Communication and Facilitation for Effective and Inclusive Conservation Efforts
EES 598, Syllabus

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(calhoun@maine.edu), and Mac Hunter (mhunter@maine.edu)
Collaborating faculty: Sandra De Urioste-Stone, Jessica Jansujwicz, and Carly Sponarski

Dates: January 14th through January 18th, 2018
Time: 9 am to 4 pm
Location: Mitchell Center for Sustainability Solutions, Norman Smith Hall
Credits: Two credit hours

Course Description
Almost all conservation efforts are fundamentally shaped by communication. In this one-week intensive course, we will build the skills required for communication and group facilitation in a conservation context. In particular we will help participants understand the complex communication issues that arise in conservation-related collaborations and how capacities for communication are shaped within diverse types of relationships. This course will allow students to gain practical training in diverse communication skills and perspectives to support and help shape ongoing conservation efforts.

The co-instructors, Drs. Bridie McGreavy, Aram Calhoun, and Mac Hunter bring their interdisciplinary and applied experience in communication and conservation to this one-week intensive course. Collaborating instructors, Drs. Sandra De Urioste-Stone, Jessica Jansujwicz, and Carly Sponarski will help students connect the facilitation skills and communication planning with a specific case drawn from their conservation work. In the first part of the course, students will learn theory and method at the intersection of communication and conservation. In the second part they will engage in case studies and problem-solving to work with stakeholders to create a communication plan for an applied conservation need.

Learning outcomes
By the end of this course, students will be able to:
- Describe how key concepts from the discipline of communication shape facilitation in conservation contexts
- Practice effective and inclusive facilitation for shared decision-making in conservation-based collaborations
- Create a communication plan for meeting design, facilitation, and governance to support conservation efforts in specific cases

Texts and Technology
This course will use Google Classroom to organize assignments, share readings, and archive materials in a course folder. The login code for Google Classroom is 5p3642. There is one required text for this course which students are required to read prior to class and which is also available online through Fogler:

Kaner, S. (2014). *Facilitator's guide to participatory decision-making*. John Wiley & Sons.

Note: Please see details on expectations for advanced reading in Course Schedule.

The following books are recommended but not required:

Brown, J. & Isaacs, D. (2005). *World Café: Shaping Our Futures Through Conversations that Matter.* San Francisco, CA: Berrett-Koehler Publishers.

Holman, P., Devane, T., & Cady, S. (2007). *The change handbook: The definitive resource on today's best methods for engaging whole systems* (2nd, Rev. and expanded.). San Francisco: Berrett-Koehler.

Select chapters from Brown and Isaacs (2005) and Holman, Devane and Cady (2007) are available in our course folder. All other readings will be available as PDFs through the shared Google folder and are provided in the reference list below.

Assignments
The course will be graded Pass/Fail and evaluation will focus on the following assignments:
- Reading reflection (see below guiding questions), due Mon. Jan. 14th at 9 am, e-mailed to Bridie, Aram, and Mac
- Facilitation Praxis, due Tue. Jan. 15th from 1 to 4 pm
- Communication Plan presentation, due Fri. Jan. 18th
- Communication Plan, due Fri. Jan. 18th

Developing a Communication Plan for a Case
This course takes an applied approach to facilitation and students will work with collaborating faculty to create and present a communication plan for a specific facilitation event associated with one of the following cases:

A Collaborative Approach to Special Area Management Planning for Vernal Pool Conservation (Drs. Aram Calhoun and Jessica Jansujwicz)
This case study focuses on the development of an alternative mitigation tool for conserving vernal pool ecosystems in developing landscapes. The tool was developed by a diverse stakeholder group over a 7-year period. The tool is called a vernal pool special area management plan (SAMP) and is a locally driven conservation plan currently being tested in two Maine towns. The case raises interesting questions about the role of "home rule" when top-down regulation by federal and state government is inadequate to conserve natural resources. In addition, the SAMP places equal weight on socio-economic outcomes and ecological outcomes.

Climate Change and Sustainable Tourism Development for Maine Parks (Dr. Sandra De Urioste-Stone and MS Lydia Horne)
Climate change is impacting and is projected to continue to impact global nature-based tourism industries. Nature-based tourism is an important economic industry for Maine with coastal tourism especially vulnerable to expected climate change effects. The extent to which tourism destinations are able to anticipate, respond, and adapt to climate change threats and take advantage of opportunities determines resilience in light of climate change uncertainty. Destination resilience can be fostered by building capacity to absorb unpredictable climate change impacts. The overall goal of this study is to bolster community resilience in Maine's coastal nature-based tourism destinations. We will use a three-phase comparative case study design with a mixed methods approach. The study sites are Camden, Mount Desert Island, and Machias, all of which are important coastal tourism destinations in Maine. Phase 1 will assess climate change risk perceptions via in-depth semi-structured interviews with an embedded pile sort activity of tourism stakeholders in coastal Maine and determine mitigation and adaptation strategies currently in place or planned. In phase 2, we will conduct a quantitative visitor survey

