

NRM 430/630

Resource Management Planning

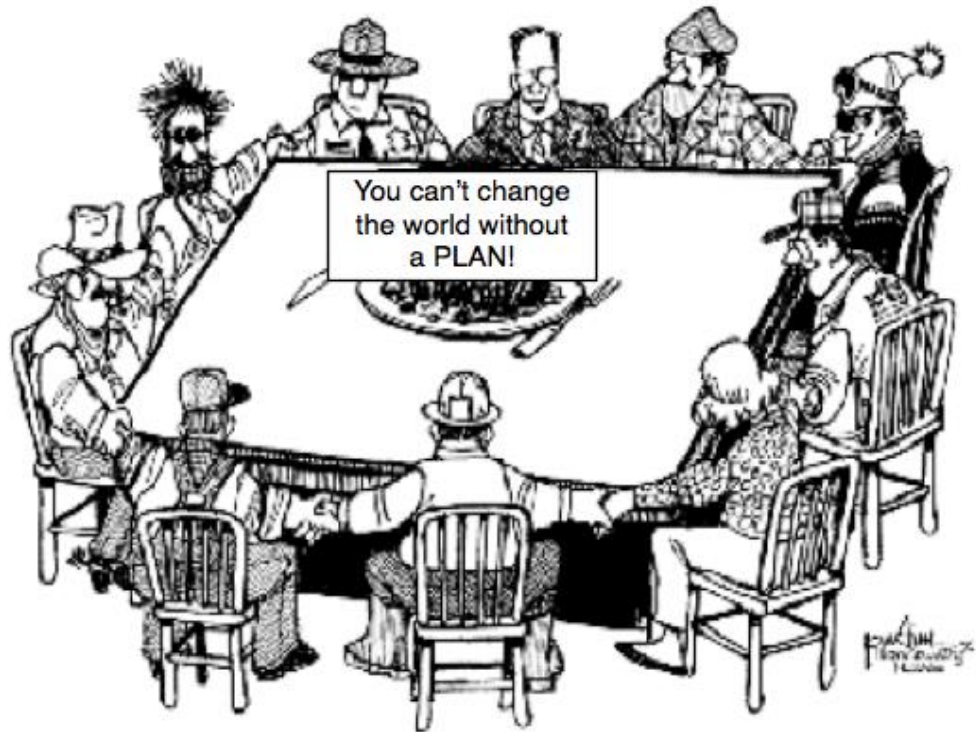
Planning

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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.

A face to face and online synchronous course

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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 review several plans so that you know what to look for in plans and also how to write them.

Conflict resolution, mediation and collaboration are three of the most important skills in planning, public policy, and resource management. Conflict resolution and collaboration recognize that many modern environmental problems are complex, multi-party, 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?

Good science alone is not enough to result in good resource management. In addition to science, you need good processes for making decisions and setting policy. Resource planning provides a process for solving resource management problems that takes both environmental science and human values into account. 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, participatory and inclusive ideals at its core.

Urban planning shares these core elements with resource planning, but **resource** planning deals primarily with **public** lands and resources, while urban planning also deals with private land. 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 a process that helps people work together to solve problems**. It is also a process for bringing dreams to life, such as protecting a trail system, recovering an endangered species, or making a city or corporation more sustainable. In our personal lives, we plan for vacations, for college, for a career—we plan for ways to make our dreams come true. In resource planning, the dreams are rarely our own: they are instead the goals of the stakeholders involved in writing the plan. The planner's job is to facilitate the process.

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 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, why, how and to what extent? Who is included in “the public” and how to you reach them?
4. In what ways 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 basic steps in the planning process and what is the purpose of each step?
8. What are “alternatives” in planning and what is involved in evaluating alternatives? What factors should be considered in an environmental impact statement (EIS)? Could these help determine if a resource decision is right or wrong? Why or why not?
9. How and why are maps important in resource planning and decision-making? Can maps help resolve conflicts? If so, how?
10. When is it essential for a planner to remain neutral on resource issues? Is it always essential?

And perhaps most important...

11. What makes a “good” plan? What needs to be included?
12. How do we know if a planning process is successful? What criteria would you include to judge whether it was successful or not?

Conflict is 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

Instead of a textbook, 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.

