



Academic Program Review

Program Name: Fisheries - Bachelor of Arts

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

Recommendation/Feedback: A major recommendation from the midcycle review was to differentiate the SLO between the BA and BS to better represent the intended outcomes for each program, and to revise the SLO in terms of numbers and action words..

Response: The BA SLOA has been updated and modified to distinguish outcomes from those of the BS with a stronger emphasis on cross-cultural thinking and on the socioecological, cultural, economic, political, and historical aspects of fishery systems. See SLOA section below for specific changes.

Recommendation/Feedback: The review panel would also like to emphasize the need, per the expedited program review, for enrollment growth for the Fisheries BA for the full program review in two years.

Response: Enrollment in the program has increased, with a substantial increase immediately following the review period to 24 students. See discussion of trends below.

Recommendation/Feedback: The review panel would like to know what from the EPR plan was addressed in the response from 2022 and how that has been incorporated into the plan for this program to address the concern with declining enrollment.

Response: Since the EPR, the program has (1) increased recruitment efforts and improved advising by hiring a new Undergraduate Advisor and Recruitment Coordinator, (2) added additional asynchronous course options to increase its reach.

Recommendation/Feedback: The review panel recommends including examples to demonstrate/highlight each HIP. For example, what are examples of capstone course projects? What percentage of students participate in each HIP for those that are optional?

Response: This has been done in the HIP section

Recommendation/Feedback: Even though FISH 102 Fact or Fishin': Case Studies in Fisheries and Marine Sciences is a first-year seminar, this tag was not highlighted and there was no discussion of this HIP (will need to be resolved for the full program review in two years).

Response: The tag and some discussion of the HIP was added.

Recommendation/Feedback: The review panel feels that it would be beneficial to see how the program intends to address any declines in student success metrics.

Response: During the mid-cycle review we flagged some possible equity gaps and declining pass rates. The number of students remains too small to assess equity gaps among groups. Enrollment in the BA has slightly increased since then as the program has extended the availability of asynchronous courses and provided a pathway for students to complete the degree fully online. Most of the previously noted disparities and trends are no longer evident, but the pass rate for undergraduate courses (serving the BA and the much larger BS program) has declined significantly, which remains a concern.

In general, student underpreparedness can contribute to declines in student success metrics. We have taken a closer look at and updated listed course prerequisites to ensure students have the necessary preparation for any given course. Our full-time undergraduate advisor [REDACTED] is working closely with incoming students to identify and counsel students with unofficial deficiencies. He is knowledgeable of the curriculum and advises students for the best pathways for a timely graduation that include paying attention to prerequisites. We see personalized advising for our majors and manageable class sizes being essential components to prevent declines in student success metrics. (See also Student Success section)

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

Student learning outcomes for the B.A. in Fisheries are aligned with high-impact practices intended to promote integrative learning, communication, and applied experience. These outcomes, centered on writing, verbal communication, critical thinking, and interdisciplinary understanding, are assessed through coursework (FISH 110, FISH 411), internships (FISH 390), and faculty evaluations at graduation.

Assessment results from the review period indicate evidence of student growth and achievement. Students demonstrated measurable improvement across all assessed skill areas, with average gains of 1–5 points between early and late assessments and an average increase of +1.7 between FISH 110 and FISH 411. Faculty evaluations confirmed that nearly all graduates met or exceeded entry-level professional competency standards in writing, communication, and analytical reasoning (5 or higher), while one student showed some deficiencies in interdisciplinary knowledge (4).

Faculty mentor assessment of employment skills through experiential learning on a scale from 1 (poor) to 5 (excellent) rated all but 2 students as excellent overall and across 13 categories, while only one student scored below 3 overall for an average score of 4.7. Graduates (2 respondents) were also “very satisfied” with the program and feel prepared to join the workforce or graduate programs.

Mentor evaluations based on internships/experiential learning further affirmed the development of key professional competencies such as initiative, organization, teamwork, and work ethic, with 7 of 9 students scoring 5 meeting or exceeding expectations.

