

NRM 430/630

Resource Management Planning

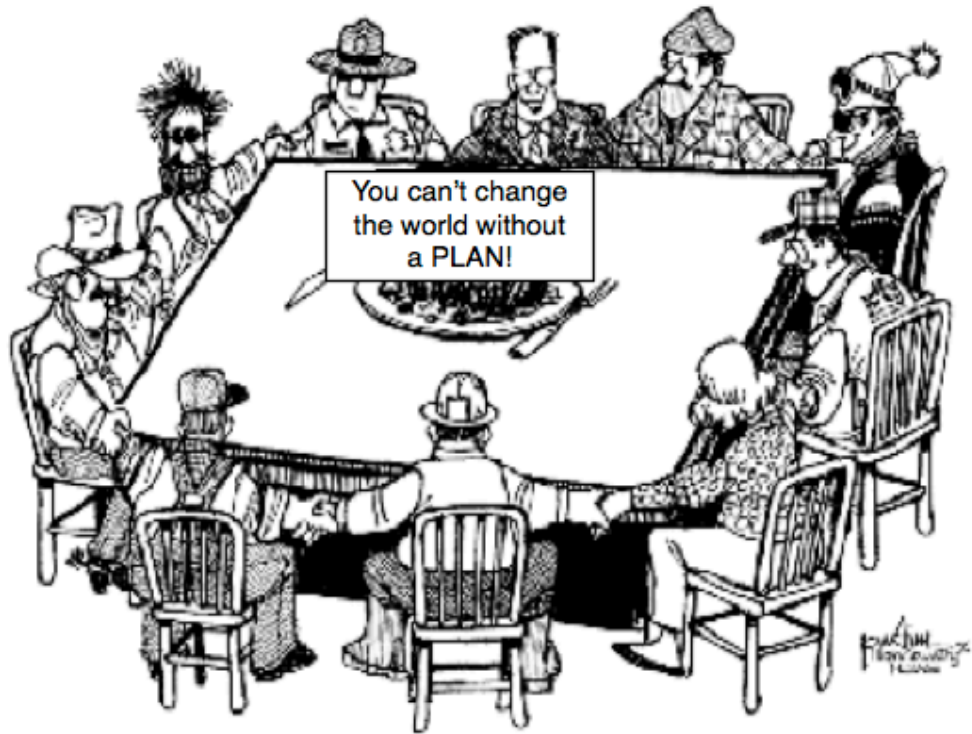
Planning

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Public Involvement

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Conflict Resolution



3 credits

Room 359 O'Neill Bldg

TuTh 11:30 a.m. to 1 p.m.

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Office Hours: after class and by appointment

Course Description:

This class considers the application of planning and conflict resolution principles to natural resource management. It emphasizes public involvement, consensus-building, the basic steps in the planning process, and resource dispute simulations. We will also examine plans for wildlife, marine protected areas, forests, salmon, climate action, and city sustainability plans.

Conflict resolution and collaboration are two of the most important skills in planning, public policy, environmental studies, and resource management. These approaches emphasize that many modern environmental problems are complex, multi-jurisdictional, and dynamic. They require a wide range of skills to understand the problem, and an even wider range of stakeholder and public support to develop a solution and implement it.

What is Resource Management Planning?

Resource planning helps humans live in closer harmony with nature — and with each other. It is predicated on a belief that science can help us avoid adverse impacts on the environment. And it has democratic, grassroots ideals at its core.

While **urban** planning deals primarily with **private** land, **resource** planning in the US deals primarily with **public** lands and resources. Technically, public lands and resources are owned by all the citizens and thus, every citizen should have a say in how they are managed.

There are management plans for almost every resource you can think of: caribou, rivers, moose, parks, forests, whales, wilderness areas, open space, trails, wildland fire, wildlife refuges, coastal areas, marine reserves, salmon, watersheds, etc. While their subject matter differs considerably, the **process** of developing resource management plans is largely the same.

For me, planning is the process of bringing dreams to life. In our personal lives, we plan for vacations, for college, for a career—we plan for ways to make our dreams come true. The difference is that in resource planning, the dreams are rarely our own: they

are instead the goals of the stakeholders involved in writing the plan. It is our job as planners to begin the process as neutral facilitators. We may not be neutral by the end (because the planner often has the best sense of what will succeed and what will not), but we need to start that way.