to evaluate tourist risk perceptions of climate change. Phase 2 will also consist of a geo-spatial vulnerability hotpot assessment that incorporates both biophysical and social vulnerability indicators to determine areas of high risk within each destination. We will integrate results from phases 1 and 2 before facilitating several participatory workshops in phase 3. This study will help increase the adaptive capacity of Maine's coastal tourism destinations in the face of climate change by informing strategic tourism management and planning efforts.

Understanding and Informing Municipal Policy for Winter Deer Feeding (Dr. Carly Sponarski and Elyse DeFranco)

T his case focuses on deer management in New Brunswick, where large-scale feeding of deer over winter has become common in many towns. This behavior has been found to prevent deer migration to traditional wintering yards, impacting the entire deer population in the region. Many towns are now attempting to discourage this practice, as residents express concern about increasing deer-vehicle collisions, the spread of Lyme disease, and the destruction of personal gardens by browsing deer. Many of those who feed deer in their yards have a strong bond with the animals, including naming them and recognizing individuals who return each winter. Embedded in many of their perceptions of their actions is the belief that due to controversial forestry management practices, there is no food left in the forests, and the deer depend on them for their survival. This case will seek to aid local collaborators in developing a communication plan that addresses deer feeding through public education about risks that it poses to both human health and the welfare of the deer population, while addressing concerns about winter survival and forestry management.

Course Schedule

Monday, January 14
9 am to noon
Introductions and opening reading discussion based on reading reflection and discussion questions focusing on core facilitation competencies.

Morning Reading:
Kaner, S. (2014). *Facilitator's guide to participatory decision-making*. John Wiley & Sons.

Note: Please come to class on the first day having read all of Kaner (2014) and with a one-page reflection. Read to familiarize yourself with this book. Your reading should allow you to understand the basic content and activities described in the text and support writing an initial reading reflection. You are not expected to know everything in this book nor will you be tested on the content. You should be generally aware of the content so you can draw from this text as a resource in the discussions and activities during the week.

Due: One-page (single space) reading reflection on one or more of the following prompts, e-mailed to course instructors.
- What experiences (as a facilitator or group participant) have you had with facilitation? If you haven't had experiences with facilitation, what are your impressions of facilitation?
- What, if any, challenges have you encountered with facilitation or group work in general?
- What ideas or practices from Kaner (2014) stood out to you? How do these ideas or practices connect with your previous experiences?
- Please also include one or two discussion questions that you can pose to the group.

1 pm to 4 pm
Connecting communication praxis with conservation success: How strategic, relational, ecological and critical approaches to communication can shape conservation practice

Organize Facilitation Praxis assignments and identify case study interests.

Afternoon Reading:
> Landreman, L.M. & MacDonald-Dennis, C. (2013). The Evolution of Social Justice Education and Facilitation. in L.M. Landreman (Ed.) The Art of Effective Facilitation: Reflections from Social Justice Educators. (pp. 3-22). Sterling, VA: Stylus Publishing. McGreavy, B., Randall, S., Quiring, T., Hathaway, C., & Hillyer, G. (2018). Enhancing adaptive capacities in coastal communities through engaged communication research: Insights from a statewide study of shellfish co-management. Ocean & Coastal Management, 163, 240-253.

Tuesday, January 15

9 am to 10 am
> Introduce Communication Plans and briefly describe cases.

10 am to noon
In groups of three, students will teach one of the facilitation processes or techniques prepare a brief lecture (5 min.) and demonstration of the technique that we will work through in the afternoon. Students will have 20 minutes for the description and demonstration and about 1.5 hours to plan it in the morning.

1 pm to 4 pm
Facilitation Praxis: Teaching effective and inclusive facilitation processes and techniques. Praxis is an ancient term that refers to learning that is both problem-oriented and applied.

Readings:
> From the [Facilitation Praxis](#) chapters (will be assigned on Monday)

Wednesday, January 16

9 am to noon
Introduce three cases and the conservation event on which students will focus as they develop their communication and facilitation plan. The cases will focus on the development of special area management plans for vernal pool conservation, a vulnerability assessment of climate change impacts and tourism, and efforts to address conflict in deer feeding and management.

1 pm to 4 pm
Finish case introductions and establish expectations for group work. Start to identify and refine the objectives for the case-specific facilitation event and begin to gather information for the strategic, relational, material and ecological, and critical communication considerations. Your group may find it helpful to work through each of these factors separately, though they do not need to be treated as independent categories if you would rather consider them holistically.

