.
IW-A	This IW outcome matches C-7 above.					
IW-C	This IW outcome matches C-3 above.					
IW-F	This IW outcome matches C-1 above					
IW-G	This IW outcome matches C-3 above.					
IW-H	This IW outcome matches C-5 above.					

Summary:

The scores above are taken from the gradebook and reflect the total awarded to the student for the key assignments in the course.

Overall, the quality of the submissions improved throughout the duration of the class although I was still surprised in week 15 when some students failed to provide peer replies in discussion or failed to conduct scholarly research for their initial responses.

Since this is the 2nd time I've taught this class, I anticipated some challenges that learners might encounter but we still faced some of the same challenges (e.g. not understanding research is a required element).

Dr. Nicole Runyon
Instructor, TEM 500.

2. TEM 510 International Transportation Economics

Student Learning Outcome	**Evidence 1 (Linked Assignment)**	**Evidence 2**	**Evidence 3**	**Results**	**Conclusions**	**Course changes**
C-1 L-2 B-1 G-2	Group Presentation 1: Average score 91/100 of those submitted, no score below 85/100	Group Presentation 2: Average score 92/100 of those submitted, no score below 90/100	Group Presentation Forums: Average score 92/100 of those submitted, no score below 88/100.	*Only one student scored below satisfactory on 2 of the 3 evaluations*	*The program learning outcome was met.*	
C-2 L-2 G-1 G-2 M-1 M-2	Group Presentation 1: Average score 91/100 of those submitted, no score below 85/100	Group Presentation 2: Average score 92/100 of those submitted, no score below 90/100	Discussion Forum 3: Average score 86/100 of those submitted, no score below 70/100	*All students were on one or the other evaluation*	*This program learning outcome was met.*	*Clarify grading rubric for discussion forums so that it more clearly defines 2 part submission.*
C-3 L-1 L-2 L-3 G-1	Graded Assignment 1: Average score 94/100 of those submitted, no score below 80/100	Graded Assignment 2: Average score 94/100 of those submitted, no score below 92/100	N/A	*Only two students scored below 90 in Assignment 1*	*This program learning outcome was met.*	*Include an assignment that is more global in nature*

C-4 L-1 L-2 G-1 G-2 M-1 M-2	Group Presentation 1: Average score 91/100 of those submitted, no score below 85/100	Group Presentation 2: Average score 92/100 of those submitted, no score below 90/100	Group Presentation Forums: Average score 92/100 of those submitted, no score below 88/100.	*Only one student scored below satisfactory on 2 of the 3 evaluations*	*The program learning outcome was met.*	
C-5 L-2 L-3 G-1 G-2 M-2	Discussion Forum 13: Average score 90/100 of those submitted, no score below 70/100	N/A	N/A	*Only two students scored below satisfactory evaluations*	*The learning outcome was met*	

Summary:

The scores above are taken from the gradebook and reflect the total awarded to the student for the key assignments in the course.

Overall, the quality of the submissions improved throughout the duration of the class. All students, except for one student, submitted the peer evaluations. Few students did not respond to posts by other students although a second post is required.

This assessment has pointed out some changes needed to improve the course. This include:

- Greater clarification needed on research expectations for discussion forums.
- Greater clarification needed on expectations for recording group presentations.
- Discussion is a key element of online learning. Therefore, it would be beneficial to have a more structured rubric to the discussion and to tie the questions more directly to outcomes.

If you have any question about this, please let me know.

E. M. Ekanayake, Ph.D.

Instructor, TEM 510

3. TEM 610: International Transportation Law

Course assessment did not include

Summary
The scores and examples are taken from the Moodle gradebook and reflect the total awarded to the student for the key assignments in the course.

Overall, the quality of the submissions improved throughout the duration of the class, although I was still surprised in week 15 when one or two students failed to provide peer replies in discussion or failed to cite their outside sources for their initial responses.

This assessment has pointed out some changes needed to improve the course. These include:

a. Greater clarification needed on research expectations for discussion.
b. Greater clarification needed on expectations for recording presentations for final project.
c. Discussion is a key element of online learning – it would be beneficial to tie the questions more directly to outcomes.

. Matthew P. Dudman, Esq. JD/MBA
Instructor, TEM 610.

4. TEM 620: International Trade and Finance

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Have a broad understanding of the role and importance of international trade (P-2a and 2b and IW-J);
2. Understand the concept of comparative advantage (P-2a and IW-F)
3. Have basic knowledge of trade policies such as tariff and non-tariff trade barriers (P-2a and IW-F)
4. Understand the impact of globalization and its impact on international trade (P-2a and P-2b and IW-J)
5. Have a broad understanding of preferential trade arrangements and free trade agreements (P-2a and P-2b and IW-J)
6. Understand the recent history of trade negotiations and the functions of international trade organizations, in particular, the World Trade Organization (P-2a and IW-J)
7. Have a basic understanding of international monetary system and foreign exchange rate market (P-2a and IW-J)
8. Have a broad understanding of the global foreign exchange market and how exchange rate is quoted and traded (P-3a and IW-F)
9. Understand the basic trading strategies for foreign exchange market participants (P-3a and IW-C)
10. Understand the exposures faced by multinational companies and how to manage these exposures (P-3a and IW-J)
11. Understand the basics of international trade finance (P-3a and IW-F)

Student Learning Outcome	Evidence 1	Evidence 2	Evidence 3	Results	Conclusions
C-1	Group Project: All scored 95/100 of those submitted	N/A	N/A	All students scored satisfactory	The program learning outcome was met.
C-2	Exam 1: Average score 87/100 of those submitted, no score below 70/100	N/A	N/A	All students scored satisfactory	This program learning outcome was met.
C-3	Exam 1: Average score 87/100 of those submitted, no score below 70/100	Group Project: All scored 95/100.	N/A	All students were on both evaluations. All students scored satisfactory	This program learning outcome was met.
C-4	Group Project: All scored 95/100.	N/A	N/A	All students scored satisfactory	The learning outcome was met
C-5	Group Project: All scored 95/100.	N/A	N/A	All students scored satisfactory	The learning outcome was met
C-6	Group Project: All scored 95/100.	N/A	N/A	All students scored satisfactory	The learning outcome was met
C-7	Exam 2: Average score 91/100 of those submitted, no score below 83/100	N/A	N/A	All students scored satisfactory	The learning outcome was met.
C-8	Exam 2: Average score 91/100 of those submitted, no score below 83/100	N/A	N/A	All students scored satisfactory	The learning outcome was met.
C-9	Exam 2: Average score 91/100 of those submitted, no score below 83/100	N/A	N/A	All students scored satisfactory	The learning outcome was met.
C-10	Exam 2: Average score 91/100 of those submitted, no score below 83/100	N/A	N/A	All students scored satisfactory	The learning outcome was met.
C-11	Exam 2: Average score 91/100 of those submitted, no score below 83/100	N/A	N/A	All students scored satisfactory	The learning outcome was met

Summary:

Overall students performed well. This course was somewhat technical and required some mathematical skills. Over time students improved their problem-solving skills and mostly did well in their exams. Students demonstrated that the group project helped them understand the history, and function of and challenge faced by the World Trade Organization.

This assessment also suggested some changes to improve the course. These include:

1. To improve the interaction among students in the discussion forum. An active discussion forum is important in an online learning environment. More structured rubric would be useful to encourage student interaction.
2. To have two smaller group projects instead of one big one. Even though I gave two topics for the group projects, all students chose the same topic on World Trade Organization, which is a topic in International Trade in the first half of the semester. In the future, I plan to have two smaller ones, one for each half of the semester so that students are more fresh in their memory when completing projects.

Hao Lin
TEM 620 Instructor

5. TEM 705: Strategic Management
   No assessment of the achievement of student learning outcomes in Fall 2016

6. TEM 710: Technology Management

   No assessment of the achievement of student learning outcomes in Fall 2016

7. TEM 810: Global Humanization System

Student Learning Outcome	**Evidence 1**	**Evidence 2**	**Evidence 3**	**Results**	**Conclusions**
G1: Understand their organization's role in a global context	Exam 1: Average 92.33	Exam 2: Average 96.33	Paper: Average 90.00	In each evidence 1 out of 3 students was below average	The program learning outcome was met
G2: Appreciate the security, economic and legal dimensions that affect global supply chain management	Exam 1: Average 92.33	Exam 2: Average 96.33	Paper: Average 90.00	In each evidence 1 out of 3 students was below average	The program learning outcome was met
M1: Have the ability to advance to higher levels of institutional responsibility with an increased understanding of organizational, financial, human resource and information systems management	Exam 1: Average 92.33	Exam 2: Average 96.33	Paper: Average 90.00	In each evidence 1 out of 3 students was below average	The program learning outcome was met

Summary

The three program learning outcomes addressed in this course were met.

8. TEM 820: Humanitarian Project Management

Student Learning Outcomes	Evidence 1	Evidence 2	Evidence 3	Results	Conclusion
L1: Be able to create and lead a project team	Project: Average 83.3			only 1 student failed to deliver a finished project	The program learning outcome was met
L2: Have expertise in systems analyses and operations research to support project development and management	Project: Average 83.3	Paper: Average 98.3		only 1 student failed to deliver a finished project but all students showcased lessons learned from their projects	The program learning outcome was met
L3: Apply decision making, technical and human resource principles to manage projects in a dynamic business and global economic context	Project: Average 83.3	, all students showcased lessons learned from their projects	Quizzes: all students answered quizzes satisfactorily.	only 1 student failed to deliver a finished project but all students showcased lessons learned from their projects	The program learning outcome was met

Summary

The three program learning outcomes addressed in this course were met.

V. Consolidated Assessment of Program Outcomes

Program Outcome	Courses Outcome Assessed	Results	Shortcomings	Conclusions
Project Leadership				
L1 Create and lead project team	TEM 500 TEM 510 TEM 820	Learning outcome was met		
L2 Have expertise in systems analysis	TEM500 TEM 510 TEM 820-	Learning outcome was met	TEM 500: Technical problems with some final projects	
L3 Apply principles to manage projects	TEM 500 TEM 510 TEM 820	Learning outcome was met		
Global Context				

G1 Understand their organization's role	TEM 510 TEM 620 TEM 810	Learning outcome was met		
G2 Appreciate factors that affect global management	TEM 510 TEM 620 TEM 810	Learning outcome was met		
Management Components				
M1 Have the ability to advance	TEM 510 TEM 610 TEM 810	Learning outcome was met		
M2 Recognize and appreciate one's own ability	TEM 500 TEM 510	Learning outcome was met		
Other Issues				
Writing Skills	TEM 500		Needs improvement	
Understanding how to conduct research	TEM 500 TEM 610		First class of program, Hard for students Need clarification on research expectations	
Discussion Forums	TEM 610 TEM 620		Need to clarify grading rubric Need structured rubric	
Presentation of final project	TEM 610		Need clarification on expectations for final project	
Project	TEM 620		Should have two smaller projects rather than 1 large	

Summary:

1. Five of the eight courses tied course outcomes to program student learning outcomes.

2. One course assessed what happened in the course with improvement recommendations, but did not tie this to program student learning outcomes.
3. Two courses provided sample work with no instructor evaluation. These two course did not tie course outcomes to program learning outcomes.
4. All program student learning outcomes were covered in the fall semester.
5. All program student learning outcomes were satisfactorily achieved.
6. Two issues were common to more than one course. These are shown in the "Other Issues" in the table above.

Recommendations:

1. The results of the fall 2016 assessment be compared to the spring 2017 to look for common issues.
2. A review of the program learning outcomes be undertaken this summer. The review could be conducted by a committee (3-4 people). Reasons for this review:
    a. No review of the program learning outcomes has been conducted since the outcomes were developed before the program started.
    b. Many of the outcomes are hard to assess.
3. The results of the review of this document be disseminated to all faculty in the MSTEM program.

Appendix D: CV of Faculty

January 6, 2012

NEZIH ALTAY, Ph.D.
DePaul University
Department of Management
1 E. Jackson Blvd., Suite 7000
Chicago, IL 60604
(312) 362-8313 (Office)
(312) 362-6973 (Fax)
Email: naltay@depaul.edu

Research Interests: Disaster operations, humanitarian relief supply chains, management of spare parts

Teaching Interests: Operations management, supply chain management, humanitarian logistics

EDUCATION
Ph.D. Texas A&M University, Operations Management, December 2001
MBA University of Texas - Pan American, May 1996
B.S. Bogazici University (Turkey), Chemical Engineering, June 1993

EMPLOYMENT
2009-present Associate Professor – DePaul University
2002-2009 Assistant Professor - University of Richmond
2000-2002 Visiting Professor - University of Richmond
1998-2000 Assistant Lecturer - Texas A&M University
1996-1998 Graduate Teaching Assistant - Texas A&M University
1993-1996 Small Business Counselor, Center for Entrepreneurship and Economic Development, University of Texas - Pan American

PUBLICATIONS
1) **Altay, N.** (2012) "Capability-based resource allocation for effective disaster response," *IMA Journal of Management Mathematics,* forthcoming.
2) **Altay, N.,** Litteral, L.A., & Rudisill, F. (2012) "Effects of correlation on intermittent demand forecasting and stock control", *International Journal of Production Economics*, 135(1), pp.275-283.
3) Prasad, S., Tata, J. & **Altay, N.** (2012) "Dynamic Model of Costing Disaster Mitigation Policies", *Disasters*, forthcoming.
4) Syntetos, A.A., Babai, M.Z. & **Altay, N.** (2011) "On the demand distributions of spare parts," *International Journal of Production Research*, forthcoming, doi:10.1080/00207543.2011.562561
5) **Altay, N.** & Ramirez, A. (2010) "Impact of Disasters on Firms in Different Sectors: Implications forSupply Chains," *Journal of Supply Chain Management*, 46(4), pp.59-80.

6) Hirschey, J.K., Wescott, P. & **Altay, N.** (2010) "An Operational Framework for Mortgage Supply Chains," *International Journal of Services Sciences*, 3(4), pp. 319-341.
7) **Altay, N.,** Prasad, S. & Sounderpandian, J. (2009) "Strategic Planning for Disaster Relief Logistics: Lessons from Supply Chain Management," *International Journal of Services Sciences,* 2(2), pp. 142-161.
8) **Altay, N.**, Robinson, E.P. & Bretthauer, K. (2008) "Exact and Heuristic Solution Approaches for the Mixed Integer Setup Knapsack Problem," *European Journal of Operational Research*, 190(3), pp. 598-609.
9) Gao, L., **Altay, N**. & Robinson, E.P. (2008) "A Comparative Study of Modeling and Solution Approaches for the Coordinated Lot-Size Problem with Dynamic Demand," *Mathematical and Computer Modeling,* 47(11-12), pp. 1254-1263.
10) **Altay, N**., Rudisill, F. & Litteral, L.A. (2008) "Adapting Wright's modification of Holt's method toforecasting intermittent demand," *International Journal of Production Economics*, 111(2), pp.389-408.
11) Stading, G.L. & **Altay, N**. (2007) "Delineating the 'Ease of Doing Business' construct within the supplier-customer interface," *Journal of Supply Chain Management*, 43(2), pp.29-38.
12) **Altay, N.** & Taylor, P. (2007) "The SOX-RFID Connection" *Supply Chain Management Review*, 11(7), pp. 52-60.
13) **Altay, N**. & Green, W.G. (2006) "OR/MS research in disaster operations management," *European Journal of Operational Research*, 175(1), pp. 475-493.
14) Thompson, S., **Altay, N.**, Green, W.G. & Lapetina J. (2006) "Improving disaster response efforts with decision support systems," *International Journal of Emergency Management*, 3(4), pp.250-263.

BOOK

Service Parts Management: Demand Forecasting and Inventory Control, **Altay N**. & Litteral, L.A. editors, by Springer Verlag, (ISBN: 978-0-85729-038-0, available on March 29, 2011).
http://www.springer.com/engineering/production+eng/book/978-0-85729-038-0

BOOK CHAPTERS

1) **Altay N.** & Labonte, M. (2011) "Humanitarian Logistics and the Cluster Approach: Global Shiftsand the U.S. Perspective", in *Humanitarian Logistics: Meeting the Challenge of Preparing for and Responding to Disasters*, (Peter Tatham & Martin Christopher, eds.), Kogan Page.
http://www.koganpage.com/products/humanitarian-logistics/TransportLogisticsandDriving/T/Logistics/T002/1003713/9780749462468/
2) Syntetos, A., Babai, Z.M., Lengu, D. & **Altay, N.** (2011) "Distributional assumptions for parametric forecasting of intermittent demand," Chapter 2 in *Service Parts Management: Demand Forecastingand Inventory Control* (Nezih Altay & Lewis A. Litteral, eds.), Springer Verlag.
http://www.springer.com/engineering/production+eng/book/978-0-85729-038-0
3) **Altay, N.** (2008) "Issues in disaster-relief logistics" in *Large-Scale Disasters: Prediction, Control and Mitigation* pages 120-146 (ed. Gad-el-Hak, M.), Cambridge University Press.
http://www.cambridge.org/gb/knowledge/isbn/item1174326/

UNDER REVIEW

1) Ramirez, A. & **Altay, N.** "Risk and the Multinational Corporation Revisited: The Case of NaturalDisasters and Corporate Cash Holdings", under review with *Journal of Business Research.*

2) Prasad, S., Su, H.C., **Altay, N.** and Tata, Y. "Building Disaster Resilient Micro-enterprises in the Developing World" under review with *Production and Operations Management.*

RESEARCH IN PROGRESS

Altay, N. & Labonte, M. "An Information-centric view of United Nations' Cluster Approach" in preparation for submission to *Disasters*.

Labonte, M. & **Altay, N.** "The effect of information flow on humanitarian relief: The case of Haiti" in preparation for submission to *Disasters*.

Ramirez, A. & **Altay, N.** "Earthquakes: Nature's curse or a blessing in disguise?" in preparation for submission to *Journal of International Business Studies.*

Altay, N. & Pal, R. "Information flow in humanitarian relief supply chains: making a case for clusters" in preparation for submission to *Production and Operations Management (Special Issue on Humanitarian Logistics)*.

CONFERENCE PROCEEDINGS

1) Syntetos, A.A., Babai, M.Z. & **Altay, N.** (2010) "Modeling spare parts' demand: an empirical investigation" *Proceedings of the 8th International Conference of Modeling and Simulation*, May 10-12, Hammamet, Tunisia.

2) Ramirez, A. & **Altay, N.** (2008) "An empirical analysis of the effect of disasters on the performance and equity risk of the firm" *Proceedings of the Pan Pacific Conference XXV*, San Jose, Costa Rica.

3) **Altay, N**., Ross, A. & Stading, G. (2007) "Supply Chain Disruption: A Framework for Reconstruction" *Decision Sciences Institute Proceedings*, Phoenix, AZ.

4) **Altay, N**., Rudisill, F. & Litteral, L.A. (2007) "Forecasting Intermittent Demand in the Presence of Cross-Correlation" *Proceedings of the Southeast Decision Sciences Conference*, Savannah, GA.

5) **Altay, N**., Rudisill, F. & Litteral, L.A. (2004). "On the difficulty of forecasting intermittent demand". *Proceedings of the Southeast Informs Annual Meeting*, Mrytle Beach, SC.

6) Stading, G.L. & **Altay, N.** (2004). "Is being easy-to-do-business-with a legitimate measure of supply chain competency?" *Decision Sciences Institute Proceedings*, Boston, MA.

7) **Altay, N.** (2000). "House of quality: a class exercise and a teaching improvement tool". *Proceedings of the 11th Annual Conference of the Production and Operations Management Society*, San Antonio, TX.

8) **Altay, N.** (2000). "A synthesis and review of solution approaches to the dynamic demand coordinated replenishment problem". *Decision Sciences Institute Southwest Region Proceedings*, San Antonio, TX. (**Winner: Best Student Paper Award**)

9) **Altay, N.** (1999). "A comparison of pull and drum-buffer-rope systems' performances based on constraint location in a simulated supply chain". *Decision Sciences Institute Southwest Region Proceedings,* Houston, TX.

10) **Altay, N.** (1996). “Increasing labor force efficiency through effective diversity management”. P*roceedings of the National Social Science Association,* Reno, NV.

CONFERENCE PRESENTATIONS

1) Lutz, H., Birou, L. & Altay, N. “Disaster Relief Supply Chains: Taming the Bullwhip” Presented at *Decision Sciences Institute National Conference,* Boston, MA, November 2011.
2) Altay, N., Lutz, H. & Birou, L. “Humanitarian Supply Chains: Collaboration and Partnerships”
Presented at *Decision Sciences Institute National Conference,* Boston, MA, November 2011.
3) Altay, A. & Labonte, M. “Information flow in Humanitarian Relief Supply Chains: an assessment of UN’s Cluster Approach” Presented at *Decision Sciences Institute National Conference,* San Diego, CA, November 2010.
4) Kurtulus, I. & Altay, N. “Effect of forecast error in inventory policies of spare parts” Presented at *Decision Sciences Institute National Conference,* San Diego, CA, November 2010.
5) Altay, A. & Ramirez, A. “Exploring the effects of disasters on supply chain partners” Presented at *Decision Sciences Institute National Conference,* New Orleans, LA, November 2009.
6) Altay, A., Syntetos, A. & Kurtulus, I. “Distributional assumptions for parametric forecasting of spare parts demand” Presented at the *INFORMS National Conference*, San Diego, CA, October 2009.
7) Altay, A. & Green, W. “An Analytical Approach to Forming Emergency Response Task Forces” Presented at *Decision Sciences Institute National Conference,* Baltimore, MD, November 2008.
8) Altay, A. & Flores, B. “On the distribution of forecast errors” Presented at *Decision Sciences Institute National Conference,* Baltimore, MD, November 2008.
9) Ramirez, A. & Altay, N. “An empirical analysis of the effect of disasters on the performance and equity risk of the firm” Presented at the *25th Pan Pacific Business Association Conference*, San Jose, Costa Rica, June 2008.
10) Altay, N., Ross, A. & Stading, G. “Supply Chain Disruption: A Framework for Reconstruction” Presented at *Decision Sciences Institute National Conference,* Phoenix, AZ, November 2007.
11) Altay, N. & Thompson, S. “Minimizing response time to mass casualty incidents” Presented at *Decision Sciences Institute National Conference,* Phoenix, AZ, November 2007.
12) Altay, N., Litteral, L.A. & Rudisill, F. “Effect of correlation on forecasting and inventory control” Presented at the *22nd European Conference on Operational Research*, Prague, Czech Republic, July 2007.
13) Altay, N., Rudisill, F. & Litteral, L.A. "Forecasting Intermittent Demand in the Presence of Cross-Correlation" Presented at the *Southeast Decision Sciences Conference*, Savannah, GA, February 2007.
14) Stading, G.L., & Altay, N. “A framework for management of supply chain disruption: applying the contingency theory of fit.” Presented at *Decision Sciences Institute National Conference*, San Antonio, TX, November 2006.

PROFESSIONAL AFFILIATIONS

Decision Sciences Institute (DSI), Member
Institute of Operations Research and the Management Sciences (INFORMS), Member
Production and Operations Management Society (POMS), Member
The Association for Operations Management (APICS), Member
Institute for Supply Management (ISM), Member

Khalid Bachkar

Here is a summary of my educational background:

Ph.D. in Transportation and Logistics (August 2010)

North Dakota State University, Upper Great Plains Transportation Institute, Fargo, North Dakota

Major Concentration Area: Logistics and Supply Chain Management. GPA: 4/4

Supporting Areas: *Transportation Economics/Regulation and Military Logistics*

Dissertation Topic: *"Management of Security Risk in the Global Container Supply Chain using Analytic Hierarchy Process Model."*

Advisor: *Dr. Koo won:* Professor and Director of Center for Agricultural Policy and Trade Studies at North Dakota State University, Fargo, North Dakota.

Master in Information Systems (November 2005)

Department of Management Information Systems, Shippensburg University, Pennsylvania, USA

Bachelor in Business Administration (June 1999)

Department of Business Administration, Hassan II University, Morocco

I earned a Ph.D. in Transportation and Logistics in August 2010 with a major area in Logistics and Supply Chain Management and supporting areas in Transportation Economics/Regulation and Military Logistics, Department of Transportation and Logistics, Upper Great Plains Transportation Institute, North Dakota State University. ***My dissertation topic: "Management of Security Risk in the Global Container Supply Chain using Analytic Hierarchy Process Model."***

I also conduct research related to supply chain management. My work in supply chain management deals with risks in the global supply chain, container supply chain logistics, Port Selection; International Business Operations Management; International Transportation Logistics and Supply Chain Management (Developing and Emerging Economies); Container Supply Chain Logistics; Maritime Transportation; Supply Chain Security; Supply Chain Risk Management/Enterprise Risk Management; Supply Chain Corporate Social Responsibility;

Retail Supply Chain Logistics; Lean supply chain, Sense and Respond Supply Chain; Applications of RFID and Swarm Intelligence in Supply Chain; Supply Chain Economics.

Larry Bienati

Summary of Experience

Dr. Bienati has over 28 years' senior level HR leadership experience in numerous organizational settings. At various times since 1989, he held lead and core faculty positions at Saint Mary's College, School of Extended Education, Faculty Coordinator, Executive Leadership Programs, EMBA, Sacramento State University, CCE, and lecturer, U.C. Berkeley's Worldwide Business International Programs. As a consultant to management, his client base includes many leading firms in both the public and private sector. Larry is a respected professional speaker, facilitator, consultant, author, mentor and practitioner in the areas of leadership development, succession planning, human resource strategy, employee relations law and practice, executive compensation, strategic planning, change management, organizational strategy, board governance, sigma systems, project management, organizational outsourcing and process engineering. Larry passion rests in strategic HR, Organizational Development, Leadership Succession and helping start-up organizations advance to the next levels of sustained excellence and achievement.

Education

Ph.D. Business Administration (Human Resources Management Emphasis), Golden Gate University, San Francisco, California, 1991, *Dissertation focus: Performance Management and Organizational Turnaround Strategies.*

MBA Management Sciences and Strategy, California State University, Hayward, California, 1980.

BS Industrial Relations and Personnel Administration, California State University, Hayward, California, 1979

Professional Certifications

SPHR Senior Professional in Human Resources, **Lifetime** Certification, SHRM

CCP Certified Compensation Professional, American Compensation Association, December 1996 to December 2012

Other Certifications

Professional speaker with National Speakers Association, since 1984; Certificate in International Human Resource Management, SHRM, 1995; Certified by Consulting Psychologist Press to administer levels a, b, and c psychological instruments; Pre-Certified Quality Consultant, MSA List, State of California, 22 areas of Quality Improvement Systems (1994 to 2009); Certificate in Employee Relations Law, 1986.

Previous Leadership Positions Held (Past 28 Years)

Global Vice President, Organizational Development, (Current) The Cooper Companies, Inc, a one billion dollar, NYSE global medical device, firm, 6,500 employees worldwide, Pleasanton, California. Previously VP of HR, CooperVision Inc., before promotion.

CEO and Founder, Bienati Consulting Group, Inc. Consultants in Organizational Strategy and Strategic HR founded in 1985, d.b.a. Consultants to Management SM. Founder of www.onestophr.com (OneStop HRSM)—an on-line self service Human Resources Web Site

Vice President HR, Principal Owner. The Kleinfelder Group of Companies, a national/international ENR top 100 engineering consulting firm. Period of service: July 1989 to 2005.

Manager, Employee Relations/HR. Longs Drug Stores, a 3 billion, 15,000 employee base, 247 Retail Drug Store Chain. Period of service: June 1985 to July 1989. Working with a great team, introduced over 25 new innovations to the company.

Manager, Human Resources and Benefits. Safeway Stores, Inc., Northern California Division, 300 stores, 18,000 employee base. Period of service: May 1974 to June 1985. Other promotional positions during this tenure included: 1974-1980: Food Clerk while completing BS, MBA Degrees; 1980-1981: Employment Representative/Affirmative Action; 1981-1983: Supervisor, Training and Development; 1983-1985: Supervisor, Benefits, Labor Relations, Human Resources; facilitated HR Liquor Barn start-up operations.

Partial client base where teaching, mentoring, HR outsourcing and organizational consulting services provided (by key sector):

Technology/Health Services: Intel, IBM, Sybase, Silicon Graphics, HP, Adaptec, Trinity Partners, Arcus Technology, Brass Ring Systems, Exemplar Logic/Mentor Graphics, IC Verify/Cyber Cash, MANPOWER Technical Services, EpiStaff, Ascend Communications, Microsoft, TransEDA (US), Blue Pearl Software, E-Trade, E-Bay E-Employee.com, MediaRing.com, Valuestar.com, Interhealth, BioMarin Pharmaceuticals, AlphaOne/Arriva Pharmaceuticals (Baxter), AGY Therapeutics, Cloudscape/Informix, Biotech HRN, Pangea Systems/DoubleTwist.com, PC-Doctor, Inc., Outsource Group, Inc., Blaze, Blue Pearl, Exelixis, Minitab, Applied Health Outcomes, AXIS.

Engineering/Lab Services: Cooper Labs, Brown & Caldwell, Kleinfelder, Anderson, Jones & Stokes, ASFE, CAI, Weiss, Subsurface Consultants, CH2MHill, Bechtel, Fugro West, West-Yost, McClaren-Hart, Dudek Engineering and Environmental, EQE, Quake Safe, CGEA, ACEC, TJH2B. EBMUD, SMUD, Towill, TerraCon, Strata Geotechnical Services, Stetson Engineers, Hayashida Architects.

Winery/Hospitality: Regusci Vineyards, Pride Mountain Vineyards, Niebaum-Coppola, Francis Coppola Presents, Rubicon Estates, Laird Family Estates, Joseph Phelps, Franciscan Estates, Icon Estates, Wente Vineyards, Mondavi, Chateau Soverain, Rodney Strong, Silver Oak, Domaine Chandon, Cakebread Cellars, TKRG Group (The French Laundry, Bouchon, Per Se), Frogs Leap, Caymus, Terra Valentine, Dana Estates, Castelllo di Amorosa, V. Sattui, Alpha Omega, Del Dotto, Pineridge, Buccella, Vineyard 29, Opus One Winery, the Bounty Hunter

Private Sector (General): Bradshaw Companies, California Water Services, Pac Bell, Bank of America, Mechanics Bank, Milwaukee Tool Company, Great West Bank, Garaventa Enterprises, Matson Navigation, Broadcast Sales Industry, Chevron-USA, Jenkins/Athens Insurance, Diversified Risk, Inc., ICEE-USA, Icon Estates, Automatic Rain, The Source, Evergreen Marketing Group, Institutional Financing Services, Hunter Industries, Beverages and more!, Longs, Safeway and Lucky Stores, RGL LLP, BisNet, Inc, Sunshine Foods, Payroll Masters, Mason McDuffie, Realty Executives, Prudential, Corey Delta Constructors, Loan Toolbox, Fasteners, Raleys/BelAir/Nob Hill Supermarkets, CRI Intl., ADP, Vanderbilt Construction, CRM. Inc., Cultured Marble Products, MIV Insurances Services, North Bay Auto, WorkRite, Pasha.

Public Sector (General): CSUS, NDOT, CalTrans, Cities of Stockton, Reno, Roseville, Newark, Sparks, Las Vegas, Oakland, Pittsburg, Antioch. Counties of Alameda, Placer, Contra Costa. OSCI, CA State Training Center, State Board of Pharmacy (CA), Department of Labor (OSHA), DFEH, FEHWA, GSA, American Waterworks Association, DCA-California Office of Examination Resources, San Ramon Fire,
California Water Services, Otay Water District, Las Vegas Valley Water District, Department of Motor Vehicles, California Highway Patrol, TRB, California Department of Corrections, California Youth Authority, Department of Water Resources, CalSTRS, Social Services, Franchise Tax Board. TCPUD, Cal-EPA/DPR, Dept of Health Services, California League of Cities, NLTRA, PARSAC, ABAG, CAJPA. Pharmacy, EDD-SDI Programs (CA), Department of Personnel Administration, MOFD, Sac Metro Fire, FDAC.

Non-Profit Sector*: (Larry donates 10% of his practice to help these socially responsible organizations.)* VSP, Medical Alert Foundation US/International, KQED, League to Save Tahoe, Boy Scouts of America, Komen Foundation, March of Dimes, American Diabetes Association, Juvenile Diabetes Association, Mothers of Diabetics, Napa Valley Support Services, Homeless Groups, Battered Women, COPIA (American Center for the Wine, Foods and Arts), Asian Mental Health Services, NCHRA, Childstart, Hospice-Napa Valley, CRRC.

International Sector: Sodexho/Marriot International, Exemplar Logic (UK), TransEDA (Europe, Asia), Hyundai (Korea), U.C. Berkeley Infotech (Mexico), R.Xiberta Corks (Spain), Watergate Software (Asia), U.C. Berkeley Worldwide Assignments, Korean Telecom, Pasha.

Limited Sample Graduate and Undergraduate Courses Taught:
Food Industry Management Program (JFKU) Strategic Management (SMC, CSUS)
Principles of Marketing (CSUH, SMC) BA in Law Studies (SMC)
Management Theory and Practice of Management (SMC) Graduate Health Services Management (SMC)
Organizational Behavior (JFKU, CSUS) Certificate in HR Management/HRCI (GSA, GGU, UCB)
Decision-Making Theory (SMC) Personnel Administration (JFKU, GGU)
Project Management (SMC, CSUS) Modeling Quality Leadership and Metrics (CSUS)
Employee and Labor Relations (UCB, SMC) Faculty Coordinator, Executive Leadership Programs (CSUS)
Leadership, Change, Ethics (EMBA Sac State) International HR Management (UCB Worldwide Programs)
Executive Decision Making (EMBA, Sac State) Organizational Development (MBA, Sac State)

Director and Board Advisor Roles: CTM, Inc, BCG, Inc., Brass Ring Systems, Sierra State Parks Foundation, Bodie Foundation, CRI, Inc.

Books, Publications and Articles:
Bienati, Lawrence M., When Eagles Fly in Formation, Manuscript in Progress, December 2009.
Bienati, Lawrence M., Salvaging the Problem Employee. Ann Arbor: UMI International, 1992.

