

NATIONAL
ACADEMIES

Sciences
Engineering
Medicine

Assessing the Distribution of Permits and Quotas in Fisheries Management

The National Academies, Study Process, and
Opportunities for Engagement

Meeting #1, January 23, 2025

Stacey Karras, Study Director



Agenda

- | | |
|------------------------------|-------------------|
| 1 | 5 |
| About the National Academies | Today's Agenda |
| 2 | 6 |
| Committee Membership | Statement of Task |
| 3 | 7 |
| Project Team and Roles | Thank you! |
| 4 | |
| Committee Process | |

About the National Academies



01

The National Academies

The National Academy of Sciences (1863)

- Chartered under the Lincoln Administration and established to provide independent, objective analysis and advice to the nation.

The National Academy of Engineering (1964)

The National Academy of Medicine (1970; formerly Institute of Medicine)



The National Academies of Sciences, Engineering, and Medicine (“NASEM”)

The National Academies have a dual mission:

- Honor top scientists
- Serve as advisers to the nation on science, engineering, and medicine.

The National Academies are:

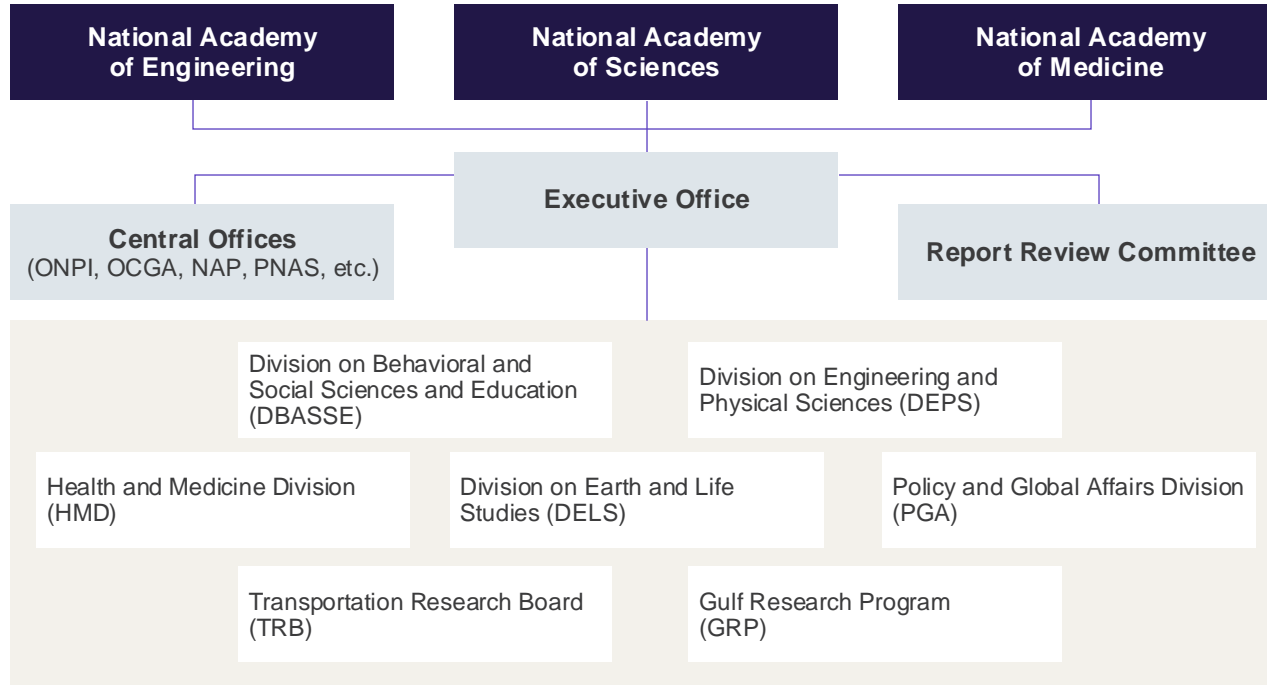
- Nonprofit, independent

The National Academies are NOT:

- Part of the government
- An advocacy organization
- A for-profit consulting organization



Program Units within the Academies



Typical Activities



Consensus Studies

- We produce authoritative reports that provide independent, objective, and nonpartisan scientific and technical advice to inform complex problems.



Expert Meetings and Workshops

- By convening symposia, workshops, meetings, and roundtables, we connect professionals and stimulate dialogue on diverse matters.



Communications and Outreach

- A wide range of communications activities, products, and events are used to convey the messages and disseminate our work.

