

NEW GRADUATE DEGREE PROGRAM REQUEST

PROGRAM TITLE: MASTER OF ARTS IN POLITICAL SCIENCE

SUBMITTED: 28 September 2010

REVISED: 31 January 2011



## FORMAT 3

**Submit original with signatures + 2 copies to the Faculty Senate Office;  
and email electronic copy to [fysenat@uaf.edu](mailto:fysenat@uaf.edu)**

### **NEW DEGREE PROGRAM REQUEST** (UA Regulation 10.04.020)

Submit the request according to the following format: (Please number pages and include a table of contents.)

#### **I. A. Prepared by:**

Jonathan Rosenberg, Professor of Political Science and Department Chair

Gerald McBeath, Professor of Political Science

Amy Lovecraft, Associate Professor of Political Science

Pia Kohler, Assistant Professor of Political Science

Chanda Meek, Assistant Professor of Political Science

Teneeshia Umekwe, Administrative Assistant, Department of Political Science

#### **B. Program objectives and career opportunities**

The Master of Arts degree in Political Science will—through classroom and web-based options—fill a currently unmet need for post-baccalaureate academic and professional training in areas of policy and politics that are critical to the current and future needs of the State of Alaska. By offering concentrations in Environmental Politics and Policy and Arctic Policy the program will provide students the opportunity for Alaska-based training in critical issue areas. These include subjects vital to Alaska's capacity to plan for the future: energy and resources, biodiversity, national security, climate change, the changing roles of international and non-governmental organizations, economic and political development, and relations between states and indigenous peoples. The program will allow students to take full advantage of UAF's well-established research and teaching capacity in these and related areas. The MA program builds on the accomplishments of existing UAF political science faculty, all of whom conduct research and teach in subjects relevant to the proposed program—as well as that of allied programs such as Northern Studies, History, Natural Resource Management and Anthropology—to further UAF's goal of maintaining its leadership in Arctic and environmental research and teaching.

Chief among the unique contributions that a political science MA program can make is to UAF is to better organize and focus existing capacity for advanced training and collaborative research on the institutions and processes that affect distributions of political power, relationships among states and nations, changing formal and informal institutions, the interface between scientific knowledge a

C. Provision for approval signatures of:

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Chair, Department of Political Science

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Chair, CLA Curriculum Council

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Dean, College of Liberal Arts

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Dean of Graduate School

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President, UAF Faculty Senate

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UAF Chancellor

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University of Alaska President

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University of Alaska, Board of Regents

## **II. Identification of the Program**

### **A. Description of the Program**

**1. Program title: Master of Arts in Political Science**

**2. Credential level of the program: N/A**

**3. Admissions requirements and prerequisites**

To be admitted to the program, in addition to meeting the standards for admission to graduate study established by the UAF Graduate School, students should have: (1) an undergraduate degree (BA, BS or equivalent) in political science, international relations, public

international legal regimes and the environment. Course is also available online. Recommended: Undergraduate course in international law, organization, or politics. Stacked with PS F454. (3+0)

**PS F655 Political Economy of the Global Environment 3 Credits**

Interactions between basic aspects of the global economy (international trade, investment and development) and the natural environment. Topics include the economic impact of global environmental agreements and the environmental impact of global markets, transnational corporations, and development assistance by organizations such as the World Bank.

Prerequisites: Graduate standing or permission of instructor. Stacked with PS F455. (3+0)

**PS F656 Science, Technology, and Politics 3 Credits**

Relationship of science, technology and politics. Connections among scientific knowledge, technology, technological innovations, politics and power. Both historical and comparative aspects are included. Course is also available online. Recommended: PS F101. Stacked with PS F456. (3+0)

**PS F658 Comparative Environmental Politics 3 Credits**

Enduring issues of the field of comparative politics and their relation to global environmental problems. Biodiversity, transboundary pollution and climate warming. Explores how state-society relations, political institutions, national political capacity, political processes and organizations, and international commitments potentially shape the nature and dynamics of global environmental politics and vice versa. Course is also available online. Recommended: PS F201 or equivalent comparative politics course. Stacked with PS F458. (3+0)

**PS F660 Government and Politics of Canada 3 Credits**

The Canadian political system, covering the Canadian constitution, federal structure, parliamentary government and public policy, as well as contemporary issues concerning Native rights and the Canadian North. Students will complete a major research paper on specific policy areas (language, education, health care, environment, natural resources, foreign relations).

