

NATURAL RESOURCES CONFLICT RESOLUTION

Graduate Certificate Program



Providing practical skills for future leaders



CENTER FOR NATURAL RESOURCES
& ENVIRONMENTAL POLICY

COLLEGE OF
**FORESTRY &
CONSERVATION**
UNIVERSITY OF MONTANA

College of
**Humanities
& Sciences**
UNIVERSITY OF MONTANA

Alexander Blewett III
SCHOOL OF LAW
UNIVERSITY OF MONTANA



Why Earn a Certificate in Natural Resources Conflict Resolution?

Conflicts over natural resources and environmental quality are ubiquitous. Regardless of your chosen profession – law, policy, business, science, management, planning, advocacy, etc. – you most likely will be engaged in multi-party, public processes that have some element of conflict. The **Natural Resources Conflict Resolution Program** will prepare you to effectively catalyze, convene, and participate in collaboration and conflict resolution processes. It will also provide you with a Certificate of Achievement that will demonstrate to current and future employers your expertise in this subject, and thereby help distinguish you from your colleagues.

The **Natural Resources Conflict Resolution Program** is the only graduate-level certificate program of its kind in North America. It was recognized in 2013 by *High Country News* as one of the best programs in the American West training future leaders. The program is recognized by the *Western Regional Graduate Program* administered by the Western Interstate Commission for Higher Education - which means that residents of WICHE member states pay resident tuition!

As an interdisciplinary, university-wide program, it is co-sponsored by the Alexander Blewett III School of Law, W.A. Franke College of Forestry and Conservation, and the College of Humanities and Sciences. It regularly includes students from Anthropology, Communication Studies, Community Health, Environmental Studies, Forestry, Geography, International Conservation, Journalism, Law, Political Science, Resource Conservation and Society, Sociology, and Wildlife Biology.

For more information, contact one of the program Co-Chairs:

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The Program

As citizens, advocates, and decision-makers struggle to integrate social, economic, and environmental interests with the intent of sustaining both communities and landscapes, the governance of natural resources is increasingly defined by an endless stream of disputes. These disputes are often characterized by multiple parties, competing values and interests, changing demographic and economic trends, complex scientific and technical information, fragmented political geography, conflicting legal mandates, and concern over the fundamental question of who should decide how resources should be used.

During the past 45 years, people who care about the conservation and use of natural resources have realized that one of the most effective ways to prevent and resolve these types of disputes is through collaboration and conflict resolution. These processes often foster more informed decisions, produce more durable and widely supported outcomes, improve working relationships, and minimize the costs of disputing. They are becoming more common throughout North America and around the world. The *Congress on Promoting Sustainability in the 21st Century* concluded in 2000 that it is imperative that future leaders in the natural resource professions – whether they are elected or appointed officials, lawyers, foresters, resource managers, environmental advocates, or business and industry officials — have a working knowledge of the theory and practice of such processes.

In response to this growing need, the University of Montana created the **Natural Resources Conflict Resolution (NRCR) Program** in 2005. It is the only graduate-level certificate program in North America specifically designed to provide students a working knowledge of the theory and practice of collaboration and conflict resolution as they apply to land use, natural resources, and the environment. Students will learn about:

- Public participation
- Community-based collaboration
- Collaborative conservation
- Public policy dispute resolution
- Consensus building
- Multiparty negotiation
- Facilitation and mediation
- Collaborative leadership
- Collaborative governance

More specific learning objectives and expected competencies are presented in this handbook.



The Location

The University of Montana provides an ideal location to study and practice natural resource collaboration and conflict resolution. According to Wallace Stegner, the West is the “native home of hope.” It is also the native home of conflict over natural resource issues. Federal lands and natural resources dominate the physical and political landscapes of the West as in no other quarter of the country. The region wrestles with economic and demographic changes as it shifts from a reliance on agriculture, timber, and mining to a more diverse base that includes traditional natural resource industries as well as tourism, recreation, service-oriented businesses, and an emerging high-tech sector. In short, the West is rife with issues, challenges, and opportunities.

The University of Montana is located in the heart of this landscape, and is emerging as a center of excellence for the study and practice of natural resources policy and conflict resolution. The Center for Natural Resources & Environmental Policy works with communities, regions, and agencies across the country, providing facilitation and mediation, along with policy analysis and education programs. The Alexander Blewett III School of Law regularly sponsors a Public Land Law Conference, and numerous faculty from law, forestry and conservation, environmental studies, communications, and political science conduct research and offer courses in various aspects of preventing, managing, and resolving disputes over natural resources and the environment. These are only some of the university-based resources available to students interested in natural resources policy and conflict resolution.

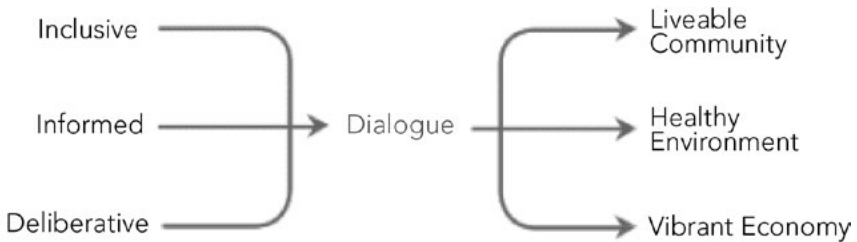
In addition to these resources, the Missoula region, Montana, and the Rocky Mountain West are home to several agencies, non-government organizations, Native American communities, and private sector businesses involved in shaping and implementing natural resource and environmental policy.