Cellphones & Computers are not allowed

Cellphones and computers might be okay if only the user were distracted, but it distracts everyone else as well. We will be using iPads and cellphones for students who are taking this course from other locations.

GRADING POLICY

Pts	%	Assignment
320	17%	Review 4 assigned plans (80 each)
300	16%	Final Exam
250	13%	Issues & Options Table for Laughton simulation
240	13%	Project comparing 3 plans of the same type (you choose)
200	11%	5 Levels of Goals for Masabi Forest
100	5%	Participation in discussions, questions when guest speakers come, etc.
100	5%	Your recommendations on what Fairbanks should include in a climate plan
100	5%	Quiz on conflict resolution
100	5%	Quiz on Issues & Options
80	4%	Attendance and convincing role-playing performance in the Masabi and Laughton simulations
50	3%	10-min Presentation on your 3-plan comparison
40	2%	Quiz on the Laughton simulation (prior to discussing it)
1875	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 you're sure it <i>qualifies</i> as a public meeting.
GRADUATE STUDENTS WILL BE GRADED ON THE ABOVE PLUS		
300	16%	Graduate student research paper
150	8%	Presentation on Research Project to the class
2325		Total for Graduate Students (not counting any public meeting critiques you might do)

Plus and minus will be used as follows: Note that this course cannot count as a requirement if the student receives anything less than a C-.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93%	92-90	89-87	86-83	82-80	79-77	76-70	69-67	66-64	63-60	59-57	56 or less

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 arrangements can be made to finish the course.

This syllabus is subject to change at the discretion of the instructor. According to the [UAF Faculty Senate syllabus requirements page](#), modifications to the syllabus "may be made throughout the semester".

Student Protections and Services

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations.

Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, *I am required to report it to the appropriate authorities*. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/

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. First obtain an Accommodation Letter from the Disabilities Office of the Health Center (ext.6158) www.uaf.edu/chc/Disability.htm. Do this within the first 2 weeks of the semester. 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.)

Other 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 and Plan Comparison

More information is available on Blackboard about each of these assignments.

1. Plan Reviews

We will review 4 plans and discuss them in class. The purpose of these is to become familiar with plans and learn how to scan them for essential information. **You will find the plans and a form to fill about each plan on Blackboard.** See the schedule for due dates. Some of the information asked in this “generic” plan review is not answered in a plan. Try to find the info, but if you can’t, just indicate that.

2. 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 to know your own preferences regarding plans. It’s also good to be aware that even within this class, there is a wide divergence of opinion on what is best to include. People have very different opinions on what makes an effective plan. Lots of plans are posted on Blackboard, but in addition to the ones posted there, you can look for plans in an area of interest to you, such as the ones below. Note that the diversity of types of plans is enormous.

Some of the following topics might interest you: bike plans, biodiversity protection plans, campus sustainability plans, city plans, state and provincial climate action and/or adaptation plans, coastal zone plans, coral reef plans, corporate sustainability plans, disaster planning, ecosystem restoration plans, ecotourism plans, endangered species plans, energy plans, grazing/rangeland management 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, polar bear (or other species-specific) plans, rain management plans, recreation plans, river plans, social marketing plans, smart growth plans, city, state and national park plans, stormwater plans, city and campus sustainability plans, trail plans, transportation plans, urban forest plans, waste management plans,

wetland plans, whale plans, wilderness plans, wildlife refuge plans, wolf reintroduction plans. Also look for different geographic areas: plans from Nepal, Mozambique, Gabon, Bolivia, Belize, Kenya, Norway, Ecuador, New Zealand...wherever!

The plan comparison will include

1. a 5-10 page report comparing the plans, which aspects you like best in each and what you think needs improvement.
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 on Blackboard.
3. Attach a minimum of 3 examples of your chosen type of plan (digital copies are fine).

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

*Proverb in diplomacy: If you want me there at the landing, include me in the takeoff. —unknown
(what does this mean for planning?)*

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*

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*

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...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

Saying from the field of international diplomacy: "If you want me there at the landing, include me in the takeoff."

and on a separate topic...