Prerequisites: PS F201; graduate standing; or permission of instructor. Stacked with PS F460. (3+0)

**PS F662 Alaska Government and Politics 3 + 0 ) P r \* ( P T c - 0 . 0 0**

**PS 669 Arctic Politics and Governance** 3 credits

This course traces current developments in Arctic politics and governance from multiple perspectives; exploring, interests, processes, and behaviors of Arctic state- and non-state actors, individually and collectively. The course surveys the formal and informal institutions that govern resource development, pollution, shipping, state-indigenous relations, and security.

Prerequisites: Graduate standing or permission of instructor. (3+0)

**(new course—Format 1 attached)**

**PS F675 Internship in Public Affairs** 3 credits

3 graduate credits (may be repeated for a maximum of 6 credits)

Individual study of government agencies (federal, state, or local) and nonprofit organizations through actual experience.

Prerequisites: Permission of instructor (3+0)

**(new course—Format 1 attached)**

**ANTH F610 Northern Indigenous Peoples and Contemporary Issues** 3 Credits

This course examines a number of issues affecting northern indigenous peoples from a comparative perspective, including perspectives from Alaska, Canada, Greenland and the Soviet Union. Issues include the impact of the alienation of land on which these peoples depend; the relationship between their small, rural microeconomies and the larger agroindustrial market economies of which they are a part; education, language loss and cultural transmission; alternative governmental policies towards indigenous peoples; and cont

of scientific knowledge, traditional and local ecological knowledge, politics of resource management, processes of marine enclosure,



**NORS F652 International Relations of the North 3 Credits**

Examination of the international strategies of circumpolar states. Consideration of theoretical and practical elements of strategy formation in major issue areas such as national security, the political economy, human rights and scientific exchange. Prerequisites: Graduate standing or permission of instructor. Stacked with PS F452. (3+0)

**5. Requirements for the degree.**

a.

### **3 year cycle of course offerings:**

#### **Fall 2011:**

PS603: Public Policy (Instructor: Lovecraft)  
PS 658: Comparative Environmental Politics (Instructor: McBeath)  
PS 668: Government and Politics of Russia (Instructor: Meek)  
PS 669: Arctic Politics and Governance (Instructor: Meek)

#### **Spring 2012:**

PS622: PS Research Design and Methods (Instructor: Kohler)  
PS647: US Environmental Politics (Instructor: Parson)  
PS 650: Comparative Indigenous Rights (Instructor: Meek)  
PS656: Science, Technology and Politics (Instructor: Kohler)  
PS662: Alaska Government and Politics (Instructor: McBeath)

#### **Fall 2012:**

PS603: Public Policy (Instructor: Lovecraft)  
PS 654: International Law and the Environment (Instructor: Kohler)  
PS 669: Arctic Politics and Governance (Instructor: Meek)  
PS 675: Internship in Public Affairs (PS faculty)

#### **Spring 2013:**

PS622: PS Research Design and Methods (Instructor: Kohler)  
PS647: US Environmental Politics (Instructor: Parson)  
PS652: International Relations of the North (Instructor: Meek)  
PS 655 Political Economy of the Global Environment (Instructor: Rosenberg)  
PS660: Government and Politics of Canada (Instructor: Kohler)  
PS 675: Internship in Public Affairs (PS faculty)  
PS 698: Research credits (Project in Applied Political Science)

#### **Fall 2013:**

PS603: Public Policy (Instructor: Lovecraft)  
PS 658: Comparative Environmental Politics (Instructor: McBeath)  
PS 668: Government and Politics of Russia (Instructor: Meek)  
PS 669: Arctic Politics and Governance (Instructor: Meek)  
PS 675: Internship in Public Affairs (PS faculty)

#### **Spring 2014:**

PS622: PS Research Design and Methods (Instructor: Kohler)  
PS 650: Comparative Indigenous Rights (Instructor: Meek)  
PS656: Science, Technology and Politics (Instructor: Kohler)  
PS662: Alaska Government and Politics (Instructor: McBeath)  
PS 675: Internship in Public Affairs (PS faculty)  
PS 698: Research credits (Project in Applied Political Science)

**b. Proposed general catalog layout copy of the program with description**

The Master of Arts degree in Political Science provides students the opportunity to broaden and deepen their understanding of some of the most compelling and exciting issues in local, national and global politics. By offering students a choice between two areas of concentration—Environmental Politics and Policy, and Arctic Policy—the program allows students to take full advantage of two well-established and proven areas of strength in research and teaching at UAF. Students may pursue their interests in the politics of climate change, energy and resources, biodiversity, national security, international organizations, economic and political development, and relations between states and indigenous peoples, among other issue areas.