Philosophy and Approach

Preventing and resolving natural resource disputes is not primarily a scientific or technical challenge, nor is it simply about managing natural resources more effectively and efficiently. At its core, this challenge is about integrating people's diverse needs, interests, visions, and cultures. Throughout the world, there is a growing recognition that the most effective way to promote livable communities, vibrant economies, and healthy landscapes is to create opportunities for the right people to come together with the best available information to address issues of common concern.

Building on this trend, the **NRCR Program** is designed to promote sustainable communities and landscapes through public processes that are inclusive, informed, and deliberative.



By inclusive participation, we mean that an effort is made to meaningfully engage all viewpoints and interests, including unaffiliated citizens, local and national interests, and decision makers. It also suggests that participants are empowered by the presumption that their input and advice will be considered by the decision makers and will influence the outcome.



An informed process is one where there is an equal opportunity to share views and information. The process fosters mutual learning, common understanding, and consideration of a variety of options. It enables participants to jointly develop and rely on the best available information, regardless of the source.

Deliberative dialogue occurs when people listen to each other, consider the rationale or reason for competing viewpoints (the interests that underlie the positions), and seek solutions that integrate as many interests as possible.

Experience suggests that this principled approach to natural resource and environmental policy:

- Results in decisions that receive broad public support;
- Saves time and money when compared to lobbying, litigation, and other ways of shaping public policy or resolving public disputes;
- Provides the most direct and meaningful form of public participation;
- Effectively integrates social and political values with scientific and technical considerations; and
- Makes implementation easier because the stakeholders have helped shape the proposed policy.



Learning Objectives

The **NRCR Program** inspires and equips future leaders with the knowledge, skills, and abilities needed to prevent and resolve natural resources conflicts. It integrates theory, methods, and practice, and is organized around five major competencies.

Analytical Competency

The process of preventing and resolving natural resource conflicts revolves around multiple parties, interests, and values; complex issues; incomplete information and knowledge; and multiple approaches to engaging stakeholders, building agreements, and resolving conflicts. Analytical competencies help interested parties and process managers make sense of complex issues; manage information to solve problems; and design, manage, and adapt effective processes. More specific knowledge, skills, and abilities include:

History of Conflict Resolution Theory and Methods – Appreciate the history of alternative approaches to govern natural resources, engage citizens in public decisions, and resolve natural resource and environmental conflicts.

Stakeholder Analysis -- Identify stakeholders and key issues; map the interests and concerns of stakeholders, including decision-makers; clarify options for citizen participation and public dispute resolution; determine if and when collaboration, consensus building, or conflict resolution is appropriate.

Social, Political, Legal, & Institutional Context – Analyze these contextual variables to clarify incentives and/or constraints to collaboration and conflict resolution; analyze the implications for public officials, public participation, delegation of authority, and disclosure and liability.

Decision Analysis for Negotiation and Agreement Seeking – Use analytical and strategic thinking to more clearly and explicitly define problems, generate creative options, evaluate the consequences and trade-offs of options, and maximize mutual gains.

Measuring Outcomes & Impacts of Conflict Resolution Processes – Apply alternative methods to evaluate the effectiveness of collaboration and other approaches to shape public policy and resolve natural resource disputes; develop evaluation criteria and indicators of success, including both process and outcome metrics.

Applications – Adapt theory and methods to public participation, community-based collaboration, partnerships, networks, administrative rulemaking, environmental impact assessment, resource planning, legislative policymaking, multi-jurisdictional issues, inter-agency coordination, court-connected disputes, intractable disputes, dispute systems design, collaborative governance, and international environmental issues.

Process Competency

Collaboration and conflict resolution are, by definition, processes that engage people in face-to-face dialogue and deliberation. People with diverse interests and perspectives come together and learn about each other and the issues at hand. They engage in formal negotiation and informal conversation. This process of engagement requires competency in communication, process design, teamwork, and negotiation. Through these competencies, interested parties and process managers jointly create the conditions required to build trust, facilitate communication, and seek understanding and agreement.

Communication – Listen actively, present ideas and information, and persuade or influence others; use different communication modes and media to reach different audiences; be sensitive with cross-cultural communication.

Process Design – Design public processes that are inclusive, informed, and deliberative; tailor the process to meet the needs and interests of stakeholders, and in a way that respects legal, political, biological, and other constraints

Teamwork – Manage group dynamics; build coalitions; work effectively in teams with diverse interests, knowledge, and skills; communicate within internal teams and in multiparty forums.

Negotiation – Participate effectively in multi-party public processes; work with others to find mutual gain solutions; create and claim value; sequence issues; package options; manage communication between representatives and their constituent groups.

Leadership and Management Competency

Natural resource conflict resolution, particularly through collaborative processes, requires special leadership and management competence to motivate and guide people. All interested participants are leaders in their own right, representing different jurisdictions or constituencies, interests, and perspectives -- as well as drawing on their own power and authority. Working across legal, institutional, cultural, knowledge, and other boundaries likewise requires a special type of "facilitative" or "collaborative" leadership.