As a planner, you will have an opportunity to work with diverse teams of stakeholders to help them decide **where** they are going and **how** they are going to get there. At first it will seem impossible to get them to agree on anything. But the planning process is truly amazing in its ability to solve problems and get people to work together.

Course Objectives:

Upon completion of this course, the student should be able to answer the following fundamental questions:

1. What is planning and why is it being used so frequently in natural resource decision-making?
2. What is the difference between process and substance and why is this important?
3. Should the public be involved in planning? If so, how and to what extent?
4. Can conflict *improve* the quality of solutions to problems?
5. What guidelines can you offer that could improve the climate for a good settlement in a resource dispute?
6. What are the basics of facilitating meetings and mediating disputes?
7. What are the reasons for the basic steps in the planning process?
8. What are the basic components of resource plans?
9. What factors are considered in social, environmental, and economic impact assessment?
10. How and why are maps important in resource planning and decision-making?
11. When is it essential for a planner to remain neutral on resource issues? Is it always essential?

IS CONFLICT A "VITAL RESOURCE"?

"A considerable body of research suggests that where there is little conflict over issues, there is also likely to be poor decision making. Constructive conflict is a vital resource for social and organizational learning. Orchestrating conflicting perspectives ensures that key information that might otherwise be lost to view is brought to the fore, so that factions might learn from one another."

—R.F. Bowman, 2001. Harmony versus Productive Conflict. *The Educational Forum* 65 (Spring):221–226.

"One of the most important things to do in negotiation and mediation is to surface conflict (including rage) and to face it without blinking." —Kenneth S. Gallant

Handouts

We will read 5 chapters of *Wars over Wolves: Three Efforts to Resolve the Wolf Management Controversy*, available as a pdf file on Blackboard. You will write ~2 page summaries of Chapters 3-4, 5 and 6.

I use lots of handouts in class and also make them available on Blackboard. We will often refer to them in a later class so I recommend you obtain a 3-ring binder for the course to organize the handouts.

Facebook is verboten

Facebook is totally addicting for some people, but it is NOT allowed in this class. To ensure this, computers and cellphones are not allowed during class. The problem with them is not that the user is distracted—it's that everyone around them is distracted.

Email

- Always include a clear and specific **subject** in the subject line.
- Always include **your first and last name** somewhere in the email.
- Please do not forward chain letters or any information that does not relate specifically to the class.
- I prefer UAF email accounts so that I can write you from inside Blackboard if I need to reach you. If you do not

expect to use your UAF account, please forward it to your primary email address so that I can still reach you

via your UAF email address. If you don't know how to do that, let me know and I can send you the directions.

GRADING POLICY

Pts	%	Assignment
500	20%	Alternatives for Menehune
400	16%	Final Exam
400	16%	Midterm
250	10%	Issues & Options Matrix for Menehune simulation
200	8%	Project on a type of planning. This will include a ~7 page report, a short presentation, and 3 examples of your chosen type of planning. The graduate students will do a larger version of this project.
150	6%	3 Plan Reviews
150	6%	Test 1 on planning process, conflict resolution concepts, & running meetings
150	6%	3 Chapter Summaries from <i>Wars over Wolves</i>
100	4%	Quiz on the Menehune simulation
100	4%	Attendance, participation in discussions, questions when guest speakers come, etc.
100	4%	Attendance and convincing role-playing performance in the Menehune simulation
2450	100%	Total for undergraduates (not counting any public meeting critiques you might do)
≤ 60 pts Extra		Extra Credit for up to 2 Public Meeting Critiques at 30 points each. To get credit, fill out the PUBLIC INVOLVEMENT CRITIQUE FORM within 2 weeks of the meeting (find the form on Blackboard). Please get permission from me before you attend such meetings so that I'm sure it <i>qualifies</i> as a public meeting.
GRADUATE STUDENTS WILL BE GRADED ON THE ABOVE PLUS		
100	3%	Graduate student participation in extra meeting times to discuss your research papers. Meet on several Thursdays from 1:10 to 2:10 pm.
300	10%	Graduate student research paper
150	4%	Review of your peers' papers
2950	100%	Total for Graduate Students (not counting any public meeting critiques you might do)

Note: **INCOMPLETES** are **NOT** an option except in *dire emergencies*. If such occur, you must have proof of the emergency and you must let me know as soon as possible so that arrangements can be made to finish the course.