All Political Science MA students receive advanced training in policy-relevant research



## **B. Program Goals**

### **1. Objectives and subsequent means for their evaluation**

The specific goals of the program will vary with the needs and interests of the student but each student completing the program can expect to achieve one or more of the following general goals:

1. be able to apply the latest theoretical and methodological approaches in the social sciences to the challenges of making, guiding, influencing and evaluating political processes and policy-making as they affect a changing Arctic and the natural environment (locally, nationally and globally);
2. conduct Alaska-based research on issues of national, regional and global importance;
3. prepare for careers in governmental, and non-governmental organizations concerned with environmental and/or Arctic issues;
4. receive training useful for career advancement and enhancement in local, state and national governments in areas of environmental policy and/or Arctic region developments;
5. attain the breadth and depth of knowledge in Arctic and/or environmental policies and politics needed to function effectively in increasingly globalized and politicized contexts for business or issue advocacy;
6. prepare for terminal degree programs in political science, international relations, cognate disciplines and professional fields such as law and public policy with specializations in environmental and/or Arctic issues.

### **Evaluation:**

- As a key element of the program's student learning outcomes assessment, MA theses will be reviewed by faculty outside of the PS department—a process already employed by the department to its baccalaureate senior thesis requirement. **Students who choose the project-based internship option**

“integrated research, emphasizing our complex high latitude physical, biological and *social systems* (emphasis added);” and that links “research discoveries with teaching, service and community engagement” (UAF Vision Statement <http://www.uaf.edu/strategic/2010/vision-statement/>). The program offers two concentration options that deal with issues of immediate and long-term importance to Alaska and the North. The topics and issues covered by the program are vital to virtually all of Alaska’s diverse communities. Through its internship option, and the opportunities that the program offers to professionals for career enhancement, the program engages directly “with communities, businesses and governments that meet state, national and global needs” (UAF Vision Statement). In fact, it will be the only degree program in any of the three UA MAUs to provide research and teaching that is specifically on and for governments, and that focuses on the politics of linking local needs to state, national and global politics.

### **3. Occupational/other competencies to be achieved**

Students who successfully complete the program can be expected to have achieved:

- depth of knowledge concerning the politics of environmental change and/or a changing Arctic;
- the ability to comprehend Arctic issues and challenges in a comparative and global perspective;
- the ability to understand and critically evaluate policy options and political developments relevant to their general and specific areas of interest;
- the ability to conduct qualitative research of publishable quality on issues related to the environment and/or the Arctic;
- a strong foundation for career advancement both by expanding their knowledge in their chosen fields, and by developing the capacity for professional-level research, writing and oral communication on matters of policy and politics;
- the ability to make active and insightful connections between environmental issues and broader political challenges and developments; and/or to connect developments in the Arctic regions to those in other regions of the world and to broader global dynamics.

### **4. Relationship of courses to the program objectives**

The courses required of all students—PS 603 Public Policy and PS 622 Political Science Research Design and Methods—taken in their first year, provide students with training in qualitative research methods for political science and a solid grounding in research ethics, along with the ability to apply the theories and concepts of political science to the systematic and critical evaluation of policies affecting local, state, national and international communities.

The Environmental Politics and Policy concentration provides students with undergraduate backgrounds in political science a body of course work that builds on their basic knowledge of the major political science subfields by providing greater depth and breadth in the relevant professional literatures and applies the concepts and theories particular to those subfields to environmental issues. Students may choose from courses that emphasize state, national or international and global politics; that emphasize learning through comparisons among a variety of cases and contexts; that focus on institutions and processes of policy-making and implementation; and that analyze the interface between politics and economic interests, and politics, cultural identity and social forces.

In the Arctic Policy concentration students will choose courses that explore an array of policy areas of increasing importance to the Arctic region and states, including: relationships between Indigenous peoples and states; the changing nature of strategic interactions; the

potential for conflict and cooperation among states and non-state actors; and the political and regulatory challenges associated with climate change and resource development. As with the environmental concentration, all of the political science courses in this concentration build on the foundations laid by core theories and concepts in political science and public policy analysis. However, the geographical focus will be mainly confined to countries of the Circumpolar North, and analysis will be focused more on questions of policy (formulation, analysis and evaluation) than on politics *per se*.