Leadership Roles – Appreciate the different types of leadership needed in collaboration and conflict resolution – sponsors, conveners, facilitators, participants, experts, others; distinguish roles and responsibilities; avoid conflicts of interest.

Collaborative Leadership – Enable people with different viewpoints to accomplish a task that none of them could accomplish individually; lead as a peer, not a superior; encourage and facilitate cooperation, pride, trust, and group identity; foster commitment and team spirit; work with others to achieve common goals and realize a sense of shared accomplishment; manage and resolve conflicts in a constructive manner; manage effective meetings.

Political & Entrepreneurial Skills – Inspire new ways of thinking, new perspectives on problems, and new approaches to shared decision making; develop the power of persuasion, ability to instill confidence and trust, and sensitivity to timing and flexibility of the decision-making arena to help other people overcome fear and resistance.

Facilitation and Mediation – Understand the value of impartial, nonpartisan facilitators and mediators in complex, multi-party natural resources issues; develop a working knowledge of the role of process managers in assessing situations, designing the right process, facilitating meetings, mediating disputes, drafting documents, and monitoring implementation; know when a facilitator or mediator is needed, what to look for in a qualified process manager, and how to select such a person or team.

Knowledge Management Competency

Managing knowledge – its generation, translation, and distribution – is critical to prevent and resolve natural resource conflicts. This skill set begins with the process of assembling all available information relevant to the problem or opportunity at hand, and then extends to assessing what participants know, don't know, and need to know to make informed decisions. It includes integrating scientific and technical information, along with culturally significant and local relevant information. These objectives may be enhanced through the use of information and communication technology.

Joint Fact Finding – Assess information requirements for informed decision-making; embrace different ways of knowing and learning; apply joint fact-finding methods and standards to collect, analyze, and synthesize information; help people with diverse viewpoints build a common understanding of complex issues and resolve scientific and technical disputes.

Role of Experts – Clarify the role of scientific experts and technical information in providing baseline information, generating options, evaluating trade-offs, and invigorating the process of agreement building and dispute resolution.

Adaptive Management – Employ the principles and strategies of adaptive management during a collaborative or other conflict resolution process (i.e., adapt the process as needed), as well as during the process of implementation – as new ideas, information, and stakeholders emerge and other relevant variables change.

Information and Communication Technology – Appreciate the value of computer-based decision support and spatial analysis tools, along with web-based communications & social networking tools; understand the merits of computing and communication technology in preventing and resolving natural resource conflicts.

Professional Accountability Competency

Engaging in negotiation, collaboration, and consensus-seeking processes to build agreement and resolve conflicts on natural resource issues implies a certain type of professional integrity and accountability (i.e., ethics) – one that places a premium on participating in good faith, being open and transparent, following-through on your commitments, and – in the case of process managers – separating personal values from the issues under consideration.

Code of Professional Conduct – Develop a working knowledge of one or more “codes of professional conduct” related to the field of collaboration and conflict resolution – e.g., Association for Conflict Resolution, International Association for Public Participation, and International Association of Facilitators.

Personal & Professional Development – Reflect on personal and professional effectiveness and seek feedback.



Photo credit: Tony Bynum

The Curriculum

Students are required to take a total of 15 graduate-level credits from the courses provided below, including 9 required and 6 elective credits. Graduate students who complete the necessary requirements of the NRCR Program will be awarded a *Certificate of Achievement in Natural Resources Conflict Resolution*.

The NRCR Program can be embedded within a student's graduate program, or it may be completed as a stand-alone certificate. With proper planning, completion of the certificate program should not require any additional coursework or time for students seeking graduate or professional degrees.

Required Courses (9 credits total)

Natural Resources Conflict Resolution (LAW 613, 3 credits)

This course examines the evolution of natural resources governance in the United States, particularly the American West. It focuses on alternative approaches to prevent and resolve natural resource and environmental conflicts, and emphasizes the history, theory, and methods of collaboration. By the end of the course, students will be able to identify the causes, dynamics, and consequences of natural resource and environmental conflicts; tailor collaboration and conflict resolution processes to the unique needs and interests of citizens, stakeholders, and decision-makers; participate effectively in multi-party public processes; understand the role and value of facilitators and mediators; and examine a number of issues such as clarifying the role of scientific and technical experts; engaging unaffiliated citizens; managing intractable environmental disputes; responding to regional, transboundary issues; and exploring alternative forms of governance. This course may also be taken for credit under NRSM 513 and ENST 513.



Collaborative Skills for Natural Resource Leaders

(NRSM 515, 3 credits)

Exceptional leaders share two important traits: the ability to negotiate effectively and the capacity to inspire and engage other people to solve problems. This course prepares future leaders to shape natural resources policy by developing and refining practical skills in negotiation, mediation, and leadership. Regardless of your interests and agenda, the ability to achieve short-term objectives and long-term goals depends on your capacity to communicate effectively, build coalitions of the unlike, forge agreements, and implement strategies to move from vision to action. This course may also be taken for credit under ENST 515 and COMX 515.