Case Readings:
Please come to class having read articles for the specific case on which you are working.

Vernal Pools
Calhoun, A. J., Jansujwicz, J. S., Bell, K. P., & Hunter, M. L. (2014). Improving management of
small natural features on private lands by negotiating the science–policy boundary for
Maine vernal pools. *Proceedings of the National Academy of Sciences*, 201323606.

Calhoun and stakeholder team: The Maine Vernal Pool Special Area Management Plan.

Sustainable Tourism
Manwa, H., Atlhopheng, J., Saarinen, J., & Hambira, W. L. (2013). Perceptions of tourism
operators towards adaptations to climate change in nature-based tourism: The quest for
sustainable tourism in Botswana. *PULA: Botswana Journal of African Studies* 27(1), 69-
85.
Shakeela, A. & Becken, S (2015) Understanding tourism leaders' perceptions of risks from
climate change: An assessment of policy-making processes in the Maldives using the
social amplification of risk framework (SARF), *Journal of Sustainable Tourism*, 23(1), 65-
84, DOI: 10.1080/09669582.2014.918135

Winter Deer feeding
Raik, D., Lauber, T., Decker, D., & Brown, T. (2005). Managing Community Controversy in
Suburban Wildlife Management: Adopting Practices that Address Value Differences.
Human Dimensions of Wildlife, 10(2), 109–122.

Thursday, January 17
9 am to noon
Update on group work from Wednesday afternoon, discuss questions, make adjustments if
needed and clarify and next steps. Refine communication plan and begin writing.

1 pm to 4 pm
Finalize communication plan and partner with another group to practice and work through ideas.

Friday, January 18
9 am to noon
Finish communication plan and presentation and practice delivery

1 pm to 4 pm
Present and discuss communication plans and identify next steps for advancing facilitation
skills and staying involved in the cases.

Course Policies
Weather Cancellation
In the event that one or more of our classes are cancelled due to winter weather, we will move
our class online and use video conferencing for discussions and group work.

Respect for Diversity and Inclusive Dialogue
In this course, we will examine and discuss complex issues. We will likely have different
viewpoints and life experiences related to the course content, and as a group we will work to
include and respectfully discuss all perspectives. Further, it is our intent that students from

diverse backgrounds and perspectives be well served by this course, that students' learning needs are addressed both in and out of class, and that the diversity that students bring to this class be approached as a resource, strength, and benefit. It is also our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity. If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.
- Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

Additional Facilitation Resources

Books
Brown, J. & Isaacs, D. (2005). *World Café: Shaping Our Futures Through Conversations that Matter*. San Francisco, CA: Berrett-Koehler Publishers.
Chevalier, J. M., & Buckles, D. J. (2013). *Participatory action research: Theory and methods for engaged inquiry*. Routledge
Holman, P., Devane, T., & Cady, S. (2007). *The change handbook: The definitive resource on today's best methods for engaging whole systems* (2nd, Rev. and expand ed.). San Francisco: Berrett-Koehler.
Kaner, S. (2014). *Facilitator's guide to participatory decision-making*. John Wiley & Sons.
Yankelovich, D. (1991). *Coming to public judgment: Making democracy work in a complex world*. Syracuse University Press.

Articles
Calhoun, A. J., Jansujwicz, J. S., Bell, K. P., & Hunter, M. L. (2014). Improving management of small natural features on private lands by negotiating the science–policy boundary for Maine vernal pools. Proceedings of the National Academy of Sciences, 201323606.

Daniels, S. E., & Walker, G. B. (2012). Lessons from the trenches: Twenty years of using systems thinking in natural resource conflict situations. *Systems Research and Behavioral Science, 29*(2), 104.

Marshall, K., White, R., & Fischer, A. (2007). Conflicts between humans over wildlife management: on the diversity of stakeholder attitudes and implications for conflict management.*Biodiversity and Conservation*, *16*(11), 3129–3146.

McGreavy, B., Randall, S., Quiring, T., Hathaway, C., & Hillyer, G. (2018). Enhancing adaptive capacities in coastal communities through engaged communication research: Insights from a statewide study of shellfish co-management. Ocean & Coastal Management, 163, 240-253.

Raik, D., Lauber, T., Decker, D., & Brown, T. (2005). Managing Community Controversy in Suburban Wildlife Management: Adopting Practices that Address Value Differences. Human Dimensions of Wildlife, 10(2), 109–122.

Zinn, H., Manfredo, M., & Vaske, J. (2000). Social Psychological Bases for Stakeholder Acceptance Capacity. *Human Dimensions of Wildlife*, *5*(3), 20−33.