Overall, the assessment demonstrates that the program’s use of experiential learning, writing-intensive coursework, and mentored internships effectively fosters professional readiness and aligns with the program’s learning outcomes, as well as UAF’s broader mission.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

Several minor curricular changes have been made since the mid-cycle review:

- Cross-list FISH 102 with both Marine Biology and Oceanography (previously MSL)
- Added FISH F390 (Experiential Learning) as a prerequisite for the Fisheries Management capstone course (FISH 487) to better prepare students for their capstone projects
- We are currently adding an asynchronous version to Fish and Fisheries of Alaska (FISH 288)

As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs. Communication outcomes in the SLOA plan are: **Embedded**

Check the checkbox to certify completion of the following tasks:

- ☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

Several changes were made to SLOA plans based on the mid-cycle review.

Recommendations/Feedback: Reduce the number of SLOs from 4 to 3 by eliminating SLO #4.

Response: SLO #4 was removed from the SLOA Plan as requested. We will continue tracking employment to the extent possible for internal purposes and assessing overall program outcomes. However, the growth in our programs and poor response rates make this challenging to complete with available resources.

Recommendations/Feedback: Differentiate the SLO between the BA and BS to better represent intended outcomes for each program.

Response: New outcomes were developed that better reflect the goals of the Bachelor of Arts degree. The new outcomes are:

- Enhance critical and cross-cultural thinking, problem-solving, ethical reasoning, and oral and written communication skills
- Identify and analyze socio-ecological, cultural, economic, political, and historical aspects of fishery systems in Alaska and beyond
- Acquire and improve transferable skills through coursework, experiential learning, and mentorship

Recommendations/Feedback: The program might consider revising the outcomes to include more "action" words.

Response: The new outcomes use more 'action' words.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|---|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☒ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☒ Communications |
| ☒ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☒ Practicum |
| ☒ Undergraduate Research Labs | ☐ Other |
| | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

High-Impact Practices are embedded throughout the B.A. Fisheries curriculum and directly support the program's assessed outcomes in communication, critical thinking, interdisciplinary knowledge, and transferable skills. The HIPs for the Fisheries BA contribute to the assessment of the development and improvement of SLOs. For example, First-year seminars and experiences provide a baseline for the skills and knowledge being assessed at the end of the program. Writing-intensive courses, class presentations and experiential learning presentations allow assessment of oral and written communication skills. Capstone courses and projects and/or undergraduate research allow assessment of scientific reasoning, problem solving, critical thinking, and core knowledge and its application to current issues. Diversity and global learning, in particular Indigenous perspectives and international fisheries topics, are included throughout the curriculum and provide a mechanism to assess cross-cultural thinking. Lastly, practica during field courses and the experiential learning course along with undergraduate research allow assessment of the acquisition and improvement of transferable skills.

All students in the program are involved in the selected high impact practices. Cohort building first-year courses are required for all students (FISH/MBI/OCN F102 & F103, FISH F110). A writing intensive course (Engl 314) is part of the degree requirements. Collaborative assignments, oral communication, and diversity/global learning are part of core courses and many electives. Experiential learning (practicum and/or undergraduate research) and communication of the experience is required for all students (FISH F390). Students in their final year can opt to do a capstone class/project or to complete a senior thesis (undergraduate research).

An example of the type of work required in a capstone course/project: FISH F487: Groups of students collaboratively draft a fishery management plan for a selected, data-poor fish stock in Alaska, with data and information provided by NOAA or ADFG. These projects require a team approach to analyzing data, synthesizing literature, preparing group presentations and drafting a written management plan that will be shared with actual fisheries managers. The capstone promotes learning outcomes related to oral and written science communication, scientific reasoning, critical thinking and problem solving.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: No Change

Pass Rates: Decrease

Student Credit Hours: No Change

Majors: Increase

Degrees Awarded: No Change

Other Trends (if applicable):

The proportion of students identifying as [REDACTED] increased somewhat from [REDACTED] % two years to 20 [REDACTED] % identifying as [REDACTED] in the 2020 census. compared to 15.7% of [REDACTED]

Students are trending younger, with the number of students in the youngest age group ([REDACTED]) increasing from 3 (18%) in FY21 to 9 (38%) in FY25. The younger students tend to carry a significantly higher course load (average SCHs).