ATTENDANCE: Research on teams shows that just ONE team member missing meetings has an impact on the entire team's productivity. This class is similar to a planning team and one person missing does undermine the class as a whole. In order to function at our collective best, I will deduct 5% from the final grade for each UNexcused absence. Everyone is allowed up to 3 Excused absences. If you must be absent, please send me an email asap explaining the reason.

Disabilities

If you have a learning disability which may interfere with your ability to perform the work in this course, I am more than happy to work with you to see that your needs are met. However, you must obtain an Accommodation Letter from the Disabilities Office of the Health Center (ext.6158) www.uaf.edu/chc/Disability.htm. Accommodations will not be made retroactively (i.e. if you have a spelling disability, you must present the letter *before* any points are deducted for

spelling.) **Support Services** include: Office of Information Technology (www.alaska.edu/oit/index.xml) or helpdesk@alaska.edu. UAF Writing Center (1-800-478-5246) www.uaf.edu/english/writingcenter/

Plan Reviews

We will review 3 plans and discuss them in class. You will find a form to fill out about the plan and the plans themselves on Blackboard. See the schedule for due dates.

1. Edmonton Environmental Plan
2. Madison WI Sustainability Plan
3. Juneau Climate Action Plan (and have since been carrying out!).

3 Chapter Summaries

We'll read 5 chapters in *Wars over Wolves*, but will write ~1 page summaries on just chapters 3, 4, 5, & 6. Focus on how each planning process approached the "5 Ps" which are the key decisions every environmental mediation effort needs to make. Also add a one-paragraph synopsis of what you feel they did right and "wrong" in how they structured the process.

Please print them out for me and do NOT send via email. TO SAVE PAPER, please use 10 or 11 point fonts, 1.5 spacing (not double) and no more than 1 inch margins. I am delighted to accept papers that are already used on one side.

Menhune Simulation (*pronounced men-uh-hoo-nee*)

This simulation is about the construction of a resort in Turtle Bay, Oahu, Hawaii in an area that was used by locals as a park, fishing and swimming area and that also has endangered species and a valuable wetland. It is based on a real case and has several different stakeholders. Over the years, I've tried many different simulations, but this one brings out many of the issues involved in a planning case without having so many issues that we cannot get on top of them in a few weeks' time.

We will use the simulation several times through the semester to demonstrate the different steps in the planning process. The instructions for the simulation are posted on Blackboard. We will choose particular roles to play later in class.

ADD CRITERIA FOR GRADING THEIR _ AND PAPERS ON PLAN COMPARISON!!!

Become an expert on one type of planning

Worldwide, plans are making more decisions than ever before—they are literally changing the world. If we are going to do anything about the many environmental problems that face us, planning will be involved. The odds are also very high that you will be involved in various types of planning at some point in your career if you stay in NRM. Thus it's important for you to be familiar with a wide variety of plans and for you to know what you prefer. It's also good to see that even within this class, there is a wide divergence of opinion on what is best to include.

Assume that you are a consultant in a particular type of planning (see some of the types of planning listed below) and a community has contacted you for advice on how to prepare such a plan. Write a report of **about 5-10 pages** for your "client" giving them a summary of the peer reviewed and other literature on best practices for that type of planning. In addition, include 3 examples of plans of this type that your client can examine. Summarize the best parts of the planning processes that your examples followed, and include what you think is good or needs to be improved about your examples (both in terms of the process they followed and the plan itself). I have posted a comparison table to make it easier to compare your 3 plans. You will do a short presentation on your findings.

I have posted LOTS plans on our Blackboard page, but in addition to the ones posted there, you can look for plans in an area of interest to you:

Bike plans, biodiversity protection plans, campus sustainability plans, city plans, climate action plans, coastal zone plans, coral reef plans, corporate sustainability plans, disaster planning, ecosystem restoration plans, ecotourism plans, endangered species plans, energy plans, grazing/rangeland mgmt plans, green infrastructure plans, habitat plans, hurricane preparation plans, invasive species plans, lake plans, marine reserve plans, national or state forest plans, new town plans, ocean plans, plans for adapting to climate change, polar bear (or other species-specific) plans, recreation plans, river plans, social marketing plans, smart growth plans, state and national park plans, trail plans, transportation plans, urban forest plans, waste management plans, wetland plans, whale plans, wilderness plans, wildlife refuge plans, wolf reintroduction plans. The diversity is enormous! Also look for different geographic areas: plans from Nepal, Mozambique, Gabon, Bolivia, Norway, Ecuador, New Zealand...wherever!