Websites
- Participatory Action Research, Planning, and Evaluation: https://www.participatoryactionresearch.net/
- International Association of Facilitators: https://www.iaf-world.org/site/
- IAF Core Competencies: https://www.iaf-world.org/site/professional/core-competencies

Appendices

Communication Planning Guidelines
Communication and Facilitation for Effective and Inclusive Conservation Efforts (EES 598)
January 2019

Communication planning acknowledges that successful facilitation goes far beyond the specific techniques used in any meeting. This approach recognizes that communication influences any collaboration in complex ways. As Kaner (2014) describes, facilitation aims to promote full participation, mutual understanding, inclusive solutions, and shared responsibility and communication is central to cultivating these outcomes. Paying attention to multiple dimensions of communication can help facilitators work through the inherent complexity in communication; prepare for inevitable surprises; and design processes and meetings that are effective, creative, and equitable.

This approach works through a series of questions and information gathering exercises to create a communication plan that pays attention to strategic, relational, ecological and technological, and critical aspects of any facilitation process. In this activity, you will work on a specific case to plan a process and/or specific meeting. In essence, you've been invited to serve as facilitation consultants: the plan you prepare will be used to inform an ongoing process led by Drs. Aram Calhoun, Sandra De Urioste-Stone, Jessica Jansujwiicz, and Carly Sponarski. With your permission, the plan will also be shared with other students, faculty members, and stakeholders who are involved in the process.

The communication plan should be a professional quality document, free of typos, formatted consistently, and with visual appeal. The communication plan could also serve as a writing sample to share with prospective employers, an output that may be especially valuable for those considering consulting as a career option.

Format and Audience

Groups may choose a technical report style or, with approval from course instructors, a multi-media web-based format. The report should be at least 8 to 10 pages (not including Table of Contents, References, Appendices, etc.), double spaced, and written in APA style. The way you organize the report is up to your group to decide, though having a consistent and logical format is recommended.

Your primary audience for this plan are the course instructors, and especially those collaborating with you on the case, and the students in this course. However, the plan should also be accessible to potential participants in the event you are planning who likely have

diverse forms of expertise and are not trained in communication or facilitation. Work to make the language accessible, interesting, easy to follow, and visual.

Group Agreements

Given that the communication planning is also a group process, we recommend working with your group to define roles and responsibilities and create your own sustainable agreement for how you will work together, make decisions, set timelines, and check in as you go along.

Guiding Questions

The following guiding questions provide a starting point for information gathering for each element of the communication plan. Students are encouraged to draw from their own experiences with meetings and facilitation, the assigned readings, and insights from case study leaders to go beyond these questions in developing the plan.

Strategic

To begin brainstorming the strategic communication factors, you may find it useful to start with the 7 P's Framework (Purpose, Product, People, Process, Pitfalls, Prep, and Practical Concerns).

- What are the objectives for this meeting or process?
- Who are the leaders and what are their interests and needs? What are the respective roles and responsibilities of everyone involved?
- Who are the stakeholders and what are their interests and needs? See approaches for stakeholder mapping in Gray et al. (2010) and provide recommendations and support materials for how to identify and understand stakeholder interests and needs.
- Where will this take place? What resources are available there?
- What specific facilitation activities will enable the group to advance its objectives and why? Provide specific instructions and/or demonstration of how these facilitation activities will work.
- Budget: Based on what you have sketched out, provide a realistic estimate, and possibly different facilitation packages, that can be considered for this process.

Relational

- What activities or opportunities will you provide so that people get to know one another and form lasting connections?
- How will people in this group build relationships with each other?
- How will you help cultivate a sense of identity with the case and/or project?
- How will you demonstrate listening before, during and after the event?
- How will you evaluate the quality of the experience and changes in relationships?

Ecological and Technological

- The ecological aspect pays attention to all those basic needs of food, water, shelter and space but also treats them as much more than basic details. These elements can have a profound influence on a facilitation process and need to be thoroughly address.

- Technology is also usually necessary. Please describe your plans to include items such as computers, clickers, cameras, digital recorders, and low tech materials to record notes need to be part of the plan, including roles and responsibilities for who will bring what and contingency plans in the event of technological failures.
- What will people eat and how will meal times create opportunities for connection and relationship building?
- What other kinds of objects (logos, pins, patches, photos) could encourage shared identities and provide a tangible memory of the event? What would these cost and how would you use them?

Critical

- What are the sources of diversity, especially related to socio-economic status and identity, in this context and how could social differences shape the facilitation process?
- What is the history of conflict in this context? How does this conflict relate to power?
- How, if at all, could these histories and conflict influence the meeting or process and what will you as a facilitator do about it?