Bienati, Lawrence M., Competing Through Talent: An Anthology for the Talent-Focused Enterprise. Contributing Author. Waltham, MA: BrassRing LLC, 2002. Plus over 60 self-published papers and articles. Listing available on request.

Select Contributions to Various Organizations (*Detailed Project Listing Available Upon Request*)

Professional Speaking. Since 1983, Dr. Bienati has conducted over 300 formal speaking engagements on a host of management/leadership topics. In addition, he has appeared on local TV shows like "Make it Your Business" and national satellite downlinks in the United States.

Leadership Development. Co-developed a monthly public management development series, "The Management Leader Program." This monthly leadership development process provides leadership training for key management positions in private and public organizations. Since 1988, over 1000 leaders have been trained in 45 different industry settings with measurable outcomes. Facilitates many executive leadership development programs through UC Berkeley, California State University, Sacramento and Saint Mary's College.

Organizational Development/Strategic Planning. Facilitated TQM, Reengineering and Strategic Planning Sessions in over 50 private and public organizations. Served as mentor to leaders of private and public sector organizations engaging in significant change management processes. Provided counsel to many business enterprises embarking on business development, leadership transition, and preparation for IPO activities. Assisted many municipalities, counties and state agencies with business realignment/integration processes. Coincident with this process has conducted numerous teambuilding sessions focus on challenging employee relations, team and process related issues.

CEO/Executive Mentor. Assisted many CEOs and aspiring HR professionals at the start-up and the turnaround phases. Implemented strategies across all business processes including: HR, management, marketing, operations, sales, finance and MIS. Primary focus is to assist organizations experiencing leadership transitions and significant growth. Helped CEOs evolve into organizational structures to support business processes resulting from realignment and IPO preparation. Helped facilitate the integration of 10 mergers since 1994. .

Outsourcing. Facilitated complete and partial human resource outsourcing activities for at least 50 organizations since 1992. Worked with strategic partners to handle all human resources, payroll, benefit and insurance processes for organizations.

Succession Planning: Developed and implemented formal assessment center processes to assist organizations in identifying and developing current organizational leaders. Specializes in technical leader transformation to management-leaders through original 360-degree assessment and executive coaching systems. Certified, experienced consultant in the area of succession planning and executive coaching.

Employee Rehabilitation. As a part of published Ph.D. research, he implemented over 250-performance action plans (PAP) in seven industry settings since 1985. The PAP is an original

methodology to assist organizations in rehabilitating non-performing personnel. The PAP process is experiencing a 70% success rate in "salvaging the problem employee." Larry specializes in resolving complex ER issues.

Strategic Compensation and Complex Employee Relations. As a certified compensation professional, he introduced many salary, incentive, pay for performance, stock systems and enlightened total compensation system to organizations in the private, public and non-profit sector. Provided mediation and conflict resolution services to organizations experiencing employee relations and labor/management problems. Additional support provided in resolving lawsuits, negotiating settlements and creating preventative employee relations and labor relations practices. Specializes in handling complex performance issues at all levels of the organization.

Matthew P. Dudman

EXPERIENCE

Dec. 2007 – present: California State University – Maritime, Vallejo, CA **Lecturer** in Economics & Law

- Pre-Law Advisor and Director of (self-designed) Law Program.
- Successfully taught International / Admiralty / Business / Environmental Law courses, and Strategic Management and Macroeconomics courses
- Received written commendations from Dean, Chair and students.

April, 2011 – present: Brandman University, Fairfield, CA **Part-time Faculty** in Business

- Teach Management, Accounting, Finance, and related courses in business and economics.

Dec. 2005 – present: Solano College, Fairfield, CA. **Adjunct Professor** of Business and Management

- Teach Business Law, Small Business Marketing, Business Communication, Financing Small Business, Business Financial Management, Managing Credit and Collections.
- Received written commendations from Dean and students.

Jan. 2000 – September, 2007: Copart, Inc., Fairfield, CA. **Assistant General Counsel**

- Train and Supervise junior attorneys, clerks and support staff regarding legal, business and office/department matters.
- Practice Corporate Law: Transactional, Real Estate, Litigation Management, Securities, Employee Relations, Intellectual Property, Taxation and International Law.

Feb. 1999 – Jan. 2000: Weintraub Genshlea and Sproul, Sacramento, CA. **Associate Attorney**

- General corporate transactional practice (see above).

Nov. 1996 - Feb. 1999: Berliner Cohen, San Jose, CA. **Associate Attorney**

- General corporate transactional practice (see above).

EDUCATION

Mar. 2000: Golden Gate University, San Francisco, CA. **LL.M.** in Taxation

- Merit Scholarship Award recipient

May 1996: Tulane Law School, New Orleans, LA. **J.D**. (common law curriculum)

- European Legal Practice Certificate recipient
- Tulane Journal of International and Comparative Law

Jun. 1993: University of California, Davis Graduate School of Management. **M.B.A.**

- International Business Concentration

Jun. 1990: University of California, Davis. **A.B.** International Relations major, French Minor

ADDITIONAL

- Member of California Bar
- Community Service: Pro-tem Judge, Solano County Courts
- Publications: "Unitary Tax and the Water's Edge Exemption: Current Status in California" Weintraub Genshlea and Sproul Newsletter, "Issuing Stock Options? Don't Forget Your Securities Filings!" Berliner Cohen Newsletter
- Fluent in French

E. M. Ekanayake, Ph.D.
4508 Seafarer Way
Orlando, Florida 32817.
(407) 678 – 5699
dremekanayake@gmail.com

EDUCATION

Ph.D. in Economics, Florida International University (1996)
Specialization: *International Economics* and *Economic Development*
College of Arts and Sciences
Miami, Florida.

M.A. in Economics, Florida International University (1993)
Specialization: *International Economics* and *Economic Development*
College of Arts and Sciences
Miami, Florida.

M.S. in Economics, University of the West Indies (1991)
Specialization: *Economic Statistics* and *Quantitative Methods*
St. Augustine, Trinidad and Tobago.

M.Phil. in Economics, University of Peradeniya (1988)
Specialization: *Agricultural Economics*
Peradeniya, Sri Lanka.

B.A. (Hons.) in Economics, University of Peradeniya (1982)
Specialization: *Statistics*
Peradeniya, Sri Lanka.

ACADEMIC EXPERIENCE

March 2015 - Present
Professor of Economics
Department of Business Administration
College of Business and Entrepreneurship
Bethune-Cookman University, Daytona Beach, Florida.
Teaching responsibilities include undergraduate courses in International Economics, Microeconomics, and Macroeconomics. Courses are taught both online and face-to-face. Other responsibilities include participating in various committees in the College of Business and Entrepreneurship and in university committees.

PAUL L. HEIN

533 Roanoke Drive ▪ Martinez, California 94553
Cell: 925.451.4452 ▪ Home: 925.228.7503 ▪ plhein@comcast.net

PROFILE

Creative and resourceful **Logistics/Supply Chain professional** with an extensive background in moving freight internationally. Known for streamlining processes, optimizing networks, and reducing costs without sacrificing quality or customer service. Documented strengths in international logistics, transportation, operations, and delivering excellence in customer service. Goal oriented and collaborative partner who places a high premium on performance, flexibility, and measurement of results. Offshore work includes assignments in Asia, Mid-east, and Central America.

PROFESSIONAL EXPERIENCE

AMERICAN PRESIDENT LINES **1975 - 2009**

Manager, Network Systems, Americas 2005 - 2009

Responsible for the data integrity and accuracy of the company's logistics cost and freight routing systems. These core systems were utilized by Pricing, Sales, Logistics, and other personnel to price the company's transportation services, route cargo, and measure profitability.

- Eliminated manual input of thousands of costs, avoiding $180,000 in temporary personnel expense.
- Streamlined the route set-up process, eliminating work steps and reducing response time.
- Refocused the priorities of the department, eliminating non-value added work, while improving the accuracy and timeliness of cost data within the systems.

Regional Manager, Logistics and Equipment, Southern Region 2000 - 2005

- Accountable for on-time cargo deliveries and the efficiency of the vessel/rail/truck network.

Formulated strategies to manage equipment, optimize cost, and improve asset efficiency over an 11 state area - a network that included 7 ports and 16 major rail hubs.

- Developed and managed a $16 million equipment management budget.
- Saved over $600,000 in trucking costs by implementing a program to return empty containers directly to rail ramps from customer facilities.
- Negotiated a drayage sharing agreement with a transportation partner that resulted in a 20% reduction in chassis drays.
- Developed and oversaw a business plan with 19 objectives and key performance indicators.
- Achieved 2004 savings of $211,710 against plan.
- Worked with internal personnel and partners to develop and implement unique programs to meet the supply chain needs of APL customers.

Manager, Service Integrity 1997 - 2000

Managed a strategic program that drove service reliability throughout the Americas region. Utilized supply chain performance data to evaluate the integrity of cargo flow, rail connections, and vessel and rail performance.

- Measured and reported on inbound and outbound network reliability.
- Ensured that the root causes of service failures were identified and that processes and fixes were developed and put in place.

Manager, Cargo Control 1995 - 1997

Directed the flow of over 4,500 export containers a week onto 11 vessel services. Created value for APL customers by achieving consistent flow with minimal in transit dwell.
 Achieved record levels of vessel utilization and over $2.5 million of incremental revenue.

Manager, Logistics Control 1992 - 1995
Established system-wide cargo handling policies for international freight. Performed studies to improve ship to rail cargo movement and maximize vessel lift. Coordinated vessel schedules and cargo delivery standards with port, vessel, and rail operations personnel.

- Measured and analyzed the performance of vessels, rail services, and ports using TQM and Statistical Process Control (SPC) tools.
- Key member of a team credited by senior management for developing and implementing service improvements that achieved 100% schedule reliability for a cost savings of $5 million.
- Negotiated and implemented cross-company logistics performance criteria and cargo stowage standards with two partners prior to commencement of a vessel space sharing alliance.

Manager, Preplanning Asia 1980 - 1984
Directed all vessel cargo planning and stowage activities for the Asia region. Created an operating department that planned and managed vessel cargo stowage over 25 ports in 12 countries.

- Developed and implemented a strategic redesign of the Asia cargo stowage function, including integrating the efforts and expertise of port personnel and vessel officers into the process.
- Merged the cargo planning responsibilities of offices in Japan and Singapore, and relocated the function to Asia headquarters in Hong Kong.
- Reduced cargo handling costs and increased vessel operating economics and cargo lift capability for a $1.8 million contribution to profit.

Other Accomplishments:

- Evaluated the infrastructure and operations capability of ports and agents in Central America prior to expansion into the region. The report to senior management became the company "blueprint" for operational evaluations by other employees.
- Worked with personnel in the Port of Fujairah to improve their cargo handling processes and productivity. Guided the establishment of procedures for intra-terminal operations planning. Identified and closed gaps in vessel stowage planning and terminal-vessel communications.

Other Related Experience In: Customer Service, Operations, Fleet Control, Stevedoring, Safety, Terminal Administration, Hazardous Materials, Labor Relations, and Regulatory Affairs.

CALIFORNIA MARITIME ACADEMY, CALIFORNIA STATE UNIVERSITY 1999 - 2000, 2009 – Present

Adjunct Lecturer January 2009 - Present
Responsible for teaching Port and Terminal Management (MGT 310), a course in modern port and terminal operations, including logistics processes, strategic and tactical planning, harbor drayage, and the integration of marine port and terminal operations with other modes of transportation. Have also taught Management and Organizational Behavior (MGT 105) and Global Logistics Management (MGT 340). Developed the lectures and all the teaching materials for each course.
Instructor, Global Logistics Specialist Certificate Program 1999 - 2000
Developed the teaching material and lectured in two subjects, Integrated Logistics Issues and Global Distribution Outline. Introduced students to the strategic issues involved in moving products efficiently through global networks, with a focus on planning, organizing, and controlling the logistics product.

EDUCATION

M.S., Procurement and Logistics Management, Golden Gate University

B.S., Nautical Science, California Maritime Academy

Dr. Paul C. Jackson

Target Qualifications Summary:

- Bachelor of Science in Engineering, U. S. Coast Guard Academy, 1970
- Master of Science in Mechanical Engineering, Massachusetts Institute of Technology, 1974
- Doctor of Science in Ocean Engineering, Massachusetts Institute of Technology, 1974
- Doctor of Management, University of Maryland University College, 2012.
- Certificate in National Security Management. National Defense University, 1990
- Certificate in Program Management, Defense Systems Management College, 1990
- Licensed Professional Engineer, State of California
- USCG Chief Engineer, Unlimited License
- Certified Energy Manager, Association of Energy Engineers
- 42 years experience in marine engineering, program management, shipboard energy engineering, budgeting and schedules, contract management, engineering education, new ships construction, and ship operations, maintenance, and repair. Including upgrading of main propulsion control systems to PLC based controls.
- 10 years direct experience as both an engineer and as an educator in shipboard energy management. Two years experience in energy management on MSC ships.
- 15 years direct experience in program management related to ship

Directly Related Work Experience:

2010-Present, Director, Shipboard Engineering, Marine Design Dynamics, Washington, DC

- Planned and conducted inport and underway energy audits on the MSC ships. Analyzed test data and developed design and operational changes to improve performance and significantly reduce energy consumption and operating cost of the systems. These efforts included work on the T-AKEs, T-AOs, T-AOEs, T-AKR, T-AK-3005 class, T-AH, T-AGS, and T-ARS classes.
- Technical advisor to MSC ENCON for the installation of IHVAC on the T-AKE. This included evaluation of the automated controls for air conditioning compressors, cargo reefer compressors, and ventilation fans.

2010 –Present, Adjunct Professor, California Maritime Academy,

- Developed and teaching Project Management course and Energy Management in an on-line Masters of Engineering Management program.

1966 – 1992, Commissioned Officer, U.S. Coast Guard
Honed Project Management, Contract and Acquisition Management, Naval Architecture and Marine Engineering skills

Twenty-two years in the US Coast Guard as a Naval Engineer. Responsibilities included:

- Project Manager of Buoy Tender Acquisitions project. Managed all aspect of the initial acquisition activities for medium buoy tender including specification review, development of schedule, milestones, acquisition budget, briefing of OMB and Congressional staff. Chair of Technical Evaluation team for award of two major acquisition contracts.
- Chief of Naval Engineering, Southeastern US, directed a maintenance team of 65 with an annual budget in excess of $25M. Responsible for all maintenance and repair of twelve major cutters and over one hundred small boats. Supervised industrial repair facility

- Project Engineer of WHEC FRAM project. Responsible for solving all engineering related issues during major renovation of 12 Coast Guard High Endurance Cutters (WHEC). This project included upgrading of main propulsion control systems.
- Assistant Chief of Naval Engineering, San Francisco, responsible for maintenance team and ship yard maintenance of 4 High Endurance Cutters and assistant to Chief.
- Chief Engineer of High Endurance Cutter and a Medium Endurance Cutter
- Executive Officer of Medium Endurance Cutter
- Branch Chief of Hull and Mechanical section of Resident Inspector Office for the construction of Ice Breaking tug and Medium Endurance Cutter. Responsible for the review of all plans, calculations and procedures.

1995 – 2011, Dean, Chair, Professor, Trainer, California Maritime Academy

Dean of Instructional Support, California Maritime Academy. (3 years) Responsible for all support activities including accreditation, program review, assessment of student learning, student records, financial aid, admissions, student success program and faculty development.

Chair, Engineering Technology Department, California Maritime Academy. (3 years) Responsible for teaching assignments for faculty. Responsible for curriculum development including shipboard training program.

Professor: (10 years) Professor, Engineering Technology and Faculty Chief Engineer at California Maritime Academy. Courses developed and taught included:

- Thermodynamics, Refrigeration, Heating Ventilation and Air Conditioning
- Fluid Mechanics
- Statics and Strength of Material.
- Engineering and Facilities Management, Engineering Ethics

Chief Engineer, Training Ship Golden Bear: - Responsible for the operation of engineering department, safe operation of 36,000 HP propulsion plant, and training of 85 students. Approved and forwarded to USCG for approval any changes to the ship.

- Technical supervisor for the design, conversions, installation, and testing of new PLC based main machinery control system. This system included control of main engines, shaft, clutches, ship service generators, ballast system, and alarms for all machinery.
- Project manager for the design, installation, and testing of PLC based control system for full mission steam plan simulator. This included boiler controls, steam controls to turbine, turbo generators controls, and alarm and monitoring systems.

NIPOLI KAMDAR
737 Crystal Lane
Pleasanton, CA 94566
(925)-600-8952
nkamdar.nkamdar@gmail.com

EMPLOYMENT

California Maritime Academy, Vallejo, CA
Associate Professor, ABS School of Maritime Policy and Management, 2010-present
Courses: Macroeconomics, Microeconomics, Transportation Economics, International Transportation Economics
Contra Costa College, San Pablo, CA
Adjunct Instructor, Department of Social Sciences, 2009-2010
Courses: Principles of Macroeconomics, Principles of Microeconomics
Trinity University, San Antonio, TX
Associate Professor (with tenure), Department of Economics, 1998 – 2008
Assistant Professor, Department of Economics, 1992-1998
Co-Director, Economists in the Schools, 1997-2007
Worked with multiple stakeholders to build a new outreach program where teams of economics majors and education majors teach economics in K-12 schools. Developed partnerships with over 20 schools. Supervised up to 30 student-teachers a semester.

EDUCATION

Ph.D. Economics, Maxwell School, Syracuse University, 1993.
Fields: Public Finance, Trade and Development, *Advisor*: Douglas Holtz-Eakin
M.A., Economics, Syracuse University, 1992.
B.A., Economics and Statistics, St. Xavier's College, Bombay University, India, 1985.

HONORS & AWARDS

Faculty Advisor to 1st place and 3rd place teams in Entrepreneurship competition hosted by the Lawrence Livermore National Laboratory and the Tri-Valley Foundation.
CMA Men's Basketball Team Faculty Appreciation Night: Favorite Professor
Blue Key (honors society for college seniors) Favorite Professor
Alpha Lambda Delta (honors society for first year students) Favorite Professor
Honorary member, National Society of Collegiate scholars & Golden Key Honor Society
Nominated for the Z.T. Scott Award for Excellence in Teaching (Trinity's highest teaching award)
R.R. Witte Junior Faculty Fellow (provides stipend to support summer research)

SELECTED PUBLICATIONS

Breidenstein, Angela, Richard Butler and Nipoli Kamdar. "Economists in the Schools." *Social Education,* Volume 65, No. 6, October 2001.

Gonzalez, Jorge G. and Nipoli Kamdar. "Do Not Give Me Your Tired, Your Poor: Legislator Voting on Immigration Issues." *Eastern Economic Journal,* Volume 26, No.2, Spring 2000.
Gonzalez, Jorge G. and Nipoli Kamdar. "An Empirical Analysis of the U.S. Senate Vote on NAFTA and GATT." *International Advances in Economic Research,* Volume 4, No. 2, May 1998.
Kamdar, Nipoli and Jorge G. Gonzalez. "Quis, Quid, Ubi, Quibus Auxiliis, Cur, Quo Modo, Quando? The U.S. House of Representatives Vote on NAFTA and GATT." In *International Business in the New Millennium*, edited by Khosrow Fatemi, Volume II, Laredo TX: Texas A&M International University, May 1997.
Huston, John and Nipoli Kamdar. "9.99: Can Just Below Pricing Be Reconciled With Rationality?" *Eastern Economic Journal,* Vol. 22, No. 2, Spring 1996.
Kamdar, Nipoli. "Information Reporting and Tax Compliance: An Investigation Using Individual TCMP Data." *Atlantic Economic Journal*, Vol. 23, No. 4, December 1995.

SELECTED CONFERENCE PRESENTATIONS

Gonzalez, Jorge, J. Hathcote, Nipoli Kamdar and K. Rees. "Political Solutions for an Economic Dilemma: A Historic Perspective of U.S. Textile and Apparel Legislation," 13th International conference of the International Trade and Finance Association, Vaasa, Finland, May 2003.
Kamdar, Nipoli, Jorge Gonzalez and Erica Clower. "Self -interest or Constituent Interest: The Immigration in the National Interest Act of 1996." Southern Economics Association meetings, Tampa, November 2001.

SELECTED PROFESSIONAL ACTIVITIES

Faculty Advisor, Lawrence Livermore Entrepreneurship Academy 2011-Present
Member, IACBE Accreditation Committee, 2011-Present
Member, Program Review Committee, 2010-Present
Worked with other members of the Clicker Policy Committee to create CMA Clicker Policy, 2011
Attended MARAD Public Listening Session, September 2011
Attended the California Maritime Leadership Symposium, May 2011
Represented CMA at WASC sponsored 'Outcomes-Based Program Review Workshop,' Fall 2010.
Chair, Senate Budget Advisory Committee, 2006-2007
Liaison between Administration and Faculty on budget related matters. Co-authored report raising awareness of widening salary gap between Trinity and peer institutions. Faculty salary pool increased 4% the next year, followed by administrative commitment to increase salaries long-term.
University Curriculum Council, 1999-2002
Represented Division of Behavioral Sciences during major overhaul of Trinity's curricular requirements. Collaborated with other Council members to draft new curriculum and build faculty support for its adoption.
Referee, National Tax Journal, 1999

Stephen J. Kreta

2754 Larkey Lane, Walnut Creek, CA 94597
(925) 939-1260 (H) - (707) 654-1019 (W)
Skreta@csum.edu

Current Position
January 1984 – Present
California State University Maritime Academy,
Vice President Student Affairs (July 2015-Present_
Associate VP, Academic Affairs (March, 2011)
Academic Dean (January 1998-March, 2011)
Dean, Engineering and Technology (July 1996 – December 1997)
Engineering Department Head - 1994-1996
Faculty Academic Senate President 1993
Assistant Professor through Professor, tenured

Other Academic Positions
Summer 1990 Southern Illinois University Extension Program at Mare Island, Vallejo, California
Fall 1989-92 UC Berkeley Extension Program

Education
May 1987 M.S. Industrial and Systems Engineering
San Jose State University, San Jose, California

May 1979 B.S. Marine Engineering Technology
California Maritime Academy, Vallejo, California

June 2007 Management and Leadership in Education Institute (MLE)
Harvard University , Cambridge Massachusetts

2009 Emergency Response Training Certification
SEMS EOC, ICS 100, ICS 200, NIMS, National Response Framework
California State University, Emergency Response Organization

Publications/Presentations

October 2010 *Simulation Across the Engineering Curriculum; Getting the Most From Your Simulation Systems.* Proceedings of the 11th Annual General Assembly and Conference, International Association of Maritime Universities. Busan Korea; Korea Maritime University. (With Robert Jackson and Thomas Mader)

October 2009 *Responding to Global Humanitarian Crises: The Role of Maritime Universities.* Proceedings of the 10th Annual General Assembly and Conference, International Association of Maritime Universities. St Petersberg, Russia: Admiral Makarov State Maritime University. (With Dr Donna Nincic)

July 2008 *Learning by Doing: The Use if Simulation Technology in High-Risk/High-Cost Learning Environments.* Society for College and University Planning, Montreal Canada. (with Mark Nickerson and Roger Jaeckel)

October 1998 *Facilities Engineering Technology Degree: What it Can Mean for You and your Organization.*Northern California Plant Engineering Association and the Association for Facilities Engineering. Santa Clara, California

March 1998 *Cruising Toward and Engineering Education.* American Society of Engineering Education, Pacific Southwest Division Annual Conference Proceedings. Pomona California, Harvey Mudd College.

1992 *Mechanical Pumps.* McGill's Survey of Science: Applied Science. Salem Press, Pasadena California.

1991 Refrigerators. McGill's Survey of Science: Applied Science. Salem Press, Pasadena California.

Professional and Industry Experience

January - March 1992 Brown and Caldwell Consulting Engineers,
Pleasant Hill, CA

January 1989 Rosenblatt Naval Architects,
San Francisco, CA

May 1979 - January 1984 United States Merchant Marine

Military Experience

1979-1988 Officer in the US Navy Reserve - Merchant Marine Reserve

ALFRED LEWIS

P.O.Box 40037
St. Paul, MN 55104
Tel:(651)280-5060
Mobile: 607-765-6981
Aolewis@yahoo.com

EDUCATION:

Doctor of Management – DM (Community College Policy & Administration)
University of Maryland, University College, Maryland.
May 2013
Advisor: Professor Charlene Nunley
Dissertation: "Environmental Turbulence: A study of Community College Leaders and Stakeholder Assessment of the level of discontinuity in the operating environment."

Executive Juris Doctor (EJD)
Concord University School of Law. Los Angeles
February 2005

Doctor of Business Administration – DBA (Strategy/Finance)
United States International University, San Diego,
June 1989.
Advisor: Professor H. Igor Ansoff (Father of Strategic Management)
Dissertation: "Strategic Posture and Financial Performance of the Banking Industry in California: A Strategic Management Study."

MBA with emphasis in Finance and Strategic Planning.
United States International University, San Diego,
June 1984. Cum Laude.

BS. in Business Administration
International University, London-England, 1983.
Magna Cum Laude.

Certificate in Music and German.
Emphasis - Classical Pipe Organ
Gralssiedlung-Vomperberg, Tirol, Austria, 1979.

PROFESSIONAL CERTIFICATION

UC-Berkeley ADMINISTRATIVE MANAGEMENT INSTITUTE – University of California-Berkeley, July 2002.
IBM Advanced Business Institute - *REDESIGNING BUSINESS* at IBM Palisades, New Jersey, May 1997.
EASTERN ASSOCIATION of COLLEGE and UNIVERSITY BUSINESS OFFICERS Professional Development Workshop, *PREPARING FOR THE NEW MILLENNIUM*, Boston, March 1997.
CORNELL ADMINISTRATIVE MANAGEMENT INSTITUTE. Professional *Seminar for College and University Administrative and Business Managers*, CORNELL UNIVERSITY, Ithaca, New York, July1996
PENNSYLVANIA STATE UNIVERSITY. *Continuous Quality Improvement & Quality* 95, Pennsylvania,

TEACHING EXPERIENCE
2013 - Higher Education Consultant
2010 – 2013 Professor
Hamline University, School of Business, Minnesota
2000- 2009 Professor
Alliant International University, California
University of California, San Diego
Strategic Management Certificate Program
1997-2000 Associate Professor with Tenure
1989-1996 Assistant Professor
Binghamton University, State University of New York
1986-89 Teaching Assistant in Strategic Management
United States International University, San Diego

VISITING PROFESSOR:
Beijing University/Shanghai, China; Bradford University Management Center, Bradford UK.; Brunel University, UK; Cologne Business School, Germany; Hanoi Business School, Vietnam; London School of Economics & Political Science, UK.; Glasgow University, Scotland; St. John Fisher College, New York; University of Surrey, UK.
RESEARCH Public Policy Dimension of: International Trade,
AREAS: Banking, Economic Development & Strategy Issues.
TEACHING Business Law/Business & Society/Ethics
Change & Crisis Management
Corporate/Managerial Finance/Financial Institutions/Banking
International Business/Trade/Economics
Management Design & Organizational Transformation
Management of Technology Creativity & Innovation
Organizational Behavior
Strategy Management & Business Policy
Strategic Management in Not-for-Profit Organizations
Strategic Human Resource Management
Theory of Strategic Behavior
Study-Abroad Programs
Organized and executed study-abroad programs at the undergraduate and graduate levels in Austria, China, Germany, Kenya, United Kingdom & Vietnam.
Online Programs
Utilized, Blackboard, EPIC, E-Stream, Moodle, WebTYCO (Asynchronous) & Live TV (Synchronous) for online teaching.

LANGUAGES: English & German

PUBLICATIONS
INTELLECTUAL CONTRIBUTIONS
BOOKS
Lewis, Alfred & Pescetto, Gioia, 2014 (forthcoming) - EUROPEAN UNION AND UNITED

STATES' BANKING IN THE 21st Century, Academic/Emerald Press Limited, London, England.
Badaki, F., & Lewis, A. 2013 (in press). HUMAN RESOURCE MANAGEMENT – Bookcraft Press.
Kipley, D., & Lewis, A. 2011. STRATEGIC MANAGEMENT- Incorporating Ansoff - Pearson, Boston, Massachusetts.
Kipley, D., & Lewis, A. 2011. CORPORATE STRATEGY – The Ansoffian School. Pearson, Boston, Massachusetts. (2nd Edition)
Kipley, D., & Lewis, A. 2010. STRATEGIC MANAGEMENT- A Comprehensive Approach - Pearson, Boston, Massachusetts.
Kipley, D., & Lewis, A. 2009. CORPORATE STRATEGY – The Ansoffian School. Pearson, Boston, Massachusetts.
Ansoff, Antoniou & Lewis, 2004. STRATEGIC MANAGEMENT: Introduction to the Ansoffian Approach - Xanedu Press
Ansoff, Antoniou & Lewis, 2003. OPTIMIZING PROFITABILITY - Xanedu Press
Lewis, Alfred & Pescetto, Gioia, 1996. EUROPEAN UNION AND UNITED STATES' BANKING
IN THE 1990S, Academic Press Limited, London, England.
Ullmann, Arieh & Lewis, Alfred, eds., 1996. PRIVATIZATION AND ENTREPRENEURSHIP: THE MANAGERIAL CHALLENGE IN CENTRAL AND EASTERN EUROPE, Haworth Press, New York/University of Toronto Press-Canada.

AWARDS

TEACHING AWARDS/RECOGNITION
Excellence in Teaching Award – 2008
The National Society of Leadership and Success – For exemplifying the purpose of the Society through excellence in academic student development.
Distinguished Faculty Award for Outstanding Service – San Diego 2007
Excellence in TEACHING AWARD by Graduate Management Students – San Diego-2005
Faculty Recognition – Alliant Envoy Newspaper – 2004
WHO's WHO's Among America's Teachers - Elected in 1998.
International WHO's WHO's of Professionals - Elected in 1997.
CARNEGIE PROFESSOR OF THE YEAR - 1998 - University Nomination
CHANCELLOR'S AWARD FOR EXCELLENCE IN TEACHING (STATE UNIVERSITY OF NEW
YORK) 1995.
UNIVERSITY AWARD FOR EXCELLENCE IN TEACHING - 1995.
TEACHING COMMENDATION 1995: Presented by The SUNY-BY-SATELLITE Program in recognition of the development/teaching contribution to the State-wide Live Television Interactive Program, March 1995.

WHO's WHO's Among America's University & College Students - Elected in 1985.
HONORS/FRATERNITY MEMBERSHIP
1. FELLOW: Institute for Emerging Markets
2. Phi Eta Sigma
3. Delta Sigma Pi

SERVICE TO THE PUBLIC

1. FOUNDING BOARD-MEMBER – Global IMPORTUNE
2. MEMBER – ROTARY CLUB
3. MEMBER - AMERICAN GUILD OF ORGANISTS
4. MEMBER – ROYAL CANADIAN COLLEGE OF ORGANISTS

PAST SERVICE

1. Co-Chair AMERICAN GUILD OF ORGANISTS, Region II Convention-2000-2001
2. BOARD-MEMBER - Rotary Charities
* *Vice President (1997-2000)*
3. BOARD-MEMBER - Broome County Urban League (1996-2000).
* *Vice President (1997-2000*)
4. BOARD-MEMBER - Broome County Arts Council (1995-2000).
5. BOARD-MEMBER - Broome County - UNITED WAY (1994-2000).
6. BOARD-MEMBER – Children's Home of the Wyoming Conference(1995-2000) (UMA - United Methodist Church).
* *Board President 1999-2000*
* *Vice President of the Board 1997-1999*
7. BOARD-MEMBER - First Night – Broome County (1999-2000).
8. CHAIRMAN of Rotary Foundation- (1993-1999).
9. DEAN - AMERICAN GUILD OF ORGANISTS (1993-1996).

HAO LIN, PH.D., CFA

College of Business Administration Phone: (916) 278-7054
California State University, Sacramento E-mail: linh@csus.edu
6000 J Street
Sacramento, CA 95819-6088

EDUCATION

PhD University of Warwick, United Kingdom Finance, 2006
Dissertation: Essays in market microstructure
Advisor: Professor Stewart Hodges

University of Wisconsin – Madison
Research Intern, 2004 – 2005
Advisor: Professor Antonio Mello

MS University of Warwick, United Kingdom
Financial Mathematics, Distinction, 2002

B. Business Nanyang Technological University, Singapore
Banking and Applied Economics, Honors, 1998

PROFESSIONAL DESIGNATION

Chartered Financial Analyst, CFA Institute, Since 2006

EXPERIENCE

Assistant Professor of Finance California State University, Sacramento
2006-Present
Research Fellow University of Warwick
Financial Options Research Center
2002-2006
Teaching Assistant University of Warwick
2002-2006

COURSE TAUGHT

California State University, Sacramento
Asset Valuations (MBA)
Financial Markets and Institutions (Undergraduate)
Business Finance (Undergraduate)
Finance Boot Camp (Executive MBA)

HONOURS AND AWARDS

CSUS – MBA Program Improvement Award, 2010-2011
CSUS – UEI Faculty Professional Development Award, 2009-2010
CSUS – Provost Faculty Promotion Development Fund Award, 2009-2010
CSUS – Research and Creative Awards, 2008-2009
CSUS – College of Business Administration Faculty Research Grant, Summer 2007
CSUS – Research Travel Grant, Research Administration, 2006
University of Wisconsin – Madison Graduate Fellowship, 2004 – 2005

RESEARCH

Publications in Peer-reviewed Journals

 "Horse race bookmaking in a market with stochastic betting demands", with Stewart Hodges and Lan Liu, *European Financial Management*, forthcoming.

 "A cost – benefit analysis of food safety program: The case of Sacramento County, California", with Lan Liu and Sanjay Varshney, *Journal of International Finance and Economics*, Volume 11, Number 2, 138-145, 2011.

 "Covariance estimation: Do new methods outperform old ones?" with Lan Liu, *Journal of Economics and Finance*, Volume 34, Issue 2, 187-195, 2010.

 "Self-underwritten IPOs: An analysis of underpricing and market liquidity", with Shantaram Hegde, Sanjay Varshney and Dan Zhou, *Journal of Academy of Business and Economics*, Volume 10, Issue 1, 89-99, 2010.

 "Competitive stock markets: Evidence from companies' dual listing on the NYSE and NASDAQ", with Shantaram Hegde and Sanjay Varshney, *Financial Analysts Journal*, Volume 66, Number 1, 77-87, 2010.