Practicum in Collaborative Conservation

(ENST 579, 3 credits)

This three-credit practicum is the capstone experience of the NRCR Program. It provides students practical experience in stakeholder analysis, process design, multi-party negotiation, facilitation and mediation, and the examination of current issues related to collaboration and conflict resolution. Students may design their own practicum in consultation with the Co-Chairs of the NRCR Program or participate in a practicum organized and convened by the Center for Natural Resources & Environmental Policy. Practicum projects may be conducted year-round. The practicum is available to students that are enrolled in the program and have completed LAW 613 and NRSM 515. In any given semester, students conducting a practicum meet on a regular basis to discuss progress, problems, and lessons learned. Students may also take the practicum for credit under NRSM 579.

Elective Courses (6 credits total)

Natural Resources Governance

(select 3 credits)

In contrast to “government,” which refers to legal and institutional mandates and arrangements, “governance” refers to the style or method by which decisions are made and the way in which conflicts are resolved. It is about representation, style of interaction, authority, and decision rules. It also refers to processes that support governance: that is, fostering scientific and public learning and building civic and political will. The following menu of courses is representative of past and current course offerings that explore critical elements of natural resources governance. Students may propose additional courses to fulfill the Natural Resources Governance elective requirement.

- Planning Principles and Processes, GPHY 465 (3 credits)
- Environmental Planning, GPHY 466 (3 credits)
- Natural Resources Policy and Administration, NRSM 422 (3 credits)

- Community Forestry and Conservation, NRSM 424/524, (3 credits)
- Advanced Water Policy, NRSM 427 (3 credits)
- Environment and Development, NRSM 475/575 (3 credits)
- Political Ecology, NRSM 570 (3 credits)
- Perspectives in Human Dimensions, PTRM/NRSM 574 (3 credits)
- Public Administration, PUAD 501 (3 credits)
- Policy Analysis, PUAD 503 (3 credits)
- Organization Theory, PUAD 504 (3 credits)
- Administrative Law, LAW 665/PUAD 523 (3 credits)
- American Indian Natural Resources Law, LAW 619/NRSM 595 (3 credits)
- Climate and Society, NRSM 426/526 (3 credits)
- The Food-Energy-Water Nexus, NRSM 540 (3 credits)
- International Environmental Law, LAW 539/NRSM 595 (3 credits)
- Intro. to Natural Resources-Environmental Law, LAW 650/ENST 563 (3 credits)
- Land Use and the Environment, LAW 687/NRSM 595 (3 credits)
- Natural Resources & Energy Development, LAW 595/NRSM 595 (3 credits)
- Public Land & Resources Law, LAW 654/NRSM 595 (3 credits)
- Renewable Energy Law and Climate Change, LAW 678/PUAD 595 (3 credits)
- Social-Ecological Systems, NRSM 595 (3 credits)
- Sustainable Protected Area Management and Tourism, NRSM 584 (3 credits)
- Water Law, LAW 663/NRSM 595 (3 credits)
- Wildlife Law, LAW 635/NRSM 595 (3 credits)

Broadening Your Perspective

(select 3 credits from any category)

Preventing, managing, and resolving natural resource conflicts requires a working knowledge of law, policy, science, history, culture, and many other disciplines. The following menu of courses are designed to broaden your perspective on natural resources policy, management, and conflict resolution. Other courses may be considered and must be approved by the Co-Chairs of the NRCR Program.

History and Philosophy

- The American West, HSTA 566 (3 credits)
- Philosophy of Technology, PHIL 501 (3 credits)
- Topics in Environmental Philosophy, PHIL 504 (3 credits)
- Issues in the Anthropocene, PHIL 505 (3 credits)
- Philosophical Foundations of Ecology, PHIL 507 (3 credits)
- Environmental Philosophy, PHIL 591 (3 credits)

Collaboration and Conflict Resolution

- Communication and Conflict, COMM 412 (3 credits)
- Risk, Crisis, and Communication, COMM 424 (3 credits)
- Rhetoric and Environmental Controversy, COMM 575/ENST 575 (3 credits)
- Alternative Dispute Resolution, LAW 614 (3 credits)
- Negotiations, LAW 641 (2 credits)
- Political Theory, PSCI 550 (3 credits)

Ecology

- Conservation Without Borders, ENST 542 (3 credits)
- Scientific Approaches to Environmental Problems, ENSC 501 (3 credits)
- Seminar in Planning, GPHY 560 (3 credits)
- International Conservation and Development, NRSM 571 (3 credits)

Economics

- Economics of the Environment, ECNS 433 (3 credits)

Journalism

- Journalism and Society Seminar, JRNL 505 (3 credits)
- Reporting, JRNL 570 (3 credits)



Photo credit: Tony Bynum

Alumni Reflections

“The NRCR program was the reason I chose to attend the University of Montana. The program’s focus on leadership development, facilitation, theory, and overall background in natural resource policy drew me to Missoula, Montana. The Center for Natural Resources and Environmental Policy provided excellent instruction, mentorship, and access to professional opportunities, as well as continued support in my other academic and professional pursuits. Additionally, I used NRCR’s theory and skill-based curriculum as an anchor to craft my graduate and law school coursework. My favorite part of the NRCR program was the interdisciplinary nature of the classes, drawing students from all disciplines to represent different perspectives on how to best resolve natural resource disputes. Upon completing the program, I have a much better understanding of how to build consensus while still advocating for my interests.” — *Oliver Wood, Center for Biological Diversity — 2019 Graduate*