Electives in each concentration are selected to tailor the program to the students' needs



online degree program in either or both areas of concentration.

**III. Personnel Directly Involved with Program**

699 and 698.

Dr. Kohler holds a PhD from the Massachusetts Institute of Technology. She has published on issues related to science and the environment, international environmental negotiations and conventions, and is a key contributor to the *Earth Negotiations Bulletin*. She serves on MA and PhD committees and directs the UAF Model United Nations program.

**Dr. Chanda Meek, Assistant Professor of Political Science**

Take primary responsibility for teaching PS 669, Arctic Politics and Governance, PS 650, Comparative Aboriginal Rights, PS 668, Government and Politics of Russia. Share responsibility for teaching PS 652, International Relations of the North and PS 660, Government and Politics of Canada; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS 699 and 698.

Dr. Meek holds a master's degree in Environmental Studies from York University and a PhD in Natural Resources and Sustainability from UAF. Her research and publications focuses on the effect of organizational culture, history and social networks on wildlife policy and socio-ecological dynamics.

**Dr. Sean Parson, Assistant Professor of Political Science**

Take primary responsibility for teaching PS 647, U.S. Environmental Politics. Develop courses in environmental political theory; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS 699 and 698.

Dr. Parson holds a PhD in Political Science from the University of Oregon. His research interests include green political theory and the sources and effects of social movements in American politics.

\*All regular PS faculty will be expected to make reasonable efforts to include MA students in funded research projects.

**B. Administrative and coordinating personnel**

The chair of the Political Science department will coordinate the program.

**C. Classified personnel**

Departmental Administrative Assistant, Teneeshia York

**IV. Enrollment Information**

**A. 1. Present enrollment**

Most of the courses in the MA proposal have been offered at the graduate level since 2001. They have formed a concentration of courses in the Northern Studies (NORS) MA program called Environmental Politics and Policy (EPP, but initially, Global Environmental Policy), or they exist as free-standing courses, such as Alaska Politics and Government, and are available for students in the individualized study option of NORS as well as other graduate and undergraduate degree programs. Until fall 2009, however, the graduate sections were only offered with the NORS designator, therefore data on enrollment trends were not readily available at the time this proposal was drafted. Nevertheless, the department has tracked enrollments in two of those courses, which show strong demand and an established capacity to deliver the

courses for the proposed MA program. For example, the enrollment in Comparative Environmental Politics (stacked undergraduate/graduate) was 9 in 2001, 14 in 2003, 11 in 2005, 13 in 2007, and 16 in 2009; and Political Economy of the Global Environment (stacked graduate/undergraduate) enrolled in 13 in 2002, 9 in 2004, 18 in 2006. Many of these courses also offer concurrent online sections for graduate students. The enrollments in the latter have been small but can be expected to increase given the target audience of the new PS MA program.

#### **A. 2. Projected enrollment**

Projected enrollment in the degree program is six new students each year, as well as an additional 2-3 students in most courses because of the increased focus on the issues presented in the two tracks.

#### **B. How determined**

When we developed the initial courses in the EPP track 10 years ago, we brought to UAF a leading scholar of both environmental and arctic policy, Dr. Oran Young, who advised us on composition of the EPP concentration and individual courses, based on his extensive experience. We surveyed a sample (approximately 20 percent) of all political science departments (more than 1,000) in the U.S. offering an undergraduate degree in political science. Then we conducted an Internet survey of state government employees in resource agencies (Department of Environmental Conservation, Alaska Department of Fish and Game, Department of Natural Resources) and Department of Transportation and Public F-0.cuG 13 ins(tural )e developedvi.0002 Tc -0.0002 T

admit into our graduate courses some non-degree seeking students without such qualifications on a case-by-case basis, and expect to continue this practice.

## **V. Need for Program**

### **A. Required for other programs**

The courses we have now taught at the graduate level for nearly 10 years are used by students in NORS principally, and by other UAF graduate degree programs including Natural Resources Management, Resource Economics, Anthropology and Geography.