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

—Bob LeVitus

NRM 430/630 — TENTATIVE Schedule (note that the best laid plans have changes)

		DATE	In-Class Topics and Exercises	ASSIGNMENTS Due on Date Shown
1	TU	15-Jan	<p>Introduction to the course.</p> <p>Introduce the plans to review and the Plan Comparison.</p> <p>Masabi Public Land Planning Exercise</p>	We will use the Masabi case as the basis for a "Goals" assignment over the next 2 weeks
2	TH	17-Jan	<p>Finish Masabi and discuss it. We'll refer to this case when we consider the different levels of goals.</p> <p>INTRODUCTION to PLANNING and the PLANNING PROCESS. What is resource management planning? What types of plans are there? What role does the public play? What is the planner's role? What is difference between substance and process? Why does that matter? What are the steps in the planning process? Look at examples of plans.</p>	
3	TU	22-Jan	<p>GOAL HEIRARCHY: WHERE ARE WE GOING AND HOW WILL WE GET THERE? Setting different levels of goals, from big picture to details—often but not always called vision, goals, objectives, targets & indicators.</p>	Be familiar with the Vision and Goals handout available on Bb.
4	TH	24-Jan	<p>Discuss the Vancouver Greenest City Plan.</p> <p>Critique draft Masabi goals.</p> <p>Start work in class on a set of your own goals for 1 stakeholder in the Masabi Case.</p>	<p>PLAN REVIEW 1 DUE: Vancouver Greenest City Plan & Implementation Update. Vancouver's plan is exemplary so we'll start with a careful review of its key features, which are things you should look for in most plans. Fill out the Review Form on Bb and attach it in the assignment link. You do not need to read every word of the plan. [Note that you can't put everything into a plan or it would be far too long for the public to read. There are usually much more detailed documents available for those implementing a plan]</p>
5	TU	29-Jan	<p>Discuss your goals for Masabi.</p> <p>Start PUBLIC ENGAGEMENT: What, Who, When, How & Why. Is there a difference between public involvement and propaganda? What about cultural differences between groups? Who should be involved (who would you involve in a climate plan for Fairbanks?). What are the primary methods of PP? How much weight should be given to public comments? Compare them to voting.</p>	<p>ASSIGNMENT DUE: Submit 5 levels of goals for Masabi on Bb. The directions and a form to fill out can be found on Bb. Just fill in the blanks...</p>
6	TH	31-Jan	<p>Continue discussion of Public Engagement.</p> <p>Explore how an online site can be used to provide public input without meetings. https://novak-demo.metroquest.com/</p> <p>This site explains how to comment most effectively on federal rule making & plans and lists proposed actions that are open for public comment. https://publiccommentproject.org/</p>	
7	TU	5-Feb	<p>CODING public comments. Once you collect public opinions, most planners group the comments by code. How do you code the comments? Critique coded comments from Trails Plan to see how to code them. Compare trails plan & invasive plant plan coded comments. Code comments from the Fire meetings in pairs. Look at Fairbanks City Plan comment summary. How much weight should you put in the <u>number</u> of comments about a given topic?</p>	<p>Look over 100 Great Community Engagement Ideas and Flagstaff's Open House Presentation and Public Input Summary. It is rare that we have detailed information on the public engagement strategy for a plan, but Flagstaff has covered this base very well. Note HOW Flagstaff obtained public input and HOW they summarized it.</p>