 "Conditional performance evaluation: Evidence from UK unit trusts", with Lan Liu and Sanjay Varshney, *Journal of International Finance and Economics*, Volume 9, Number 5, 21-28, 2009.

PORFESSIONAL SERVICE

Ad Hoc Reviewer

Proceedings of International Conference on Mathematical Finance and Economics (ICMFE) 2011
Journal of Economics and Finance, three times

Program Committee

Financial Management Association Annual Meeting, Orlando, FL, October 2007
Midwest Finance Association Annual Meeting, Minneapolis, MN, February 2007

Session Chair

Financial Management Association Annual Meeting, Salt Lake City, UT, October 2006

Discussant

Academy of Economics and Finance Annual Conference, Jacksonville, FL, February 2011 Midwest Finance Association Annual Meeting, Minneapolis, MN, February 2007
Financial Management Association Annual Meeting, Orlando, FL, October 2007

Book reviewer

Principles of Managerial Finance, by Lawrence Gitman, 12th ed., Pearson/Prentice Hall, 2009
Credit Market Instruments and Institutions, by Miles Livingston, Routledge, 2012

COMMUNITY SERVICE

Director, Chair of Education / University Outreach, CFA Society of Sacramento, 2010-2012
Secretary, Board of Directors, CFA Society of Sacramento, 2008-2010
Chair, Bylaws Review Committee, CFA Society of Sacramento, 2009-2010
Member, Micro-loan Committee, Opening Doors, Inc. 2010-Present

NON-ACADEMIC EXPERIENCE

Analyst, Société Générale Asset Management Ltd, Singapore, 2001
Senior Officer, Overseas Union Bank, Singapore, 1999-2001

PROFESSIONAL AFFILIATION

Member, American Finance Association
Member, Financial Management Association

Dr. Nicole Runyon, SHRM-SCP, SPHR, AAS, BA, MSA, PhD
PO Box 643
Kalkaska, MI 49646
Phone: 206-888-4305
Cell: 231-668-2849
Email: nrunyon@torchlake.com

Statement of Teaching Philosophy

I have been teaching online at both the graduate and undergraduate level for over 15 years – education is my passion. I feel that online learning opens doors and provides opportunities to those who might otherwise not have the opportunity to attend college or earn advanced degrees. The diversity of the student population in the online learning environment brings together people from all dimensions. Within a single class, there might be a recent high school graduate, someone serving in Afghanistan, a stay at home parent, and an established leader of an organization. Without the access to online education, these students might not have been able to even attempt to achieve their goals.

It is my objective to try to positively impact as many people (students, faculty, businesses, community members, etc.) as possible through teaching online. Because of the variety of tools available, it has become easier to reach students who have differing strengths and weaknesses. Online learning is no longer just about reading the content. Students can both hear and see content, interact, participate in simulations, etc. This enhances their ability to learn and retain the material. Through interaction and dialogue, we can all learn from each other – it's my aim to always foster this growth and development within the online classroom.

Personal Attributes and Qualifications

- Over sixteen years experience in higher education teaching and course development in the online platform.
- Seasoned undergraduate and graduate educator in human resources, management, business, marketing, education and related fields.
- Experienced transportation manager with experience working as a licensed officer aboard ship as well as managing operations.
- Graduate degrees earned in both education and administration (with 30+ graduate hours in Human Resources and related fields).
- Experienced in current tools, technology and trends for online instruction, course development, mentoring.
- Motivates others through example and instills trust and ethical behavior by maintaining academic standards and supporting institutional standards.
- Excellent negotiator and arbitrator with unique ability to relate effectively up, down, and across the organization – resulting in a respectful rapport with students, faculty, and administration in one-on-one, committee, or group situations.
- Possesses excellent analytical and strategic thinking ability, keeping the big picture always in mind.
- Demonstrated professional abilities in leadership & management of multiple locations, human resources, operations, change management, financial planning, project management, technical facilitation, customer service, distribution & inventory management, online publishing, logistics, quality, marketing, vessel operations, budgeting, and safety.

Teaching Experience

Professor Mentor, The Babb Group February 2015 – present
Offering a personal mentor relationship with faculty who might want a little extra support in the world of virtual learning.

Adjunct Faculty (Online), Daniel Webster College September 2012 -
Adjunct Faculty, Kaplan University February 2005 - April 2011

Professional Experience

Consultant, Hagerty Insurance/Historic Vehicle Association August 2010 – September 2010
Hagerty insures classic automobiles, boats, and unique vehicles. The Historic Vehicle Association is a related non-profit intended to support members who have a passion about their classic vehicles.
- Conducted needs assessment of owners and operators
- Performed comparable research of the market
- Developed training and education plan for Historical Vehicle Association
- Conducted study sessions with those that would be involved with the plan

Director of Human Resources & Branch Operations, BFG Supply: Burton, OH
September 2001 – August 2004
Distributor of horticultural, nursery, and greenhouse supplies.
- Started as Human Resources Manager and promoted to Director
- Established, from scratch, Human Resources Department for 100 employees
- Worked as a member of the Management Team to develop and implement short term and long term strategy
- Integrated 2 separate companies during acquisition
- Promoted after 6 months to lead 7 remote branches in operations management
- Through acquisitions and growth, led 10 different remote locations and approximately 55 individuals from NY to WI
- Implemented operations policies and procedures to improve efficiencies and customer service
- Renegotiated employee benefits and commercial insurances to result in unexpected savings to both the company and the employees
- Worked on team to improve EBITDA from 5% to 7% in one year
- Recruited and helped select Leadership Team in reorganized company
- Served as interim controller while seeking right applicant to fill opening
- Established and managed multi-million dollar budget
- Worked on special projects related to human resources, finance, sales, and operations
- Worked to ensure compliance in all areas including OSHA, DOT, ADA, FMLA, FLSA, etc.

Director of Human Resources, All Outdoors, Inc: Traverse City, MI July 1999 – September 2001
Online community and store for outdoor enthusiasts.
- Started as Manager and promoted to Director
- Recruited new employees at all levels of the organization.
- Facilitated rapid growth of 1000% in under one year
- Handled all areas of Human Resources Department
- Facilitated close of business
- Developed policies and procedures for Internet start-up
- Managed projects that are key to the organization, associated with online retailing as well as online publishing
- Served on Leadership Team of the organization
- Managed facilities associated with Internet organization
- Established and followed budgets

Supervisor, Vessel Operations, Inland Steel Company: Chicago, IL August 1995 – June 1998
Steel manufacturer with specific department dedicated to water transportation.
- Started as Third Mate and promoted to onshore position of Supervisor of Fleet
- Coordinated annual off-site training and seminars for 150 people
- Developed training for 150 employees in leadership, quality, safety, and communications
- Supervised 150 employees (in remote locations) including hiring, scheduling, and discipline
- Developed and enforced policies on harassment, alcohol use, safety, and quality
- Negotiated labor contracts between two separate unions and the company
- Used strategic planning to schedule 4 ships to maximize usage and minimize cost
- Developed tracking mechanism to minimize delays

 Computerized daily schedule and reports Developed quality system to meet the QS 9000 requirements
 Upgraded computer communications with the vessels
 Heightened communications with docks to ensure cargo integrity and delivery
 Maintained daily communications with customers to ensure their satisfaction
 Expanded crew list by 30%, in a period of 1-2 months, to accommodate greater number of berths
 Incorporated fleet safety program into Inland Employee Safety Program

Deck Officer, Lake Michigan Carferry: Ludington, MI July 1995 – August 1995
S.S. Badger Carferry that transports individuals and vehicles.
 Supervised approximately 12 crewmembers
 Safely navigated ship between ports on Lake Michigan
 Safely loaded and unloaded ship.
 Dealt with customers regularly

Cadet, Oglebay Norton Company: Cleveland, OH
September 1994 – December 1994, June 1995 – July 1995
Fleet of merchant ships used to transport raw materials.
 Cadet serving aboard the S.S. Courtney Burton and the M.V. Columbia Star
 Cadet is on board a Great Lakes commercial vessel, an ocean vessel or the Academy training ship.
The cadet follows a prescribed course of study of vessel operations, safety and navigation equipment and techniques. In addition, the cadet spends a minimum of eight hours per day under supervision of licensed officers gaining experience in various duties and responsibilities.

Cadet, Inland Steel Company: Chicago, IL June 1993 – August 1993
Steel manufacturer with specific department dedicated to water transportation.
 Cadet serving aboard the S.S. Edward L. Ryerson
 Cadet is on board a Great Lakes commercial vessel, an ocean vessel or the Academy training ship.
The cadet follows a prescribed course of study of vessel operations, safety and navigation equipment and techniques. In addition, the cadet spends a minimum of eight hours per day under supervision of licensed officers gaining experience in various duties and responsibilities.

Formal Education

Walden University, Minneapolis, MN 2008
 Earned PhD in Education

Central Michigan University, Mt. Pleasant, MI 1995
MSA in Administration

The Ohio State University, Columbus, Ohio 1992
 BA in Political Science

The Great Lakes Maritime Academy/Northwestern Michigan College, Traverse City, MI 1995
 A.A.S. in Maritime Science

Professional Certifications

 SHRM Senior Certified Professional: Issued by the Society for Human Resources Management – Certified through 02/01/2018
 Senior Professional in Human Resources: Issued by HR Certification Institute - Certified through 01/31/2016
 United States Merchant Marine Officer: Third Mate of Steam or Motor Vessels of any Gross Tons upon Near Coastal Waters; Also First Class Pilot on Vessels of any Gross Tons upon the Great Lakes Between Duluth, Gary, and Buffalo and between Port Weller and Cape Vincent – Certified through 07/10/2010

Articles and Research

Authored:

Runyon, N.A. (January 29, 2015). Why conduct scholarly research? [Blog]. Retrieved from https://doctornicolerunyon.wordpress.com/2015/01/29/why-conduct-scholarly-research/
Runyon, N.A. (January 27, 2015). Have a backup plan! [Blog]. Retrieved from https://doctornicolerunyon.wordpress.com/2015/01/27/have-a-backup-plan/
Runyon, N.A. (January 25, 2015). Be committed. [Blog]. Retrieved from https://doctornicolerunyon.wordpress.com/2015/01/25/be-committed/
Runyon, N.A. (January 24, 2015). Time management – the online student's best friend. [Blog]. Retrieved from https://doctornicolerunyon.wordpress.com/2015/01/24/time-management-the-online-students-best-friend/
Runyon, N.A. (May/June, 2014). 77 days in the NICU. *Grand Traverse Woman, 11*(5), 10-11.
Runyon, N.A. (April 28, 2010). Look both ways. [Blog]. Retrieved from http://inspiringactiveliving.wordpress.com/2010/04/28/look-both-ways/
Runyon, N.A. (April 10, 2010). Spring is springing. [Blog]. Retrieved from http://inspiringactiveliving.wordpress.com/2010/04/03/spring-is-springing/
Runyon, N.A. (February 23, 2010). Caboose #2938. [Blog]. Retrieved from http://inspiringactiveliving.wordpress.com/2010/02/23/caboose-2938/
Runyon, N.A. (February 3, 2010). A winter walk on the beach. [Blog]. Retrieved from http://inspiringactiveliving.wordpress.com/2010/02/03/a-winter-walk-on-the-beach/
Runyon, N.A. (January 28, 2010). Leave nothing but footprints and snowmen. [Blog]. Retrieved from http://inspiringactiveliving.wordpress.com/2010/01/28/leave-nothing-but-footprints-and-snowmen/
Runyon, N.A. (January 19, 2010). Mother nature is just fooling. [Blog]. Retrieved from http://inspiringactiveliving.wordpress.com/2010/01/28/leave-nothing-but-footprints-and-snowmen/

Runyon, N.A. (January 11, 2010). Volunteering for Winter Trails Day was a blast. [Blog]. Retrieved from http://inspiringactiveliving.wordpress.com/2010/01/11/volunteering-for-winter-trails-day-was-a-blast/
Runyon, N.A. (February, 2008). The motivation of online adjunct faculty. Retrieved from ProQuest Digital Dissertations. (UMI Number: 3290904)
Runyon, N.A. (February, 25, 2008). *Alumni Survey*. Unpublished survey for Great Lakes Maritime Academy Alumni Association.
Runyon, N.A. (February, 25, 2008). *Cadet Survey*. Unpublished survey for Great Lakes Maritime Academy Alumni Association.
Runyon, N.A. (February, 25, 2008). *Faculty and Administration Survey*. Unpublished survey for Great Lakes Maritime Academy Alumni Association.
Runyon, N.A. (February, 25, 2008). *Industry Survey*. Unpublished survey for Great Lakes Maritime Academy Alumni Association.
Runyon, N.A. (November 4, 2007). *Communicating knowledge in educational research.* Unpublished manuscript, Walden University.
Runyon, N.A. (September, 18 2007). *Conducting pilot studies.* Unpublished manuscript, Walden University.
Runyon, N.A. (May 18, 2007). *Knowledge area module six – The application component – Professional practice and implementation of educational references – Learning institutions: Organization, purpose, goals, and mission.* Unpublished manuscript, Walden University.
Runyon, N.A. (May 18, 2007). *Knowledge area module six – The breadth component - Principles and practices in education management - Learning institutions: organization, purpose, goals, and mission.* Unpublished manuscript, Walden University.
Runyon, N.A. (May 18, 2007). *Knowledge area module six – The depth component - Theory and current educational issues – Learning institutions: Organization, purpose, goals, and mission.* Unpublished manuscript, Walden University.
Runyon, N.A. (May 24, 2006). *Knowledge area module five – The application component – Professional practice using learning theories – ARCS model in Blackboard.* Unpublished manuscript, Walden University.
Runyon, N.A. (May 24, 2006). *Knowledge area module five - The breadth component – Theories in intelligence, learning, and motivation.* Unpublished manuscript, Walden University.
Runyon, N.A. (May 24, 2006). *Knowledge area module five – The depth component – Learning for a diverse population – Educators as facilitators of optimal learning in context of social change.* Unpublished manuscript, Walden University.

Runyon, N.A. (July 6, 2001). *Knowledge area module five – The application component – Application of theory of organizational dynamics and development – All Outdoors: Becoming a learning organization.* Unpublished manuscript, Walden University.
Runyon, N.A. (July 6, 2001). *Knowledge area module five – The breadth component – Theories of organizational dynamics and development - Paradigms of organizational dynamics and development.* Unpublished manuscript, Walden University.
Runyon, N.A. (July 6, 2001). *Knowledge area module five – The depth component – Research in organizational dynamics and development – Principles of Senge's learning organization.* Unpublished manuscript, Walden University.
Runyon, N.A. (January 14, 2001). *Knowledge area module four – The application component – Research competence – Creating and disseminating research based knowledge.* Unpublished manuscript, Walden University.
Runyon, N.A. (January 14, 2001). *Knowledge area module four – The breadth component – Logic of scientific inquiry – Paradigms and methods of scientific inquiry.* Unpublished manuscript, Walden University.
Runyon, N.A. (January 14, 2001). *Knowledge area module four – The depth component – Research design & methods – Case study vs. survey methodology as it applies to research on corporate culture.* Unpublished manuscript, Walden University.
Runyon, N.A. (March 27, 1999) – Knowledge area module three – The application component – Professional practice in organizational systems – E-commerce: An organizational system. Unpublished manuscript, Walden University.

Runyon, N.A. (March 27, 1999). *Knowledge area module three – The breadth component – Theories of organizational and social systems – A holistic approach to systems.* Unpublished manuscript, Walden University.
Runyon, N.A. (March 27, 1999). *Knowledge area module three – The depth component – Current research in organizational and social systems – E-commerce and systems theory.* Unpublished manuscript, Walden University.
Runyon, N.A. (February 25, 1999). *Knowledge area module one – The application component – Professional practice and societal development – The impact of domestic great lakes shipping on the region. Unpublished manuscript,* Walden University.
Runyon, N.A. (February 25, 1999). *Knowledge area module one – The breadth component – Theories of societal development – How would the classical theorists view the third wave and the good society?* Unpublished manuscript, Walden University.
Runyon, N.A. (February 25, 1999). *Knowledge area module one – The depth component – Current research in societal development – Exploring single industry dependent communities.* Unpublished manuscript, Walden University.
Runyon, N.A. (January 25, 1998). *Knowledge area module two – The application component – Professional practice and human development – Mechanisms to decrease isolation on inland vessels. Unpublished manuscript*, Walden University.
Runyon, N.A. (January 25, 1998). *Knowledge area module two – The breadth component – Theories of human development – Exploring developmental theories.* Unpublished manuscript, Walden University.
Runyon, N.A. (January 25, 1998). *Knowledge area module two – The depth component – Current research in human development – The impact of living in isolation.* Unpublished manuscript, Walden University.
Runyon, N.A. (May, 1995). Integrative Analysis. *Unpublished manuscript*, Central Michigan University.

Professional and Scholarly Presentations

- *Online Advanced Degree Panel Discussion* – Panel Discussion Davenport University 2013
- *Career Opportunities in the Maritime Industry* – Panel Discussion Great Lakes

Maritime Academy 2009

- *Career Opportunities in Human Resources* – Kaplan University Career Resources 2008
- *What Motivates the Growing Population of Online Adjunct Faculty?* – Kaplan

University's Annual Professional Learning and Networking Online Conference 2008

 Time Saving Techniques in Online Teaching – Davenport University Faculty

Professional Affiliations

 Grand Traverse Yacht Club 2012 - present
 Society for Human Resources Management 2010 - present
 The American Management Association 2009 - 2011
 The Great Lakes Maritime Academy Alumni Association (Board Member) 2008 - 2011
 Employer's Resource Council 2002 - 2004
 Society for Human Resources Association – Lake/Geauga 2001 - 2004
 Traverse Areas Human Resources Association 1999 - 2001

Steve Scott

4318 Euclid Ave, Sacramento, CA 95822
(530) 300-1837
sr.scott7@gmail.com

EDUCATION

Sacramento State University, Sacramento, CA, March 2011
MBA
University of California, Berkeley, Berkeley, CA, June 1975
B.S. in Political Science

TEACHING EXPERIENCE

Part –Time Faculty, Sacramento State University, College of Business Administration
Courses Taught:
Competing in the Global Marketplace (Executive MBA Program) – Spring 2014
Management of Technology Intensive Enterprises (MBA Program) – Fall 2013
Introduction, Management Information Systems (Business Honors Program) – Fall 2013
Multinational Corporate Management (International MBA Program) – Spring 2013
Strategic Management (Undergraduate Program) – Spring 2013
Management of International Operations (MBA Program) Fall 2011

Instructor, Sacramento State University, College of Continuing Education
Developed and presented eight days of training on leadership and change management for managers at the California State Board of Equalization. Also provided one on one follow up mentoring for all of the students – Fall 2012

Instructor, Vision Service Plan, Rancho Cordova, CA
Developed and facilitated a twenty-four session program designed to prepare experienced VSP managers for executive or high level contributor positions at VSP. The course covered leadership, analytics and business strategy - 2012

Instructor, Vision Service Plan, Rancho Cordova, CA
Developed and facilitated a yearly, sixteen session program designed to prepare aspiring and new managers for more advanced leadership positions. The course covered basic management and leadership concepts - January 2004 through June 2012

HONORS AND AWARDS

- Member of the Beta Gamma Sigma Honor Society
- Chosen in 2003 by Computerworld as one of the Top 100 CIOs

WORK EXPERIENCE

Consultant, Unleashing Leaders, Sacramento, CA
Working as a consultant to advise senior leadership at a state agency on the establishment of a project governance process - Current

VP of Information Technology (CIO), Vision Service Plan, Rancho Cordova, CA
Served as the Vice President in charge of the Information Technology Division with a staff of 265 employees. Sponsored a major overhaul of the IT architecture and co-sponsored the

implementation of a Customer Resource Management System and a global Enterprise Resource Management System – 2000 through 2012

Director, Technology Services, Vision Service Plan, Rancho Cordova, CA

Responsible for computer operations, hardware, network and security – 1996 through 2000

VP of Information Technology, Zenith Insurance, Woodland Hills, CA

Responsible for planning future IT architecture – 1994 through 1996

Director of Technology Services, CalFarm Insurance, Sacramento, CA

Responsible for computer operations, hardware, network and security - 1985 through 1994

RELATED EXPERIENCE

Member, CBA Advisory Council, Sacramento State University, College of Business Administration – 2011 through 2012

Board Member, Society For The Blind, Sacramento, CA

Member and past President of the Board for Society For The Blind, a non-profit organization dedicated to helping the visually impaired achieve independence - 2005 through 2013

Simon VÉRONNEAU, Ph.D.
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Tel 917-536-6200
26035 Toro Road
Corral de Tierra, CA 93908

Academic Appointments

2014- Present: Associate Professor, Graduate School of Business and Public Policy, Naval Postgraduate School, Monterey, CA
2009- Present: Associate Researcher, The Interuniversity Research Center on Enterprise Networks, Logistics, and Transportations (CIRRELT), Montréal, QC
2008- Present: Associate Researcher
Supply Chain Research Group, HEC Montréal, Montréal, QC
2009- 2012: Assistant Professor of Operations Management
School of Business, Quinnipiac University, Hamden, CT
2004-2007: Part-Time Lecturer in Operations Management
Department of Logistics and Operations Management - HEC Montréal, Montréal, QC

Other Appointments

2009-2013: Scientific Member
State of Alaska Department of Environmental Conservation, Science Advisory Panel on Cruise Ship Wastewater Treatment, Juneau, AK

Education

2004-2008: Ph.D. in Operations Management, Logistics & Operations Management Department, HEC Montréal, Montréal, QC
2006: Visiting Ph.D. Student, Department of Operations Management and Information Systems, New York University Stern School of Business, New York, NY
2002-2003: Master of Science in Transport & Maritime Management, Universiteit Antwerpen, Antwerp, Belgium
2001-2002: Bachelor of Maritime Studies, Major in Marine Navigation Technology, Minor in Commerce, Memorial University, St-John's Newfoundland
1998-2001: College Diploma Marine Navigation Technology, Georgian College, Owen Sound, Ontario

Research & Publications

Peer Reviewed Journals

Véronneau, S., Roy, J., Beaulieu, M., (2015) Cruise ship suppliers: A field study of the supplier relationship characteristics in a service supply chain, Tourism Management Perspective 16, 76-84
Hill, E., LaNore M., Véronneau, S., (2015) Northern Sea Route: An Overview of Transportation Risks, Safety, and Security, Journal of Transportation Security
Leonard, T.J., Gallo P., Véronneau, S., (2015) Security Challenges in United States Sea Ports: An Overview, Journal of Transportation Security
Roy J., Beaulieu M., Véronneau S., (2014) Stratégie logistique : aller au-delà des pratiques exemplaires, Gestion 39 (4), 11-20
Véronneau, S., Roy, J., (2014) Security at the source: securing today's critical supply chain networks Journal of Transportation Security 7 (4) 359-371
Véronneau, S., Cimon, Y., Roy, J., (2013) A model for improving organizational Continuity, Journal of Transportation Security 6(3): 209-220
Véronneau, S., Roy, J., (2009) RFID Benefits, Costs, and Possibilities: The

Economical Analysis of RFID Deployment in a Cruise Corporation Global Service Supply Chain, International Journal of Production Economics (122) 692-702 *Top25 most downloaded paper in IJPE for the academic year 2009-2010 (Ranked 19th)
Véronneau, S., Roy, J., (2009) Global Service Supply Chains: An Empirical Study of Current Practices and Challenges in a Cruise Line Corporation, Tourism Management 30 (1) 128-139 *Esdras-Minville award 2009
Véronneau, S., Pasin, F., & Roy, J. (2008). Information in the Supply Chain. Revue Française de Gestion, 34 (186), 149-161
Véronneau, S., Cimon, Y., (2007) Maintaining Robust Decision Capabilities: An Integrative Human-Systems Approach, Decision Support Systems 43 (1): 127-140. *Esdras-Minville award 2007
Cimon, Y., Rebolledo, C., Véronneau, S., (2006) The Diverse Facets of North American Integration, Revista de Administração FACES Journal, 5 (1), 91-99

Peer Reviewed Book Chapters
Véronneau, S., Roy, J., 2012 Cruise Lines and Passengers, Chapter in Maritime Economics – A Blackwell Companion, Wayne K. Talley (Ed), Blackwell, Oxford
Véronneau, S., Roy, J., 2011 Cruise Ship Supply Chain Management Chapter in The Business and Management of Ocean Cruises, Michael Vogel, Alexis Papathanassis, Ben Wolber (Eds.), CABI Publishing
Véronneau, S., 2011 Cruise Ship Marine Operations Chapter in The Business and Management of Ocean Cruises, Michael Vogel, Alexis Papathanassis, Ben Wolber (Eds.), CABI Publishing

Technical Reports
Cruise Ship Wastewater Science Advisory Panel, (2012) Technical Report Prepared for Alaska Department of Environmental Conservation in accordance with HB 134, State of Alaska, Juneau Alaska
Roy, J., Gagné, R., & Véronneau, S., (2009) The Future of the Greater Montréal Region as an International Airfreight Gateway, Technical Report Commissioned by the Quebec Ministry of Transport, Supply Chain Research Group, HEC Montréal, Montréal, QC

Teaching Experience
Associate Professor, Naval Postgraduate School 2014-Present
Defense Transportation Systems GB4430 Fall 2015
Defense Supply Chain Management DL GE4480 Summer 2014
Assistant Professor, Quinnipiac University 2009-2012
Operations Management MG211, Undergraduate core course, Fall 2009 2010 2011, Spring 2010 2012
Transportation Management MG642, MBA Specialization course, Fall 2009 2010 Spring 2012
Operations Management MG 641, MBA Specialization course, Fall 2011
Managing People and Organizations MG610, Spring 2011
Business Ethics MG600, MBA core course, Spring 2011
Lecturer, HEC Montréal: 2004-2007
Transportation Management 4-502-03, Graduate level course, Fall 2007
Supply Chain Management 53-507-02, MBA specialization course Winter 2007
Supply Chain Management 3-518-05, Bachelor upper level specialization course, Winter 2006, Winter 2007, Fall 2007

Production and Operations Management 2-508-97, Bachelor level introduction course, Winter 2004, Fall 2004, Winter 2005

Language Skills: English: Fluent, French: Fluent, Dutch: Basic

Academic Service
Editorial Board
Journal of Transportation Security
Ad hoc Reviewer for Academic Journals & Conferences:
Automation in Construction
Decision Sciences Institute Conference
European Journal of Information Systems
Human Resources Management
International Conference on Advances in Production Management Systems Conference
International Journal of Hospitality Management
International Journal of Production Economics
International Journal of Tourism Research
Journal of Transportation Security
Systems Research and Behavioral Science
Tourism Management
Ad Hoc Chair of Reviewing Committee for a Research Grant Agency
Quebec Fund for Technology and Natural Research (FQRNT) Transport Grants 2010, 2011, 2012, 2013, 2014, 2015
Ad Hoc Reviewing for Research Grant Agencies:
Canadian Social Sciences & Humanities Research Council of Canada
Quebec Fund for Technology and Natural Research (FQRNT)

Professional Experience
2005-2014: 1st Officer, for a major cruise line company, Miami, Florida
2008: Chief Officer - Safety, for a major cruise line company, Miami, Florida
2004: 2nd Officer, for a major cruise line company, Miami, Florida
2003: 3rd Officer, Algoma Central Corporation, St-Catherines, Ontario
2003: 1st Officer, Canadian Coast Guard Hovercraft Unit, Trois-Riviere, QC
Miscellaneous Certificates & Professional Licenses
2012: Master Mariner – STCW 95 II/2
Near Coastal - 500GT STCW 95 II/3

Appendix E: Syllabus of courses

California State University, Maritime Academy
Transportation and Engineering Management
TEM 500 – Project Management, Fall 2015

Instructor:	Dr. Nicole Runyon
Office Location:	Online
Telephone:	206-888-4305 (Skype available for international students)
Email:	nrunyon@csum.edu
Office Hours:	Tuesday – 7:30 – 9:30am (leave message any time)

Course Description

Students understand and gain experience in using modern methods and practices for managing projects from small to extremely large. You work individually and in teams to actually experience managing a project, analyze case studies on specific topics in the field, and practice problem solving using the important concepts and methods such as software for scheduling and resource management. Topics include: organizing and managing projects; selection of alternate projects using financial viability, suitability of the end product, time of delivery, and quality as criteria; defining scope; scheduling and resource management; budgeting and control; ending projects and learning from them for the future. Examples will be drawn from operations such as engineering and supply chains, including a maritime link.

Student Learning Outcomes

Upon successful completion of this program, students will be able to:

Project Leadership

L1. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle.

L2. Have expertise in systems analysis and operations research to support project development and management.

L3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context.

Global Context

G1. Understand their organization's role in a global context; including environmental issues, and political, social, and ethical norms.

G2. Appreciate the security, economic, and legal dimensions that affect global supply chain management.

Management Components

M1. Have the ability to advance to higher levels of institutional responsibility with an increased understanding of organizational, financial, human resource and information systems management.

M2. Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization.

(As listed in the Graduate Program Catalog that can be found at: http://www.csum.edu/web/industry/graduate-program-catalog)

Student Learning Objectives

At the end of the course, students should be able to:

1. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle. (L1)
2. Have expertise in systems analysis and operations research to support project development and management. (L2)
3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context. (L3)
4. Appreciate the security, economic, and legal dimensions that affect global supply chain management. (G2)
5. Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization. (M2)
6. Understand how to conduct research and utilize databases for information gathering.
7. Develop and demonstrate the ability to write appropriate project reports and make presentations.

Required Texts/Readings

Textbook

Pinto, J. K. (2016). *Project management: Achieving competitive advantage.* Boston: Pearson. ISBN-13: 978-0-13-379807-4 ISBN – 10: 0-13-379807-0

Other Materials

Publication Manual of the American Psychological Association, 6th ED. (2010).American Psychological Association: Washington, DC. *Publications Manual of the American Psychological Association,6th Ed.* (2010), American Psychological Association, Washington, DC. ISBN: 1-4338-0561-8. The same material covered by this publication can be found at http://owl.english.purdue.edu/owl/resource/560/01. During the course, both the manual and the web site will be referenced.

Free program management software is available. One source is Microsoft Project (2010). It can be downloaded for free from the Microsoft web site for 60 days. There are also a number of open source project management software. A good one is OpenProj.

Microsoft Office Software: This includes Word, Excel, and PowerPoint.

Other articles and papers will be posted with the weekly assignments and are shown in the schedule at the end of this syllabus. These other assignments are an important part of the course materials and will be used to supplement the text. There are a number of important issues involved with program management that are not included in the text, so I will provide the supplemental materials.

Library Liaison

Margot Hanson, Instruction & Outreach Librarian

mhanson@csum.edu

707-654-1091

http://library.csum.edu/

Classroom Protocol

All assignments must be completed following APA formatting Standards. Additionally, formal business tone and language should be used for all assignments including discussion.

Effective manager and leaders are also effective communicators. Written communication is an important element of the total communication process. The Master's Degree program recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 6th Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free.

In the online learning environment, we don't have the privilege of eye contact, body language, and tone. Please keep this in mind when composing discussion posts or messages. As is the case in the workplace, all communication must be respectful and professional in nature.

Assignments and Grading Policy

Assignment	Type	% of Final Grade
Project Definition	Individual	15%
Project Risk Assessment	Individual	10%
Project Plan	Individual	15%
Team Development Project	Group	15%

Project Monitoring Plan	Individual	10%
Final Design Project	Individual	15%
Discussion and Participation	Individual	20%

Note: There is no final exam or midterm exam. Project Management is best learned by doing. The best way to determine if you have learned how to be a project manager is to see your work.

The group assignment will be graded with the same grade for all members of the group.

GRADING GUIDELINES

A (93-100) = Excellent

A- (90-92)= Excellent

B+ (87-89) = Good
B (82-86) = Good

B- (80-81)= Good
C (70-79) = Below standards
D (60-69) = Unsatisfactory

F (69 or below) = Failure
I = Incomplete
W = Withdrew

A grade of D or F will result in the student having to repeat the course.

Per California Title V, A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree is required.

There is no opportunity to correct, "redo," or otherwise resubmit graded work. I'm happy to answer specific questions as they relate to assignments but I do not preview assignments prior to submission.

Your work in this course and your academic records are considered private information and are protected by Cal Maritime under FERPA (The Family Educational Rights and Privacy Act).

Original Work

All assignments and all other graded work must be entirely each student's own work or group work as appropriate and original for this course. Students are not permitted use of an assignment or paper that already has been submitted for another course at Cal Maritime or any other institution, even if that assignment or paper is entirely the student's own work. This includes cutting and pasting portions of previous individual or group papers or other individual or group written assignments. Use of portions of a student's own previous papers or other written assignments may be appropriate in a limited set of circumstances, but requires prior instructor approval, and if granted, proper citation.

Use of material obtained for this course from other students, past or present, is expressly prohibited. I may use Turnitin.com to check submissions.

Failure to comply with these provisions of this course can result in a grade of zero for an assignment. If this is a repeat offense, the university has the ability to apply additional sanctions.

Late Work Policy

Please read this section carefully: Late written assignments will be penalized 5% per calendar day, to a maximum of 25% off the final grade (i.e., the grading begins at 75%) after 5 days. No late work will be accepted after 5 days, and students will receive a grade of 0 for work that is not received by that time. Assignments are due no later than 11:59 pm Pacific on the specified due date. For all weeks except for our final week, written assignments are due on Sunday. No assignments still eligible for credit will be accepted after the last day of the term. Because of the dynamic nature of our dialogue, discussion and participation need to occur during the assigned week. Late posts will not be counted toward the grade.

Students with bona fide emergencies or a work related issue should contact the instructor as soon as possible

Extra Credit

There is no extra credit in this course.

Academic Integrity and Civility

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=ae78af01-0291-4d0f-ad97-060861e514d2&groupId=42499. Cal Maritime enforces its regulations that forbid cheating, plagiarism, and other forms of inappropriate and unethical academic conduct. Students found guilty of these inappropriate actions will not be permitted to continue in the Graduate Program. Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Conduct within the online environment as exemplified by postings in the course discussion forums and email communication is expected to exhibit a level of courtesy consistent with a professional interchange.