The number of [REDACTED] students decreased from 3 in 2021 to none after 2022.

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

There were no significant disparities apparent in the student success data among groups.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

The Fisheries BA integrates multiple High-Impact Practices (writing-intensive coursework, collaborative learning, experiential internships, and capstone or thesis projects) that directly support student learning outcomes in communication, critical thinking, interdisciplinary knowledge, and professional skills. Assessment results confirm that students demonstrate measurable progress across these outcomes through applied coursework (FISH 110, FISH 411), internships (FISH 390), and final capstone or thesis experiences. Student success indicators show a generally stable program with modest growth in enrollment and increasing participation by [REDACTED], who now represent over 20% of majors—exceeding state demographic proportions. This reflects progress toward inclusion and alignment with UAF's mission to serve Alaska's diverse communities.

However, a decline in undergraduate course pass rates and the younger average age of students suggest the need for additional academic and mentoring support, particularly for students entering with limited experience in quantitative or interdisciplinary coursework. The stable number of degrees awarded indicates steady completion rates but also highlights an opportunity to improve persistence through enhanced advising, peer learning, and early engagement in experiential opportunities.

Overall, the use of High-Impact Practices continues to promote learning gains and professional readiness. Targeted instructional and mentoring strategies, especially for younger cohorts, should help sustain student success and equity across the program.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The BA in Fisheries advances UAF's Land, Sea, and Space Grant mission by integrating teaching, research, and public service focused on Alaska's aquatic and coastal systems. The program emphasizes the human dimensions of fisheries, combining socio-ecological, economic, cultural, and policy perspectives relevant to Alaska and the circumpolar North. Through experiential learning and applied research, students develop critical thinking, communication, and problem-solving skills that prepare them for active citizenship and professional roles supporting sustainable resource management and resilient coastal communities.

How is your program related to others in the UA system?

Response:

The B.A. program complements and is closely integrated with the B.S. in Fisheries and Marine Sciences, supported jointly by the Departments of Fisheries, Marine Biology, and Oceanography within CFOS. Shared faculty, cross-listed and stacked courses, and coordinated advising strengthen academic efficiency and foster interdisciplinary learning across the natural and social sciences. The BA program also has links to fisheries programs at UAS, including the Fisheries Science Concentration in the Fisheries and Ocean Sciences BS program, the Associate of Applied Science degrees, and the certificates in Applied Fisheries, for which course transfer crosswalks have been developed or are currently being developed.

Who are your key community or external partners?

Response:

The program maintains partnerships with the Alaska Department of Fish and Game, NOAA Alaska Fisheries Science Center, US Fish and Wildlife Service, other agencies and Tribal governments and regional organizations. Collaborations provide opportunities for internships and applied research experiences that link classroom learning to real-world management and policy challenges. These partnerships ensure that the curriculum remains relevant to Alaska's fisheries workforce needs and that students gain professional experience before graduation.

What role do your services courses play, if any?

Response:

Fisheries faculty offer service courses that attract students from across CFOS and other UAF programs, including Marine Biology, Oceanography, Biology and Wildlife, and Earth System Sciences. Foundational and upper-division courses in fisheries science, human dimensions, and quantitative ecology provide interdisciplinary training and strengthen collaboration across programs. Shared teaching resources and cross-listed courses promote efficiency while enhancing student access to applied and policy-relevant fisheries education within the broader UA system.

How do your graduates succeed after leaving the program?