“The NRCR program was a great option for me as a non-degree seeking graduate student. I didn’t have the time or money to get my masters, and this program allowed me access to a graduate-level education. My practicum also turned into full-time employment, and opened up doors for me that would not have existed without this program. In my current position with Heart of the Rockies Initiative, I lean heavily on the facilitation and process management skills I developed in the NRCR program. There is no doubt that this program launched my career down the path I had been trying to access unsuccessfully, for years. I highly recommend this certificate, either on its own or alongside masters, to students wanting to learn how to design inclusive, collaborative processes for addressing conflict.” — *Emily Harkness, Heart of the Rockies — 2019 Graduate*

“The NRCR Program helped to better inform and compliment my career in journalism. It taught me to be a neutral party when in a place of conflict, and to lay biases aside when reporting or facilitating. It integrated a wide range of disciplines and emphasized the role of law, science, culture, politics, and history in understanding natural resource conflicts and seeking mutual gain solutions. In these types of multi-party issues, there are always more than just two sides. I highly recommend this program to any graduate student interested in and passionate about people and the environment, regardless of your background or future path.” — *Madison Dapcevich, Science Communication Fellow, Ocean Exploration Trust — 2017 Graduate*

“The experiences and skills harnessed through the NRCR Program are complimentary to one’s graduate studies, applicable to real-world scenarios, and transferrable to future job positions. The students and professors of this program quickly become a strong, supportive cohort as they engage in courses, practicum experiences, and purposeful, one-on-one interactions. Although the lessons and case studies we review are predominately focused on the western United States, I was able to directly apply these lessons to my graduate research on indigenous communities in southern Guyana. As such, I know the program’s requirements

are flexible and complimentary to domestic and international studies, particularly students wishing to pursue both the NRCR and International Conservation & Development programs. Students across all academic interests will walk away from this program with a new worldview and understanding on how to catalyze, convene, and sustain collaborative processes that address the array of current natural resource management and governance concerns. — *Julianne Savage, Mesa Verde National Park — 2017 Graduate*

“The NRCR program provided me with a wide array of professional tools for following my interests in collaborative decision-making, watershed governance, and transboundary conflict resolution. The practicum project for this program even became the centerpiece for my environmental studies Master’s portfolio. The program’s interdisciplinary format contributed to skills in building social capital and developing creative problem solving strategies. Ultimately, the strength of the NRCR program is that the faculty integrates in-depth theoretical knowledge with applied practices and approaches, allowing students to forge skills directly related to their interests and professional careers. I will immediately put to practice the knowledge, skills, and confidence I cultivated through this program as I begin Peace Corps service in a collaborative, natural resource management position.” — *Dov Weinman, Sierra Institute for Community and Environment — 2015 Graduate*

“As an incoming graduate student in the College of Forestry and Conservation, I sought to build an interdisciplinary program that fused my past experience in policy science with natural resource management. The NRCR Program served as the perfect vehicle to meet my goals. The NRCR Program’s strong foundation in theory, coupled with applied practice of the most cutting edge tools in collaboration and conflict resolution, provided a unique and effective framework for my research and professional career. I firmly believe that the collaborative, alternative dispute resolution skills taught in the NRCR Program are the future of natural resource decision-making. I’m thrilled to have a program like this as a resource and network” — *Emily Olsen, National Forest Foundation — 2013 Graduate*

“The NRCR Program encouraged and facilitated my participation as a community and economic development professional dealing with urban growth management. From zoning issues and development boundaries to urban agriculture, water use, and air pollution, conflicts over urban growth are as complex and emotional as those found in rural or wilderness areas; resolution of those conflicts is no less essential to the sustainability of nature and our culture. Through the NRCR Program, I received the knowledge and skills to understand and guide innovative resolutions to time consuming, damaging conflicts. More importantly, I acquired the skills and confidence to create scenarios where potential adversaries can find creative solutions prior to conflict.” — *Chris Behan, City of Missoula Redevelopment Agency — 2012 Graduate*

"The NRCR Program was a vital component of my graduate experience. While completing the NRCR Program, I was able to build relationships with an interdisciplinary cohort and learn the skills I need to effectively contribute to collaborative natural resource management. The NRCR Program faculty brought in a steady stream of interesting speakers and leaders in the environmental policy field to lead discussions and practical environmental problem solving exercises. I would highly recommend this program to any current or incoming graduate students interested in a wide range of environmental policy issues." — *Matt Ehrman, Forest Panner, White River National Forest — 2011 Graduate*