### **B. Employment market needs**

Can your division provide internship opportunities for MA students?	8	4	3	5
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The federal, state and some local government agencies in our sample have established job classification systems. For most, a BA or BS degree is required, and the field of study is determined by the agency’s mission. Thus, the subsistence division of the Department of Fish & Game (ADFG) requires a baccalaureate degree in anthropology, sociology, geography or a closely related social science and four years of professional experience performing subsistence studies and/or research. Several agencies are more restrictive, such as federal Fish & Wildlife Service, or NOAA Fisheries, which require fisheries or marine management degrees. Yet, other agencies would welcome graduates of our proposed program. The director of DNR’s Division of Mining, Land & Water says “We need people trained in environmental issues and especially a program tailored in Alaska.” The branch chief of the federal FWS notes “An MA in these disciplines would be extremely valuable for future management of Alaska Arctic resources.” In short, if a MA student had a baccalaureate degree in an agency-relevant discipline, e.g., biology, fisheries, natural resource management, that student upon graduation would have a clear edge in the government employment market. Nonprofit organizations typically have looser job classification systems, and the MA degree would have greater advantages. Discussions of the earlier proposal for an environmental MA degree with officers of the Nature Conservancy and the National Society for Conservation and the Environment revealed substantial interest as well.

Several of our respondents pointed to the value of a MA degree in political science for those seeking promotions. An EPA administrator noted: “The Arctic Policy option is very interesting and a good direction to be moving in. We are currently attempting to raise awareness of Arctic Policy implications for our organization, and strategically positioning ourselves to be an active participant as Arctic Policy issues move more to the forefront and the U.S. becomes more engaged. This is currently an un-resourced priority.” A state DEC director remarked: “I do think a degree of this nature would be useful for job applicants for our upper level positions and maybe useful to give staff the extra training they need for promotions.” Indeed, a special value of our proposal is the training in government, politics and policy it would provide for managers seeking to move up the career ladder.

Most respondents to date acknowledge that the proposed degree would be valuable to some degree for job applicants. Most also believe the courses we offer would be of interest. Because at least half of our respondents are outside Fairbanks, we asked if online courses were of value; most said they were. Our faculty have experience designing and teaching online versions of courses. We imagine that the online sections of our graduate courses would increase in enrollment, and that most of the new online students would be experienced agency/organization employees, adding important practical dimensions to the courses we teach.

Finally, several respondents indicated ability and willingness to host MA students as interns. These are the federal Bureau of Land Management (Anchorage), Alaska Department of Fish and Game, Environmental Protection Agency (Anchorage), Alaska Industrial Development and Export Authority and Alaska Energy Authority (Anchorage), National Oceanic and Atmospheric Agency, Fisheries, Department of Natural Resources, Department of Environmental Conservation (Anchorage), and Fish and Wildlife Service. The political science department has one of the oldest internship programs of UAF, focused on job sites in Fairbanks. In addition to the opportunities above, we have placed students in these offices relevant to the two tracks of the degree: federal congressional offices, governor’s office, legislative offices, Fairbanks Northstar Borough mayor’s office and planning department, city of Fairbanks, Tanana

Chiefs Conference, Doyon, the Northern Alaska Environmental Center, and American Red Cross.

## **VI. Other**

### **A. Linkages to doctoral work at UAF**

Annually, we receive requests from students seeking interdisciplinary doctorates with one discipline being political science. In any given year, PS faculty sit on more than a dozen MA and PhD committees. This has been difficult to manage because to the present, political science lacks a free-standing MA program (notwithstanding the good support NORs has offered). Clearly, the talents, knowledge and skills of PS faculty are in demand by graduate students and those students could be PS MA students if such a program were offered.

Our ability to chair doctoral committees is indicated in degrees awarded to Steven Smyth (committee chaired by McBeath), Roger Kaye (committee chaired by Gladden), and committee membership including strong disciplinary support for Talis Colberg (McBeath), Chanda Meek (Lovecraft), Dawn Magness (Lovecraft) and Alison Meadow (Rosenberg). Political science is a very broad discipline, relevant to the humanities as well as the hard sciences, and with intimate relationships to the other social sciences. In addition, most tenure-track faculty have interdisciplinary backgrounds: McBeath and Rosenberg received considerable doctoral training in area studies; Lovecraft's research examine ties between public policy and natural resource management; Kohler's expertise is in international relations but she has a solid basis in planning and science policy; and finally, Meek is a doctoral graduate of UAF's IGERT program giving her an ongoing research agenda that actively integrates the social and natural sciences. The establishment of a MA degree in political science strengthens UAF efforts in doctoral education.