Campus Policy in Compliance with the American Disabilities Act

For Campus Policy in Compliance with the ADA section please substitute the following:

California Maritime Academy is committed to providing reasonable accommodations to students with documented disabilities. Students who believe they may need

accommodations are encouraged to contact the Disability Services Office (DSO) in the Center for Engagement, Teaching and Learning (disabilityservices@csum.edu,

707-654-1283), preferably within the first two weeks of class. The DSO is located in Laboratory Building Room 110. For more information, see our website: http://www.csum.edu/web/faculty-and-staff/office-of-disability-services.

Student Technology Resources

he Help Desk can be reached at ITSupport@csum.edu or 707-654-1048.

Course Schedule

Session	Module	Readings/Assignments
1	Online Learning - Introduction 08/31 – 09/06	Assigned articles found in our classroom. Discussion and Participation
2	What is Project Management? 09/07 – 09/13	PM – Chapter 1 – Introduction: Why Project Management Assigned articles found in our classroom. Discussion and Participation
3	Project Management and the Organization 09/14 – 09/20	PM – Chapter 2 – The Organizational Content: Strategy Structure, and Culture Assigned articles found in our classroom. Paper 1 is due on 09/20.
4	Project Screening and Management 09/21 – 09/27	PM – Chapter 3 – Project Selection and Portfolio Management Assigned articles found in our classroom. Discussion and Participation
5	The Project Manager 09/28 – 10/4	PM – Chapter 4 – Leadership and the Project Manager Assigned articles found in our classroom. Discussion and Participation

6	Project Scope 10/5 – 10/11	PM – Chapter 5 – Scope Management Assigned articles found in our classroom. Discussion and Participation
7	Conflict Management 10/12 – 10/18	PM – Chapter 6 – Project Team Building, Conflict, and Negotiation Assigned articles found in our classroom. Discussion and Participation
8	Risk Management 10/19 – 10/25	PM – Chapter 7 – Risk Management. Paper 2 is due on 10/25.
9	Budgeting 10/26 – 11/1	PM – Chapter 8 – Cost Estimation and Budgeting Assigned articles found in our classroom. Discussion and Participation
10	Uncertainty and Agile Project Management 11/2 – 11/8	PM – Chapter 9 – Networks, Duration Estimation, and Critical Path Assigned articles found in our classroom. Paper 3 is due on 11/8.
11	Scheduling – 1.0 11/9 – 11/15	PM - Chapter 10 - Project Scheduling: Lagging, Crashing, and Activity Networks Assigned articles found in our classroom. Team Paper is due on 11/15
12	Scheduling – 2.0 11/16 – 11/22	PM – Chapter 11 – Advanced Topics in Planning and Scheduling: Agile and Critical Chain Assigned articles found in our classroom. Discussion and Participation

13	Managing Resources 11/23 – 11/29	PM – Chapter 12 – Resource Management Assigned articles found in our classroom. Discussion and Participation
14	Control and Evaluation 11/30 – 12/6	PM – Chapter 13 – Project Evaluation and Control Assigned articles found in our classroom. Paper 4 is due on 12/6.
15	Project Finale 12/7 – 12/13	PM - Chapter 14 – Project Closeout and Termination Assigned articles found in our classroom. Discussion and Participation
16	Final Project Completion 12/13 – 12/18 (NOTE – shortened week)	No assigned reading. Final Project (Paper and Recording) Due 12/18. Note this a Friday – No late assignments accepted.

**All assignments due at 11:59pm MT.

Grading Policy

More details of each project, including grading rubrics, will be provided in the course website. The description below is to provide a general idea of the scope of the projects. All of the projects, except the group project, build to form the final project. Due dates for each assignment are shown in the course schedule.

1. **Project Definition – 1st Paper – 15% final grade**

Each student will select a project that he/she will develop over the course of the semester. In this assignment, you will select the project, describe the project, describe how it relates to an organization, describe how the project will be managed, how the project was selected. Also a discussion of how the scope of the project will be controlled should be included. A minimum of 3 scholarly sources that you will use need to be included in this definition paper. More details and the grading rubric will be posted in our classroom.

This assignment supports Student Learning Objectives:

1. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle). (L1)

6. Understand how to conduct research and utilize data bases for information gathering.

2. Project Risk Assessment – 2nd Paper - 10% of Grade

This paper will include discussion of the identified risks in accomplishing the project. Also, discussion should include how to reduce the risk, manage the risks, and is needed, mitigate the risks. An analysis of probability and consequences must be included. More details and the grading rubric will be posted in our classroom.

This assignment supports Student Learning Objectives:

2. Have expertise in systems analysis and operations research to support project development and management. (L2)

3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context. (L3)

4. Appreciate the security, economic, and legal dimensions that affect global supply chain management. (G2)

3. **Project Plan– 3rd paper - 15% of grade**

Each student will complete a project timeline, schedule of events and cost/budget utilizing MS Project, other project software, and/or Excel spreadsheets as is appropriate. Other project management software can be used, as we will discuss during the course. Resource loading and leveling should be included. More details and the grading rubric will be posted in our classroom.

This assignment supports Student Learning Objectives:

1. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle. (L1)

2. Have expertise in systems analysis and operations research to support project development and management. (L2)

3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context (L3).

4. Team development Project- 15% of final grade

This is a group project with study groups completing this assignment. Each group will be assigned a case study that involves team development and issues involving project teams. The group will conduct a team selection process and write a single report. You will be assigned to a group in the first few weeks of the semester. All members of the group will receive the same grade for this project. More details and the grading rubric will be posted in our classroom.

This assignment supports Student Learning Objectives:

3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context. (L3)

5. Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization. (M2)

6. Understand how to conduct research and utilize databases for information gathering.

7. Develop and demonstrate the ability to write appropriate project reports and make presentations.

5. Project Monitoring Plan - 4th paper - 10% of final grade

This paper is your development of a plan to monitor the project to ensure completion on time and budget. This plan should include tools to be used for the monitoring, frequency of monitoring, and potential remedies for problems encountered in the monitoring. It is important to tie the plan to the project plan developed in developed in paper 3. Utilize the appropriate software. More details and the grading rubric will be posted in our classroom.

This assignment supports Student Learning Objectives:

1. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle). (L1)

2. Have expertise in systems analysis and operations research to support project development and management. (L2)

3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context. (L3)

5. Final Design Project – 5th paper - 15% of final grade

This is the culmination of all prior papers in the course and should include both a final report and a PowerPoint briefing. Financial incentives and design modifications should be discussed. The final design project should be considered as your "gaining senior management approval to launch the project" and the opportunity for you to meet with senior management to sell your project. You will also be submitting an accompanying PowerPoint presentation (with recording) that you would make to your leadership. More details and the grading rubric will be posted in our classroom.

This assignment supports Student Learning Objectives:

1. Be able to create and lead a project team or multiple project teams, develop project proposals (including budgets and timelines) and manage the entire project life cycle). (L1)

2. Have expertise in systems analysis and operations research to support project development and management. (L2)

3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context. (L3)

4. Appreciate the security, economic, and legal dimensions that affect global supply chain management. (G2)

5. Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization. (M2)

6. Understand how to conduct research and utilize databases for information gathering.

7. Develop and demonstrate the ability to write appropriate project reports and make presentations.

6. Discussion and Participation – 20% of final grade

Students must participate in the required discussion boards that are set up for 10 of the 15 weeks in the course. In general, you will be asked to conduct scholarly research to answer the assigned questions as well as to provide thoughtful peer replies to posts made by your classmates. This is the classroom discussion part of on-line learning. Initial post is due no later than Thursday of the assigned week with peer replies due no later than Sunday of the assigned week. Keep in mind that because of the dynamic nature of our dialogue, discussion must occur during the assigned week. No late discussion posts will be considered for credit.

Dialogue is one of the keys to online learning, and your participation in conferences is important. An online course is not a correspondence course and it is not independent study. Regular and consistent participation in the course conference discussions is necessary to process the course content. During the course discussion, students will be discussing posted articles or course readings to determine best practices, applications of reading, easier ways of approaching issues, etc. There will be 10 graded discussions equally weighted for a total of 20% of your final grade. More details and the grading rubric will be posted in our classroom.

This assignment supports Student Learning Objectives:

2. Have expertise in systems analysis and operations research to support project development and management. (L2)

3. Apply decision making, technical, and human resource principles to manage projects in a dynamic business and global economic context. (L3);

6. Understand how to conduct research and utilize databases for information gathering.

7. Develop and demonstrate the ability to write appropriate project reports and make presentations.

California Maritime Academy
ABS School of Maritime Policy and Management

International Transportation Economics

TEM 510 Fall 2015

Instructor:	Dr. Nipoli Kamdar
Office Location:	Faculty Office Building 118
Telephone:	(707) 654-1242
Email:	nkamdar@csum.edu I will usually respond to all email messages within 48 hours.
Virtual Office Hours:	By Appointment. You can email/Skype me or we can meet online, with the aid of other meeting software (links provided in Moodle).
Class Days/Time:	Flexible. Posts usually due by 11:55 p.m. on Thursdays and Sundays.
Classroom:	Online. Class materials and discussions will take place via Moodle.

COURSE DESCRIPTION

Students learn to apply microeconomic principles, especially in the field of freight transportation, with special attention to international transport and maritime related scenarios. We use classical and behavioral microeconomic methods and practices to illuminate the management of enterprises and assets in transportation markets, as well as in their global settings and in the presence of external influences such as regulation and political and social concerns. Students work individually and in teams to analyze case studies on specific topics in the field, and practice issue diagnosis and explanation using the important concepts and methods covered. Topics include: modern theories of transport supply and demand, the firm and costs, industrial organization in markets, externalities, regulation, and models of social welfare. Examples will be drawn primarily from freight transportation scenarios, including a maritime link.

COURSE OUTCOMES:

Course and Program Outcomes Matrix								
ID	**Course Outcome Description**	**PL1**	**PL2**	**PL3**	**PG1**	**PG2**	**PM1**	**PM2**
C1	You will apply microeconomics concepts of demand and supply, cost, market structure, pricing, capital investment, externalities, regulation, and welfare to the transportation sector.		X		X	X		
C2	You will be able to identify, explain, compare and contrast alternative modes of regional, national and international transportation.		X		X	X	X	X
C3	You will use some quantitative microeconomic analysis to predict the effects of events, government policies and actions taken by firms, and/or markets on the transportation sector.	X	X	X	X			
C4	You will demonstrate skills of research, analysis, synthesis, evaluation, team work and decision making in discussions and group presentations.	X	X	X	X	X	X	X
C5	You will assess the economic structure and rationale of freight transportation markets and understand the impact on prices of transportation services.		X	X	X	X		X

PROGRAM LEARNING OUTCOMES:

- Project Leadership:
    - Lead: You may be part of a team and lead portions of team work. You will be able to apply economic analysis to a range of transportation business decisions, to influence stakeholders. You will become skilled in guiding people toward decisions based on economic value. (PL1)
    - Expertise: Economics is a very important mode of analysis in every business situation. To develop this expertise in transportation you will be able to write and talk about international transportation cases and situations using the language of economics. (PL2)
    - Decisions: You will learn how to use and express the economic rationale in support of decisions you need to make, or to critique potential decisions of others including other firms and policy makers. (PL3)

- Global Context:
    - Role and Norms: You will be able to determine economic consequences of decisions for specific situations taking into account the international context and all the participants' issues. (PG1)
    - Global Dimensions: Economics and transportation are two of the most important dimensions affecting global supply chains. You will apply economic analysis in cases and problems, and examine real situations in articles, writing about and discussing them fluently. (PG2)
- Management Components:
    - Institutional Understanding: Communication, the most important tool for taking responsibility, is assessed every time you write and is included in your grade. Participation in the discussion Q&A is a direct exercise in critical thinking and writing. Students are responsible for many deliverables in which grade is based partly on how well the reader or audience understands. (PM1)
    - Direct and Advance: Through group projects, papers and cases you learn how to obtain and evaluate information from a variety of source, including the members of your team. Your deliverables are measured partly on how you diagnose and how you defend your conclusions and partly on how well your work with your team. This gives you confidence in your ability set goals and to lead people toward them. (PM2)

WHY YOU NEED THIS COURSE:

Here you will learn to apply a wide range of microeconomic techniques to real problems in transportation industries and enterprises, focusing on industrial organization and on freight and maritime business. The methods form an essential view of the world, since business can be viewed as nothing but applied economics. Any activity, especially in transportation, will require you to be familiar with these views either to support or counter proposed actions of individuals, firms, governments, and world governance bodies.

TEXT AND MATERIALS**:**

Mallard, Graham and Stephen Glaister, **Transport Economics,** Palgrave Macmillan, 2008, ISBN: 978-0-230-51688-5.

Supplementary readings listed in the ‘List of Readings’ on Moodle.

Additional readings, if and as required.

SOFTWARE:

- Required: MS Word, MS Excel, MS PowerPoint.
- Mac software is OK to work in but you MUST deliver documents properly formatted to be read with the MS Office products.
- You will use the internet heavily for research, reading, and for key business sites.
- Other free downloadable software may be suggested by the instructor.

Your grade in this course will be determined as follows:

Exams and Assignments	Weight	Dates
Discussion Forum	25%	First post is due by 11:55 p.m. on Thursday of assigned week and second post due by 11:55 p.m. on Sunday. Participation required in at least FIVE discussion forums.
Graded Assignments and Weekly Summary	25%	Weekly Summary due date is TBA Graded Assignments due 11:55 p.m. on Sundays **(9/27, 11/15)** You may choose to work on the summary and assignment either individually or collaboratively. If you chose to collaborate, you should submit a single document with names of all contributing members.
Midterm	25%	**12:05 a.m. Friday, 10/16 -- 11:55 p.m. Sunday 10/18** This will be an open book test but must be completed without collaborating with any other individual.
Group Presentations	25%	Presentations must be uploaded to the Group Presentation Forum by 11:55 p.m. on Thursdays. **(10/1, 12/3)** Students are encouraged to post comments and ask questions. Group members should respond to questions by following Sunday.
Final Exam*	25%	**12:05 a.m. Saturday 12/12 -11:55 p.m. Monday 12/14** **.**

* If, for any reason, you miss some of the assignments listed in the first three rows of this table, or if you are not happy with your scores, you may replace one of them with the final exam.

Note that the final exam score cannot be substituted for the Group Presentations component of your grade for the course

2. **You need to earn a minimum of 70% to pass the class.** Passing grades will be determined as follows:

Percentage	Grade	Percentage	Grade
97 – 100	A+	83-86	B
93 – 96	A	80-82	B-
90-92	A-	75-79	C+
87-89	B+	70-74	C

If you earn less than a C you will have to repeat the class.

3. Discussion Forum

- Each topic will include a **Discussion Q&A Forum** in which each student is required to contribute <u>at least one original post and at least one response</u> to the posts made by your classmates. You will be expected to participate in 5 discussion forums and your contributions will be graded. If you participate in more than 5, only the 5 highest scores will count towards your course grade.
- Click on Grading for Discussion Forums in the Introductory Section of the Moodle course page for details on how these posts will be graded.
- You will be asked to provide one Weekly Summary. Please comment on the broad themes of the discussion and tie the discussion to the readings for the week. Think of it as the study notes for the week. The Weekly Summary is to be posted to the Discussion Forum for the corresponding week so that it will benefit everyone in the class.
- All work products need to be completed in a professional, neat, and legible manner. See '7. Professional Writing Standards,' below.
- Debate and discussion are encouraged and **constructive** critiques are welcome. You can disagree without being disagreeable. It is expected that you will conduct yourself appropriately, with **respect** for each other and for the faculty and staff.

5. Group Presentations

- The best way to evaluate your understanding of the economic concepts we cover in class is to see how effectively you can apply your knowledge in a different setting. The Group Presentations are an opportunity for you to do just that. Each group will be asked to pick a transportation sector and analyze demand and cost conditions for that sector, identify the appropriate market structure and discuss the impact of market conditions and regulations on that sector.
- On **<u>two</u>** occasions (see dates in table on preceding page) groups will be asked to make lecture-presentations on various aspects of their selected sector. Each

presentation will be followed by a discussion in the weekly forum, in which all students are expected to participate.

- **The first presentations should be approximately 10-15 minutes in length and will be worth 30 points.** You will be allowed up to **30 minutes for the final presentation**, which will be worth 60 points. The remaining 10 points will be determined by your group members and their Peer Evaluations of your work (see below for more information.) A good rule of thumb is one minute = one slide. Hence you should aim for 10-15 slides for a 10-15 minute presentation. The final presentation should have approximately 30-35 slides and take no more than 30 minutes.
- Slides for the presentations must be published by 11:55 p.m. on Thursday of the assigned week and must be accompanied by an oral or written narrative. All team members must contribute to the ***series*** of presentations but the division of labor is up to you.
- Team members will be asked to evaluate each other's contribution to the effort at the end of the semester and that evaluation will influence your final grade.
- In extreme circumstances, group members may be allowed to fire a 'shirking' member, after discussing their reasons with me. The fired member will then have to complete an independent project.
- All students will be expected to participate in the review of each team's published presentations through focused discussion and thoughtful contributions in the Discussion Forum.

6. Graded Assignments

- You may work on the assignments as individuals or as a team and this choice may be made anew with each assignment. If collaborating on an assignment, please ensure that the names of all the participants are on the cover/first page.
- Experience shows it is beneficial to form a study group to practice the problems and explain them to one another. You're encouraged to do so. A group solution will be graded the same for all students; all will be assumed to participate equally in the exercise.
- In most cases you will be required to write short answers or solve problems using any methods including *possibly* computer software. Normally you will upload your solution in a Word document and *possibly* a spreadsheet. You will be graded on your understanding of the problems posed and your execution of the responses.
- No late is work is accepted .

7. Midterm and Final

- There will be a **Midterm** given online during the 7th week. You can take it any time between Friday and Sunday. Students report spending anywhere between 7 and 24 hours on past exams –so please plan your time accordingly.
- The Final exam is optional. You may wish to take it in order to replace the Midterm,

Assignments, or Discussion Forum score. The final exam will be given online during the last week. The same rules apply as with the midterm with one exception – the **final exam will be cumulative.**

- Exams are open book, open notes, unless otherwise indicated. However you are expected to work **by yourself**, without consulting your classmates or even talking to them about the exam until the following week.

8. Professional Writing Standards

All work products need to be completed in a professional, neat, and legible manner. Your score will be reduced for unprofessionally submitted deliverables, or those where the presentation of material is not lucid and clear. You should use a style manual such as the APA style manual for your writing. *When you write or create work products it is expected to be your thought and words, and not simply the words or ideas of others.* All use of others' material, such as from other students, from articles, or from the internet, must be clearly attributed as a quote, and cited properly in a bibliography or list of references. All writing should be spell checked and, of course, grammar checked.

9. Professional Spreadsheet Preparation

All spreadsheets should be prepared so that the reader can easily follow what is being done, and so that the sheet can be handed to another worker for further enhancement, since most supply chain operations require a great deal of cooperation. A portion of your grade on a spreadsheet project will be based on how understandable you have made the computations. If the reader can't understand it, it isn't much use in a business setting, where cooperation is the norm. You'll also be asked to talk about your spreadsheet in class, which will emphasize the need for clarity in its preparation.

10. Late Work

Late Work **will not be accepted.** I recognize that all of us have several business and/or personal obligations and that it can be difficult to juggle our myriad responsibilities. However, I have already built in allowances into the grading system. *Two discussion forum scores can be dropped (you are only required to participate in five) and the Final Exam score can replace either the Midterm or Assignment scores.* Hence there is enough 'slack' in the grading system to allow for most schedule challenges.

OTHER POLICIES:

- ACADEMIC INTEGRITY: The University's policies on plagiarism and academic integrity are in force. You as an individual are expected to know them and follow them. In particular, copying material from any source, including the internet, without quotation, attribution and citation is a violation of academic integrity policies. Consequences for breach of these policies include no credit for an item, an F in the course, referral to the school's committee on academic integrity, and/or other sanctions.

- ATTENDANCE: You are expected to *attend* most scheduled sessions. Attendance is registered through participation in the Discussion fora. If you find you are unable to attend, let me know as much in advance as possible so we can deal with your loss.
- CHANGES: While every effort will be made to follow the rules in this outline, change may sometimes be. I reserve the right to make changes, and when this happens, due care will be taken to give as much notice to the students as possible.
- STUDENT CONDUCT: All students are governed by Student Conduct Code of The California State University. The full text of the code is contained in Title V, Section 41301 of the California Code of Regulations and also in the University Course Catalog. Each student is responsible for knowing and adhering to the code.
- COMPLIANCE WITH THE AMERICAN DISABILITIES ACT: Cal Maritime is committed to make information technology resources and services accessible to all Cal Maritime students with documented disabilities. If you need course adaptations or accommodations due to a disability, please contact **Vivienne McClendon** in the ***Disability Services Office (DSO)***, as soon as possible. Academic policy requires that students with disabilities requesting accommodations must register with the DSO to establish a record of their disability and to start the accommodation process.

CONCLUDING COMMENTS:

- You must do all the work and attend when required, to succeed in this course. **There are no allowances or exceptions for personal or business responsibilities, beyond what has been listed above.**
- In order to be successful in this course, you must do each week's reading assignment and think about it BEFORE a required session on the topic. You should spend a minimum of 2 hours on your reading and homework for each nominal course 'hour' per week. This means you are expected to spend ***at least 9 hours per week*** studying for a 3-credit course. Sometimes you may find yourself spending 10-12 hours on this course alone. However, if you find that you are regularly putting in over ten hours a week and still struggling to keep up, please do let me know.
- Students are responsible for comprehending all reading assignments and problems regardless of whether or not they are directly covered in an online session.
- You are encouraged to work in actual or virtual study groups to discuss and master the subject. Online discussion capability will be provided through Moodle.

Syllabus for TEM 520

Organizational Behavior and Management

Faculty Contact Information

Robert Neumann
E-mail: rneumann@csum.edu
Telephone: (707) 654-1163

Course Introduction

"Management is typically defined as the process of utilizing numerous resources (people, materials, physical plant, equipment, information, time, and money) to accomplish organizational goals. Maximum organizational effectiveness clearly requires the competent management of all resources. None, however, is more important in determining the long-term effectiveness of an organization than the human resource, for people control how well all of the other resources are managed. If an organization utilizes its human talent effectively, the successful management of the organization's other resources becomes much more likely."

This quote from the authors of the text, clearly sets out the reason for our study of organizational behavior. This graduate-level course will present an overview of the factors that influence work performance at the individual, group, and organizational level, and analyze techniques for improving it. The course will examine the roles of organizational culture, communication, and leadership, and provide a framework for determining their effectiveness in a variety circumstances. Work will be accomplished both as individuals and in groups. Weekly discussions are opportunities for us to ask questions, present ideas, and convey our understanding of the material. Communicating personal experiences in the organizations we have been a part of can strengthen our own learning, and help others to gain new perspectives that they may be able to apply. We will discuss examples from a wide range of organizations to illustrate successful and unsuccessful ways of approaching the various aspects of organizational behavior.

COURSE DESCRIPTION

--This is a 3 credit, 15 week course
--This course starts the week of January 5, 2015
--This course ends on April 23, 2015

Course Goals/Objectives

During this 15 session course, we will:

- **Develop a familiarity with the various techniques by which organizations can influence performance.**
- **Analyze the roles of individuals, groups, and the organization in terms of the opportunities and threats that the organization may encounter.**
- **Examine the importance of selection, promotion, and leadership development.**

- **Discuss the positive and negative aspects of corporate culture and how organizations can influence the culture that develops.**
- **Analyze the effectiveness of a range of communications and leadership styles.**
- **Examine change efforts in organizations and the factors that can cause the effort to fail or succeed.**
- **Analyze cases from an organizational behavior point of view and develop the ability to apply key learnings in real-life situations.**

Course Competencies

After completing this course, the participant should be able to:

- **Discuss challenges and opportunities for using organizational behavior concepts**
- **Evaluate methods of shaping the behavior of others**
- **Identify the main causes of job satisfaction and dissatisfaction**
- **Describe how personality traits can predict behavior at work**
- **Identify common decision making biases and errors**
- **Discuss strategies for motivating employees**
- **Evaluate the strengths and weaknesses of group decision making**
- **Identify cross cultural differences in the effectiveness of groups**
- **Describe various approaches to leadership and the situations that require them**
- **Identify potential problems in cross-cultural communication**
- **Evaluate the strengths and weaknesses of various types of organizational structure**
- **Describe the impact of culture on organizational effectiveness**
- **Discuss change initiatives – how they are implemented and how they sometimes fail**

Course Materials

Required Texts, to be sent to you prior to the start of the course:

Natemeyer, Walter E. and Hersey, Paul, *Classics of Organizational Behavior, Fourth Edition* (2011). Waveland Press: Long Grove, IL.

SOFTWARE:

- Required: MS Word, MS PowerPoint.
- Documents submitted should be formatted to be read with the MS Office products.
- You will use the internet heavily for research, reading, and for key business sites.

Grading Information and Criteria

Grades will be based on the following:

Weekly Discussion Q&A Fora Participation	**40%**
Individual Presentation 1	**20%**
Individual Presentation 2	**20%**
Final team Presentation	**20%**

Presentation instructions and guidelines will be provided separately.

Total weighted percentage	**Grade**
90 - 100%	**A**

80 – 89%	**B**
70 – 79%	**C**
60 – 69%	**D**
0 - 59%	**F**

A grade of D or F will result in the student having to repeat the course.

Discussion Q&A Forum

- Each weekly topic will include a **Discussion Q&A Forum** in which each student is required to contribute at least one original post and one response to the posts made by your classmates. Your contributions to each forum will be graded.
- All work products need to be completed in a professional manner..
- Debate and discussion are encouraged and **constructive** critiques are welcome.

Original Work

All assignments and all other graded work must be entirely each student's own work or group work as appropriate and original for this course. Students are not permitted use of an assignment or paper that already has been submitted in whole or in part for another course at Cal Maritime or any other institution, even if that assignment or paper is entirely the student's own work. Use of portions of a student's own previous papers or other written assignments may be appropriate in a limited set of circumstances, but requires prior instructor approval, and if granted, proper citation.

Use of material obtained for this course from other students, past or present, is expressly prohibited. I may use Turnitin.com to check submissions.

Failure to comply with these provisions of this course can result in a grade of zero for an assignment.

Late Work Policy

Assignments are due by midnight Pacific time on the specified due date. The due date will always be the Sunday ending a week. Work that is received after the deadline will be penalized 25% off the final grade. No late work will be accepted after 5 days, and students will receive a grade of 0 for work that is not received by that time. *Students with bona fide medical emergencies for which they have appropriate documentation should contact the instructor as soon as possible.* Please note that professional and personal travel or other obligations are not emergencies. I recognize that many of us have very busy schedules so if a problem comes up, let me know and we can discuss any potential problems.

Extra Credit
There is no extra credit in this course.

Other Grading Information

There is no opportunity to correct, "redo," or otherwise resubmit graded work. However, the final project will include an "oral defense." This is your opportunity to explain what you were

trying to do in your project. Your discussion of the project will be included in your final project grade. The instructor will not review your work for correctness prior to its submission.

Your work in this course and your academic records are considered private information and are protected by Cal Maritime under FERPA (The Family Educational Rights and Privacy Act).

TECHNICAL ASSISTANCE.

Understanding and navigating through Moodle is critical to successfully completing this course. All students are encouraged to become familiar with basic operations of Moodle. If you have problem with your connection or in logging into Moodle, contact the Margaret Arroyo, the Academic Support person at m arroyo@csum.edu or the Cal Maritime help desk.

LIBRARY SUPPORT

Extensive library resources and services are available online, 24 hours a day, seven days a week athttp://library.csum.edu/. Information and Library Services provides research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its Ask a Librarian service (http://library.csum.edu). The library web site provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

You must have a Cal Maritime ID number to access the library web site. Ms. Kathy Arnold, Graduate Program Coordinator, karnold@csum.edu or 707-654-1271 can assist you in obtaining a Cal Maritime ID number.

Academic Policies

ACADEMIC STANDARDS

Graduate students are expected to maintain a 3.0 or higher grade point average (GPA) at all times, with no grade of D or F. An assessment of academic standing is made of each student at the end of every semester. Each student's GPA is computed for all Cal Maritime graduate-level graded coursework to make a determination of academic standing as described in the policy below.

WRITING STANDARDS

Effective manager and leaders are also effective communicators. Written communication is an important element of the total communication process. The Master's Degree program recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 6th Edition, the Associated Press Stylebook, or the Chicago Manual of Style, whichever you feel most comfortable with. Careful attention should be given to spelling, punctuation, source

citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free.

Turnitin.com:

Cal Maritime has a license agreement with Turnitin.com, a service that helps prevent plagiarism from internet resources. Your instructor may be using this service in this class by either requiring students to submit their papers electronically to Turnitin.com or by submitting questionable text on behalf of a student. If you or your instructor submits part or all of your paper, it will be stored by Turnitin.com in their database throughout the term of Cal Maritime's contract with Turnitin.com. If you object to this temporary storage of your paper, you must let your instructor know no later than two weeks after the start of this class. Please Note: If you object to the storage of your paper on Turnitin.com, your instructor may utilize other services to check your work for plagiarism.

COURSE EVALUATION FORM

Cal Maritime values its students' feedback. You will be asked to complete a mandatory online evaluation toward the end of the semester. The primary purpose of this evaluation is to assess the effectiveness of instruction. Cal Maritime requires all students to complete this evaluation. Your individual responses are kept confidential. The Master's Degree program takes students' evaluations seriously, and in order to provide the best learning experience possible, information provided is used to make continuous improvements to every class. Please take full advantage of this opportunity to provide constructive recommendations and comments about potential areas of improvement.

STUDENTS WITH DISABILITIES

Students with disabilities who want to request and register for services should contact Vivienne McClendon, Cal Maritime's director for disabled student services at least four to six weeks in advance of beginning of each semester. Please call 707-654-1283.

CHANGES

While every effort will be made to follow the rules in this outline, change may sometimes be necessary. I reserve the right to make changes, and when this happens, due care will be taken to give as much notice to the students as possible.

I think this is going to be a very interesting semester, and I'm looking forward to getting to know you through this term and beyond.

Welcome to Organizational Behavior.

Sincerely,

Bob Neumann

Session topics and reading assignments

Week

1. **January 6 - Origins and Relevance**
   Text: Classics of Organizational Behavior
   *** Principles of Scientific Management, Taylor, p 3-18**
   *** The Human Side of Enterprise, McGregor, p.63-71**

2. **January 13 - Personal Effectiveness**
   Text: Classics of Organizational Behavior
   ***Skills of an Effective Administrator, Katz, p 547-560**
   ***Leadership Effectiveness Can Be Learned, Drucker, p.561-564**
   *** Emotional Intelligence, Goleman, p. 601-613**

3. **January 20 - Culture**
   Text: Classics of Organizational Behavior
   *** Search the WEB for relevant literature.**

4. **January 27 - Decision making**
   Text: Classics of Organizational Behavior
   *** Search the WEB for relevant literature.**

5. **February 3 - Motivation**
   Text: Classics of Organizational Behavior
   *** Achievement Motivation, McClelland, p 94-101**
   *** One More Time, How Do You Motivate Employees, Herzberg, p 102-116**
   *** Goal Setting- A Motivational Technique …, Latham&Locke, p 150-162**
   Task: * Search the WEB for relevant literature.

6. **February 10 - Global work**
   Text: Classics of Organizational Behavior
   ***Competing for the Future, Hamel and Prahalad, p. 592-600**

7. **February 17- Groups**
   Text: Classics of Organizational Behavior
   *** Group and Intergroup Relationships, Schein, p.211-218**
   *** Groupthink, Janis, p.219-229**

8. **February 24 - Teams**
   Text: Classics of Organizational Behavior
   *** Self-Directed Work Teams, Stayer, p.288-**

9. **March 3 - Leadership**
   Text: Classics of Organizational Behavior
   *** Fundamental Leadership Practices, Kouzea & Posner, p.354-359**
   *** Level 5 Leader, Collins, p. 614-628**
   *** Management and Leadership, Kotter, p.360-373**

10. **March 10- Power and Influence**
    Text: Classics of Organizational Behavior
    *** Is It Better to Be Loved or Feared?, Machiavelli, p.395-397**
    *** The Power of Leadership, Burns, p.433-439**
    *** Situational Leadership and Power, Hersey & Netemeyer, p. 440-460**

*** Who Gets Power…, Salancik & Pfeffer, p.415-432**

11. March 17 - Conflict and Negotiation

Text: Classics of Organizational Behavior

*** Management By Objectives, Odiorne, p. 504-514**

12. March 24 - Organizational Structure

Text: Classics of Organizational Behavior

*** The Individual and the Organization, Argyris, p.471-487**

13. March 31 - Staffing and Organizational Development

Text: Classics of Organizational Behavior

*** Organizational Development, French, p. 565-582**

*** Learning Organization, Senge, p. 587-591**

14. April 7 - Change

Text: Classics of Organizational Behavior

none

*** Search the WEB for relevant literature.**

15. April 14 - Case Presentations

16. April 21 - Case Presentations

California Maritime Academy

TEM 530 Financial Management

Spring 2016

Instructor:	Hao Lin, Ph.D., CFA
Email:	hlin@csum.edu
Office Hours:	Thursday 3:00-4:00 PM Skype ID: HaoLin_CSUM
Class Days/Time:	Online

1. Course Description

This advanced course of study introduces students to the fundamental concepts in corporate financial management and focuses on the decision making for a business enterprise. Topics include: financial statement analysis, discounted cash flow valuation, net present value and other capital budgeting criteria, interest rate and bond valuation, stock valuation, risk and return trade-off, capital asset pricing model, cost of capital, efficient market hypothesis, and capital structure.