"While in the NRCR program I was able to gain 'textbook' skills through core classes like negotiation and dispute resolution, but, more importantly, the NRCR program provides outstanding opportunities for hands on learning. In one course I was able to produce a situation assessment for a real-world transboundary international water resource issue. We gained skills in interviewing professionals, agency representatives, politicians, and members of the public and learned how to compile a report and recommendations for the organizations to use as they moved into treaty negotiations. In starting out in my career in natural resources planning, I've learned this hands on group work is invaluable. Upon graduation from the University of Montana, the NRCR certificate and my experiences in the program were viewed favorably by hiring organizations and now by my colleagues and supervisors. The program provides unique skills that more and more natural resources organizations are learning that they need to bring to their team." — *Christine (Paulu) Handler, Project Manager, US Forest Service — 2009 Graduate*

"The NRCR program is the only program I am aware of that allows students to fully understand how natural resource policy, law, and science come together in the decision-making process. I went through the program while I was a law student and working on my Ph.D. in Forestry. The NRCR program allowed me to seamlessly connect the two. I immediately put my skills to use after graduating, working on numerous environmental and natural resource cases for the United States Court of Appeals for the Ninth Circuit, the United States District Court for the District of Montana, and now as practicing attorney. Better decision-making means understanding the interests involved, as well as the legal, political, and scientific backdrop. The NRCR program undoubtedly helps students better understand how it all fits together and to develop strategies for resolving conflicts when it doesn't fit." — *Randy Tanner, Private Law Practice, Missoula — 2007 Graduate*

"The NRCR Program gave me the unique and invaluable opportunity to work on real-world natural resource and environmental policy issues with stakeholders and decision-makers. The faculty are tremendously dedicated to ensuring that each student in the program is able to develop skills and identify opportunities related to their particular interests or field of study." — *John Senn, Public Affairs Specialist, US Environmental Protection Agency — 2006 Graduate*

Program Co-Chairs

Matthew McKinney is Director, Center for Natural Resources & Environmental Policy at the University of Montana. He has over 30 years of experience as a mediator, educator, and policy analyst. He has worked on land, water, and natural resources issues in the American West, as well as throughout North America and around the world. Matthew regularly brings together diverse teams of individuals and groups to address social, economic, and environmental problems and to achieve common interests and objectives. He has designed and mediated over 50 public processes on issues related to water, federal public land, fish and wildlife, land use, regional planning, large landscape conservation, transboundary water and conservation, and other public issues. He has provided leadership in designing a number of collaborative networks, partnerships, and organizations, including the *Practitioners' Network on Large Landscape Conservation*, the *Roundtable on the Crown of the Continent*, and the *Universities Consortium on Columbia River Governance*. He has worked with local communities, watershed groups, state and federal governments, elected officials, Native Americans and First Nations, foundations, and a number of international organizations. He received a Ph.D. in Natural Resources Policy and Conflict Resolution from The University of Michigan; has published over 60 articles, books, and policy reports, and teaches workshops, seminars, and courses on natural resources policy and conflict resolution. He frequently serves as a peer reviewer for several journals, including *Water Policy*, *Ecology and Society*, *Environmental Science*, and several other journals focused on natural resource policy, conflict resolution, and society and natural resources. Matthew is an Adjunct Professor at the School of Law; Senior Associate, Lincoln Institute of Land Policy; Senior Partner, Consensus Building Institute; Member, U.S. Institute for Environmental Conflict Resolution; and Member, Board of Advisors, Rocky Mountain Land Use Institute. He was a research fellow at the John F. Kennedy School of Government, Harvard University and is a member of the Association for Conflict Resolution, International Association for Public Participation, and the IUCN Transboundary Conservation Specialist Group. When he is not working on natural resource and environmental issues, he can be found hiking, biking, fly-fishing, floating, skiing, golfing, and otherwise enjoying Montana and the West.

Shawn Johnson is Managing Director of the Center for Natural Resources & Environmental Policy at the University of Montana and Co-Chair of the Natural Resources Conflict Resolution Program. Shawn organizes and leads strategic planning and capacity building workshops for a wide variety of organizations focused on natural resource policy and management and has served as a facilitator and mediator on issues ranging from land use planning and forest management to conservation priority setting and regional collaboration. For the past ten years, he has helped advance a joint effort between the Center and the Lincoln Institute of Land Policy on regional collaboration and large landscape conservation. The joint effort explores questions of policy, leadership, and governance at regional or landscape scales, where there is often a mismatch between the scale of an existing challenge or opportunity and that of existing organizations and jurisdictions.

Faculty Advisors

Jill M. Belsky is a Professor of Rural and Environmental Social Science and Director of the Bolle Center for People and Forests at the College of Forestry and Conservation. She earned her Ph.D. in 1991 from Cornell University in Development Sociology with emphases in agriculture, natural resources, and Southeast Asian studies. Informed theoretically by political ecology and agrarian political economy, she has conducted research for over two decades on issues of livelihoods, participatory conservation, and rural development as they relate to forest and other natural resources management in the Philippines, Indonesia, Belize, Bhutan, and western Montana. She has published widely and served as editor-in-chief of *Society & Natural Resources* from 2012-2015. She teaches courses in environment and development, community forestry and conservation, and political ecology.