### **B. International linkages**

Political science faculty have multiple connections with foreign universities and international institutions, and these would aid UAF in its globalization efforts. Regarding the Arctic, a former faculty member (Karen Erickson) was a leading force in the development of the University of the Arctic (and this role is being assumed by Drs. Meek and Lovecraft) and another faculty member (McBeath) contributed a course to its curriculum. Political science hosted three Northern Momentum scholars, with whom we have continuing contacts: Kari Hakaapa, University of Lapland; Willy Ostreng, of Centre for Advanced Study at the Norwegian Academy of Science and Letters; and Ian Urquhart of the University of Alberta, Edmonton. We participate in the Circumpolar Northern universities' forum, and are developing a relationship with the University of Saskatchewan. Faculty individually also have relationships with these other northern colleges and universities and international organizations whose work emphasizes the North, including Yukon College, Dartmouth College, and the Bren Center at the University of California, Santa Barbara. Regarding environmental policy and politics, political science faculty have experience and affiliations with institutions in Latin America and the Caribbean (Rosenberg), East Asia (China and Taiwan, McBeath) and Europe (Kohler), Canada (Meek), and with a wide array of international organizations (Kohler, Rosenberg, Meek). Although many disciplines seek to appropriate the globe in their programs, only political science faculty can claim expertise in the relations among nations, global governance, and the rapidly evolving roles of political institutions and processes in responding to global change in the natural and human-made environments.

## **VII. Resource Impact**

**A. Budget (Resource Commitment Form on following page)**

RESOURCE COMMITMENT TO THE  
PROPOSED DEGREE PROGRAM

Resources	Existing		New		Total
	College/School		College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)					
McBeath		\$179,475.51			
Rosenberg		\$115,147.80			
Lovecraft		\$47,172.81			
Kohler					
Parson					
Meek					



**B. Facilities/space needs**

Additional facilities will be required to house 3 Teaching Assistants. The needed space is available and simply requires the division of an underutilized lounge area on the 6<sup>th</sup> floor of Gruening Building into 3 cubicles.

**C. Credit hour production**

Projecting 6 students the first year and an average of 6 to 8 new students each subsequent year, each earning a minimum of 30 credits over a two-year period (a rate of 15 credits/student/year), the program may be expected to generate a total of 90 *new* credit hours in the first year, and 90 to 120 *new* credit hours each subsequent year. Stated differently, in the program's third year (AY 2013-14), with a projected 16 students active, the program will generate a minimum of 240 credit hours.

**D. Faculty**

No additional faculty will be required unless the demand from the program grows beyond the projected number of students. Current PS fa



graduate training in political science. Finally, by having its own MA program, the PS department will enhance the quality of its undergraduate program, including its contribution to the Core Curriculum, by being able to recruit and train its own teaching assistants.

**B. Does it duplicate/approximate programs anywhere in the system?**

In broad areas of subject matter the proposed program will overlap somewhat with the following MA programs: Resource Economics, Natural Resources Management, Northern Studies, Rural Development, Wildlife Biology and Conservation. But the effects will be synergistic rather than duplicative. None of those programs offer training focused principally on the institutions and political processes involved in formulating, influencing, making, implementing and contesting policy on the local, state, national and global levels. And none of them can adequately train scientists and other professionals to navigate the increasingly complex political terrain in which they must function.

**C. How does the program relate to research or service activities?**

**1. Contributions to research or service**

MA students working on theses with current PS faculty can be expected to produce original research in one or more of the following areas: the politics of climate change, science and policy, Indigenous rights, globalization as it affects the natural environment and the Arctic, state-federal relations, political behavior and activism, biodiversity policy, participatory democracy and the environment, international law and organizations, environmental political theory, energy policy, and conflict resolution concerning environmental and Arctic issues.

**2. Benefits from research or service activities**

The program will contribute to research in Arctic and environmental politics in two ways. First, PS MA students, through their seminar papers and other research projects, and their MA theses, will contribute to environmental and Arctic political research. Second, students will provide a pool of well-trained and effective research assistants, thereby contributing to PS faculty research productivity and competitiveness in applying for extramural funding. And the project-based internship option available to students in either concentration will enhance the department's already significant contributions to local, state, national and international community and professional service.