Response:

Graduates of the B.A. in Fisheries pursue diverse, fisheries-related careers and advanced studies. Many enter state, federal, Tribal, or nonprofit positions in fisheries management, conservation, or outreach, while others continue to graduate school or professional programs such as law. Alumni consistently demonstrate strong communication, analytical, and interpersonal skills, reflecting the program's emphasis on writing-intensive coursework, experiential learning, and applied research. These outcomes highlight the program's success in preparing well-rounded professionals to serve Alaska's communities and natural resources.

Submitter and Collaborator Names:

Franz Mueter (Submitter), Megan McPhee, Peter Westley, Ana Aguilar-Islas, Jessica Glass, Courtney Carothers, Andy Seitz, Trent Sutton, Quentin Fong

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Committee Review
Program Name: Fisheries - Bachelor of Arts
Academic Year 2025/2026

Overall Recommendations

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with feedback tags to attach to this program review. Please select as many as applicable.

- | | |
|---|---|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☒ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☒ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide |

Explanation of Overall Recommendations Committee

Response:

The Fisheries BA program at UAF strongly aligns with the university's mission by engaging with diverse stakeholders, agencies, and perspectives to address the complexities of Alaska's aquatic and coastal environments. The program's strengths are found in its HIPs including the engagement of students in meaningful experiences throughout their time at UAF. However, in some places the SLOA should be reworded or adjusted to more accurately describe the implementation of assessment and evaluation. The program identified a decline in course pass rates that may be related to the younger age of incoming students. They recognize the need for additional advising to address this issue, but do not provide a clear plan. They should address this issue and determine if it is related to age or other variables.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☐ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|--|
| ☒ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☒ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☒ Missing Collaboration within Department | |

SLOA Feedback Narrative:

"Assessment" and "evaluation" do not necessarily show "enhancement" as stated in objectives. Reword objectives to reflect "criteria" and "implementation".

How is student "progress" evaluated? Different courses, and faculty teaching them, have different perspectives. This is a bit like comparing apples and oranges. How many faculty are making these progress assessments? Is this actually happening and is the pool of evaluating faculty large and objective enough?

What are "entry-level professional" standards? For example, internships can be completed with a variety of different entities. Are university-lab technician standards aligned with agency standards?

Student Success and Equity Feedback

Narrative:

-The information presented by the program accurately reflects the available PAIR data. The program intends to address the decline in pass rate through enhanced advising, peer learning and experiential opportunities. It would be beneficial if specific examples of how these approaches will alleviate the noted decline. For example, what type of enhanced advising will be implemented? Monthly one on one meetings with the undergrad advising student coordinator? Similarly with peer learning, providing specific examples will engender confidence in the proposed remedies.

High Impact Practices Feedback

Narrative:

The HIP for the Fisheries BA are clearly described and aligned with the SLOA on file. From the first-year experience to the capstone, the program keeps students engaged. We see no current need for alteration.

Profile Feedback

- | | |
|---|---|
| ☒ Mission-Centric to College and/or UAF | ☐ Unique within UA |
| ☐ Collaborative with other UA Programs | ☐ Provides Job Placement for Graduates |
| ☐ Strong Post-Grad Success for Students | ☐ Strong Service Teaching Component |
| ☒ Strong Ties to Community or Industry | |

Financial Feedback

- | | |
|--|--|
| ☐ High Tuition Revenues | ☐ High Grant Revenues |
| ☐ Operates at Low Cost | ☒ Productive Faculty |
| ☐ Opportunities to Increase Revenue | ☐ Low Enrollment |

Reviewer Names:

Cramb, Hennon, Horstmann, Hueffer, Kelley, Mueter

Dean Review

Program Name: Fisheries - Bachelor of Arts

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

As with the BS-FMS, I concur with the review that the BA-Fisheries has undergone a increased enrollment over the past the past several years, significant increase in asynchronous course modality, and serves fisheries workforce needs in Alaska and beyond, and is offered jointly with UAS, another mark of successful collaboration. The program is successfully delivered by all CFOS departments, making is tricky to disentangle "each departmental revenue" (revenue has doubled overall in recent years), but suffice to say it is highly collaborative and increasingly well enrolled. In short, this program is very successful.