2. Student Learning Outcomes (SLO)

Upon successful completion of this course, students will be able to:

- Understand the general forms for corporation and the purpose of corporate financial management
- Use accounting statements to critically evaluate corporate financial performance
- Understand the concept of time value of money
- Calculate the present value, future value and understand their meanings
- Understand capital budgeting criteria and calculate net present value and internal rate of return
- Identify relevant cash flows for capital budgeting purposes and calculate the cash flow from assets
- Understand the general features of bonds and bond markets
- Calculate the bond value and yield to maturity
- Understand the general features of interest rates
- Understand the general features of stocks and stock markets
- Calculate the stock value using dividend discount model and Gordon Growth Model
- Understand the historical returns of different asset classes
- Understand the Capital Asset Pricing Model (CAPM) and calculate expected stock returns using CAPM
- Calculate the cost of equity, cost of debt and the weighted average cost of capital
- Understand capital structure decisions, Modigliani and Miller Theorem I and II.

3. Required Texts/Readings
    1. Textbook

- Steven A. Ross, Randolph W. Westerfield, Jeffrey Jaffe, **Corporate Finance**, 10th edition, McGraw-Hill Irwin, 2013
- APA Writing Style (http://www.apastyle.org/)

    2. Other Readings

Additional readings will be provided throughout the class.

4. Office Hours

We will meet through Skype (my ID: HaoLin_CSUM) during virtual office hours every Thursday 3:00-4:00 PM. Please register an account with Skype (it is free.) and let me know your Skype ID during the first week of the class. I will set up TEM 530 group so you we can meet through Skype.

5. Assignments and Grading Policy
6. Course work

Your grade in this course will be determined as follows:

Exams and Assignments	**Weight** **Points**	**Due Dates**
Discussion Forum	20	• Weekly • Responses to at least one question by 11:59PM on Thursday • All Responses due by 11:59PM on Sunday • Participation – 13 points - Must answer all questions • 7 Graded Questions – 7 points Week 3 – Question 2 (Due 01/24) Week 5 – Question 1 (Due 02/07) Week 6 – Question 1 (Due 02/14) Week 7 – Question 1 (Due 02/21) Week 11- Question 2 (Due 03/20) Week 13 – Question 2 (Due 04/03) Week 14 – Question 1 (Due 04/10) • All graded questions are due by 11:59PM on Sundays
Problem Sets	20	• 4 Graded Questions – 20 points: Week 2 – Question 2 (Due 01/17) Week 4 – Question 3 (Due 01/31) Week 9 – Question 3 (Due 03/06) Week 12 – Question 1 (Due 03/27) • Due by 11:59PM on Sundays

Project	20	Final report due by 11:59PM Sunday, 04/10
Exam 1	20	Any 3-hour window between 12:01PM Friday, 02/26 and 11:59AM Sunday, 02/28
Exam 2	20	Any 3-hour window between 12:01PM Friday, 04/15 and 11:59AM Sunday, 04/17

7. Grades

I assign letter grades as follows:

		A	= 95% - 100%	A-	= 90% - 94%
B+	= 87% - 89%	B	= 84% - 86%	B-	= 80% - 83%
C+	= 75% - 79%	C	= 70% - 74%		

8. Groups

- You will be working in a group of 3-4 students for **Problem Sets** and the **Project**.
- Group formation is due in Week 2. You may have already known your classmates through previous classes, but your circumstances may have changed (change of jobs, locations, etc.). So it's still a good idea to introduce yourself to try to form groups.

1.1. Discussion Forum

- Each week I will post a few discussion questions on the **Discussion Forum**. You are required to contribute an original post to each discussion question. You are also encouraged to respond to the posts made by your classmates.
- Your post will be graded based on its content and your participation, as follows:
    - **Participation**: 1 point each time for a total of **13** points. Must have responded all questions in one Forum session to receive credit. Must respond to questions in a meaningful way.
    - **Content**: I will grade **7 Forum Questions** with 1 point each time if you have answered at least 50% of the suggested answer.
- You are encouraged to ask questions through the **Discussion Forum**. Chances are you and your classmates would have similar questions.
- I will provide suggested answers to the question in the following week.

1.2. Problem Sets

- You should work on the **Problem Sets** as a group. Experience shows students can benefit from group work by working together.
- Your grade on the Problem Set will be the same for all group members --- I assume you participate equally in the group work.

- Only **4 Problem Set Questions** will be graded with 5 points each for a total of 20 points.
- I will provide suggested answers to the questions in the following week.

1.3. Exams

- There are two exams: **Exam 1** and **Exam 2**. Exam 1 will be given online on the Friday of Week 8 and Exam 2 in Week 15.
- Exam 1 will cover topics from Week 1 to Week 7.
- Exam 2 will cover topics from Week 9 to Week 14.
- Exams are not cumulative.
- You can use Discussion Forum questions and Problem Set questions as your study guide for the exams. You shall have the suggested answers to all the questions.
- Exams are open book. You can make use of any resources you like but you are expected to complete the exams by yourself.

Group Project

- There is one group project in this class.
- Please see project instruction for details.
- The project is due by 11:59PM, Sunday, 04/10 in Week 14.

1.4. Professional Writing Standards

Your writing needs to demonstrate good organization, flow, and transitions. It should be clear and concise, and ideas and information should be organized into logical and cohesive units. The tone of your writing should be scholarly rather than personal. Please check your grammar, spelling, and punctuation and proofread and edit your work carefully. We will use the basic APA style for formatting (http://www.apastyle.org/).

9. University Policie
    1. Classroom Protocol

Students will adhere to all accepted school policies. These include writing standards, attendance, personal behavior, protocols, and plagiarism. Late assignments are not accepted without good cause (and then graded down considerably). Tests may include everything presented, handed out or text material. Weekly participation is required.

2. Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available on the campus website and at: http://www.csum.edu/c/document_library/get_file?uuid=9ac74015-15c2-4840-8626-04098ba4fcc9&groupId=72269

Students should be aware of the current deadlines and penalties for adding and dropping classes.

3. Academic integrity

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

4. Campus Policy in Compliance with the American Disabilities Act

Cal Maritime is committed to make information technology resources and services accessible to all Cal Maritime students with documented disabilities.
If you need course adaptations or accommodations due to a disability, please make an appointment with Vivienne McClendon in the *Disability Services Office (DSO)*, Laboratory Building-1st Floor – room 110, as soon as possible. Academic policy requires that students with disabilities requesting accommodations must register with the DSO to establish a record of their disability and to start the accommodation process.

TEM 530, Financial Management, Spring 2016, Course Schedule

The schedule is subject to change with fair notice announced in class within a reasonable time period. Each week there will be covered text and supplemental course work.

Week	Date	Topics, Readings, Assignments, Deadlines
1	**01/04 – 01/10**	*Topics:* • Welcome • Organization of the course: Course objectives, course requirements, course grading, and etc. • Introduction to Corporate Finance *Readings:* • RWJ: Chapter 1 *Assignment:* • Week 1Discussion Forum
2	**01/11 – 01/17**	*Topics:* • Financial Statements and Cash Flow *Readings:* • RWJ: Chapter 2 *Assignment:* • Week 2 Discussion Forum • Week 2 Problem Set *Group Formation Due*
3	**01/18 – 01/24**	*Topics:* • Financial Statement Analysis and Financial Models *Readings:* • RWJ: Chapter 3 *Assignment:* • Week 3 Discussion Forum • Week 3 Problem Set
4	**01/25 – 01/31**	*Topics:* • Discounted Cash Flow Valuation *Readings:* • RWJ: Chapter 4 *Assignment:* • Week 4 Discussion Forum • Week 4 Problem Set

Week	Date	Topics, Readings, Assignments, Deadlines
5	**02/01 – 02/07**	*Topics:* • Net Present Value and Other investment Rules *Readings:* • RWJ: Chapter 5 *Assignment:* • Week 5 Discussion Forum • Week 5 Problem Set
6	**02/08 – 02/14**	*Topics:* • Making Capital Investment Decisions *Readings:* • RWJ: Chapter 6 *Assignment:* • Week 6 Discussion Forum • Week 6 Problem Set
7	**02/15 – 02/21**	*Topics:* • Interest Rate and Bond Valuation *Readings:* • RWJ: Chapter 8 *Assignment:* • Week 7 Discussion Forum • Week 7 Problem Set
8	**02/22 – 02/28**	Exam 1
9	**02/29 – 03/06**	*Topics:* • Stock Valuation *Readings:* • RWJ: Chapter 9 *Assignment:* • Week 9 Discussion Forum • Week 9 Problem Set
10	**03/07 – 03/13**	*Topics:* • Risk and Return: Lessons from Market History *Readings:* • RWJ: Chapter 10

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment: • Week 10 Discussion Forum • Week 10 Problem Set *Project Topics Announced*
11	**03/14 – 03/20**	*Topics:* • Return and Risk: The Capital Asset Pricing Model (CAPM) *Readings:* • RWJ: Chapter 11 *Assignment:* • Week 11 Discussion Forum • Week 11 Problem Set
12	**03/21 – 03/27**	*Topics:* • Risk, Cost of Capital, and Capital Budgeting *Readings:* • RWJ: Chapter 13 *Assignment:* • Week 12 Discussion Forum • Week 12 Problem Set
13	**03/28 – 04/03**	*Topics:* • Efficient Capital Markets and Behavioral Challenges *Readings:* • RWJ: Chapter 14 *Assignment:* • Week 13 Discussion Forum • Week 13 Problem Set
14	**04/04 – 04/10**	*Topics:* • Capital Structure: Basic Concepts *Readings:* • RWJ: Chapter 16 *Assignment:* • Week 14 Discussion Forum • Week 14 Problem Set *Project Report Due*
15	**04/11 – 04/17**	Exam 2

Instructor:	Steve Scott
Telephone:	(530) 300-1837
Email:	sr.scott@csum.edu I will usually respond to all email messages within 24 hours.
Virtual Office Hours:	By Appointment. You can email me or we can meet online, with the aid of other meeting software (links provided in Moodle).
Class Days/Time:	Flexible. Posts usually due by 11:55 p.m. on Thursdays and Sundays.
Classroom:	Online. Class materials and discussions will take place via Moodle.

1. COURSE DESCRIPTION

The effective use of technology is a key component of virtually every type of business. This course will examine the use of Information Technology (IT) to further the goals of a business organization. It is intended to provide managers from any business discipline with the skills and knowledge to productively work with information systems professionals.

Students will learn the fundamental elements of a business-driven information technology discipline. Topics to be covered include systems development methodology, database design, data analytics, computer network architecture, information security, business continuity planning and managing information technology intensive projects. A special emphasis will be placed on enterprise-wide logistics systems.

Students will work as a team to practice a software solution needs assessment, evaluate and select a packaged software solution and develop an implementation plan. The hypothetical target company will be a maritime organization in need of a modern Enterprise Resource Planning (ERP) suite of software. Students will also individually analyze an actual case history of a transportation company implementing an ERP system.

COURSE OUTCOMES:

Course and Program Outcomes Matrix

ID	Course Outcome Description	L1	L2	L3	G1	G2	M1	M2
C1	You will analyze modern information systems and technology with an emphasis on the transportation		X	X	X	X	X	X

	industry, including both behavioral and analytical concepts.							
C2	You will assess information systems and technologies in relation to enterprise requirements, cost-benefit, and effect on the organizations involved, using cases, problems, and papers.		X	X	X	X	X	X
C3	You'll discuss the structure and impact of key enterprise systems, and how they are installed, improved, and managed, and how to run or participate in a project to implement them.		X	X	X	X	X	X
C4	You will examine the use of data-driven analytics and how the use of “big data” can inform business decision-making. You will engage in discussions, and write assignments about the tools and techniques.		X	X	X	X	X	X
C5	You will utilize skills of presentation, research, and writing to produce professional quality deliverables.	X	X		X	X	X	X
C6	You will use your critical thinking ability by writing and judging discussions, cases, presentations, reports, and articles.		X	X	X	X	X	
C7	You will assess the strategic value of an Enterprise Resource Planning system to a maritime organization by participating in the preparation of a group paper proposing the purchase and implementation and ERP software solution for a target global company.	X	X	X	X	X	X	X

PROGRAM LEARNING OUTCOMES:

- Project Leadership:
  - Lead: You may be part of a team and lead portions of team work. You will learn to take part in or lead a functional area group taking part in an information systems project.
  - Expertise: You will be able to make an assessment of the gains from using information technology, the costs of getting it to work, and the risks associated with installing and maintaining it properly. You will understand how a particular system fits strategically with other systems for your enterprise and for your partners. You will understand the major types of information technology currently employed in supply chains and operating units, and how they operate.
  - Decisions: In case studies you will learn how to use your knowledge to come to decisions about information technologies, and to critique potential decisions of others. Through discussions you will be able to critique others' points of view on technologies and their effectiveness.
- Global Context:
  - Role and Norms: Information technology and systems are essential ingredients of modern supply chains, and must be accessible to all participants. You will understand through readings and case studies the difficulties, importance, and value of integrating information, and you will learn to discern barriers and overcome them.
  - Global Dimensions: Supply chains are global and have participants from many countries. Information technology brings important opportunities and offers major challenges attempting to operate across all these organizations. You will look at international scenarios in case studies.
- Management Components:
  - Institutional Understanding: Managers must understand how to work with information technology and know how to take part in projects to enhance it. In fact most of you will be called on to play a significant role in an IT project early in your business career. Understanding the character of IT, the possibilities and shortcomings, gives the manager an advantage. In addition, communication about information systems-- the language, structures, terms-- are important for taking responsibility, and is included in your grade every time you write about systems. Students are responsible for many deliverables in which grade is based partly on how well the reader or audience understands.
  - Direct and Advance: Through projects, cases, and papers you learn how to evaluate information systems. Your deliverables are measured partly on how you diagnose and how you defend your conclusions. Participation in the discussion Q&A is a direct exercise in critical thinking and writing. You will emerge with the systems knowledge to correctly investigate, assess and participate in information systems, and lead others who do.

WHY YOU NEED THIS COURSE:

Virtually every organization relies on Information Technology to efficiently run, grow and enhance the business. This course is designed to provide a manager in any business unit with the background necessary to work effectively with IT professionals. A special emphasis will be place on software solutions for the transportation industry.

TEXT AND MATERIALS:

Haag, Stephen and Maeve Cummings, Management Information Systems for the Information Age, 9th Edition, McGraw-Hill, 2012, ISBN: 978-0-07-337685-1
Carr, Nicholas, *It Doesn't Matter,* Harvard Business Review, 2003
McAfee, Andrew and Erik Brynjolfsson, *Investing in IT That Makes a Competitive Difference,* Harvard Business Review, 2008
McAfee, Andrew, *What Every CEO Need to Know About the Cloud,* Harvard Business Review, 2011
Ross, Jeanne W., Cynthia M. Beath and Anne Quaadgras, *You May Not Need Big Data After All,* Harvard Business Review, 2013
Marchand, Donald A. and Joe Peppard, *Why IT Fumbles Analytics,* Harvard Business Review, 2013
Benoit, Aubert and Simon Bourdeau, *Successfully Navigating the Turbulent Skies of a Large-Scale ERP Implementation,* HEC Montreal Centre for Case Studies, 2012
Supplementary readings listed in the 'List of Readings' on Moodle.
Additional readings, if and as required.

SOFTWARE:

- Required: MS Word, MS Excel, MS PowerPoint.
- Mac software is OK to work in but you MUST deliver documents properly formatted to be read with the MS Office products.
- You will use the internet heavily for research, reading, and for key business sites.
- Other free downloadable software may be suggested by the instructor.

GRADES
Your grade in this course will be determined as follows:

Exams and Assignments	Weight	Dates
Discussion Forum	20% 200 pts	Weekly. Original posts due by 11:55 p.m. on Thursday and responses due by 11:55 p.m. on Sunday. See the posted "Rubric for Discussion" document.
Individual Assignments	20% 200 pts	Individual assignments must be posted by 11:55 p.m. on Sunday.
Two Team Assignments From Text	5% 50 pts	Group assignments must be posted by 11:55 p.m. on Sunday.
Team Case Assignment (Bombardier)	10% 100 pts	Due by 11:55 p.m. on June 15.

Final Team Project Paper	20% 200 pts	Due by 11:55 p.m. on July 31.
Final Team Project Presentation	10% 100 pts	Due by 11:55 p.m. on July 31.
Final Exam	15% 150 pts	The timed final exam must be submitted by 11:55 p.m. on July 27.

2. You need to earn a minimum of 70% to pass the class. Passing grades will be determined as follows:

Percentage	Grade	Percentage	Grade
97 – 100	A+	83-86	B
93 – 96	A	80-82	B-
90-92	A-	75-79	C+
87-89	B+	70-74	C

- If you earn less than a C you will have to repeat the class.

3. Weekly Quiz

- The weekly quizzes are intended to help anchor the terms and concepts presented in the text and PowerPoint presentations. Each contains 10 multiple choice questions. They are ungraded and may be taken multiple times.

4. Individual Assignments
- There are eight individual assignments taken from the textbooks. Each assignment is worth 25 points. Each assignment will be graded on Content (80%) and readability (20%).

5. Team Assignments
- There are two team assignments taken from the Group Projects section of the text book. A team grade will be assigned. The team submittal will be graded on format and the analysis done by the team. Each team assignment is worth 25 points.

6. Team Case Assignment
- One major case (Bomdardier) will be assigned to the team. The teams will be asked to answer a series of questions about the case. Team submittals will be graded based on the quality of critical thinking demonstrated, the clarity of the analysis and recommendations and the readability (20%) of the answers. The case will be worth 100 points.

7. Final Project and Presentation
- See the posted document "Team Project Paper Format" for information on the content and format of the paper. The presentation should consist of a narrated presentation highlighting the most important aspects of the proposal. All members of the team need to participate in the narration. The presentation will be graded based on clarity of the information presented and the formatting of the slides. The paper is worth 200 points; the presentation is worth

100 points.

8. Final Exam
   - A final exam will be administered during the 11th week of the course. It will consist of equally weighted essay questions covering topics from the text, articles readings and lectures. It is timed (two hours) and closed book. The final is worth 150 points.

OTHER POLICIES:

- ACADEMIC INTEGRITY: The University's policies on plagiarism and academic integrity are in force. You as an individual are expected to know them and follow them. In particular, copying material from any source, including the internet, without quotation, attribution and citation is a violation of academic integrity policies. Consequences for breach of these policies include no credit for an item, an F in the course, referral to the school's committee on academic integrity, and/or other sanctions.
- CHANGES: While every effort will be made to follow the rules in this outline, change may sometimes be necessary. I reserve the right to make changes, and when this happens, due care will be taken to give as much notice to the students as possible.
- STUDENT CONDUCT: All students are governed by Student Conduct Code of The California State University. The full text of the code is contained in Title V, Section 41301 of the California Code of Regulations and also in the University Course Catalog. Each student is responsible for knowing and adhering to the code.
- COMPLIANCE WITH THE AMERICAN DISABILITIES ACT: Cal Maritime is committed to make information technology resources and services accessible to all Cal Maritime students with documented disabilities. If you need course adaptations or accommodations due to a disability, please contact Vivienne McClendon in the *Disability Services Office (DSO),* as soon as possible. Academic policy requires that students with disabilities requesting accommodations must register with the DSO to establish a record of their disability and to start the accommodation process.

California Maritime Academy
TEM 610 - **International Transportation Law**

Fall 2015 ***Instructor:***	Matthew P. Dudman, Esq. JD/MBA
Telephone:	(530) 400-3872 (emergencies only)
Email:	mdudman@csum.edu (preferred)
Office Hours:	On-line (chat, email, etc.): Any time by appointment. Face to Face: Tuesdays 6-7pm in ABS 101 and by appointment
Weekly Deadlines:	As indicated in Moodle. Otherwise 1st Forum post and significant sentences by Thursday midnight, Forum follow-ups by Sunday midnight.

Course Website
Copies of the course materials such as the syllabus, assignments, handouts, etc. are found on the course web site accessible at http://moodle.csum.edu/. You are responsible for regularly checking this site for updates.

Course Description
International Transportation Law is focused on legal issues in transportation, logistics and supply chain management in the globalized economy.
Topics covered include: Freight charges liability; loss, damage and delay claims, billing disputes, overcharge and undercharge claims; bills of lading; the freight classification system; cargo insurance; applicable international legal treaties and conventions; and the current state of international transportation law.

Course Usefulness
Graduates of the California Maritime Academy Master of Science program in Transportation and Engineering Management are expected to master business and management fundamentals combined with specialized preparation for career advancement in Engineering, Transportation, or Humanitarian/Crisis Management. They are also expected to have an awareness of global issues, understand the technical aspects of transportation and engineering, and possess advanced leadership and management skills. They must be skilled in advanced legal issues surrounding vessels on navigable waters transporting persons and goods. Anyone involved in the business of going to sea will benefit from a survey of related topics and legal principles. This course will provide the substantive knowledge to identify such advanced legal concepts.

Course Objectives
Goals and Objectives include the following, achieved through successful completion of this course of instruction:
1. Understand international transportation law at a graduate level from the perspective of a maritime professional (ashore or sea-going).
2. Master sufficient substantive international transportation law to be able to identify, articulate, and solve issues in vessel transportation of persons and goods afloat and ashore.
3. Analyze issues in international transportation law by confronting U.S. and international law and transportation practice, international standards and understandings, and the historical context of transportation.
4. Understand at an advanced level the global and national practices of international transportation law and how they may vary.

Learning Outcomes (LO):
Upon successful completion of this course, in addition to the Course Goals (above) and in congruence with Cal-Maritime Academy's Institution-wide Student Learning Outcomes, students in this course will be able to:
1. Leadership: You will receive instruction in leadership each week, not involving an examination. You will discover how to manage and influence people using leadership and legal principals. You acquire knowledge you can use to lead a maritime enterprise within legal parameters, with particular relevance to less experienced ship's officers and recent accessions to the industry.
2. Communication: You will compose arguments using legal positions and arguments and critique them. You will develop an understanding of how to express a point of view effectively and persuasively.

3. Critical Thinking: You will be able to appreciate the vast amount of legal information derived from both worldwide and national sources, and the specific information based in international transportation law. You will learn to discriminate between what is meaningful and what is irrelevant or immaterial.
4. Ethics: The reason why decision-makers might make choices based upon the law or ethical considerations is important in critical situations.
5. Global Emphasis: The maritime trade is accomplished by vessel traffic on the high seas and in national waters. The commercial legal issues surrounding the daily waterborne transportation of persons and goods are key to all in the trade and particularly the ship's complement of master and mates.

Texts/Readings

▫ Required: William Augello's "Transportation, Logistics and the Law" (*digital*) (latest edition).

▫ On-line sources will be consulted, including primary source materials such as codes and regulations, as well as articles, written commentaries and video presentations.

▫ Some additional material, case studies and articles will be supplied as needed.

▫ Recommended/Additional

- Valerie Epps' "International Law" (latest edition)
- Thomas J. Schoenbaum's "Admiralty and Maritime Law" (latest edition)
- Michael B. Stroh's "A Practical Guide to Transportation and Logistics" (latest edition)

ESSENTIAL EQUIPMENT AND FACILITIES:

To successfully complete this course, you will need access to a computer with reliable internet access and appropriate system and software to support the Moodle learning platform, as well as the ability to send and receive email and deliver written papers, etc. in portable document format (.pdf), and create and send video. Please insure that you comply with all details on technical requirements found here: https://www.csum.edu/web/industry/167

Plan in advance for computer difficulties. ***"Crashes" and inability to access the internet do not excuse you for late work***. Also, sending assignments "into the air" (internet) runs the risk of things not being posted even though you thought you sent them. **Be sure to verify that your work was submitted as you intended**, preferably using an independent computer.

Protocol

▫ ***Personal situations (e.g. work, family emergency, etc.) do not excuse you from any requirement of the course***.

▫ Initial (not follow-up) forum posts, papers, and exercises may be completed early with no penalty. **Late work will not be accepted**.

University Policies: Academic integrity

The University's Academic Integrity Policy is available on the University website. Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. *Instances of academic dishonesty will not be tolerated*. Cheating on papers, quizzes, or any other work, or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University for BOTH/all students involved. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Assignments and Grading Policy

Grades will be determined by a combination of

▫ on-line discussion/forums/overall participation (25%)
▫ written papers (20%)
▫ significant sentences (10%)
▫ exercises (10%)
▫ quizzes (15%)
▫ final project (20%)

90-100% overall=A, 80-89=B, 70-79=C, 60-69=D, 59 and below=F.

Forums / Discussion

You will participate in a discussion thread each week. You will generate an initial post with academic rigor and collegiality at least once a week, as well as responses to at least two of your classmates. This is a total of three posts per week. Class Forums and participation activities are graded and designed to increase interactivity in the course and enable sharing of ideas & concepts, as well as create a student community. Topics will be posted each week; you must generate a post regarding each topic (posted by

the instructor) by Thursday of the week assigned at midnight, and post your replies by Sunday at midnight.

Tips for Forum "Threads"

Helpful

1. A good Forum comment contains some new material or thought.
2. Comments should be at least 100 words.
3. Hyperlinks are encouraged (relevant and short).
4. Connecting to course readings or other primary source material is expected.
5. Use of the Cal-Maritime Library (http://library.csum.edu/) is strongly encouraged.
6. Personal experiences from your work (at home or in the office) are often useful in Forums (however please remember this information is not always confidential).
7. Posting early in the class week.
8. Citing sources with page numbers.

Not Helpful

1. Wikipedia, People Magazine, etc., sources are discouraged (nor graded).
2. Comments like, "Good job, Joe" are not useful (nor graded).
3. Posting late in the class week.

ON-LINE CONDUCT ("NETIQUETTE")

▫ Be polite and respectful of one another.

▫ Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.

▫ Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.

▫ Be helpful and share your expertise. Foster community communication and collaboration.

▫ Contribute constructively and completely to each discussion. Avoid short repetitive "I agree" responses and don't make everyone else do the work.

▫ Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that **e-mail is considered a permanent record that may be forwarded** to others.

▫ Be brief and succinct. Don't use up other people's time or bandwidth.

▫ Use descriptive subject headings for each e-mail message.

▫ Respect privacy. Don't forward a personal message without permission.

▫ Cite references. Include web addresses, authors, names of articles, date of publication, etc.

▫ Keep responses professional and educational. Do not advertise or send chain letters.

▫ Do not send large attachments unless you have been requested to do so or have permission from all parties.

▫ *2 word* postings (e.g.: "I agree", "No way!", "Me too") do not "count" as postings.

▫ Watch http://www.youtube.com/watch?v=6dRoclqDJh0 for more tips.

Significant Sentences

Decide on the most significant sentence from the assigned readings for the week. This means that as you read the assigned materials and look to see what seems the most important to you. Each sentence that you choose should emblemize the key concept for the readings assigned. Write out the sentence and cite the source using (MLA formatting). Once you have posted your significant sentence, write at least 100 words as to why you have chosen this sentence above all others. You should use personal or work experiences to make this clear and interesting.

Your significant sentence postings are to be posted each week by Thursday at midnight.

Course Schedule

Each week there will be reading and video watching/audio listening research assignments, and required written papers and class discussions relating thereto. Access to the World Wide Web, email, word processing (and ability to create Adobe .pdf documents) and Cal-Maritime's Moodle site/program is essential.

The details of our weekly course schedule will appear on Moodle. You must check our class Moodle site daily.

California Maritime Academy
TEM 620 International Trade and Finance
Fall 2015

Instructor:	Hao Lin, Ph.D., CFA
Email:	hlin@csum.edu
Office Hours:	Thursday 12:00-1:00 pm Skype ID: HaoLin_CSUM
Class Days/Time:	Online

Course Description

This advanced course of study focuses on trade and finance in a globalized economy. Trade topics include the concept of comparative advantage, classic trade theory, the current structure of the international trading system, global trade treaties and agreements and international trade organizations. Financial topics covered include the history and current structure of international monetary system, the function and mechanism of global foreign exchange market, the management of investment and exchange risk, and the ways of raising capital in the global economy.

Student Learning Outcomes (SLO)

Upon successful completion of this course, students will be able to:

- Have a broad understanding of the role and importance of international trade;
- Understand the concept of comparative advantage
- Have basic knowledge of trade policies such as tariff and non-tariff trade barriers
- Understand the impact of globalization and its impact on international trade
- Have a broad understanding of preferential trade arrangements and free trade agreements
- Understand the recent history of trade negotiations and the functions of international trade organizations, in particular, the World Trade Organization
- Have a basic understanding of international monetary system and foreign exchange rate market
- Have a broad understanding of the global foreign exchange market and how exchange rate is quoted and traded
- Understand the basic trading strategies for foreign exchange market participants
- Understand the exposures faced by multinational companies and how to manage these exposures
- Understand the basics of international trade finance

Required Texts/Readings

Textbook

Dominick Salvatore, Introduction to International Economics, 3rd edition, Wiley, 2012

Cheol Eun and Bruce Resnick, International Financial Management, 6th edition, McGraw-Hill, 2012

APA Writing Style (http://www.apastyle.org/)

Other Readings

Additional readings will be provided throughout the class.

Office Hours

We will meet through Skype (my ID: HaoLin_CSUM) during virtual office hours every **Thursday 12:00-1:00 pm**. Please register an account with Skype and let me know your Skype ID during the first week of the class. I will set up TEM 620 group so you we can meet through Skype.

Assignments and Grading Policy

Course work

Your grade in this course will be determined as follows:

Exams and Assignments	**Weight** **Points**	**Due Dates**
Discussion Forum	20	• Weekly • Responses to the first question is due by 11:59PM on Thursdays • All Responses due by 11:59PM on Sundays • Participation – 14 points - Must answer all questions for the week to get the point for participation • 6 Graded Questions – 6 points Week 3 – Question 1 (Due 09/20) Week 5 – Question 1 (Due 10/04) Week 6 – Question 1 (Due 10/11) Week 11- Question 1 (Due 11/15) Week 13 – Question 2 (Due 11/29) Week 14 – Question 1 (Due 12/06)
Problem Sets	20	• 4 Graded Questions – 5 points each: Week 2 – Question 2 (Due 09/13) Week 4 – Question 1 (Due 09/27) Week 9 – Question 2 (Due 11/01) Week 12 – Question 1 (Due 11/22) • Due by 11:59PM on Sundays
Project	20	Final report due by 11:59PM on Sunday, 12/13
Exam 1	20	Any 3-hour window between 12:01AM Friday, 10/23 and 11:59PM Sunday, 10/25
Exam 2	20	Any 3-hour window between 12:01AM Monday, 12/14 and 11:59PM Wednesday, 12/16

Grades

I assign letter grades as follows:

		A	= 95% - 100%	A-	= 90% - 94%
B+	= 87% - 89%	B	= 84% - 86%	B-	= 80% - 83%
C+	= 75% - 79%	C	= 70% - 74%		

Groups

- Since we have 15 students, I would like to have **3 groups with 5 students each**. The group will work on the **Problem Sets** and the **Project**. Experience shows students can benefit from group work and learn together.
- Group formation is due in Week 2. You should have already known your classmates through previous classes, but your circumstances may have changed (change of jobs, locations, etc.). So it's still a good idea to introduce yourselves to form groups.

1.5. Discussion Forum

- Each week I will post one or two discussion questions on the **Discussion Forum**. You are required to contribute an original post to each discussion question. You are also encouraged to respond to the posts made by your classmates.
- Your post will be graded based on its content and your participation, as follows:
    - **Participation**: 1 point each time for a total of **14** points. Must have responded to all questions in one Forum session to receive credit. Must respond to questions in a meaningful way.
    - **Content**: I will grade **6 Forum Questions** with 1 point each time if you have answered at least 50% of the suggested answer.
- You are encouraged to ask questions through the **Discussion Forum**. Chances are you and your classmates would have similar questions.
- I will provide suggested answers to the question in the following week.

1.6. Problem Sets

- You should work on the **Problem Sets** in groups.
- Your grade on the Problem Set will be the same for all group members --- I assume you contribute equally in the group work.
- **Four (4) Problem Set Questions** will be graded with 5 points each for a total of 20 points.
- I will provide suggested answers to the questions in the following week.

1.7. Exams

- There are two exams: **Exam 1** and **Exam 2**. Exam 1 will be given online on the Friday of Week 8 and Exam 2 in Week 16.
- Exam 1 will cover International Trade --- topics from Week 1 to Week 7.
- Exam 2 will cover International Finance --- topics from Week 9 to Week 15.
- Exams are not cumulative.
- You can use Discussion Forum questions and Problem Set questions as your study guide for the exams. You shall have the suggested answers to all these questions before the exam.

- Exams are open book. You can make use of any resources you like but you are expected to complete the exams by yourself.

Group Project

- There is one group project in this class.
- Please see project instruction for details.
- The project is due by 11:59PM, Sunday, 12/13 in Week 15.

1.8. Professional Writing Standards

Your writing needs to demonstrate good organization, flow, and transitions. It should be clear and concise, and ideas and information should be organized into logical and cohesive units. The tone of your writing should be scholarly rather than personal. Please check your grammar, spelling, and punctuation and proofread and edit your work carefully. We will use the basic APA style for formatting (http://www.apastyle.org/).

University Policies

Classroom Protocol

Students will adhere to all accepted school policies. These include writing standards, attendance, personal behavior, protocols, and plagiarism. Late assignments are not accepted without good cause (and then graded down considerably). Tests may include everything presented, handed out or text material. Weekly participation is required.

Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available on the campus website and at: http://www.csum.edu/c/document_library/get_file?uuid=9ac74015-15c2-4840-8626-04098ba4fcc9&groupId=72269

Students should be aware of the current deadlines and penalties for adding and dropping classes.

Academic integrity

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Campus Policy in Compliance with the American Disabilities Act

Cal Maritime is committed to make information technology resources and services accessible to all Cal Maritime students with documented disabilities.
If you need course adaptations or accommodations due to a disability, please make an appointment with Vivienne McClendon in the *Disability Services Office (DSO)*, Laboratory Building-1st Floor – room 110, as soon as possible. Academic policy requires that students with disabilities requesting accommodations must register with the DSO to establish a record of their disability and to start the accommodation process.

The schedule is subject to change with fair notice announced in class within a reasonable time period. Each week there will be cover text and supplemental course work.

