LIBR250-02_Hansen_Assignment2_Spring2010
Revision
Janet Hansen

March 20, 2010

The California Maritime Academy in Vallejo, California

- A specialized campus of the CSU system
- Offering 6 different undergraduate maritime degrees
- One of seven degree-awarding maritime academies in the US, and the only one on the West Coast
- 850 students--Cal Maritime is by far the smallest CSU campus
- Annual two-month international cruise of the Training Ship Golden Bear is an integral part of the school's academic program for all students

California Maritime Academy Program Components

Mission/Vision	Provide— To students: intellectual learning/applied technology/leadership development To the national merchant marine and maritime industries: highest quality licensed officers and personnel To transportation and related industries: continuing education/information and technology resources
Culture	Values: • Dedication • Honor • Integrity • Respect • Responsibility • Trust • Value for unique role and nature of the school • Growing value for increasing equity and modernization • Value for traditions of the school and maritime • Value for small, supportive community • High tolerance for excesses of youthful energy • High expectations of discipline, loyalty, responsibility: "Corps to the Core"

Programs & Components	* International Business and
	     Logistics
	 * Facilities Engineering
	   Technology
	 * Global Studies and Maritime
	   Affairs
	 * Marine Transportation
	 * Marine Engineering
	   Technology
	  * Mechanical Engineering/ Mechanical Engineering -
	   U.S.C.G. Option
	
	(All lead to BS/BE; some also to licensure after passing Coast Guard Examination)

Pedagogy	• Experiential Learning—real-world and simulators • Face to face instruction • Outcomes based • Student Centered • Mentoring and modeling/personal connections
Governance structure	• Part of CSU governance structure. • President and Provost/VP. • Deans in charge of each major • Library and Athletics have Directors • Students placed in Divisions of Corps of Cadets • Student executive officers of the Corps liaison with school administration • Associated Students CMA Officers • Residential Life (Housing) Officers
People	• Increasingly diverse in ethnicity • Persistent gender gap: 18% girls • Almost all students between 18-22 • 97% students live on-campus • Designated school of the US Merchant Marine--students are midshipmen of the Cadet corps and wear uniforms. • Faculty has both general ed professors/instructors and licensed maritime officer professors/instructors • Many maritime faculty distinguished national experts
Infrastructure	• Pacific Rim location on navigable waterway • On-campus, traditional classrooms • Training Ship Golden Bear • Many maritime facilities—boat shop, navigation rooms, a new simulator
Role of Library	• Most majors require Libr 100 (Information Fluency) • Expansion of library into an "Athenaeum" or "intellectual crossroads of the campus" a central goal in CMA Academic Master Plan • One librarian on each cruise of the training ship!

Program Comparison

Mission/Vision

The CMA mission and vision are more narrowly focused than those of SLIS. While librarians prepare for a variety of leadership roles, CMA graduates must all be qualified as officers. SLIS graduates must be generally prepared to serve as information experts in a wide array of fields and situations, while CMA resources and outcomes are narrowly focused on the maritime community

Culture

The SLIS program places strong emphasis on scholarship and academic success; these are not central values at CMA, where character traits such as loyalty and responsibility are more highly valued, and demonstrated practical and leadership skills will create a highly recommended graduate even where grades are mediocre. The two programs do share a value for teamwork, though at CMA the paramilitary team structures are sustained, developed and central, while at SLIS they are ad hoc and sporadic—more a nod to future workplace reality than an integral SLIS structure.

Program and Components

The CMA program is much more limited than that of SLIS. Where SLIS is a huge graduate school with 11 specializations, CMA is a very small undergraduate-only program. The SLIS teacher librarian program requirements of a BA and a prior CA credential are much more demanding than the most basic requirements of the CSU system required for admission to CMA. Both programs do have a core of classes which are required for government-regulated licensing.

Pedagogy

CMA is not aiming, as SLIS does, for "Praxis", a balance between 'learning by doing', and theoretical background. The CMA curriculum emphasizes practical skill and leadership development over the evaluation, innovation, and theory which are a central focus for SLIS.