Therefore, the program can be expected to benefit departmental and overall university productivity in research and service in the following ways:

- Expand faculty research productivity in environmental politics/policy and Arctic policy. For example, when we first proposed our concentration of courses in 2000, McBeath had written just a few articles on environmental issues. Since then, he has co-authored three books and written more than a dozen articles on environmental topics. In this same period, Lovcraft and Meek received a grant to fund an international panel on marine mammal management which issued a valuable report to the responsible federal agency and provided the basis for a special edition of the journal, *Marine Policy*. Since 2000, Rosenberg has published several papers and book chapters on the link between sustainable development and foreign aid. And Lovcraft is an active member of the Arctic Council.
- Stimulate faculty applications for grants—to support research interests in areas of EPP and AP, and to provide support for graduate students.

- Increase institutional linkages of

asked to comment on the quality of the research and writing and how well the student's work fulfills the abovementioned goals of the program.

- Students who choose the project-based internship option will have their internship performance evaluated by their agency supervisors and their written work for the internship credits, as well as their project report, graded by PS faculty and then reviewed by a PS faculty member other than the instructor of record.
- Upon completion of the program students will fill out exit questionnaires assessing their level of satisfaction, the usefulness of the program to them, and the quality of instruction received.
- Graduates of the program will be tracked for a period of 3 years following graduation for placement in relevant jobs or admission to related terminal degree programs.

X. Regents Guidelines

The Board of Regents require the completion of the Program Approval Summary Form. The form is provided online at:

<http://www.uaf.edu/uafgov/faculty/cd/index.html>

XI. Draft Prospectus TO BE EXTRACTED FROM THE FINISHED PROPOSAL –

The prospectus for a new program is sent to the Northwest Commission on Colleges and Universities after approval by the Board of Regents. NWCCU review may take as long as 90 days following receipt of the program prospectus. Creating the draft and including it with the Format 3 paperwork will facilitate the submission of the formal prospectus.

Much of the information required for the prospectus will already have been assembled while producing the Format 3 new degree program request. Instructions and a template are provided online at:

<http://www.uaf.edu/uafgov/faculty/cd/index.html>

## Survey of Alaska Resource Agencies

### 1. Education Background

- a. High school diploma – 1
- b. Associate degree – 1
- c. Bachelor's degree – 50
- d. Master's degree - 49
- e. Ph.D. or equivalent – 9
- f. No response – 2

### 2. Value of an M.A. degree in Global Environmental Policy

- a. Promotion – 34
- b. Salary range movement – 18
- c. Transferring to a new position – 66
- d. Improved performance in current position – 34
- e. No value – 29 (of these, 6 already had Ph.D.s and 18 had Masters)

### 3. Interested in MA degree if it were offered:

- a. Entirely on the UAF campus – 10
- b. Partly at UAF, partly online – 27
- c. Entirely online – 66
- d. No – 26

### 4. How would you pay for the degree?

- a. Fellowship, scholarship – 44
- b. Student loans – 29
- c. Assistance from employer – 43
- d. Personal income/savings – 70

### 5a. Anything you find particularly useful and attractive? (42 comments, examples reported below):

Knowledge of environmental policy; political issues discussed in job always; make direct connection of science and public policy; politics/personalities are primary factors when dealing with resource issues in job; wants doctoral degree; focus on environmental issues related to functions/policy of governments and NGOs; of interest in search for another career; online work would be very helpful; the global standpoint; contemporary and overdue; offset ignorance of current political leadership in DC; relevant, timely concept; useful at policy level; corresponds to my job as air permits compliance officer; courses would be very





October 2, 2001

TO: Curricular Councils

FROM: G.A. McBeath, Department Chair

SUBJ: A focus on Global Environmental Policy in Political Science and Northern Studies

Attached are proposal for 4 new stacked courses in PS/NORS, 2 revised PS courses proposed for stacking with NORS, 1 course proposed for deletion, and changes in cycling of an existing course. We describe the planning process leading to these requests and both library and budget impacts.

### **Planning Process**

We submitted a request for a new MA program in Global Environmental Policy to the

Our assessment revealed considerable support for a UAF MA degree in global environmental policy. However, respondents outside Fairbanks wanted online courses and the ability to complete the degree without

## **ENVIRONMENTAL POLICY/POLICY M.A. PROGRAMS**

The American Political Science Association has an organized section in “science, technology and environmental politics” (STEP) with 325 members. I asked its leaders if there were a comprehensive list of graduate programs