Committee Membership



02

Committee Membership and Staff

Committee Members

Thomas Miller (Chair) – University of Maryland
Rachel Donkersloot – Coastal Cultures Research
Cynthia Grace-McCaskey – East Carolina University
Grant Murray – Duke University
Samuel Pooley – University of Hawaii
Andrew Ropicki – University of Florida
James Sanchirico – University of California, Davis
Steven Scyphers – University of South Alabama
Jennifer Silver – University of Guelph
Kanae Tokunaga – Gulf of Maine Research Institute

Staff

Susan Roberts – Director, Ocean Studies Board
Stacey Karras – Senior Program Officer
Madeline Jensen – Research Associate
Zoe Alexander – Senior Program Assistant
Rachel Amhaus – Program Assistant

Project Roles



03

Project Roles

Sponsor

- Negotiate initial Statement of Task during contracting process, participate in public information gathering sessions, enjoy **no** unique privileges or access to deliberations or draft materials

Staff

- Maintain contact with sponsors, organize meetings, collect/disseminate information, integrate writing contributions, set-up report briefings, shepherd the Committee through the process

Volunteer Committee Chair and Members

- Attend meetings, identify topics or experts for information gathering, contribute and analyze materials, write report, respond to review questions, participate in dissemination.

Members of the Public and Invited Guests

- Attend and participate in open session meetings, submit requested or relevant information to the committee for consideration, submit nominations for committee members or reviewers

Committee Process



04


Our Study Process and Opportunities for Engagement



Committee Updates and Solicitations

If you have not already, please sign up for our email updates!

- On the right side of our [website](#) you can register for our email list.
- Communications may include updates on study timeline and process, including meeting announcements, as well as solicitations for information and materials from the public.