Week	Date	Topics, Readings, Assignments, Deadlines
1	**08/31 – 09/06**	*Topics:* • Welcome • Organization of the course: Course objectives, course requirements, course grading, and etc. • Introduction to the Global Economy *Readings:* • Salvatore: Chapter 1 *Assignment:* • Week 1Discussion Forum
2	**09/07 – 09/13**	*Topics:* • Comparative advantage *Readings:* • Salvatore: Chapter 2 • World Trade Report 2008, Part IIC, The Cause of Trade *Assignment:* • Week 2 Discussion Forum • Week 2 Problem Set
3	**09/14 – 09/20**	*Topics:* • Standard Trade Model *Readings:* • Salvatore: Chapter 3 *Assignment:* • Week 3 Discussion Forum • Week 3 Problem Set
4	**09/21 – 09/27**	*Topics:* • Trade restrictions: Tariffs *Readings:* • Salvatore: Chapter 5 *Assignment:* • Week 4 Discussion Forum • Week 4 Problem Set
5	**09/28 – 10/04**	*Topics:* • Trade restrictions: Nontariff trade barriers

Week	Date	Topics, Readings, Assignments, Deadlines
		Readings: • Salvatore: Chapter 6.1-6.7 *Assignment:* • Week 5 Discussion Forum • Week 5 Problem Set
6	**10/05 – 10/11**	*Topics:* • Economic integration *Readings:* • Salvatore: Chapter 7 • World Trade Report 2011, Preferential Trade Agreement • Key Policy Issues for 112th Congress, Congressional Research Service *Assignment:* • Week 6 Discussion Forum • Week 6 Problem Set
7	**10/12 – 10/18**	*Topics:* • Trade Negotiations and WTO *Readings:* • Salvatore: Chapter 6.8-6.10 *Assignment:* • Week 7 Discussion Forum
8	**10/19 – 10/25**	Exam 1
9	**10/26 – 11/01**	*Topics:* • Introduction to International finance • Balance of Payment *Readings:* • Eun and Resnick: Chapter 1, 3 *Assignment:* • Week 9 Discussion Forum • Week 9 Problem Set
10	**11/02 – 11/08**	*Topics:* • International Monetary System *Readings:* • Eun and Resnick: Chapter 2

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment: • Week 10 Discussion Forum • Week 10 Problem Set
11	**11/09 – 11/15**	*Topics:* • The market for Foreign exchange *Readings:* • Eun and Resnick: Chapter 5 *Assignment:* • Week 11 Discussion Forum • Week 11 Problem Set
12	**11/16 – 11/22**	*Topics:* • Futures and Options on Foreign Exchange *Readings:* • Eun and Resnick: Chapter 7 *Assignment:* • Week 12 Discussion Forum • Week 12 Problem Set
13	**11/23 – 11/29**	*Topics:* • Management of transaction exposure *Readings:* • Eun and Resnick: Chapter 8 *Assignment:* • Week 13 Discussion Forum • Week 13 Problem Set
14	**11/30 – 12/06**	*Topics:* • International equity market *Readings:* • Eun and Resnick: Chapter 13 *Assignment:* • Week 14 Discussion Forum • Week 14 Problem Set
15	**12/07 – 12/13**	*Topics:* • International Trade Finance

Week	Date	Topics, Readings, Assignments, Deadlines
		Readings: • Eun and Resnick: Chapter 20 *Assignment:* • Week 15 Discussion Forum • Week 15 Problem Set
16	**12/14 - 12/16**	Exam 2

California Maritime Academy
TEM 630: Port and Terminal Management and Operations
Spring 2016

Professor:	Paul Hein
Telephone:	(925) 451-4452
Email:	phein@csum.edu
Virtual Office Hours:	By Appointment. Email me to arrange a time.
Class Days/Time:	Flexible. Posts and other course work due on dates/times posted to Moodle.
Classrooms:	Online. Class materials and discussions will take place via Moodle.

Course Description

TEM 630: Port and Terminal Management: An advanced course of study dealing with modern port and terminal operations, including logistics processes such as on-dock rail, strategic and tactical planning, harbor drayage, terminal gate protocols, equipment and cargo management, and integration of marine port and terminal operations with other modes of transportation. The student will gain an introduction to several different types of marine terminals, including containerized liner facilities, dry bulk, and liquid bulk facilities, ro-ro terminals and others.

Course Format

Online classes will consist of instructor comments, discussions, exercises, videos, PowerPoints, assigned reading and homework. All material will be posted on Moodle. Students are accountable for all assigned material. Students are expected to read all assigned material each week, do the assigned homework, and participate in all discussions.

Student Learning Objectives

LO1 Investigate the complexities associated with the planning and movement of cargo and containers through ports and terminals.

LO2 Advance students' understanding of the functional components of port and terminal organizations.

LO3 Investigate the interaction between ports and terminals and other supply chain functional components, including shipboard management.

LO4 Provide students with an understanding of the impact of governmental regulations on port and terminal management.

LO5 Examine how terminal strategy aligns with and supports corporate business strategy.

LO6 Identify the value and common metrics utilized in measuring port and terminal performance.

Course Outcomes

At the conclusion of this course, the student should be able to:

1. Explain the role of ports and terminals in global transportation.
2. Discuss the interaction between ports and terminals and their stakeholders.
3. Analyze the issues and trends impacting ports and terminals.
4. Assess key management strategies of ports and terminals.
5. Evaluate various port and terminal performance metrics
6. Delineate how capacity, utilization, throughput, and density impact container terminal operating performance.
7. Compare tactical strategies and tradeoffs terminals use to meet fluctuating demand.
8. Explain the role and impact of longshore labor on terminal operations.
9. Summarize the management challenges in running a regulatory compliant port or terminal

Text and Materials

Port Management and Operations

by Maria G. Burns

CRC Press

ISBN-13: 978-1482206753

Homework assignments will be given every week, and consist of assigned reading and videos. Any supplementary readings relevant to the course will be posted on Moodle.

Software:

- Required: MS Word, MS PowerPoint.
- Mac software is OK to work in but you MUST deliver documents properly formatted to be read with the MS Office products.
- You will use the internet heavily for reading and research.

General Information

Participation

Active participation is required in this class. This means demonstrating that you have read assigned material by joining in the weekly discussions and exercises, and posting thoughtful questions.

Course Material and Assignments

Copies of course materials including the syllabus, rubrics, homework assignments, etc. will be posted on the course Moodle page.

Additional Notes:

The instructor reserves the right to change any portion of the course including any matter detailed in this syllabus and/or grading evaluation if the instructor determines that said changes are appropriate and/or necessary.

Restricted Course Material: Class sessions and related materials are intended only for the benefit and use of individual students duly registered in the class, and any further distribution of class proceedings by any means (electronic, print, etc.) is prohibited without express permission of the instructor.

Assignments and Grading Policy

Student performance and mastery of course material will be evaluated based on two exams, discussion questions, and a research paper.

Exams: There will be two examinations, a Mid Term (Week 8), and a Final (Week 15). The Final exam will be comprehensive. Exam format will consist of questions requiring a short essay answer. Questions will be developed from material taken from instructor comments, PowerPoints, homework, class discussions, videos, and any other material that may be assigned. Further exam information will be posted on Moodle.

Exams must be taken as per the scheduled dates posted on Moodle. Exceptions to this policy will only be granted on the basis of instructor concurrence that a significant and compelling reason exists.

Discussion Questions: Ten of the course weeks will have discussion questions posted in a Discussion Forum. The questions will also be included in the corresponding weekly homework posting. Students will be divided into teams by the instructor. Students are required to contribute one original post and at least one response to the posts made by teammates. Deadlines, grading policy, and other information are detailed in the Discussion Question Guidelines and Grading Rubric posted to Moodle.

Research Paper: One research paper is required. The topic must be one that impacts the management of a port or a terminal, and should incorporate and expand upon relevant course material as well as student research. Paper due date, grading policy, and other information will be found in the Term Paper Guidelines and Grading Rubric posted to Moodle.

Grading Breakdown:

A point system will be used to determine students' final grades for this course. There is no curving of grades.

Student Deliverables	Value	Total Possible	
Mid Term Exam	100 points	100 points	25%
Final Exam	100 points	100 points	25%

10 Discussion Questions	16 points each	160 points	40%
Research Paper	40 points	40 points	10%
Total Possible		400 points	100%

ou need to earn a minimum of 73% to pass the class. The following grading scale will be used to compute course grades:

Grade	Minimum Score	Grade	Minimum Score
A	93%	B-	80%
A-	90%	C+	77%
B+	87%	C	73%
B	83%		

If you earn less than a C you will have to repeat the class.

University Policies

Academic Integrity

The University's policies on plagiarism and academic integrity are in force. As an individual, you are expected to know and follow them. In particular, copying material from any source, including the internet, without quotation, attribution and citation is a violation of academic integrity policies. Consequences for breach of these policies include no credit for an item, an F in the course, referral to the school's committee on academic integrity, and/or other sanctions.

Campus Policy in Compliance with the American Disabilities Act

California Maritime Academy is committed to providing reasonable accommodations to students with documented disabilities. Students who believe that they may need class accommodations are encouraged to contact the Disability Services Office (DSO) as soon as possible.

Student Conduct

All students are governed by Student Conduct Code of The California State University. The full text of the code is contained in Title V, Section 41301 of the California Code of Regulations and also in the University Course Catalog. Each student is responsible for knowing and adhering to the code.

Course Schedule

The schedule on page 5 may be revised if necessary. Any revisions will be posted on Moodle.

TEM 630: Port and Terminal Management – 2016 Course Schedule

Week	Dates	Subject	Contents
1	Jan 4 - 10	Port Overview	Functions; Economic Value; Role in Supply Chains; Stakeholders; Issues
2	Jan 11 - 17	Policy, Management, Organizations	U.S. and Foreign Port Policies; Public and Private Ports; Privatization; Port and Terminal Personnel
3	Jan 18 – 24	Competition Research Paper Topic Due	Competitive Factors and Services
4	Jan 25 - 31	Regulatory Affairs	Governing Organizations and Issues
5	Feb 1 - 7	Terminals	Characteristics; Terminal Types; Functional Areas; Cargo Handling Equipment; Capacity, Throughput, Density
6	Feb 8 - 14	Labor	Overview of Port Labor Unions
7	Feb 15 - 21	Container Terminal Operations	Intra-Terminal Operations Planning
8	Feb 22 - 28	Mid Term Exam	Covers Weeks 1 -7
9	Feb 29 - Mar 6	Harbor Drayage	Background and Current Issues
10	Mar 7 - 13	Metrics	Performance Measurements
11	Mar 14 - 20	Safety and Security	Claims; Cargo Damage; Responsibilities; Overview; Port/Terminal Accountabilities
12	Mar 21 - 27	Port and Terminal Strategy	Overview of Strategy
13	Mar 28 - Apr 3	Tariffs and Finance Research Paper Due	Overview of Services and Common Costs; Overview of Revenues and Expenses
14	Apr 4 - 10	Technology and The Future	Overview of Current Terminal Technology; Business Trends Impacting Ports and Terminals
15	Apr 11 - 17	Final Exam	Comprehensive

California Maritime Academy
MS Transportation and Engineering Management Engineering Management Track
TEM 700 Systems Engineering Management Summer, 2015

Instructor:	Steve Kreta
Office Location:	Administration Building Room 5
Telephone:	(707) (654-1019)
Email:	(skreta@csum.edu)
Office Hours:	Variable
Class Days/Time:	On-Line: Course will run May 11 – July 27, 2015
Classroom:	On-Line
Prerequisites:	TEM 500 Project Management

Moodle

This course including all materials such as the syllabus, lectures, presentations, major assignment handouts, etc. may be found on Moodle, which is the course management software used for Cal Maritime courses. You are responsible for regularly checking Moodle for course updates. To access Moodle, go the CMA homepage and sign in with your CMA user ID (all lowercase) and password. Click on the Moodle icon and you will see this course along with the other courses you are presently enrolled.

Course Description

Systems Engineering Management introduces students to the principles and processes of systems engineering, from concept development through system integration, testing and life cycle support. The course explores a disciplined approach to identifying user needs, translating those needs into a complete system specification, and verifying the requirements are met. A team project related to deployment of a large scale complex system is used to demonstrate the integrated nature of systems engineering.

Student Learning Outcomes (SLO)

(SLOs describe what a student should be able to DO at the end of a course or program. SLOs are broad student competencies.

Student Learning Outcomes Linked to Institution Wide Student Learning Outcomes	L1	L2	L3	G1	G2	M 1	M 2
After completing this course, the participant should be able to:							
•Use tools and methods of Systems Engineering	x	x				x	
•Design an Engineering Systems Implementation Plan	x	x		x			x
•Review and evaluate a Systems Engineering Design Plan	x	x	x	x		x	x
•Develop an appropriate team for Systems Engineering Design	x	x	x	x		x	x
•Effectively manage a system design from concept to	x	x	x	x	x	x	x

implementation to end of life							

Student Learning Objectives

During this course, students will demonstrate their ability to:

Course Objectives – these objectives must be met to achieve Outcomes
•Understand what is meant by an engineering system
•Develop a familiarity with the various components of System Engineering
•Understand the System Engineering Design Process
•Understand how these components must be integrated to achieve desired results
•Develop a familiarity with Engineering Design methods and tools
•Have an appreciation for the importance of System Engineering Program Planning
•In addition, course will meet program level and Institution Wide Student Learning Outcomes (IWSLO)

Required Texts/Readings

Textbook – **Will be provided by Cal Maritime**

Systems Engineering Management, 4th Ed,

Benjamin S Blanchard

John Wiley and Sons, Inc. Hoboken, NY

ISBN: 978-0-470-16735-0

Other Readings

Articles and postings will be provided and can also be found at the website of the

International Council on Systems Engineering - www.incose.org

Classroom Protocol

This course will be conducted as an online seminar. This will be a slightly accelerated course and will run for about 10 weeks. During online classes, we will engage in discussions to deepen understanding of the course material and apply it in professional settings. Assignments and readings from the text and other materials that will be made available on Moodle, will require a minimum of 10-12 hours of dedicated time per week of instruction. Case analyses and experiential exercises will also be employed. Throughout the course we will relate course content to participants' work environments and discuss practical implementation of key learning concepts.

Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available on the campus website and at: http://www.csum.edu/c/document_library/get_file?uuid=9ac74015-15c2-4840-8626-04098ba4fcc9&groupId=72269

Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Each weekly online session will include a short lecture to introduce the session. Readings will be assigned from the textbook along with one to two discussion questions. These discussion questions will provide an opportunity to apply the concepts being examined. Depending on the topics, questions may come from end of chapter questions and require more individual reflective writing prior to discussion.

The lectures, assignments and instructional resources will remain available for the duration of the term.

The final project will be a small group assignment. The assignment will be to design a complete System Engineering Plan from concept to end of its useful life. Ideally this will be a system currently in discussion or implementation at one of your places of employment, but can be completely speculative. A grading rubric and design plan template will be provided to guide the teams toward the completion of the project. A portion of the Final Project grade will be on-line discussion and positive critiques of each other's plans.

The final exam will be the evaluation of a case-study meant to evaluate the student's understanding and achievements of the course goals and learning objectives. In addition, individuals will be asked how, based on classmate's critiques of their final projects, they would made changes to their System Engineering Management Plan.

Grades will be based on the following:

Assignment-based discussions	25%
Final project	50%
Final examination	25%

Total weighted percentage	Grade
90 - 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 - 59%	F

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Campus Policy in Compliance with the American Disabilities Act

Cal Maritime is committed to make information technology resources and services accessible to all Cal Maritime students with documented disabilities.
If you need course adaptations or accommodations due to a disability, please make an appointment with Vivienne McClendon in the *Disability Services Office (DSO)*, Laboratory Building-1st Floor – room 110, as soon as possible. Academic policy requires that students with disabilities requesting accommodations must register with the DSO to establish a record of their disability and to start the accommodation process.

Course Number / Title, Semester, Course Schedule

This schedule is subject to change and the dates of the presentations and exams will be made with Class and group discussion.

Week	Date	Topics, Readings, Assignments, Deadlines
1,2	May 11-May 24	Chapter 1 – Introduction to System Engineering Chapter 2 – The System Engineering Process
3,4	May 25–June 7	Chapter 3 – System Design Requirements Chapter 4 – Engineering Design Methods and Tools
5,6	June 8-21	Chapter 5 – Design Review and Evaluation Chapter 6 – System Engineering Program Planning
7,8	June 22-July 5	Chapter 7 – Organization for System Engineering Chapter 8 – System Engineering Program Evaluation
9	July 6-12	Designing the System Engineering Management Plan Final Projects and test Bb Collaborate
10	July 13-17	Presenting the System Engineering Management Plan Final Projects
11	July 20-27	Evaluating the System Engineering Management Plan

Week	Date	Topics, Readings, Assignments, Deadlines
		Group projects & Final Exam Case Study

California Maritime Academy
Office of Graduate Studies
Master of Science in Transportation and Engineering Management
TEM 705, Strategic Management, Fall 2015

Instructor:	Lawrence M. Bienati, Ph.D.
Office Location:	930 West 9th Street, Benicia, CA 94510
Telephone:	707.747.1119 (home); 916.718.4115 (cell) larry.bienati (Skype)
Email:	lbienati@csum.edu; Bienati@onestophr.com; lbienati@cooperco.com (24-7)
Office Hours:	Varies; Instructor will always be available to students when it is mutually convenient for them even for on-site visits in Benicia, California office
Class Days/Time:	This is a 16 week on-line course
Classroom:	This is an on-line class; office hours can be arranged at Instructor Corporate offices if desired

Moodle

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Moodle, which is the course management software used for Cal Maritime courses. You are responsible for regularly checking Moodle for course updates. To access Moodle, go the CMA homepage and sign in with your CMA user ID (all lowercase) and password. Click on the Moodle icon and you will see this course along with the other courses you are presently enrolled.

Course Description (as provided to Instructor)

Topics include the managing and resolution of complex problems in engineering management; the process of crafting strategy; evaluating a company's external environment, resources and competitive position; integration and outsourcing, diversification, acquisitions and new ventures, competing in foreign markets' strategy, ethics and social responsibility; and effective strategy execution

Student Learning Goals/Outcomes (SLO)

Students will learn the critical business skills needed to understand, plan and lead strategic activities. The course contains relevant, topical examples to illustrate concepts in companies that students recognize and regularly read about in the news around the world. Strategic ramifications of topics like c-level leadership, entrepreneurship, ethics, continuous improvement, virtual organizations, cultural diversity, outsourcing, strategic alliances, and global competition will be discussed throughout the course. The course will review new and different ways of thinking strategically, segmenting strategic objectives based on a firm's needs, and outlook of the future. It will include the human side of the strategic management equation critical to successful execution in a global world. Finally, the course will present outcomes that link to the specific

compass points in alignment with Cal Maritime student learning outcomes in the areas of intellectual learning, applied technology, leadership development and global awareness. This is achieved by through:

Communication: Sharing information in both written and verbal formats consistent with the high standards expected of Master's level students

Critical and Creative Thinking: Demonstrating an ability to analyze complex information by applying intuitive thinking models to balance the both technical and leadership elements of Maritime Engineering

Problem Solving: Demonstrating an ability evaluate, assimilate information, data points for successful decision making in developing strategy

Human Development: Demonstrating an ability to lead in a multi-cultural global environment through successful talent/human capital strategies

Lifelong Learning: Educating the students on resources, techniques, and development strategies to stay ahead of the learning curve for their respective professions from technical leadership to management-leadership

Mastery of Specific Discipline Skills: Learn the best practices of leadership in developing and executing an successful organizational strategy

Technology: Apply decision making, technical and human resource principles to lead an organization in a dynamic business and global economic context

Leadership Teamwork and Personal Development: Engage in self discovery to discover the 5 elements of successful senior leadership to set vision, develop strategy and navigate an organization through various life cycles

Ethical Awareness, Professional Conduct and Global Stewardship: Understand the role of integrity, ethics and appropriate models for operating within the complexity of global business cultures from a social, legal, economic, political perspective.

Student Learning Objectives

At the completion of this course students will be able to:

1. Identify, define, explain, and analyze key issues and concepts related to business management and administration from the perspective of strategic management including the use of case studies representing "real world" business situations within the context of engineering leadership in the Maritime related fields.
2. Evaluate, examine, and propose vision, mission statements and objectives as related to the organization's objective and strategic plan
3. Perform an external assessment for an organization by identifying, examining, analyzing, evaluating the political, economic, sociological, technological, global, and competitive factors as they impact the organization's strategic plan.
4. Perform an internal assessment for an organization by identifying, examining, analyzing, and evaluating the financial, marketing, operational, management and related factors as they impact the organization's strategic plan.
5. Formulate business strategies to achieve organizational objectives consistent with ethical business practices and regulatory requirements using SWOT

analysis and other strategic models based upon the external and internal assessments of the organization.

6. Communicate business strategies through verbal and written presentations and respond to critical questions from an evaluative audience.
7. Critically evaluate strategic recommendations formulated by others.
8. Refer to class outline to appreciate the specific knowledge, skill and abilities resulting from each course session. Key takeaways include:
   a. Analyze an organization's strategic plan from a micro/macro view
   b. Formulate sound and meaningful vision and mission statements
   c. Hypothesize different scenarios for solving an organization's short term and long term challenges
   d. Justify solutions proposed for different organizational challenges
   e. Improve strategic decision making skills in contingency planning
   f. Evaluate various organizations' strategic plans and propose improvements
   g. Distinguish strategy from tactical execution models
   h. Estimate the effects of environmental conditions on strategy
   i. Compare different organizational data to deduce organizational decision criteria
   j. Create a long term strategic view of an organization
   k. Breakdown complex organizational data to enable others to understand the importance of each part of the whole
   l. Formulate generic and grand strategies
   m. Evaluate strategic choices and support different strategic positions for the long term survival of the organization
   n. Plan a strategic diagnosis for different organizations
   o. Construct a strategic road map for different organizations

Required Texts/Readings

Textbook:

Text Title: Strategic Management: Formulation, Implementation, and Control, 14th Edition Author: Pearce & Robinson; Publisher: McGraw-Hill Irwin. Year: 2014, ISBN: 0078137160

Other Required Readings (provided in hard copy per school policy)

Bowers, Joseph L and Gilbert, Clark. *How Managers Make Everyday Decisions that create- or destroy-Your Company's Strategy*. Harvard Business Review, February 2007.

George, Bill. Discovering Your Authentic Leadership Style, HBR, February 2007. Reprint R07024

Kim & Maubourgne. *How Strategy Shapes Structure*. HBR, September 2009

Kaplan & Norton. (Mar. 2006). How to implement a new strategy without disrupting your organization. HBR, March 2006

Kotter, John P. (May/Jun, 1990). *What Leaders Really Do*. HBR, May/June 1990

Kotter & Schlesinger. Choosing Strategies for Change. HBR, July/August 2008.

Morgan, Mark, Levitt, Raymond, & Malek, William. (2007). Executing Your Strategy. Boston: Harvard Business School Press. As cited in ABSTRACT.com

Porter, Michael. What is Strategy? HBR, November 1996

Porter and Kramer. Creating Shared Value, HBR, January-February 2011. Reprint R1101C

Reardon, Kathleen. *Courage as a skill*, HBR, June 2007. Reprint R0701E

Robert and Drapeau. *Enemies of Trust*, HBR, February 2003. Reprint R0302G

Schmitt, Bernd. (2007). *Big Think Strategy: How to Leverage Bold Ideas and Leave Small Thinking Behind.* As cited in ABSTRACT.com

Sull. (Summer 2007*). Closing the gap between strategy and execution*. MIT Sloan Management Review, Summer 2007.

Margolis & Stolz. *How to Bounce Back From Adversity*. HBR, February 2010.

Vermeulin et al. Change for Changes Sake, HBR, June 2010. Reprint R1006D

Three case studies TBD*. *Of note: Instructor will provide access to many of his adaptive articles, handouts and resources in this area in many of the topical areas of the course.

Other Equipment / Material requirements

Computer; access to the Internet; understanding of Moodle; conference call capability; Skype access as needed

Classroom Protocol

The Instructor will communicate with the students via Moodle and e-mail (as appropriate). The entire course schedule and expectations will be outlined on Moodle. The instructor will provide weekly updates on the material and be available on a regular basis for questions, discussions and other support issues for the students.

Students are expected to participate in the discussion forums on a regular basis. The instructor will check in at periodic times to ensure students are actively engaged in the dialogues. The Instructor may shape discussions, point out competing views, theories, approaches, and answer any specific questions posed by the students. The instructor will respond to student requests on Moodle within 24 hours. Students will be encouraged to e-mail the Instructor at any time via lbienati@cooperco.com.

Attendance

Online students are encouraged to participate in the required discussions and forums and is part of the course overall grade.

Discussions/Forums

Students are encouraged to critically discuss issues related to the learning activities of the class (small and large group online or via chat sessions, discussions, study questions, and reflective writing assignments).

Participation for all students is encouraged in the discussion forum (online students) or through email communication with University Faculty.

Technical Requirements

Online students are required to have a computer, e-mail and Internet access to enroll in this course.

Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available on the campus website and at: http://www.csum.edu/c/document_library/get_file?uuid=9ac74015-15c2-4840-8626-04098ba4fcc9&groupId=72269

Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Course Methodology

Class periods will comprise a variety of the following techniques: reading textbook, research, case studies, current issues, discussions, etc.

Course Assignments

This course is divided into 16 weeks (please refer to detailed class reading and assignment schedule). Weeks may include the following assignments:

• Self-tests, practice problems at the end of each chapter in the textbook
• Web-exercises (textbook publisher website, if available)
• Assignments/Tests (problems, and short essays)
• Discussion questions (short essays)

• Case studies; topical thought leadership articles from MIT, HBR with other relevant resources unique to the Maritime field and the student's respective organizational cultures

• Final Exam: There a final exam encompassing the material covered in the course. The final exam will encompass a comprehensive review of the course materials as applied to the student's organization as desired.

For case studies, the write-up must at least address the following:

- What are the main problems or issues of the case?
- What attempts were made to resolve the issues? (note, there may be multiple issues)
- What alternatives have been attempted to resolve the problems or issues?
- If unsuccessful what further recommendations can be made to resolve the issues?
- Discuss the relevance of the issues raised in the case to real life business problems and applications
- Other questions raised by the instructor

Course participation for this course is essential to enable the student to apply the knowledge and skills listed in the course learning objectives.

Students with special needs

In an effort to support every student, the instructor wants to ensure that every student could achieve the best in academic performance. This includes students who may have special needs. If you find that you have difficulty completing assignments and believe that you need special arrangements to do your best, contact the Dean and request that those arrangements be made for you. Proof of the disability may be required and the information provided will be held in confidence. If you have any questions, the easiest way to get help is to e-mail or phone the University.

Grading Criteria:

Your grade in this course will be based on the number of points you earn out of the maximum of 100 points. Here is the outlined grading process:

- Three (3) assignments (15 points each) in weeks 3, 5 and 11
- Discussions/Forums/Engaged Participation (15 points)
- Final Exam/Project Capstone (40 points)

Total Score = 100

Grading Criteria:

A = 95-100 points

A- = 90-94.9 points

B+ = 87-89.9 points

B = 84-86.9 points

B- = 80-83.9 points

C+ = 77-79.9 points

C = 74-76.9 points

C- = 70-73.9 points

D+ = 67-69.9 points

D = 64-66.9 points

D- = 60-63.9 points

F = Below 59.9 points

The Final Exam and Paper

The Final Exam aims at integrating the tools, analytical and thinking skills, theories, and principles learned throughout the course of study with research, current professional involvements, and/or aspirations.

The main objective is to develop a deep understanding of a problem or question of interest and find a solution, using the intellectual tools and knowledge developed in this course and through the student's personal experience.

Sample Final Exam Outline (Next Page)

Final Exam: Using the guidelines provided below, prepare a detailed strategic plan for a company of your choice (Note: The instructor will work with each student to tailor a final project (exam) consistent with their program needs while honoring the learning outcomes of this course).

1. Executive summary
2. Company background
3. Vision statement
4. Mission Statement
5. Environmental analysis
    a. Internal Environment
    b. External Environment
6. Short term Objectives
7. Long term Objectives
8. Strategic Analysis and Choice
9. Alignment of strategic aggressiveness with the environmental turbulence
10. Strategic Gap Analysis
11. Plan Goals and Implementation
12. Financial Projections and Analysis
13. Critical Success Factors
14. Controls and Evaluation

In this final project, it is recommended that you choose a company (hopefully your company) that will give you access to the top management team and a chance to do a strategic diagnosis with enough information to enable you to determine the level of the firm's strategic aggressiveness, competitive strategy, management capability, environmental turbulence, and the overall strategic posture of the organization. You will assume the role of internal consultant of sorts to evaluate the organization's current strategies and develop a strategic plan to help the company or organize of your choice improve its competitive position and vision.

This project is structured around the textbook and the pieces of the strategic plan should follow a logical flow of the information presented in the textbook. Each chapter in the textbook will enable you to acquire different skills that will help you address different parts of the strategic plan and therefore, you have to look at the strategic plan as a complete whole which you will break down into small pieces of information and tasks that will help you better understand the materials in the pieces of the whole and how they relate to each other and to the whole. As you analyze the information, you should be able to judge what parts of the chapters are relevant to the particular company you are consulting for, select that information that improves your decision making process, and determine the priority with which you will utilize those pieces of the information. As you put the pieces of the plan together, you should be able to combine different sets of information to help you view the new whole with a different lens than that of the old whole so you can be able to recognize where you can add more value to the overall strategic outlook of the company.

Course Vision

This textbook is a terrific compass for establishing a strategic plan. It will require you to analyze information, synthesize it, and make a determination of the right course of action to take based on your evaluation of the appropriateness of the information, given, gathered, and the processes put in place by the management of the company. Here is a flow of the textbook:

Chapter 1 and 2 of the textbook (Pearce & Robinson) should help you distinguish between strategy and tactics, understand the essential element of the strategic management process, view the firm from a holistic strategic view, and look at the vision, mission, and the firm's value statements. These two chapters will help you form the basis to interpret the company's current strategic management process, review, critique, outline, and assess the company's mission. You will help the company revise its mission, if you think it needs revision, integrate the strategic management process with the general management process by infusing strategic through the ranks, and draw conclusions that may be used to guide the company's strategic vision.

Chapters 3 will enable you to evaluate the company's corporate social responsibility (CSR) and business ethics by carrying out an assessment of the current CSR strategies and code of ethics. You will be able to judge the appropriateness of the current strategies given the prevailing conditions in the marketplace. After assessing the company's Code of Ethics, you should be able to develop a Code of Ethics for those companies that do not have one and for those that have one; you should be able to make recommendations for improvement if you feel such an action is required.

Chapters 4, 5 and 6 will enable you to conduct an environmental analysis (internal and external) and provide you with the tools needed to create a long term strategic view of the organization. You should be able to analyze the company's environment and compare the company's current strategic aggressiveness with the turbulence level of the environment in which it does business. You also should be able to determine the company's management capability and compare it with the management capability called for in the environmental turbulence level within which the company is operating.

Your analysis of the company's internal environment will enable you to recognize the strengths and weaknesses of the company given the competition, the environment, and the market conditions. Based on the findings of your internal analysis, you should be able to develop and recommend a plan to close any gap found between the actual strategic aggressiveness, the firm's management capabilities, and the available of resources and the demands of the environment within which the firm operates.

Chapters 7, 8 and 9 will guide in applying strategic choices to achieve long term organizational objectives and the strategic analysis and choice of multi-business companies. You should be able to evaluate the company's business strategy, select from among different strategies the one that adds most value to the company, and identify which capabilities and core competencies that the company can leverage in order to obtain a competitive advantage.

Chapters 10, 11, 12, 13, and 14 address strategy implementation, control, and innovation. After reading these chapters you should be able to evaluate the company's short term objectives and appraise the value-added benefits of short-term objectives and action plans. By matching plans to corporate goals, you should be able to identify any gaps and develop plans to close the gaps.

These chapters will also enable you to analyze the company's organizational culture and be able to evaluate where the prevailing culture is positively impacting corporate performance and where the institutionalized practices systematically reinforce desired beliefs and values and then consider where this is having a positive impact on the company's overall strategic outlook.

By following this strategic plan outline, with the guidance from the topical outline set above, and with research from other sources in strategic management, competitive strategy, strategic assets, and organizational effectiveness, you will enhance your critical and analytical thinking capabilities by having a holistic conceptual view of the strategic planning process.

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is available https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Campus Policy in Compliance with the American Disabilities Act

Cal Maritime is committed to make information technology resources and services accessible to all Cal Maritime students with documented disabilities. If you need course adaptations or accommodations due to a disability, please make an appointment with Vivienne McClendon in the *Disability Services Office (DSO)*, Laboratory Building-1st Floor – room 110, as soon as possible. Academic policy requires that students with disabilities requesting accommodations must register with the DSO to establish a record of their disability and to start the accommodation process.