Governance Structure

SLIS and CMA share the overall governance structure of CSU campuses, with its Governor appointed Board of Trustees and Trustee appointed Chancellor and campus Presidents, but the structure of tiny CMA has far fewer levels than that of SLIS, one of many large grad school in an enormous CSU. As does each School in the College of Applied Sciences and Arts, SLIS has a director; at CMA only the Library and Athletics have directors—Deans are in charge of the separate majors.

At the campus level, governance at CMA is far more personalized—where SLIS students such as myself have only digital experience of our director, and may have no knowledge of the university's president, all CMA students will know the President and Provost, who are accessible and visible on campus. At CMA there is more daily interaction among students, student leadership, faculty, and campus administration than is possible for the large and virtual SLIS.

People

CMA and SLIS are schools which have in common a focus on one certain career field, but students at CMA are much more homogeneous than those at SLIS. Though increasingly diverse ethnically, CMA students are usually 18-22 year-old males (89 %), and first time college

students. This is a clear contrast to the SLIS population, which, especially in the teacher-librarian specialty, appears from personal experience to be predominantly female, and school-wide is often much older and more broadly experienced than the CMA student group.

The needs of these two contrasting populations are different. SLIS students are adults: self-directed; in need of flexible education within busy existing lives, families and careers. In clear contrast, many CMA students are still teens—for them the school must be in loco parentis. Unlike the SLIS students, who are connected to the school only digitally, CMA students' lives are centered around and regulated by the physical campus and its routines. For them the school will be a formative experience.

At CMA there is a clear division between general education faculty positions, which require only the academic achievements suitable to an instructor at a very tiny CSU campus, and the maritime instructors, who are often prestigious authorities in their fields and whose positions require licensing, rank, and experience in addition to degrees. From an outside perspective the latter seem traditionally to hold a position of much higher status and authority on campus. It is unknown but would be interesting to know whether the SJSU/SLIS faculty hierarchy is affected by the digital nature of the school, or by the real-world employment or experience of adjunct instructors.

Infrastructure

There could not be a greater contrast in infrastructure than that between CMA and SLIS. The California Maritime Academy teaches through real world, hands-on, practical experience, while SLIS, though in fact supported by a complex, expensive physical infrastructure, is experienced by most students as a digital abstraction. CMA has simulators, but they require the students to lay hands on real controls and to operate actual systems, and the fundamental instructional requirement of the college is still the annual cruise on the training ship. Though the SLIS Teacher librarian credential does require a semester of experience in an actual school library, there is no such requirement for all programs; it is possible to graduate from SLIS with an MLIS without ever entering a physical library, cataloging a book, or assisting a patron in retrieving information. The opportunities provided by the location of CMA, on a navigable waterway with access to a variety of watercraft, a marine shop, and a boatyard are major components of the instructional program. In contrast, there is no reason or requirement for SLIS students to visit the physical San Jose campus.

References

Academic Master Plan Steering Committee (2009). The California Maritime Academy academic master plan [pdf]. Retrieved from http://slisweb.sjsu.edu/facultyhandbook/

The California Maritime Academy (2010). Cal Maritime. Retrieved from http://www.csum.edu/

California State University Los Angeles (2009). The faculty handbook. Retrieved from http://www.calstatela.edu/academic/senate/handbook/ch1.htm

CSUMentor (2009). Comparative View. Retrieved from http://www.csumentor.edu/select/compareview/

San Jose State University School of Library and Information Science (2010). SJSU School of Library & Information Science. Retrieved from http://slisweb.sjsu.edu/sections/courses.htm

San Jose State University School of Library and Information Science (2010). SJSU School of Library & Information Science faculty handbook. Retrieved from http://slisweb.sjsu.edu/facultyhandbook/

San Jose State University (n.d.) Office of the Provost. Retrieved from http://www.sjsu.edu/provost/

San Jose State University School of Library and Information Science (2010). SJSU School of Library & Information Science faculty handbook. Retrieved from http://slisweb.sjsu.edu/facultyhandbook/

San Jose State University (n.d.) Office of the Provost. Retrieved from http://www.sjsu.edu/provost/