Recommendation to University-Wide Committee

No

Vice Provost Review

Program Name: Fisheries - Bachelor of Arts

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The program has made strong progress in revising its SLOA in response to the 2023 mid cycle review, particularly in differentiating the SLOs between the BA in Fisheries and the BS in Fisheries and Marine Sciences. The SLOs are well written and clearly aligned with program expectations, and the program has also taken steps to increase enrollment and address disparity gaps. While the SLOs include strong assessment procedures and associated tools. The program now needs to include the evidence (data) used to assess each outcome. Greater clarity regarding which SLO is being addressed in the narrative and how curricular changes relate to the SLOA would strengthen the overall assessment story.

The program provided assessment tools and meaningful narrative overviews of the three SLOs, but a clearer connection between results, curricular decisions, and continuous improvement is still needed. For the 2027 mid cycle review, the program should include direct evidence demonstrating how SLO assessment data are collected, analyzed, and used to evaluate achievement of each outcome. Additional detail on recent and proposed curricular changes, including their impact on student learning and alignment with revised SLOs, will also help demonstrate intentional program development.

The program addressed how SLOs are reflected in HIPs and student success data, which is a critical component of closing the loop and meeting NWCCU expectations. While the HIPs are well defined and demonstrate strong engagement across fieldwork, experiential learning, research, and diversity/global learning, the next review cycle should include explicit evidence showing how these practices support each individual SLO. Providing documented examples of implementation, assessment, and impact will strengthen the program's ability to demonstrate continuous improvement and connect HIP driven learning experiences to measurable outcomes.



Department Profile and Financial Data

Department Name: Fisheries

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? Yes

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

The Fisheries Department maximizes instructional efficiency and resource use through extensive collaboration within the College of Fisheries and Ocean Sciences (CFOS) and across UAF. The department shares classrooms, laboratories, and instructional technology with Oceanography and Marine Biology, facilitating interdisciplinary teaching and efficient use of facilities. Numerous undergraduate and graduate courses are cross-listed across CFOS and other UAF programs—such as Fact or Fishin, The Harvest of the Sea, Ichthyology, Fisheries Oceanography, Modern Applied Statistics for Fisheries, Statistical Computing with R, Data Analysis in Community Ecology, Political Ecology, Aquatic Food Web Ecology, and Scientific Writing Techniques—allowing students from multiple disciplines to benefit from shared expertise. Many courses are also stacked at the undergraduate and graduate levels (e.g., FISH 411/611, 412/613, 426/626, 428/628, 433/633, 435/635, 425/625, 451/651, 476/676), promoting teaching efficiency and mentoring across academic levels. The program further shares staff and academic coordinators with other CFOS units, ensuring that limited resources are deployed strategically to support high-quality, interdisciplinary instruction and research training.

Associated Programs

Program Name	Degree Type
Fisheries and Marine Science	BS
Fisheries	MS
Fisheries	PhD
Marine Policy	MMP

Collaborator Name(s):

Franz Mueter

Collaborator Email(s):

fmueter@alaska.edu



Financial Data

Department Name: Fisheries

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	1220	1481	1748	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH	248	260	385	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	24.205	21.1	25.1625	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	50.40	70.19	69.47		
Service SCH per Department FTE	10.25	12.32	15.30		
Majors in Programs	165	209	268	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	24.205	21.1	25.1625	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	6.82	9.91	10.65		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Total Expenditures					

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	159.67	172.75	193	Department faculty's workload units assigned to teaching
Service Units	51.5	44.75	45.55	Department faculty's workload units assigned to service
Research Units	141.83	138.5	128.75	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	10.35	9.1	9.35	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs				Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	8.23	7.125	10.1875	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	5.625	4.875	5.625	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	24.205	21.1	25.1625	Sum of all employee FTEs

*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other Institutional reporting processes (e.g. OMB or IPEDS reporting)

Information last updated by: luke canady

Date: october the 3rd in the year 2025 (DRQ - 2025.10.16)