TEM 705 / Strategic Management, Fall 2015 Schedule

The final exam will be a personal case study to be submitted by to the Instructor by December 15, 2014. Please note there will be weekly discussions between the Instructor, students and cohort on the material and assignment below***. Please refer to Moodle for clarity on these weekly expectations (this is more current and should be your guide as the course evolves)***

Week	Date	Topics, Readings, Assignments, Deadlines
1	8-31-15	Strategic Management, Pearce, Chapter 1 Read *What Leaders Really Do*, Kotter Read *Leadership in New Millennium*, Bienati (complete 360) Read *What is Strategy*? HBR, Porter Read *Discovering Your Authentic Leadership Style*, HBR, George Instructor directed You Tube videos, on line resources on subject Skills acquired: A general understanding of strategic management
2	9-7-2015	Company Mission, Pearce, Chapter 2 Read *Generic Sector Strategic Planning*, Bienati Read *Creating Shared Value*, HBR, Porter and Cramer Review instructor provided resources and links on vision, mission statements and governing values Review Instructor directed You Tube videos on subject Skills acquired: The importance of and the how of creating a successful company mission statement and governing values
3	9-14-2015	Corporate Social Responsibility and Business Ethics, Pearce Chapter 3 Review other instructor directed handouts, cases, resources on the subject

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment: Refer to Moodle for expectations (15% of grade due on 9-20-15) Skills acquired: Engage in discussions and case studies on the effects of the Sarbanes-Oxley Act and general ethical conduct of business in a global environment
4	9-21-2015	The External Environment, Pearce, Chapter 4 The Global Environment, Pearce, Chapter 5 Review various links, resources provided by instructor Skills acquired: Understand how to conduct an analysis of the external factors that affect firms and relating to the global issues in a holistic sense affecting firms.
5	9-28-2015	Internal Analysis, Pearce, Chapter 6 Read *How Managers Make Everyday Decisions*, HBR Review various toolkits, handouts, cases, resources provided by instructor in performing internal analyses Skills acquired: Conducting of an internal analysis and evaluate a firm's internal variables
6	10-5-2015	**Assignment:** Perform an analysis of current organization from an external and global perspective. **Refer to course expectations on Moodle** (15% of grade) Skills Acquired: The ability to perform an external and internal analysis to properly frame the long term strategies, objectives consistent with the mission of the organization
7	10-12-2015	Long Term Objectives and Strategies, Pearce, Chapter 7 Read *Choosing Strategies for Change*, Kotter, HBR Review various instructor provided materials Skills acquired: Understanding the 15 Grand Strategies for deploying a successful strategic management process
8	10-19-2015	Business Strategy, Pearce, Chapter 8 Multi business Strategy, Pearce, Chapter 9 Read: *Enemies of Trust*, HBR, Robert et al Skills acquired: Differentiating methods of strategic choice while formulating business strategy and formulating managerial objectives and goals of a firm
9	10-26-2015	Implementation, Pearce, Chapter 10

Week	Date	Topics, Readings, Assignments, Deadlines
		Read Executing Your Strategy, HBR, Morgan *Read Closing the Gap Between Strategy and Execution*, MIT Sloan, Sull, Summer 2007 Review instructor provided materials and resources Skills acquired: evaluating the short term, and outlining the importance of employee participation in the implementation process
10	11-2-2015	Organizational Structure, Pearce, Chapter 11 Read *How Managers Make Everyday Decisions*, HBR Read *How Strategy Shapes Structure,* HBR. September 2009 Skills acquired: Understand how to put strategy into action
11	11-9-2015	**Assignment**: Instructor provided case study to be returned by 11-14-2014. **Refer to Moodle for expectations** (15% of grade) Skills acquired: Put strategy into action balancing both process, people engagement and the strategic management model
12	11-16-2015	Leadership and Culture, Pearce, Chapter 12 Read *Change for Changes Sake*, HBR, Vermeulin Review instructor provided toolkits, resources and links Skills acquired: Evaluate the effectiveness of corporate culture in shaping the company's long term strategic success
13	11-23-2015	Strategic Control, Pearce, Chapter 13 Read *How to Bounce Back From Adversity*, HBR, Kotter Skills acquired: How to improve strategies over time
14	11-30-2015	Innovation and Entrepreneurship, Chapter 14 Read *Big Thinking Strategy: How to Leverage big ideas and leave small thinking behind*, Schmitt, 2007 (Abstract) Read, *Courage as a skill*, HBR, Reardon Skills acquired: How to encourage a culture of innovation, creativity and personal responsibility
15	12-7-2015	Instructor provided materials and toolkits. Open dialogue week on topics and issues in strategic management affecting the participants. Instructor 1:1 time to be factored into the week to assist and prepare students for the final examination
16	12-14-2015	Students will be given this week to prepare for final exam, case study (this is 40% of the student's grade)

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	12-20-2015	Return final case study via e-mail to lbienati@cooperco.com by 12 midnight PST

Open Page for Notes….

CALIFORNIA MARITIME ACADEMY
TEM 710 - TECHNOLOGY MANAGEMENT
FALL 2015

Instructor: Dr. Alfred Lewis
Email: Alewis@csum.edu
Skype ID: AOLEWIS

Office Hours: Arranged with students on Skype(Q&As on Moodle)
Class Days/Time: ONLINE (August 31 – December 18, 2015)

Course Description

A graduate course of study focused on managing advanced technology in industry. Topics will include: Human factors; quality control; reliability and maintainability; integrated logistic support; sales and marketing for engineers; legal issues and entrepreneurship; and managing risk.

The guiding principle is the examination of the subject matter from multiple dimensions such as People-Product-Process. The inevitable compromise that all companies face will be discussed from the perspective of maximization vs. optimization. This will naturally lead us into examining the dilemma of the short vs. the long-term in the management context.

We will also explore the ethics of technology vs. humanity (open discussion).

Student Learning Objectives

- Students will understand technology management from a product manager's perspective.
- Students will gain experience in technology management issues, and be able to apply fundamentals of technology management to typical problems.
- Students will be able to manage a high-tech product including:
  - Technology Management Team makeup and roles
  - The Technology-Product Life Cycle, including:
    - Market discovery (including legal issues and entrepreneurship)
    - Product specifications (including human factors – ergonomics etc.)
    - Design and implementation (including Risk Management)
    - Validation and testing (Reliability and Maintainability)
    - Deployment and marketing (Sales and Marketing for engineers)
    - Manufacturing and product revision (Quality Control and integrated logistic support).

Student Learning Outcomes

- Students will be able to assemble a technology management team from management, marketing and engineering employees
- Students will be able to assess where a product lies in its life cycle, and form a plan to take it efficiently to the next stage.
- Students will understand the conflicting goals inherent in creating and marketing a hightechnology product and be able to make management decisions to resolve the conflicts.
- Students will be able to discuss business case studies, recognize the technology management issues in them and create management plans to address the issues.

Required Texts/Readings

Textbook

Inspired: How To Create Products Customers Love, by Marty Cagan, SVPG Press; 1st edition
(June 18, 2008), ISBN-10: 0981690408

Other Readings

Strategic Management of Technology and Innovation; by Robert Burgelman, Clayton Christensen, Steven Wheelwright; McGraw-Hill/Irwin; 5 edition (July 7, 2008); ISBN-10: 0073381543

Classroom Protocol

This course will be conducted in an online seminar format. Each week, readings will be assigned from the text along with several discussion questions. These discussion questions will provide an opportunity to apply the concepts being examined. I expect each one of you to contribute in a substantive way to the weekly discussion forum, because this is where the learning and growth takes place. There will be a research or reflective assignment in some of our weekly dialogues.

Instructions for the assignments, final project, and due dates will be indicated in advance on Moodle. Given that this is a Technology Management class, some technical skills will be explored to establish a common frame of reference. For example, students may learn web-programming skills in order to understand the relevant technology management issues in an information technology product. As students are expected to have a wide background there will be no prerequisite engineering knowledge required.

Assignments and readings from the textbook and other materials will be made available on Moodle. Assignments will require a minimum of four to five hours of individual study time for each hour of online contact time.
Case analyses and experiential exercises will also be employed. Throughout the course we will relate course content to participants' work environments and discuss practical implementation of key learning(s).

Discussion Grades

Contributing to the course forum discussions is required, and graded. The grading is based on a 10 point scale each week.

Insightful or introduction of a new relevant topic, demonstrates mastery 9-10
Thoughtful, substantive exchanges with fellow students 8-9
Evidence of having read the material ` 7-8
Discussion, demonstrates having read the discussions 6-7
Present, demonstration of ability to type 1-5
No discussion 0

Paper Descriptions

Each writing assignment will have a separate handout on the course web page with a complete description.
1. The first writing assignment will cover the “People” sections of the text and the team management portion of the course outcomes.
2. The second writing assignment will cover the “Process” sections of the text, and the product life cycle portion of the course outcomes
3. The third writing assignment will cover the “Product” sections of the text, and will explore the entrepreneurial and emotional side of product development.

The final project will involve application of the technology management concepts to a high-technology product, evaluating the issues involved, and creating a management plan.

Late Work Policy

No late work will be accepted after 5 days, and students will receive a grade of 0 for work that is not received by that time. Work must be submitted by 11:59pm Pacific on the day that it is due. It is recognized that many of us have very busy schedules but you have made a commitment to this class and must include its deadlines in your planning.

Professional Writing Standards
Your papers need to have good organization, flow, and transitions. It should be clear and concise, and ideas and information should be organized into logical and cohesive units. Likewise your writing must be scholarly/professional as opposed to casual/personal tone.. Kindly check your grammar, spelling, and punctuation and proofread and edit your work carefully. We will utilize the basic APA style for formatting (http://www.apastyle.org/).

Assignments and Grading Policy
Grades will be based on the following:
Discussions 30%
Writing assignments (3) 30%
Exams (2) 40%

Total weighted percentage Grade
90 - 100% A
80 – 89% B
70 – 79% C
60 – 69% D
0 - 59% F

University Policies

Classroom Protocol

Students will adhere to all accepted school policies. These include writing standards, attendance, personal behavior, protocols, and plagiarism. Late assignments are not accepted without good cause (and then graded down considerably). Tests may include everything presented, handed out or text material. Weekly participation is required.

Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available on the campus website and at:
http://www.csum.edu/c/document_library/get_file?uuid=9ac74015-15c2-4840-8626-04098ba4fcc9&groupId=72269

Students should be aware of the current deadlines and penalties for adding and dropping classes.

Academic integrity

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TEM 710, Technology Management- Fall 2015
Course Schedule

This proposed schedule is subject to change with fair notice announced in class within a reasonable time period. Each week there will be textbook and supplemental course work.

Syllabus for TEM 720 –
ENERGY MANAGEMENT
Spring 2016

Faculty Contact Information
Paul C. Jackson

E-mail: pjackson@csum.edu

Telephone: (415) 533-7557

Course Introduction

Energy costs are an important part of any company's financial situation. Then management of the energy usage is vital to the success of an organization. To properly manage those costs, energy usage must be understood (audit), cost of energy must be know, and alternatives must be explored. The intent of this course is to provide the students with the knowledge to assist in an organization's energy management.

--This is a 3 credit, 15 week course
--This course starts the week of January 4, 2016
--This course ends on April 19, 2016

Course Description

This course is focused on the management of energy usage by facilities and transportation including ships. The issues discussed will include: Auditing; economic analysis; management control and maintenance systems; sustainability and high performance facilities; alternative energy systems; boilers and fired systems; cogeneration and HVAC systems; lighting and electrical management; energy costs including natural gas purchasing, utility deregulation and energy rate structures; energy security risk analysis methods; and financing energy management projects.

Course Goals/Objectives

At the end of the course, students should be able to:

1. Be able to create and lead a team or multiple teams in the execution of energy management; develop project proposals (including auditing, analysis, and financing); and management the entire energy improvement project. (L1)

2. Have expertise in systems analysis and operations research to support energy project development and management. (L2)

3. Apply decision making, technical, and human resource principles to manage energy issues in a dynamic business and global economic context. (L3)

4. Appreciate the security, economic, and legal dimensions that affect global energy supply. (G2)

5. Recognize and appreciate one's own ability to lead, direct, and advance the goals and vision of the organization. (M2)

6. Understand how to conduct research and utilize data bases for information gathering.

8. Develop and demonstrate the ability to write appropriate reports and make presentations.

Course Materials

Required Texts:

Capehart, Barney L., Turner, Wayne C., Dennedy, William J: *Guied to Energy Management, 7th ED.* (2012). The Fairmont Press, Lulburn, GA.

Publication Manual of the American Psychological Association, 6th ED. (2010).American Psychological Association: Washington, DC. *Publications Manual of the American Psychological Association,6th Ed.* (2010), American Psychological Association, Washington, DC. ISBN: 1-4338-0561-8. The same material covered by this publication can be found at http://owl.english.purdue.edu/owl/resource/560/01. During the course, both the manual and the web site will be referenced.

It is important that you get the latest edition of these texts.

Additional Readings/Materials

Additional Resource Materials

MicroSoft Office Software: This includes Word, Excel, and Powerpoint. If you use MAC software, just be sure that your documents can be opened in Word or Excel.

www.**aee**center.org : This is the web site for the Association of Energy Engineers, the national professional organization for energy engineers.

www.energy.gov : This is the web site for the Department of Energy, and excellent source of information.

http://www2.schneider-electric.com/sites/corporate/en/products-services/training/energy-university/energy-university.page This website include a great deal of information on energy.

http://www.pge.com/en/mybusiness/index.page This website provides rate information for PG&E. The electrical power and gas rates are very complicated and have a significant impact on potential savings.

Other articles and papers will be posted with the weekly assignments and are shown in the schedule at the end of this syllabus. These other reading assignments are an important part of the course materials and will be used to supplement the text. There are a number of important issues involved with energy management that are not included in the text, so I will provide the supplemental materials.

Grading Information and Criteria

GRADING CRITERIA

Assignment	Type	% of Final Grade
Develop an Audit Plan	Individual	15%
Rate structure analysis	Individual	15%
Develop an Economic Analysis	Individual	15%
Energy System Maintenance Plan	Individual	15%
Final Project, Energy Management Plan and Presentation	Individual	20%
Conference Participation	Individual	20%

Note: There is no final exam or midterm exam. I believe that Energy Management is better learned by doing. The best way to determine if you have learned how to be a energy manager is to see your work. The semester's efforts will lead to the development of an Energy Management Plan for your company.

GRADING GUIDELINES

A (93-100) = Excellent
A- (90-92)= Excellent
B+ (87-89) = Good
B (82-86) = Good
B- (80-81)= Good
C (70-79) = Below standards
D (60-69) = Unsatisfactory
F (69 or below) = Failure
I = Incomplete
W = Withdrew

A grade of D or F will result in the student having to repeat the course.

Original Work

All assignments and all other graded work must be entirely each student's own work or group work as appropriate and original for this course. Students are not permitted use of an assignment or paper that already has been submitted for another course at Cal Maritime or any other institution, even if that assignment or paper is entirely the student's own work. This includes cutting and pasting portions of previous individual or group papers or other individual or group written assignments. Use of portions of a student's own previous papers or other written assignments may be appropriate in a limited set of circumstances, but requires prior instructor approval, and if granted, proper citation.

Use of material obtained for this course from other students, past or present, is expressly prohibited. I may use Turnitin.com to check submissions.

Failure to comply with these provisions of this course can result in a grade of zero for an assignment.

Late Work Policy

Please read this section carefully: Normally**,** late work will be penalized 5% per calendar day, to a maximum of 25% off the final grade (i.e., the grading begins at 75%) after 5 days. No late work will be accepted after 5 days, and students will receive a grade of 0 for work that is not received by that time. Assignments are due no later than 11:59 pm Pacific on the specified due date. The

due date will normally be the Sunday ending a week. The only exception is the final project which is due on a Friday. Work that is received at or after 12:00 am Pacific (Monday morning) will be penalized the full 5%.

I recognize that many of us have very busy schedules. So if a problem comes up, let me know and we can discuss it. Just like in a work situation, if something comes up, your boss will work with you. If you just spring it on your boss at the last minute, the results will not be satisfactory for anyone. I am committed to working with all students to complete this course, so if a problem comes up, let me know as soon as possible.

Extra Credit

There is no extra credit in this course.

Other Grading Information

There is limited opportunity to correct, "redo," or otherwise resubmit graded work. I may ask you to resubmit work if I think there may have been a misunderstanding of the assignment of other problem. The point is that the assignments are practice for real life doing project management. There may be room to redo, but it is generally limited. If a situation comes up, we will discuss it.

The final project will include an “oral presentation.” This is your opportunity to explain what you were trying to do in your energy management plan. Your discussion of the plan will be included in your final project grade.

The instructor will not review your work for correctness prior to its submission for a grade. However, if you have questions about the assignment or you want to discuss ideas about the assignment with me, please send me an email. This is a fairly small class so we will have a better opportunity to discuss your work before it is due.

Your work in this course and your academic records are considered private information and are protected by Cal Maritime under FERPA (The Family Educational Rights and Privacy Act).

Project Descriptions

More details of each project, including grading rubrics, will be provided in the weekly section of the course website. The description below is to provide a general idea of the scope of the projects. All of the projects build to form the final project.

1. **Audit Plan – 1st Paper – 15% final grade**

The audit is the first step in energy management. To fully understand energy usage, an audit is helpful. Audits can be very time consuming, but this can be minimized by the development of a good energy audit plan. The plan should be tailored to your company or to a company selected by the student. This will be the first step in the energy management plan that each student will develop over the course of the semester.

This assignment supports Course Objections 1, and 6:

2. **Rate Structure Analysis- 2nd Paper 15% of final grade**

The rate structure for both electricity and natural gas is very complicated. It involves peak usages, flat rates, and volume adjustments. An understanding of the basics of energy pricing is important for saving money with energy reductions. This paper will assist the students in better understanding rate structure.

This project primarily supports Course Objectives 3, 6, and 7.

3. **Develop an economic analysis –3nd Paper - 15% of Grade**

As a result of an audit, potential areas of energy savings will emerge. Some of these will be worth perusing. To determine which areas should be developed, an economic analysis is needed. This paper will include looking at 4 potential areas of energy savings and determine the economic viability of each.

This paper primarily supports Course Objectives 2 and 3:

4. Energy Systems Maintenance Plan– 4rd paper - 15% of grade

The maintenance of equipment is an important part of total energy management. This equipment must be maintained if the energy savings is to be realized. Each student will develop a maintenance plan for the equipment in the facility or ship. The use of appropriate software can be helpful in a maintenance plan.

This paper primarily supports Course Objectives 1, 2, and 3

6. Final Energy Management Plan – 6th paper - 20% of final grade

This is the culmination of all prior papers in the course and should include both a final report and a PowerPoint briefing. This paper is the management plan for an organization discussing how energy will be managed. It should include companywide policies, local regulations, areas of responsibility, and processes and procedures to managing energy. Financial incentives and design modifications should be discussed. The final presentation project should be considered as your "briefing" for senior management on the company's energy management plan. You will be "presenting " this plan in a 30-minute oral presentation.

This project primarily supports Course Objectives 1. 2, 3, 4, 5, 6, and 7.

7. Conference participation – 20% of final grade

Students must participate in the required conferences that are set up for 10 of the 15 weeks in the course. Each conference may have one or more topics. Some of the topics are informational and some require you to reflect and write about principles being studied in the course. In general, you will be asked to react to the conference comments made by at least two other students each week. This is the class room discussion part of on-line learning. I will generally post the first response and will try to respond to your postings. I am ask you for future discussion so be alert for that.

Dialogue is one of the keys to online learning, and your participation in conferences is important. An online course is not a correspondence course and it is not independent study. Regular and consistent participation in the course conference discussions is necessary to process the course content. During the course conferences, student will be discussing posted articles or course readings to determine best practices, applications of reading, easier ways of approaching issues, etc.

Participation primarily supports Course Objectives 2, 3, and 7.

Additional Information

TECHNICAL ASSISTANCE.

Understanding and navigating through Moodle is critical to successfully completing this course. All students are encouraged to review the Introduction to Moodle for students.

If you have problem with your connection or in logging into Moodle, contact the Academic Support person or the Cal Maritime help desk.

LIBRARY SUPPORT

Extensive library resources and services are available online, 24 hours a day, seven days a week athttp://library.csum.edu/. Information and Library Services provides research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its Ask a Librarian service (http://library.csum.edu). The library web site provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

You must have a Cal Maritime ID number to access the library web site. Ms. Kathy Arnold, Graduate Program Coordinator, karnold@csum.edu or 707-654-1271 can assist you in obtaining a Cal Maritime ID number.

Academic Policies

ACADEMIC STANDARDS

Graduate students are expected to maintain a 3.0 or higher grade point average (GPA) at all times, with no grade of D or F. An assessment of academic standing is made of each student at the end of every semester. Each student's GPA is computed for all Cal Maritime graduate-level graded coursework to make a determination of academic standing as described in the policy below.

WRITING STANDARDS

Effective manager and leaders are also effective communicators. Written communication is an important element of the total communication process. The Master's Degree program recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 6th Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free.

I know from my experience that editing your own work is very difficult. I also recognize that postings in the discussions can sometime be informal and not well written. I have a couple of suggestions:

1. Print out your papers and read them line-by-line before you submit them. It is OK to have someone else read your paper before you submit it. This read through should be for editing only. If you were preparing a plan for your boss, you might have a colleague review it first.

2. Develop your posted discussion answers in Word, then cut and paste to the discussion page. This will allow you to conduct spell check and read through it before posting. Also, if something goes wrong while posting, you still have the document in Word and can post again.

Turnitin.com:

Cal Maritime has a license agreement with Turnitin.com, a service that helps prevent plagiarism from internet resources. Your instructor may be using this service in this class by either requiring students to submit their papers electronically to Turnitin.com or by submitting questionable text on behalf of a student. If you or your instructor submit part or all of your paper, it will be stored by Turnitin.com in their database throughout the term of Cal Maritime's contract with Turnitin.com. If you object to this temporary storage of your paper, you must let your instructor know no later than two weeks after the start of this class. Please Note: If you object to the

storage of your paper on Turnitin.com, your instructor may utilize other services to check your work for plagiarism.

COURSE EVALUATION FORM

Cal Maritime values its students' feedback. You will be asked to complete a mandatory online evaluation toward the end of the semester. The primary purpose of this evaluation is to assess the effectiveness of classroom instruction. Cal Maritime requires all students to complete this evaluation. Your individual responses are kept confidential.

The Master's Degree program takes students' evaluations seriously, and in order to provide the best learning experience possible, information provided is used to make continuous improvements to every class. Please take full advantage of this opportunity to provide constructive recommendations and comments about potential areas of improvement. The course this year is improved over the course last year because of comments made in the course evaluation. If something doesn't work for you, please let me know during the course. My goal is to make this course the best possible learning experience for you.

I will also do a Plus/Delta at the end of the course.

STUDENTS WITH DISABILITIES

Students with disabilities who want to request and register for services should contact Cal Maritime's director for disabled student services at least four to six weeks in advance of beginning of each semester. Please email 707-654-1283.

Course Schedule

Just a couple of comments: The reading assignments are to be completed during the week noted. You will be reading a week ahead so the discussion of the week 1 readings will occur in week 2. There are other assignments in the Moodle weekly sections.

This schedule is based on a Monday start and a Sunday end to each week. Since the course is on-line, we will not have day off for holidays. To have better discussions, please post your first discussion each week by Thursday night. That will give us the weekend for discussing each other's ideas. We will not generally have discussions the week a paper is due.

I know you are doing your capstone this semester and have busy schedules, so if there is a problem with assignment due dates, please let me know. I do not have a lot of flexibility as we have a lot to cover in only 15 weeks, but will try to make accommodations if needed. Please look ahead and plan ahead for submission of assignments.

Session	Module	Readings/Assignments
1	Introduction to Energy Management January 4-10	Chapter 1, Guide to Energy Management
2	Energy Management Plan and Energy Auditing January 11-17	Chapter 2, Guide to Energy Management
3	Energy Auditing January18-24	Chapter 3, Guide to Energy Management
4	Rate Structure January 25- January 31	Chapter 13, Guide to Energy Management Chapter 14, Guide to Energy Management **Paper 1 is due.**

5	Power Distribution February 1-7	Chapter 4, Guide to Energy Management
6	Economic Analysis and Life Cycle Costs February 8-14	**Paper 2 is due**
7	Economic Analysis and Life Cycle Costs February 15-21	
8	Codes and Standards February 22- February 28	Chapter 8, Guide to Energy Management
9	Cogeneration February 29- March 6	Chapter 17, Guide to Energy Management **Paper 3 is due**
10	Emissions Control March 7-13	Chapter 10, Guide to Energy Management
11	Energy System Maintenance March 14-20	Chapter 5, Guide to Energy Management
12	Lighting March 21-27	Chapter 6, Guide to Energy Management **Paper 4 is due**
13	HVAC March 28-April 3	Chapter 7, Guide to Energy Management
14	Boilers and Heating Systems April 4-10	Chapter 9, Guide to Energy Management
15	Energy Control April 11-17	**Final Project Due April 15: Note this is a Friday not Sunday**
16	Final Project Completion April 21-23	Oral Defense of Final Projects April 18-21

California Maritime Academy Graduate Studies
TEM 800: The Global Humanitarian System
Summer 2015
(May 4 – July 10)

Instructor: Dr. Nezih Altay
Email: naltay@csum.edu
Skype: naltay

Course Overview

This course is a review of today's humanitarian response community, its philosophies, behaviour, and rapidly expanding role. The humanitarian system as a whole and the resulting tensions will be considered in great depth. In addition, the relative capabilities and roles of major aid agencies, NGOs and UN agencies, as well as the military and donors will be examined. In doing so, we will compare and contrast the actions and activities with those found in the commercial and military counterparts that will be found operating alongside the humanitarian logistic network. It will, in particular, focus on the issue of the development and maintenance of inter-personal and inter-organisational trust as a critical success factor within the post-disaster response. Students will engage in the same debates as occur among aid agencies and between them and donors, such to what extent humanitarian principles are relevant in today's context.

Course objectives

1. Create an awareness of the overall humanitarian response environment.
2. Encourage students to think about the relationships between logistics, politics and humanitarianism.
3. Enhance understanding of decision processes before, during and after humanitarian response.
4. Identify the actors in humanitarian operations and define inter-agency coordination mechanisms.
5. Help students understand the changing nature of humanitarian operations.
6. Enhance students' ability to participate in humanitarian operations.

Learning Outcomes

On the completion of the course, the student will be able to critically analyze:

1. The philosophical aspects of humanitarian response and what the humanitarian space means with regards to operations and logistics.
2. The roles agencies, donors and coordinating bodies, such as the United Nations play in responding to Humanitarian emergencies.
3. The organizational challenges and tradeoffs within humanitarian operations.
4. The impact of trust on collaboration and coordination in humanitarian operations.

2

Textbook: Walker P. and Maxwell D. 2009. *Shaping the Humanitarian World.* ISBN-13: 978-0415773713

Reading List:

Module 1: Historical Foundations of Humanitarianism
[1] Textbook, Introduction: 1-12.
Module 2: The Humanitarian System: Past, Present, and Future
[2] Harvey P. et al. 2010. *The State of the Humanitarian System, Assessing Performance and Progress*
[3] Borton J. 2009. *Future of the Humanitarian System: Impacts of Internal Changes*
Module 3: International Humanitarian Law
[4] Fundamental Principles of Red Cross & Red Crescent
http://www.youtube.com/watch?v=omeeImzWFxc
[5] International Humanitarian Law: a universal code http://www.youtube.com/watch?v=jwqRo4Xkix8
[6] ICRC. 2004. *What is International Humanitarian Law?*
Module 4: Humanitarian Principles and Codes of Conduct

[7] Sphere Project: *Humanitarian Charter*
[8] Walker P. 2005. Cracking the Code: the genesis, use and future of the Code of Conduct. *Disasters*, 29(4): 323-336.
Module 5: States and Donors
[9] Textbook, States as responders and donors: 79-96
Module 6: International Aid Organizations
[10] Textbook, International Organizations: 97-116.
Module 7: NGOs and Private Action
[11] Textbook, NGOs and private action: 117-135.
Module 8: Military Collaboration
[12] Thompson E. 2008. *Principled Pragmatism*
[13] Seipel J. 2011. The impossible interface? Combining humanitarian logistics and military supply chain capabilities. In *Humanitarian Logistics: Meeting the Challenge of Preparing for and Responding to Disasters* (Christopher M. & Tatham P. editors): 215-231.
[14] Cross T. 2011. Disaster agencies and military forces – not such strange bedfellows after all! In *Humanitarian Logistics: Meeting the Challenge of Preparing for and Responding to Disasters* (Christopher M. & Tatham P. editors): 233-248.
[15] Barber E. 2012. Military involvement in Humanitarian Supply Chains. In *Relief Supply Chain Management for Disasters: Humanitarian Aid and Emergency Logistics* (Kovacs G. and Spens K.M. editors): 123-146. 3
[16] Heaslip G. 2012. Challenges of civil military cooperation/coordination in humanitarian relief. In *Relief Supply Chain Management for Disasters: Humanitarian Aid and Emergency Logistics* (Kovacs G. and Spens K.M. editors): 147-172.

Module 9: Trust and Inter-organizational Relationships
[17] Tatham P. and Kovacs G. 2010. The application of swift trust to humanitarian logistics. *International Journal of Production Economics*, 126(1): 35-45.
[18] Tatham P. and Kovacs G. 2012. Developing and maintaining trust in hastily formed relief networks. In *Relief Supply Chain Management for Disasters: Humanitarian Aid and Emergency Logistics* (Kovacs G. and Spens K.M. editors): 173-195.
[19] Larson P.D. 2012. Strategic partners and strange bedfellows: relationship building in the relief supply chain. In *Relief Supply Chain Management for Disasters: Humanitarian Aid and Emergency Logistics* (Kovacs G. and Spens K.M. editors): 1-15.

Course Assignments, Reading Materials and Announcements

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Moodle, which is the course management software used for Cal Maritime courses. You are responsible for regularly checking Moodle for course updates. To access Moodle, go the CMA homepage and sign in with your CMA user ID (all lowercase) and password. Click on the Moodle icon and you will see this course along with the other courses you are presently enrolled.

Student Evaluation and Grading

For each module students will read the assigned material and are expected to be prepared to engage into relevant, meaningful and an intellectual discussion. Students are expected to ask questions and be ready to answer questions in online discussions. Your active engagement and productive participation in debates will be graded as your contribution to class. The instructor will generally play a facilitating role and monitor the online discussions, but will take part as deemed necessary.

As part of the course deliverables each student is expected to write a 1500 word short position paper on a problem assigned by the instructor. Submitted position papers will then be randomly distributed among other students. Each student will then write a 1000 word response paper to the position paper they have been assigned. The authors of the original position papers will be able to read and comment on the response papers.

In addition to the course discussions/debates and position/response papers, at the conclusion of the course students will be given a comprehensive exam. The following grading scheme will be used to calculate a student's course grade:

Position Paper 30%
Response Paper 10%
Participation 20%
Comprehensive Exam 40%
Total 100% 4

Academic Integrity

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 . Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

TEM 800 - Tentative Course Schedule Module	**Approx. Dates**	**Topics, Readings, Assignments, Deadlines**
1	**5/4-8**	Introductions and overview of course logistics Read [1]
2	**5/11-15**	Read [2], [3] Discussion of readings
3	**5/18-22**	Watch [4], [5] and Read [6] Discussion on the effect of IHL on HumLog *Select Position Paper Topic*
4	**5/25-29**	Read [7], [8] Discussion of code of conduct
5	**6/01-05**	Read [9] Discussion of reading
6	**6/08-12**	Read [10]
7	**6/15-19**	Read [11] Discussion of Humanitarian actors, their roles and responsibilities
8	**6/22-26**	Read [12], [13], [14], [15], [16] Discussion on the role of military in Humanitarian Response **Position Paper Due 6/30**
9	**6/29-7/03**	Read [17], [18], [19] Discussion on trust and relationship building
10	**7/06-10**	**Comprehensive exam given on 7/06 and due 7/10**

California Maritime Academy Graduate Studies
TEM 810: Rapid and Slow Onset Disaster Management
Fall 2015
Instructor: Dr. Nezih Altay

Email: naltay@csum.edu (I will return emails with 48 hrs)
Skype: naltay

Course Overview

This course underpins the overall Humanitarian Logistics track by introducing the student to the subject through an understanding of the disaster response cycle and a high level discussion of the key stakeholders. It will then consider the role of the humanitarian logistician before discussing five of the most significant challenges facing those working in this field.

Course objectives

1. Provide an introduction to the humanitarian response cycle.
2. Identify key players in response to humanitarian disasters.
3. Define and clarify the difference between rapid onset and slow onset humanitarian disasters.
4. Identify the key elements of the disaster management cycle.
5. Identify the role of the humanitarian logistician in the disaster management cycle.
6. Identify the challenges facing humanitarian logisticians.

Learning Outcomes

On the completion of the course, the student will be able to critically analyze:

1. The advantages and disadvantages of various disaster management frameworks.
2. The differences between the key organizations involved in a humanitarian response including the UN agencies, the Red Cross movements and non-governmental organizations.
3. The role of the humanitarian logistician in disaster management.
4. The challenges of the needs assessment process.
5. The practical difficulties in achieving a coordinated disaster response.

Textbook

Coppola, D. (2011) *Introduction to International Disaster Management*, 2nd ed., Elsevier (ISBN: 978-0-12-382174-4) 2

Reading List

This reading list is meant to be flexible, although modifications –if any – would typically be rare and few.
Week 1: What is a disaster?
[1] Coppola's Chapter 1
[2] Quarantelli, E.L. (1993) Converting disaster scholarship into effective disaster planning and managing: possibilities and limitations, *International Journal of Mass Emergencies and Disasters*, 11(1):15-39
[3] Quarantelli, E.L. (1996) Ten criteria for evaluating the management of community disasters, University of Delaware Disaster Research Center, Preliminary Paper # 241
[4] Law, Science, and Disaster: Summary of the October 18, 2005 Workshop of the Disaster Roundtable, National Academy of Sciences
Optional Video: The New School Panel Discussion on Working in Disaster Management and Relief: http://www.youtube.com/watch?v=OHs6XyZD-oY
Week 2: Hazards
[5] Coppola's Chapter 2
Week 3: Risk and Vulnerability I
[6] Coppola's Chapter 3

[7] Kelman, I. (2007) Understanding vulnerability to understand disasters
[8] Report of the UN Secretary General (2007) Implementation of the International Strategy for Disaster Reduction
Familiarize yourself with UNISDR: http://www.unisdr.org/
UNISDR International Day of Disaster Risk Reduction Videos:
1. Margareta Wahlstom's opening talk: http://www.youtube.com/watch?v=wtEhecOPIFY
2. Toni Frisch, Ambassador for Switzerland: http://www.youtube.com/watch?v=LjwBsKEUL8w
3. Dr. Eric Laroche, WHO: http://www.youtube.com/watch?v=DQmggCgcb2s
4. Michel Jarraud, WMO: http://www.youtube.com/watch?v=CClF_G835qs
5. Rowan Douglas, WillisRE: http://www.youtube.com/watch?v=GJacaAOlQgE
6. Phillip Verges, Small Equity Initiative: http://www.youtube.com/watch?v=WLB5nbqjS1Q

Week 4: Risk and Vulnerability II
[9] Benson, C. & Twigg, J. (2004) Measuring Mitigation: Methodologies for assessing natural hazard risks and the net benefits of mitigation, The ProVention Consortium (Chapters 5 & 6)
[10] Mercer et al. (2010) Framework for integrating indigenous and scientific knowledge for disaster risk reduction, *Disasters*, 34(1):214-239.
Week 5: Hazard and Vulnerability Mapping
[11] Morrow, B.H. (1999) Identifying and mapping community vulnerability, *Disasters*, 23(1):1-18. 3

[12] Mustafa, D. et al. (2011) Pinning down vulnerability: from narratives to numbers, *Disasters*, 35(1): 62-86.