Chad Bishop is Director of the Wildlife Biology Program at University of Montana. As Director, Chad is responsible for a wide array of functions tied to running the Program, with an emphasis on faculty and student support and Program outreach and development. He also teaches several courses and is overseeing a handful of graduate research projects in collaboration with other faculty. Chad's research is focused mostly on deer, elk, and moose ecology, but he also is working on a grizzly bear-human conflict project in the Mission and Flathead Valleys. More broadly, Chad is interested in the interface between science and management and works on initiatives to strengthen connections between wildlife researchers and wildlife managers. Prior to University of Montana, he spent nearly 16 years working for Colorado Parks and Wildlife, where he held positions as a wildlife researcher (1999-2009), Mammals Research Leader (2009-2012), and Assistant Director (2012-2015). He received a Bachelor of Science degree in Biology (Fish and Wildlife Management Option) from Montana State University (1995), a Master of Science degree in Wildlife Resources from University of Idaho (1998), and a Doctorate degree in Wildlife Biology from Colorado State University (2007). On the personal side, Chad is passionate for the outdoors – he loves to hunt, fish, camp, run, and hike.

Keith Bosak is a Professor of Nature-based Tourism and Recreation at the Department of Society and Conservation. He earned his Ph.D. from the Department of Geography at the University of Georgia and teaches courses on nature-based tourism, ecotourism, sustainability, community development, international conservation and development, geographies of tourism, and geographic information systems. His research is broadly centered in human-environment interactions and the intersection of conservation and development, particularly in mountainous areas and developing countries. Recent projects have focused on adventure tourism and economic crisis in Argentina, sustainable tourism development in Patagonia, people and protected area issues in the Himalaya, women's roles in ecotourism in India, and population and development issues in Nepal.

Len Broberg is a Professor in the Environmental Studies Program. Len has training and experience in law and conservation biology. He received a J.D. from Wayne State University in 1981, practiced law for nine years, and returned to receive his Ph.D. in biology from the University of Oregon in 1995. His research interests include land management policy, biodiversity conservation planning, watershed restoration, climate change policy, and response of animal communities to management. He has published in several journals including *BioScience*, *Journal of Forestry*, and *Ecological Restoration*. He has been an active participant in land management disputes on behalf of conservation organizations for the past 24 years.

Michelle Bryan is a Professor in the law school's Natural Resources & Environmental Law Program (NREP). Growing up in farming, ranching, and energy development communities in the West, Professor Bryan was drawn to the fields of natural resources and environmental law. Before entering the legal profession, she was a policy specialist for the Montana Water Center, working with the legislature and public on various water policy matters. Upon entering the legal profession, Professor Bryan worked in private practice representing a variety of clients including local governments, private landowners, non-profits, developers, and affected neighbors and community groups. She brings this diversity of perspective to her scholarship and teaching. Her current research interests include the protection of sacred tribal waters, local-federal land use collaboration, the relationship between land and water use, planning in an age of climate change, constitutional environmental rights, the role of public trust in water use, and comparative natural resource law.

Brian Chaffin is an Assistant Professor in the W.A. Franke College of Forestry & Conservation at the University of Montana. His teaching and research focus on complex questions of water policy and governance, including the emerging realities of administering systems of prior appropriation water rights in a changing climate. A human geographer by training, Dr. Chaffin leverages theories of complex systems with an application of mixed social science research methods to better understand how informal aspects of water governance (e.g., social norms and collaborative networks) influence social-hydrologic outcomes on the landscape. Dr. Chaffin works closely with ecologists and hydrologists in a focused effort to span boundaries between disciplinary science, interdisciplinary synthesis, and environmental decision making. Dr. Chaffin's research spans both urban and rural settings and is funded through grants from the National Science Foundation and NASA.

Greg Larson is a Professor & Chair of the Department of Communication Studies. Greg received his Ph.D. from the University of Colorado-Boulder in 2000 with a focus on organizational communication. During his time in Boulder he volunteered and trained with the City of Boulder's Community Mediation Service. Currently, his research focuses on the interrelated topics of identity, control, and resistance. In particular, he examines the ways in which people construct and reconstruct their identities in the context of organizations and occupations, and

his most recent project studies issues of identity among high-tech entrepreneurs in Montana. His research has been published in national and international journals including, Greg teaches courses in organizational communication, conflict management, communication and technology, and risk and crisis communication.

Monte Mills is an Associate Professor and Co-Director of the Margery Hunter Brown Indian Law Clinic at the Alexander Blewett III School of Law at the University of Montana. He teaches a variety of Indian law courses and works with clinical students on a range of legal matters in the Indian Law Clinic. Prior to joining the faculty at the Alexander Blewett III School of Law at the University of Montana, Monte was the Director of the Legal Department for the Southern Ute Indian Tribe in Colorado, an in-house counsel department that he helped organize and implement in 2005 following completion of a unique two-year in-house attorney training program. As Director of the Tribe's Legal Department, Monte represented and counseled the Tribe on a broad array of issues, including litigation in tribal, state and federal courts, legislative matters before the Colorado General Assembly and the United States Congress, and internal tribal matters such as contracting, code-drafting, and gaming issues.

Martin Nie is Professor of Natural Resource Policy in the College of Forestry and Conservation. His courses cover such topics as public lands and resources policy, environmental policy, property, and conservation strategies and tools. He has a particular interest in political conflict and much of his research examines public lands governance—the political institutions and decision making processes used to handle difficult policy problems. His latest book is *The Governance of Western Public Lands: Mapping Its Present and Future* (University Press of Kansas, 2008). When not thinking about public lands, he likes to hike, ski, float, hunt, and fish on them.