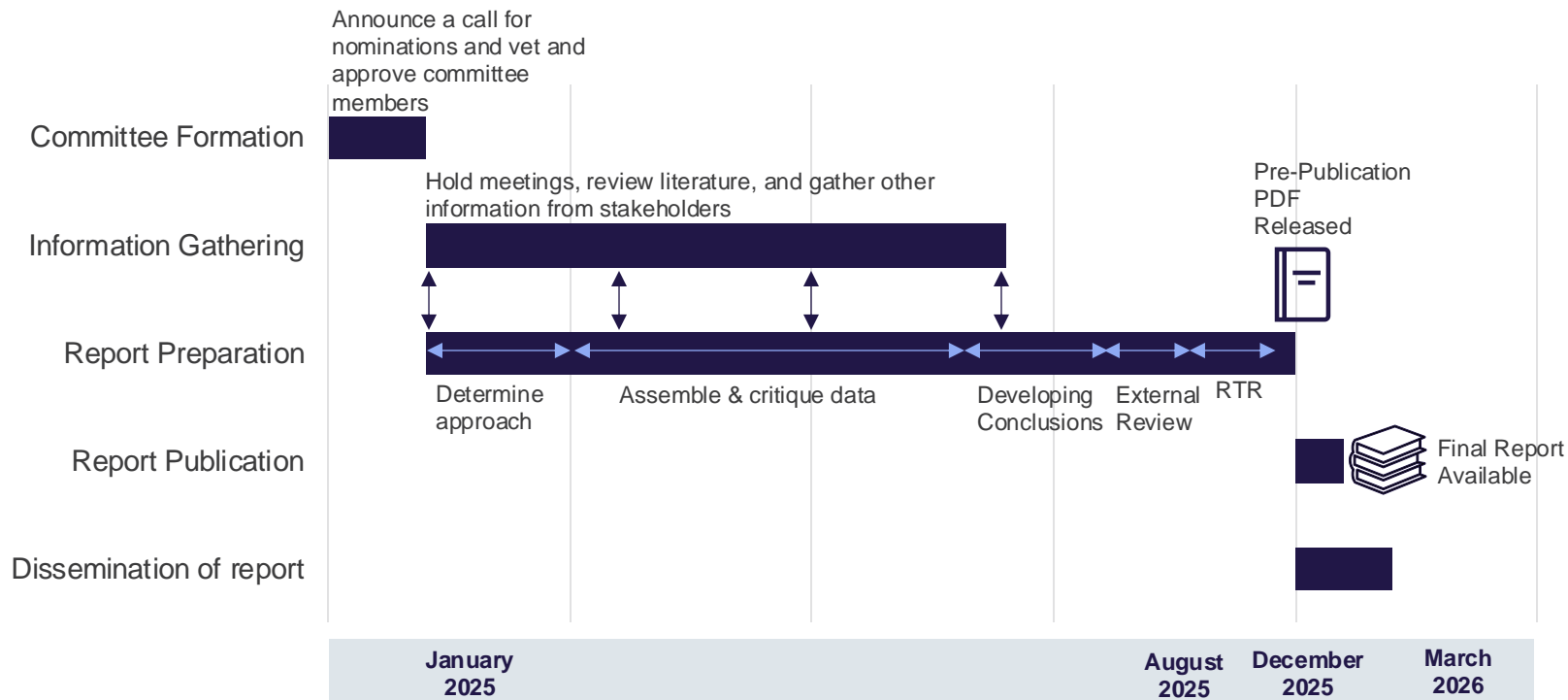
 Provide feedback on this project

**SIGN UP FOR UPDATES
ON THIS ACTIVITY AND
THE OCEAN STUDIES
BOARD**

By clicking subscribe I agree to the National Academies [Privacy Policy](#)

SUBSCRIBE

Project Timeline



Information Gathering Process: Meetings and Materials

Meetings

- At least 4 Open Session Meetings
- At least 2 additional Meetings (likely to be many more virtual meetings or calls)
- One in-person meeting
- **Open sessions:** meetings that include anyone other than committee members and staff.
- **Closed sessions:** limited to committee members and staff for the purpose of deliberations.

Materials

- Information can be collected through committee research, presentations at Open session meetings, or other submissions to the committee
- Any materials, including email, submitted to the committee for consideration during the study are made publicly available through the Public Access Records Office

FACA Section 15

Confidentiality

Committee Deliberations

- The confidential deliberation process is a cornerstone of Academies studies.
- The committee may not discuss issues, disagreements, preliminary conclusions or recommendations with anyone outside of the committee, including *after* the report is released

Draft and Final Report

- All draft report materials are confidential work product of the committee
- The committee may only discuss the contents of the final report *after* it has been made available to the public as a pre-publication.

Acceptable Discussion Topics

- While the study is underway, the committee may discuss only **three items** with anyone outside of the committee/staff:
 - Statement of Task,
 - Committee roster/bios
 - Identity of the sponsors

Today's Agenda



06

Open Session Agenda

1:00 PM	Welcome	Tom Miller, Committee Chair
1:15 PM	Orientation to the National Academies, Study, and Committee Process	Stacey Karras, Study Director
1:45 PM	Study Background and Request	Lindsay Fullenkamp, NOAA Fisheries
2:15 PM	Discussion of Statement of Task	Committee & Guests
3:00 PM	<i>Break</i>	
3:15 PM	Discussion of Candidate Case Study Fisheries	Committee & Guests
3:45 PM	Public Input and Final Remarks	
4:00 PM	<i>Adjourn</i>	

Statement of Task



07

Statement of Task

An ad-hoc committee will select several U.S. commercial or for-hire fisheries as case studies for examination of the distribution of permits and quotas under current management. The committee will select a minimum of three fisheries in different locales for case studies using the following criteria:

- At least one case study that has a documented history of how the program was established and permits and/or quotas distributed (i.e., have a documented rationale for the initial allocation),
- At least one case study that has multiple years of demographic data collected on permit/quota holders,
- At least one case study on a for-hire fishery, and
- At least one case study that includes information about crew.

Statement of Task (Cont'd)

The committee will address the following issues to the extent practicable based on currently available data:

1. How was the initial permit/quota allocated?
 - a. What were key objectives for the fishery?
 - b. Have the objectives changed over time?
2. Where and to whom were permits and quotas distributed initially? Has the distribution of permit or quota ownership characteristics changed over time?
 - a. How many of the original permit and/or quota holders have remained in the fishery or increased their quota share? Can common social and/or economic characteristics be identified and, if so, do they reflect the characteristics of that region? Are the social and/or economic characteristics different between those who actively fish their quota and those who lease it?
 - b. How many of the original permit and/or quota holders have left fishing? Can common social and/or economic characteristics be identified?
 - c. How many new entrants have there been since the initial allocation? Can common social and/or economic characteristics be identified?

Statement of Task (Cont'd)

3. What are the potential barriers that limit access of new entrants into existing or new fisheries (e.g., intergenerational differences in the cost of fishing; policies associated with permit or quota ownership, utilization, and transfers)?

a. Do these barriers disproportionately affect underserved communities?

b. Are there potential options for existing programs to reduce these barriers?

i. Identify options that could be implemented in the short term to increase access to permits and/or quotas across current and new users.

ii. Identify options that would require a longer-term investment (e.g. data collection and analysis, revision of management policies)?

Thank you!



08

Thank you!

For additional information or questions
please visit our [study website](#)

Stacee Karras, ckarras@nas.edu