Optional Video: GFDRR Innovation Series Workshop: Mapping for Disasters and Development (3 hrs)
http://www.youtube.com/watch?v=0pUAHCEGWJQ
Week 6: Mitigation I
[13] Coppola's Chapter 4
[14] Benson, C. & Twigg, J. (2004) Measuring Mitigation: Methodologies for assessing natural hazard risks and the net benefits of mitigation, The ProVention Consortium (Chapters 1, 3 & 4)
Week 7: Mitigation II
[15] Benson, C. & Twigg, J. (2004) Measuring Mitigation: Methodologies for assessing natural hazard risks and the net benefits of mitigation, The ProVention Consortium (Chapter 7, 8, 9 & 10)
Week 9: Preparedness I
[16] Coppola's Chapter 5
[17] Reddick, C. (2011) Information technology and emergency management: preparedness and planning in US states, *Disasters*, 35(1): 45-61.
Week 10: Preparedness II
[18] Jongejan, R.B. et al. (2011) How prepared is prepared enough, *Disasters*, 35(1): 130-142.
[19] Auf der Heide, E. (2006) The importance of evidence-based disaster planning, *Annals of Emergency Medicine*, 47(1):34-49
Week 11: Response I
[20] Coppola's Chapter 6
[21] Thévenaz, C. & Resodihardjo, S.L. (2010) All the best laid plans…conditions impending proper emergency response, *International Journal of Production Economics*, 126: 7-21.
Week 12: Response II
[22] Disaster Emergency Needs Assessment, IFRC Disaster Preparedness Training Program
[23] Garfield, R. et al. (2011) Common needs assessment and humanitarian action, Humanitarian Practice Network, Network Paper #69
Week 13: Recovery I
[24] Coppola's Chapter 7
[25] Quarantelli, E.L. (1999) The disaster recovery process: what we know and do not know from research, University of Delaware Disaster Research Center, Preliminary Paper #286.
Week 14: Recovery II

[26] Rose, A. (2004) Defining and measuring economic resilience to disasters, *Disaster Prevention and Management*, 13(4): 307-314.
[27] Manyena, S.B. (2006) The concept of resilience revisited, *Disasters*, 30(4): 433-450. 4

Week 15: Special Topics

For this week, in addition to the two reading assignments below, you may propose any topic relevant to the course and provide one or two references to read.
[28] Coppola's Chapter 11
[29] Forced Migration Review, The Technology Issue, n. 38, October 2011

Course Content and Announcements

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Moodle, which is the course management software used for Cal Maritime courses. You are responsible for regularly checking Moodle for course updates. To access Moodle, go the CMA homepage and sign in with your CMA user ID (all lowercase) and password. Click on the Moodle icon and you will see this course along with the other courses you are presently enrolled.

Student Evaluation and Grading

Students will be expected to remain current on a weekly basis. Every week read the assigned material and be prepared to engage into relevant, meaningful and an intellectual discussion. Students are expected to ask questions and be ready to answer questions in online discussions. Your active engagement and productive participation in debates will be graded as your contribution to class. The instructor will generally play a facilitating role and monitor the online discussions, but will take part as deemed necessary.

As part of the course deliverables each student is expected to write a comprehensive research paper on a relevant problem chosen by the student. First, students will deliver a short proposal for the paper topic they would like to develop. The professor will evaluate the proposal and will provide feedback. Upon acceptance of the proposed topic the next deliverable will be a bibliography. The final deliverable is the completed paper. The research paper is expected to be of high caliber worthy of presenting at an academic conference or publishing in an academic journal. Please use the style and formatting of *Disaster Prevention and Management* (http://www.emeraldinsight.com/journals.htm?issn=0965-3562)

In addition to the course discussions and the research paper, students will be given two exams. The second exam is not comprehensive and only covers the material read after the first exam. Exams are take-home style and will contain open ended essay questions along with straight forward questions on definitions etc. Exams will be given at the beginning of the designated exam week and collected at the end of the week.

The following grading scheme will be used to calculate a student's course grade:
Exam 1 20%
Exam 2 20%
Research Paper 40%
Participation 20%
Total 100% 5

Academic Integrity

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 . Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

TEM 810 - Tentative Course Schedule **Week**	**Dates**	**Topics**	**Readings, Assignments and Deadlines**
1	8/31-9/4	What is a disaster?	Read [1]-[4]
2	9/7-9/11	Hazards	Read [5]
3	9/14-9/18	Risk and Vulnerability I	Read [6]-[8]
4	9/21-9/25	Risk and Vulnerability II	Read [9]-[10]
5	9/28-10/2	Hazard & Vulnerability Mapping	Read [11]-[12] Paper Proposal due 10/3
6	10/5-10/9	Mitigation I	Read [13]-[14]
7	10/12-10/16	Mitigation II	Read [15]
8	10/19-10/23	Exam 1 due 10/24	
9	10/26-10/30	Preparedness I	Read [16]-[17]
10	11/2-11/6	Preparedness II	Read [18]-[19] Bibliography due 11/7
11	11/9-11/13	Response I	Read [20]-[21]
12	11/16-11/20	Response II	Read [22]-[23]
13	11/23-11/27	Recovery I	Read [24]-[25]
14	11/30-12/4	Recovery II	Read [26]-[27]
15	12/7-12/11	Special Topics	Read [28]-[29] Research Paper due 12/12
16	12/14-12/16	Exam 2 due 12/16	

California Maritime Academy Graduate Studies
TEM 820: Humanitarian Project Management
Fall 2015

Instructor: Dr. Nezih Altay
Email: naltay@csum.edu
Skype: naltay

Course Overview

On the basis that the whole area of the preparation and response to a natural disaster falls into the Rittel and Webber's categorization of a "wicked problem", based on academic approaches to the "taming" of such problems, this course will consider alternate ways of managing the humanitarian logistic challenge. These will be drawn from a number of fields including those of project management and procurement as well as the area of general management.

Note 1: I am assuming that you have already taken TEM 500: Project Management. Please let me know if that's not the case.

Note 2: This is a *service learning* course. That means you will be collaborating with a real organization and the organization's feedback will have an impact on your grade. This is not simply volunteering! There is a method to our madness and we are here to learn the course concepts.

Course objectives

1. Define humanitarian project management.
2. Introduce humanitarian response as a "wicked problem".
3. Identify the barriers to effective execution of humanitarian projects.
4. Identify conflicting policies and organizational objectives in humanitarian projects.
5. Encourage students to look at managing humanitarian projects in unconventional ways.
6. Help students understand the role of improvisation in humanitarian project management.

Learning Outcomes

On the completion of the course, the student will be able to critically analyze:

1. Critically analyze the different facets of humanitarian project management as a "wicked problem".
2. Compare and contrast humanitarian project management to managing business projects.
3. Develop an understanding of different approaches to managing complex and fluid projects.
4. Identify organizational factors that enhance the probability of successfully executing humanitarian projects.

2

Reading List

This reading list is meant to be flexible, although modifications –if any – would typically be rare and few.

Week 1: PM for Development Professionals

[1] PMD Pro1 (2010) A Guide to the PMD Pro1

Week 2: Project Leadership Skills

[2] Turner, J.R. & Muller, R. (2005) The project manager's leadership style as a success factor on projects: a literature review, *Project Management Journal*, 36(1): 49-61.

[3] Pinto, J.K. & Kharbanda, O.P. (1995) Lessons for an accidental profession, Business Horizons, 38(2): 41-50.

Week 3: Managing Project Teams

[4] Thamhain, H.J. (2004) Linkages of project environment to performance: lessons for team leadership, *International Journal of Project Management*, 22: 533-544.

Week 4: Project Ecologies

[5] Grabher, G. & Ibert, O. (2011) Project Ecologies: A contextual view on temporary organizations, Chapter 7 in The Oxford Handbook of Project Management, Morris, P.W.G., Pinto, J.K. and Soderlund, J. (eds.), Oxford University Press.
Week 5: Crisis Management
[6] Gilpin, D.R. & Murphy, P.J. (2008) Chapter 9: Expecting the Unexpected, in *Crisis Management in a Complex World*, Oxford University Press
[7] Gilpin, D.R. & Murphy, P.J. (2008) Chapter 10: Adapting to a Complex World, in *Crisis Management in a Complex World*, Oxford University Press
Week 6: Conflict Management
[8] Thamhain, H.J. & Wilemon, D.L. (1975) Conflict management in project life cycles, Sloan Management Review, 16(3): 31-50.
Week 7: Wicked Problems
[9] Rittel, H.W. & Webber, M.M. (1973) Dilemmas in a General Theory of Planning, *Policy Sciences*, 4: 155-169.
[10] Rittel, H. (1972) On the Planning Crisis: Systems Analysis of the 'First and Second Generations', *Bedriftskonomen*, 8: 390-396.
Week 8: Wicked Problems cont.
[11] Ackoff, R. (1974) Systems, Messes, and Interactive Planning. Portions of Chapters 1 and 2 of *Redesigning the Future*. Wiley, New York, NY.
[12] Roberts, N.C. (2000) Wicked Problems and Network Approaches to Resolution, *International Public Management Review*, 1(1): 1-19.
[13] Pacanowsky, M. (1995) Team tools for wicked problems, *Organizational Dynamics*, 23(3): 36-51. 3

Week 9: Wicked Problems in Humanitarian Logistics

[14] Tatham, P. & Houghton, L. (2011) The wicked problem of humanitarian logistics and disaster relief aid, *Journal of Humanitarian Logistics and Supply Chain Management*, (1)1:15-31.
Week 10: Sigmah: Humanitarian PM Software
[15] Sarrat, O. & De Geoffroy, V. (2011) Sigmah: free software for humanitarian project management, Proceedings of the 8th International ISCRAM Conference, Lisbon, Portugal.
Please visit http://www.sigmah.org
Week 11: The Critical Chain
[16] Raz, T., Barnes, R. & Dvir, D. (2003) A critical look at the critical chain project management, *Project Management Journal*, 34(4): 24-32.
[17] Steyn, H. (2002) Project management applications of the theory of constraints beyond critical chain scheduling, *International Journal of Project Management*, 20: 75-80.
Week 12: Earned Value Project Management
[18] Anbari, F.T. (2003) Earned value project management: method and extensions, Project Management Journal, 34(4): 12-23.
Week 13: Agile Project Management
[19] Hass, K.B. (2007) The blending of traditional and agile project management, *PM World Today*, 9(5).
[20] Nerur, S. et al. (2005) Challenges of migrating to agile methodologies, *Communications of the ACM*, 48(5): 73-78.
[21] Cohn, M. & Ford, D. (2003) Introducing an Agile Process to an Organization, *Computer*, June issue: 74-78.
Week 14: Agile continued
[22] McAvoy, J. & Butler, T. (2009) A failure to learn in a software development team: the unsuccessful introduction of an agile method, *in Information Systems Development: Challenges in Practice, Theory, and Education*, Volume 1, Barry, C. et al. editors, Springer.
[23] Rodriguez, P. et al. (2009) Some findings concerning requirements in Agile methodologies, *Lecture Notes in Business Information Processing*, 32(4): 171-184.
[24] Lidvall, M. et al. (2002) Empirical findings in Agile methods, *Lecture Notes in Computer Science*, Vol. 2418: 81-92.

Week 15: Hyper-Projects and Improvisation
[25] Kendra, J.M. & Wachtendorf, T. (2006) Improvisation, creativity, and the art of emergency management, University of Delaware Disaster Research Center, Preliminary Paper #357
[26] Simpson, N. (2006) Modeling of residential structure fire response: exploring the hyper-project, *Journal of Operations Management*, 24: 530-541. 4

Course Assignments, Reading Materials and Announcements

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Moodle, which is the course management software used for Cal Maritime courses. You are responsible for regularly checking Moodle for course updates. To access Moodle, go the CMA homepage and sign in with your CMA user ID (all lowercase) and password. Click on the Moodle icon and you will see this course along with the other courses you are presently enrolled.

Student Evaluation and Grading (Please read carefully)

For each module students will read the assigned material and are expected to be prepared to engage into relevant, meaningful and an intellectual discussion. Students are expected to ask questions and be ready to answer questions in online discussions. Your active engagement and productive participation in debates will be graded as your contribution to class. The instructor will generally play a facilitating role and monitor the online discussions, but will take part as deemed necessary.

The main deliverable in this course is a "Community Benefit Project" that you will create from scratch and execute. Your project will actually consist of **two concurrent and interdependent projects: one providing a social benefit to your community, and the other for raising the necessary funds to accomplish the former.** Project ideas may include but are not limited to putting together a soup kitchen, building a new home or renovating an existing one, distributing clothing or school supplies to underprivileged children, organizing a blood drive, creating a microloan program etc.

First, you will submit a project proposal explaining your project idea. Your proposal should answer the following questions:

1) Why are you interested in this project?

2) What is the scope of your project?

a) Quantity: Who are the beneficiaries and what is the number of people targeted?

b) Quality: What are the expected achievements?

c) Location: What is the geographic boundary of the project?

3) Who are the stakeholders?

a) Which organization(s) will be involved (or served)?

b) Who will be the team members and what will be their tasks?

4) What is the timeline?

5) What is the budgeted amount?

a) Present a plan to raise the necessary funds (this is the second project!)

You should give some thought to your project before proposing it. Your project has to be finalized by the end of the semester. You also need to think about the needs of your community and which organization(s) you want to work with. It is probably a good idea to partner with a non-profit organization (like a church, blood bank, food bank etc.). Please note that you will be asked to sign a contract between you and the organization, so that everyone knows what to expect from each other. I will call the organization at the beginning and once again at the completion of your project to seek their feedback. 5

Once you submit your proposal you will then bid maximum possible grade points that this project should receive. This is done in order to prevent you from underachieving (e.g. feeding one homeless person as a community benefit project). The bidding process is similar to how gymnasts receive points in the Olympics. Each gymnast's routine has a difficulty rating (e.g. 15.7 points) and judges take off points for errors (let's say 1.2 points are taken off, resulting a score of 14.5 for the gymnast). So, you and I will decide –based on the scope, difficulty and potential benefit of the project – the maximum grade you can

achieve. Points will then be taken off if the project has not hit the proposed targets, in not completed on time and/or on budget, nor to the satisfaction of the stakeholders.

Throughout the semester each student will keep a diary to show me the status of the project. And at the end of the project, you will submit a reflection paper that discusses the project management process you implemented. This paper is intended to be a self-critique. You should point the finger at yourself and tell me what you would do differently the next time. What worked and what did not work? What did you learn from your experience?
In addition to the project, course discussions and the reflection paper students will be given multiple quizzes to ensure that they are keeping up with the reading material. The following grading scheme will be used to calculate a student's course grade:
Community Benefit Project 50%
Reflection Paper 25%
Quizzes 15%
Participation 10%
Total 100%

Academic Integrity

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 . Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. 6

TEM 820 - Tentative Course Schedule Week	**Dates**	**Topics**	**Readings, Assignments and Deadlines**
1	8/31-9/4	PM for Development Professionals	Read [1]
2	9/7-9/11	Project Leadership Skills	Read [2] & [3]
3	9/14-9/18	Managing Project Teams	Read [4]
4	9/21-9/25	Project Ecologies	Read [5] Project Proposal due 9/26
5	9/28-10/2	Crisis Management	Read [6] & [7]
6	10/5-10/9	Conflict Management	Read [8]
7	10/12-10/16	Wicked Problems	Read [9] & [10] Detailed Project Plan due 10/17
8	10/19-10/23	Wicked Problems cont.	Read [11]-[13]
9	10/26-10/30	Wicked Problems in Hum. Log.	Read [14]
10	11/2-11/6	Sigmah	Read [15]
11	11/9-11/13	The Critical Chain	Read [16] & [17]
12	11/16-11/20	Earned Value PM	Read [18]
13	11/23-11/27	Agile Project Management	Read [19]-[21]
14	11/30-12/4	Agile cont.	Read [22]-[24]
15	12/7-12/11	Hyper-projects & Improvisation	Read [25] & [26]
16	12/14-12/16		Reflection Paper due 12/14

California Maritime Academy
Graduate Studies
TEM 830: National and International Humanitarian Logistics

Spring 2016

Instructor: Dr. Nezih Altay
Email: naltay@csum.edu
Skype: naltay

Course Overview

It is recognised that there are significant differences in the philosophical approach, and consequential policies, processes and procedures adopted by different countries in their preparation and response to national and international disasters. The aim of this course is to consider the differences in such approach, the implications for international cooperation and the extent to which best practice can be synthesized.

Course objectives

1. Understand the differences between commercial and humanitarian supply chains
2. Learn design characteristics of humanitarian supply chains
3. Understand the concept of material convergence and its significance on humanitarian logistics operations.
4. Expose students to the UN Logistics Cluster and its operations
5. Prepare students for a successful career in humanitarian logistics

Learning Outcomes

On the completion of the course, the student will be able to critically analyze:

1. The key challenges to establishing and maintaining an effective humanitarian supply chain
2. The nature and structure of humanitarian partnerships
3. Key concepts of logistics and their adaptation to the humanitarian field

Textbook

Humanitarian Logistics: Meeting the Challenges of Preparing for and Responding to Disasters, 2nd edition, edited by Martin Christopher and Peter Tatham, Kogan Page, 2014 (ISBN: 978-0749470876)

Reading List

This reading list is meant to be flexible, although modifications –if any – would typically be rare and few.

Week 1: Introduction

[0] Watch Inside Disaster Haiti

Week 2: Humanitarian Logistics

[1] Van Wassenhove, L.N. (2006) "Humanitarian Aid Logistics: supply chain management in high gear", *Journal of the Operational Research Society*. Vol 57, No 5, pp. 475-589.

[2] Nataranarathinam, M., Capar, I., & Narayanan, A. (2009), "Managing supply chains in times of crisis: a review of literature and insights", *International Journal of Physical Distribution &Logistics Management*, Vol. 39 No. 7, pp. 535-573.

[3] Altay, N. (2008) “Issues in disaster relief logistics”, in *Large-Scale Disasters: Prediction, Control and Mitigation* pages 120-146 (ed. Gad-el-Hak, M.), Cambridge University Press.

Week 3: Understanding Humanitarian Supply Chains

[4] Majewski, B., Navangul, K.A., & Heigh, I. (2010) “A peek into the future of humanitarian logistics: forewarned is forearmed”, *Supply Chain Forum: An International Journal*, Vol. 11, n. 3, pp. 4-20.

[5] Day, J.M., Melnyk, S.A., Larson, P.D., Davis, E.W., Whybark, D.C. (2012) “Humanitarian and disaster relief supply chains: a matter of life and death”, *Journal of Supply Chain Management*, Vol. 48, n. 2, pp. 21-36.

[6] Linnerooth-Bayer, J., Mechler, R., Pflug, G. (2005) “Refocusing disaster aid”, *Science*, Vol.309, pp. 1044-1046.

Week 4: Characteristics of Humanitarian Supply Chains

[7] Lee, H. (2004) Triple A Supply Chain, *Harvard Business Review*, October, 102-112.

[8] Kovács, G., and Tatham, P. (2009) “Responding to disruptions in the supply network – from dormant to action”, *Journal of Business Logistics*, 30(2): 215-228.

[9] Chapter 1 from Textbook: An improvement process for process improvement: quality and accountability in humanitarian logistics

[10] Chapter 6 from Textbook: The increasing importance of services in humanitarian logistics

Week 5: Modeling Humanitarian Logistics Problems

[11] Holguin-Veras, J., Perez, N., Jaller, M., Destro, L. & Wachtendorf, T. (2011) “On the need to reformulate humanitarian logistics modeling: deprivation costs and material convergence” Working Paper.

[12] Destro, L. & Holguin-Veras, J. (2011) “Material convergence and its determinants”, *Transportation Research Record*, Vol. 2234, pp. 14-21.

[13] Huang, M., Smilowitz, K., & Balcik, B. (2012) “Models for relief routing: equity, efficiency and efficacy”, *Transportation Research Part E*, Vol. 48, pp. 2-18.

Week 6: Measuring the performance of humanitarian supply chains

[14] Beamon, B.M. and Balcik, B. (2008) Performance measurement in humanitarian relief chains. *International Journal of Public Sector Management*, Vol. 21, No. 1, pp. 4-25.

[15] Abidi, H., de Leeuw, S. and Klumpp, M. (2014) Humanitarian supply chain performance management: a systematic literature review, *Supply Chain Management: An International Journal*, Vol. 19, no: 5/6, pp. 592 – 608

Week 7: Prepositioning of inventories

[16] Rawls, C.G. & Turnquist, M.A. (2010) “Pre-positioning of emergency supplies for disaster response”, *Transportation Research Part B*, Vol. 44, pp. 521-534.

[17] Salmeron, J & Apte, A. (2010) “Stochastic optimization for natural disaster asset prepositioning” *Production and Operations Management*, Vol. 19, n. 5, pp. 561-574.

Week 8: Inventory management

[18] Whybark (2007) Issues in managing disaster relief inventories, *International Journal of Production Economics*, Vol. 108, pp. 228-235.

[19] Beamon, B.M. & Kotleba, S.A. (2006) Inventory modeling for complex emergencies in humanitarian relief operations. *International Journal of Logistics: Research and Applications*, Vol 9, No 1, p. 1-18.

Week 9: Sourcing

[20] Chapter 8 from Textbook: The journey to humanitarian supply network management: an African perspective

[21] Pazirandeh, A. (2011) "Sourcing in global health supply chains for developing countries", *International Journal of Physical Distribution and Logistics Management*, Vol. 41, n. 4, pp. 364-384.

[22] International Trade Center (2001) Humanitarian and Development Procurement - A Vast and Growing Market, International Trade Forum, available at: http://www.tradeforum.org/Humanitarian-and-Development-Procurement---A-Vast-and-Growing-Market/

Week 10: Distribution

[23] Balcik, B., Beamon, B., & Smilowitz, K. (2008) "Last Mile Distribution in Humanitarian Relief", *Journal of Intelligent Transportation Systems*, Vol. 12, n. 2, pp. 51-63.

Week 11: Information flows

[24] Day, J. M., Junglas, I., and Silva, L. (2009), "Information Flow Impediments in Disaster Relief Supply Chains", *Journal of the Association for Information Systems*, Vol. 10 Iss. 8, pp. 637-660.

[25] Altay, N. & Labonte, M. (2014) "Challenges in humanitarian information management and exchange: evidence from Haiti", *Disasters*, Vol. 38, n. S1, pp. S50-S72.

[26] Chapter 3 from Textbook: Information technology in humanitarian supply chains.

Week 12: Coordination

[27] Balcik, B., Beamon, B. B., Krejci, C. C., Miramatsu, K. M., & Ramirez, M. (2010), "Coordination in humanitarian relief chains: Practices, challenges and opportunities", *International Journal of Production Economics,* Vol. 126 No. 1, pp. 22-34.

[28] Jahre, M. & Jensen, L. (2010) "Coordination in humanitarian logistics through clusters" *International Journal of Physical Distribution and Logistics Management*, Vol. 40, n. 8, pp. 657-674.

[29] Chapter 4 from Textbook: Cracking the humanitarian logistics coordination challenge: some pointers from the International Search and Rescue Advisory Group and the Foreign Medical Teams

[30] Chapter 5 from Textbook: Humanitarian logistics and the cluster approach: Global shifts and the US perspective

Week 13: Coordination and Collaboration with Military

[31] Chapter 12 from Textbook: The impossible interface? Combining humanitarian logistics and military supply chain capabilities

[32] Chapter 13 from Textbook: Disaster agencies and military forces: not such strange bedfellows after all

Week 14: Funding issues

[33] Besiou, M., Pederaza-Martinez, A. & Van Wassenhove, L. (2012) "Decentralization and Earmarked Funding in Humanitarian Logistics for Relief and Development" POMS Annual Meeting, Chicago, IL.

[34] Jahre, M. & Heigh, I. (2008) "Does the current constraints in funding promote failure in humanitarian supply chains?" *Supply Chain Forum: An International Journal*, Vol. 9, n. 2, pp: 44-55.

[35] Chapter 2 from Textbook: Impacts of funding systems on humanitarian operations

Week 15: Future of Humanitarian Logistics

[36] Chapter 11 from Textbook: What next for humanitarian logistics?

[37] Chapter 14 from Textbook: Where next? The future of humanitarian logistics.

Course Content and Announcements

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Moodle, which is the course management software used for Cal Maritime courses. You are responsible for regularly checking Moodle for course updates. To access Moodle, go the CMA homepage and sign in with your CMA user ID (all lowercase) and password. Click on the Moodle icon and you will see this course along with the other courses you are presently enrolled.

Student Evaluation and Grading

Students will be expected to remain current on a weekly basis. Every week read the assigned material and be prepared to engage into relevant, meaningful and an intellectual discussion. Students are expected to ask questions and be ready to answer questions in online discussions. Your active engagement and productive participation in debates will be graded as your contribution to class. The instructor will generally play a facilitating role and monitor the online discussions, but will take part as deemed necessary.

As part of the course deliverables each student is expected to write a comprehensive research paper on a relevant problem chosen by the student. First, students will deliver a short proposal for the paper topic they would like to develop. The professor will evaluate the proposal and will provide feedback. Upon acceptance of the proposed topic the next deliverable will be a bibliography. The final deliverable is the completed paper. The research paper is expected to be of high caliber worthy of presenting at an academic conference or publishing in an academic journal. Please use the style and formatting of *Disaster Prevention and Management* (http://www.emeraldinsight.com/journals.htm?issn=0965-3562)

In addition to the course discussions and the research paper, students will be given two exams. The second exam is not comprehensive and only covers the material read after the first exam. Exams are take-home style and will contain open ended essay questions along with straight forward questions on definitions etc. Exams will be given at the beginning of the designated exam week and collected at the end of the week.

The following grading scheme will be used to calculate a student's course grade:

Exam 1	20%
Exam 2	20%
Research Paper	40%
Participation	20%
Total	100%

TEM 830 - Tentative Course Schedule

Week	Dates	Topics	Readings, Assignments and Deadlines
1	1/04-1/08	Introduction	Watch Inside Disaster Haiti
2	1/11-1/15	Humanitarian Logistics	Read [1]-[3]
3	1/18-1/22	Understanding HSC	Read [4]-[6]
4	1/25-1/29	Characteristics of HSC	Read [7]-[9]
5	2/01-2/05	Modeling Humanitarian Logistics Problems	Read [10]-[12] Paper Proposal due 2/05
6	2/08-2/12	Measuring the performance of humanitarian supply chains	Read [13] & [14]
7	2/15-2/19	Prepositioning of inventories	Read [15] & [16]
8	2/22-2/26	Inventory Management Exam 1 due 2/26	Read [17] & [18]

9	3/01-3/05	Sourcing	Read [19] – [21] Bibliography due 3/05
10	3/08-3/12	Distribution	Read [22]
11	3/15-3/19	Information Flows	Read [23]–[25]
12	3/22-3/26	Coordination	Read [26]–[28]
13	3/29-4/02	Coordination & Collaboration with Military	Read [29] & [30]
14	4/05-4/09	Funding Issues	Read [31]-[33]
15	4/12-4/16	Perspectives	Read [34]-[36] Research Paper due 4/16
16	4/19-4/22	Exam 2 due 4/22	

Academic Integrity

Students should know that the University's Academic Integrity Policy is available at https://www.csum.edu/c/document_library/get_file?uuid=73848b8f-afbd-4ce9-b234-64c5a00a7a4b&groupId=42499 . Your own commitment to learning, as evidenced by your enrollment at Cal Maritime and the University's integrity policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Graduate Studies

Master of Science in Transportation and Engineering Management

TEM 900: Capstone

Course Syllabus

Spring 2015

Instructor: Dr. Jim Burns
Email: jburns@csum.edu
Mobile: 510-610-2076

Course Overview

This Capstone course is one in which the student draws upon the content of all of their graduate level coursework to address an issue which is pertinent to their field of study. The purpose is for the students to demonstrate that they can integrate theory, content and management skills to address practical problems in their fields. The project can take many forms. It might:

- Analyze a persistent problem
- Advocate a plan of action
- Frame a planning process
- Recommend an implementation strategy
- Propose an ongoing methodology
- Recuperate an ineffective process

Regardless of the topic the project must demonstrate original thinking and should propose solutions to a persistent or emerging issue in the students field of endeavor. Most frequently the issue will apply to a question, problem or concern associated with their current employment and so students are often required to work closely with their employers to insure that the project is relevant and meaningful to their field.

Student Learning Outcomes (SLO)

The Capstone Project provides students an opportunity to demonstrate their ability to integrate the theory, knowledge and skills that they have acquired throughout the program to address the needs and concerns related to their professional endeavors. Through the completion of the Capstone Project students will validate that they have achieved program and learning outcomes in five important areas. Completed projects will validate students' ability in:

Synthesis

> Combining theory, knowledge and constructs to analyze/assess situations and develop innovative/creative solutions or strategies for concerns or problems.

Leadership

Demonstrating leadership skills, decision-making theory, technical knowledge, and other critical constructs to effect change in an organization, process or procedure.

Management

Employing management systems; risk analysis, human resources, policy and procedures, communication and consensus, legal aspects, development and profit and loss analysis to address issues in their company or industry.

Global Awareness

Understanding and responding to the organization's role in the global context; including economic, environmental, political, social and ethical responsibilities and issues.

Effective Outcome/Result

Producing meaningful results that lead to increased knowledge, systemic improvement or organizational change.

Learning Resources

All course materials may be found on Moodle, which is the course management software used at Cal Maritime. You are responsible for regularly checking Moodle for course updates. To access Moodle, go the CMA homepage and sign in with your CMA user ID (all lowercase) and password. Click on the Moodle icon and you will see this course along with the other courses you are presently enrolled.

Websites

APA Style. (n.d.). *Http://www.apastyle.org*. Retrieved from http://www.apastyle.org/

California Maritime Academy Library. (n.d.). *California Maritime Academy Library*. Retrieved from http://library.csum.edu/DatabaseList6.htm

A list of online database sources available at Cal-Maritime

Citation Styles . (n.d.). *Getting Started*. Retrieved from http://csum.libguides.com/content.php?pid=207227Cal-Maritimelibrary assistance with APA citation formatting.

Citefast automatically formats citations: APA 6th edition, MLA 7th ed. and Chicago 16th ed. (n.d.). *Cite Fast*. Retrieved from http://www.citefast.com/

An online APA style citation and reference list generator/for-matter.

Welcome to the Purdue OWL. (n.d.). *Purdue OWL: APA Formatting and Style Guide*. Retrieved from https://owl.english.purdue.edu/owl/resource/560/01/

Course Communications

The instructor will post important communications and updates on the Capstone Moodle page in the *News Forum* section. Students should check the *News Forum* frequently to insure that they have the most current information. Student questions related to the Capstone Project or the Course should be posted to the *Q & A Forum*. The instructor will post responses to student questions to the *Q & A Forum* so that all students can benefit from the information shared. Questions or concerns of a personal nature should be sent via email directly to the instructor so that he can address these issues directly with the student.

Grading

The course instructor and your faculty member will share grading for this course. Each will assign 50% of the grade. Mentors will assess the content of the project and the instructor and graduate school editor will assess the format, originality and style of the project. Mentors will use the *Capstone Grading Rubrics* to assess whether the student learning outcome are evident in the student submissions and will forward a copy of their feedback to the student, instructor and graduate editor. The instructor to assign his portion of the grade will use the following criteria.
Assignment 1-2: Up to 10 points will be available for each assignment submission.
5 points will be awarded for timely submission to the course website. One point will be deducted for every 3 days late. 5 points will be awarded for addressing the criteria of the assignment effectively.
Assignments 3-9, 12 - One hundred points will be available for each assignment. The instructor and graduate editor will award 50 % of the points and 50% of the points will be awarded by the mentor. The instructor and editor will assess the format and style and the mentor will assess the effectiveness of the content in demonstrating the Student Learning Outcomes (SLO). The SLO are addressed earlier in this syllabus. The following scale will be used to weight the grades.

Grade Weighting

For each submission the following percentages will be applied to determine the grade.

Expectation	Percent of Grade
Format & Style (Assessed by the Instructor & Graduate Editor)	
Timely Submission	10%
APA Format	15%
Sentence Style & Clarity, Grammar, Punctuation, Mechanics	10%
Originality	15%
Content (Assessed by the Mentor)	
Synthesis	10%
Leadership	10%
Management	10%
Global Awareness	10%
Outcome/Result	10%
Total	
	100%

PowerPoint Presentation Critiques: Students will be required to critique at least 5 of their peer's PowerPoint presentations of their Graduate Capstone Projects. Five points can be earned for each critique. A grading rubric will be provided to students to demonstrate how their online critiques will be assessed.

Extra Credit: Students may critique up to 5 additional Graduate Capstone PowerPoint presentations. Five points will be available for each of those critiques. The same grading criteria will be used to assess the critiques made by students.

Grading Scale

Points Earned %	Grade
98---------100	A+
90---------97	A
80---------89	B
79 and below	I ------- incomplete

A grade of (B) or better in this course is required for graduation. Students who score below a (B) will be assigned an (I) incomplete to allow them additional time to meet the requirements of the course. Students who do not correct the (I) incomplete by the beginning of the 2015 summer term will be required to remain continuously enrolled in the program until they successfully complete their capstone project and the mentor and graduate office approve the project. The cost of continuing enrollment is $1500.00 per term and is charged at the beginning of each term until the project is complete. If the capstone is not received by the end of the Fall 2016 semester the grade will convert to an F and the student will need to enroll in the Spring 2017 MET 900 course and begin a new capstone project.

Submitting Assignments, Shared Grading and Feedback from your Mentor

Assignments 3-9 and 12 must be submitted by email to the mentor, the instructor and the graduate editor in order to receive full points.

To: yourmentor@csum.edu
CC: karnold@csum.edu, jburns@csum.edu
Subject: Title of the Assignment – Your name

Academic Integrity

The University's Academic Integrity Policy is available in the Additional Resources section of the course. It is expected that the Graduate Capstone Project will be the student's original work. Further, students should give credit through citations and references for the thinking, ideas, products and statements of other individuals that contribute to the development of their Capstone Project. Plagiarism or failure to provide appropriate references and citations will not be tolerated. (Academic Senate Policy No. 547).