Do NOT choose short plans! They are actually more work because they don't provide enough information to make a good report. You will to lose points if you choose very short plans in the hope of making the project easier. Choose something you can sink your teeth into.

The project will include

1. a 5-10 page report comparing the plans, which aspects you like best in each and what you would do if you had to do this type of plan in the next year. Include literature from textbooks and peer-reviewed journals regarding this type of planning. See Blackboard for articles I posted on various types of planning. 100 points for the report.
2. A table comparing the 3 plans, using the plan review questions (and any questions you would like to add) for row headings. See the template below.
3. a 10-min presentation to the class regarding your findings (also worth 100 points) with 5 minutes for questions, and
4. a minimum of 3 examples of your chosen type of plan (digital copies are fine). Unless you use plans I have posted on Blackboard, the examples must be approved by me before you use them (because some things that are called plans do not include goals, objectives, or actions of any kind and I would not call that a plan).

PLAN COMPARISON TABLE. This form does not compare the plans; your text should do that. If you can, try to score the plans on those questions where scoring would be possible. You might use a scale of 0-5 (where 0 means it did not include the information and 5 means it did a stellar job). Which of your plans "scored" best in each category?

	Plan 1:	Plan 2:	Plan 3:
1. What is the name of this plan? Who wrote it?			
2. What type of plan is it (city, river, fishery, park, forest, refuge, marine reserve, etc)			
3. What issues/problems was the plan supposed to address (why did they do the plan)?			
4. Was the public involved in creating the plan? If so, how?			
5. Is there an overall vision that at least some people might find inspiring? Copy the vision if there is one and analyze it.			
6. Does it have goals and objectives that explain both what should be done and why? Give a few examples if so.			
7. Does it have measurable targets (<i>such as who is to do how much of what by when</i>)? Give a few examples.			
8. Does it provide for evaluation of the plan's effectiveness? If so, how?			
9. Does the plan address the "3 E's" : environment, equity, economy?			
10. Is it user friendly? Is it attractive? <u>Should</u> it be user friendly and attractive?			
11. Were there any surprises about the plan, either good or bad?			
12. Name some things you like about the plan.			
13. Name some things you do not like or you think need improvement.			

14. Assume you are writing a plan for some area (perhaps a very different type of plan from this one). What lessons, if any, would you want to take away from this plan to use in another one?			
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Some of my favorite quotations about planning:

Make no little plans: they have no magic to stir men's blood, and probably will not be realized. Make big plans: aim high in hope and work, remembering that a noble, logical diagram, once recorded, will never die.

—Daniel Burnham, *Father of American Planning*, 1914

Public opinion is everything. With public sentiment, nothing can fail. Without it, nothing can succeed.

—Abraham Lincoln

The good thing about the future is that it comes one day at a time.

—Abraham Lincoln

How wonderful it is that nobody need wait a single moment before starting to improve the world.

—Anne Frank

Without VISION, the people perish.

—President Lyndon Johnson

Nothing remains special by accident.

—Charles Little, *Greenspaces for America*

*Planning, by definition, means thinking about the future, and that is an exercise requiring technical skill, imagination, and most of all **courage**.*

—Nelson R. Kellogg, *Science Historian*, 1997

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.

—Margaret Mead, *Anthropologist*

The future is not a probable place we are being taken to, but a preferred place we are creating.

—Peter Ellyard, *Urban Planner*, 1993

Planning is about sharing power.

—Report of the Commission for Africa

Groups of people are better at problem solving than individuals and make better decisions than even the top experts in a group...Diversity enhances the wisdom of a group, improving our potential problem-solving and decision-making capacity.

—from *The Art of Happiness in a Troubled World* by His Holiness the Dalai Lama and Howard C. Cutler, M.D.

Human feelings are just as real as scientific data.

—*Environmental Mediator Susan Carpenter*

and on a separate topic...

"The hardest part of writing is staying in the chair."

—Bob LeVitus