8	TH	7-Feb	<p>Discuss the Vancouver climate plan.</p> <p>BASIC SKILLS—CONFLICT RESOLUTION. Oranges Exercise and key terms: Interest, Position, Consensus & Compromise, Mediation, Negotiation, Win-Win, Zero Sum Game</p>	<p>PLAN REVIEW 2 of the Vancouver Climate Change Adaptation Strategy. This is a “step-down plan” (a more detailed plan) that was called for in the Greenest City Plan.</p> <p>READ Chapters 1-3 in <i>Getting to Yes: Negotiating Agreement without Giving In</i> by Fisher, Ury and Patton. Available on Bb. I posted an interview with URY about how to solve the government shutdown</p>
9	TU	12-Feb	<p>Finish conflict resolution</p> <p>BASIC SKILLS—RUNNING MEETINGS</p> <p>EXPLORE http://seas.umich.edu/ecomgt/mlpavideo/ to watch professional facilitators deal with common challenges.</p>	
10	TH	14-Feb	<p>Discuss Flagstaff Plan.</p> <p>Quiz on Conflict Resolution</p> <p>ISSUES Part 1. WHAT ARE ISSUES and how should we phrase them?</p>	<p>PLAN REVIEW 3 of the Flagstaff Climate Action & Adaptation Plan.</p>
11	TU	19-Feb	<p>Practice finding issues in interview data.</p> <p>What are options? ISSUES & OPTIONS (I/O) tables. Look at Issues and Options Tables for Fortymile Caribou and Birch Hill Plans. Look at the way options were included in the Paris Climate talks</p>	<p>READ Chapter 4 “Invent Options for Mutual Gain” in <i>Getting to Yes: Negotiating Agreement without Giving In</i> by Fisher, Ury and Patton. Available on Bb.</p>
12	TH	21-Feb	<p>Discuss Portland Climate Plan and compare the 3 Climate Plans we have reviewed. Which did you like best and why?</p> <p>To see how issues work in the planning process, work in pairs to develop alternatives and a plan for Birch Hill Recreation Area. Discuss the results.</p>	<p>PLAN REVIEW 4 of the Portland Climate Action Plan. How does it compare to the climate plans we’ve read?</p>
13	TU	26-Feb	<p>Discuss assignment on Issues and Options for the Coastal Flooding in Launton Case. Develop a few issues and options in class to get started.</p> <p>Packaging options into ALTERNATIVES. Theory behind alternatives. Look at examples.</p>	<p>Read the Instructions for the role play exercise: Coastal Flooding Plan for Launton. Take short online Quiz on the case so everyone is prepared to discuss it (find it on Bb). Take it by 11:59 pm on Mon, Feb 25.</p>
14	TH	28-Feb	<p>Evaluating Alternatives.</p>	
15	TU	5-Mar	<p>Quiz on Issues and Options</p> <p>Scenario Planning for “What if”: planning for several possible futures. Thus far, we’ve looked at plans that try to solve EXISTING problems. We try to state those problems very clearly, then find ways to solve them. But what if problems aren’t clear yet? How do we plan for <i>potential</i> problems in the future?</p>	
16	TH	7-Mar	<p>Discuss your issues & options.</p>	<p>DUE: ISSUES AND OPTIONS TABLE for the Laughton coastal flooding plan is due. Submit on Blackboard.</p>
	TU	12-Mar	<p>SPRING</p>	
	TH	14-Mar	<p>BREAK</p>	
17	TU	19-Mar	<p>Discuss your issues & options tables for Laughton. Choose roles and prepare for the Laughton Negotiation.</p>	
18	TH	21-Mar	<p>LAUGHTON NEGOTIATION Simulation (<i>attendance is required</i>)</p>	<p>Choose 3 plans of one type for your plan comparison due in 2 weeks (directions under Plan Reviews on Bb). Sign up for days when you want to present your findings (limited to 10 min max).</p>

19	TU	26-Mar	<u>LAUGHTON</u> NEGOTIATION Simulation (<i>attendance is required</i>)	
20	TH	28-Mar	<u>LAUGHTON</u> NEGOTIATION Discussion (<i>attendance is required</i>)	Turn in your recommendations on what Fairbanks should include in a climate plan and what public involvement strategy they should use.
21	TU	2-Apr	Final Exam	
22	TH	4-Apr	Guests: Nikoosh Carlo and Luke Hopkins from Governor Walker's Climate Action Leadership Team	Look over the Climate Action Leadership Team's plan for the state of Alaska prepared for Governor Walker that we will discuss in class.
23	TU	9-Apr	Try to reach consensus on a class recommendation on what Fairbanks should include in a climate plan and what public involvement strategy they should use.	
24	TH	11-Apr	Continue working on class recommendations.	
25	TU	16-Apr	Present recommendations to representatives of FCAC, the former and current mayors and members of the Borough Assembly (TBA)	
26	TH	18-Apr	Presentations on your plan comparisons. 10 min max	Written Plan Comparison is due
27	TU	23-Apr	Presentations on your plan comparisons. 10 min max	
28	TH	25-Apr	Presentations on your plan comparisons. 10 min max Class summary	