Christopher J. Preston is a Professor of Philosophy and a research fellow at the Mansfield Ethics and Public Affairs Program at the University of Montana. His B.A. is from the University of Durham (1990) in England. He received his Master's degree in applied ethics from Colorado State University in Fort Collins (1993) and his PhD from the University of Oregon in Eugene (1998). A large part of his education into environmental thought took place on fishing boats in the waters off Alaska during graduate school. His writing examines the relationships between humans, nature, wildlife, technology, and society. In addition to being a faculty member of UM's Master's degree in environmental philosophy, Christopher works across the disciplines with collaborators from Forestry, Geology, Environmental Studies, and other disciplines. He has secured support for his work from both ends of the academic spectrum, from the National Science Foundation to Humanities Montana. He has research collaborators in the Netherlands, Italy, and Norway. His writing focuses on rewilding, genetic technologies, and climate change.

Sara Rinfret is an Associate Professor & Chair of the Department of Public Administration and Policy, and teaches courses at the undergraduate and graduate level on regulator policy, environmental policy, public policy, public administration, and American politics. Her main area of research is focused on environmental regulations. More specifically, she is interested in the interactions between agencies and interest groups during the stages of environmental rulemaking at the federal and state level. Most recently, she co-authored *The Lilliputians of Environmental Regulation: The Perspective of State Regulators*. She holds a Ph.D. in political science from Northern Arizona University.

Steve Schwarze is a Professor in the Department of Communications Studies. He teaches courses in rhetoric and public discourse, and his principal research interest is in the rhetoric of environmental controversies. Steve earned his Ph.D. from the University of Iowa in 1999 and wrote his dissertation on the public discourse surrounding management disputes in the Boundary Waters Canoe Area Wilderness. Since coming to The University of Montana in 2000, he has conducted research on the rhetorical strategies used by environmental groups to frame post-fire management of the national forests, and has written several essays on the public discourse surrounding asbestos contamination in Libby, Montana. He has published in the journals *Rhetoric and Public Affairs*, *Argumentation and Advocacy*, and *Management Communication Quarterly*. In 2002, he was awarded a Summer Research Fellowship from the Center for the Rocky Mountain West, and in 2004 he was awarded the Helen and Winston Cox Educational Excellence Award from the College of Arts and Sciences for excellence in teaching and mentoring.

Robin Saha is an Associate Professor in the Environmental Studies Program. He received his academic training in environmental sociology and natural resource and environmental policy from the University of Michigan. He is an environmental justice scholar-activist with experience working across racial, class and ethnic boundaries. He has assisted disproportionately impacted communities around the country, including Superfund communities, in participating effectively in environmental decision making processes. He also conducts environmental policy analyses advocating for environmental justice and chemical policy reforms. For example, he is co-author of *Toxic Wastes and Race at Twenty*, an update of a landmark report that helped launch the environmental justice movement in the 1980s. More recently, he contributed to *Who's In Danger? A Demographic Analysis of Chemical Disaster Vulnerability Zones*. He has used community-based participatory research (CBPR) as a strategy to develop collaborative partnerships to build community capacity to resolve persistent environmental problems in Montana. He also actively works on climate change policy and planning, campus and municipal sustainability, and is the primary author of the *Missoula Greenhouse Gas Emissions Inventory and Analysis, 2003-2008: Toward a Blueprint for Municipal Sustainability*. Robin teaches about environmental justice, environmental policy and politics, climate change and sustainability, and environmental organizing.

Dave Shively is a Professor & Chair of the Department of Geography. He is a broadly trained geographer with expertise in: water resources planning and management; land use, environmental, and natural resources planning and management; rural geography; riverine ecology; hydrology; watershed processes; and geomorphology. His research has focused on: the regional dynamics and local effects of water right marketing in New Mexico's Rio Grande Basin; spatiotemporal patterns of air pollution associated with snowmobile and snowcoach travel in Yellowstone National Park; water management in Montana and the Columbia River Basin. His current research projects include: water policy and planning in Montana and the Columbia River Basin, and freshwater conservation in the United States, Europe, and New Zealand. He teaches courses in community and environmental planning, water resources policy, and human geography. He directs graduate student research in numerous areas including: water resources policy and management, community and environmental planning, wildlife management, and others.

Jennifer Thomsen is an Assistant Professor of Parks, Tourism, and Recreation Management in the College of Forestry and Conservation. She earned her Ph.D. from Clemson University in Parks and Conservation Area Management and her M.S. in Wildlife and Fisheries Biology. Her research focus on stakeholder collaboration associated with large landscape conservation, sustainable tourism, and linkages between human and ecosystem health. Her work in large landscape conservation has addressed the challenges, opportunities, and outcomes associated with stakeholder collaboration and how these groups evolve over time in their transboundary ecosystem management. She has conducted work in the Southern Appalachians and the Crown of the Continent regions in North America and will be expanding research to international locations and large landscape conservation networks. Her work in sustainable tourism focuses on the management of resources that balances the environmental, social/cultural, and economic needs of diverse stakeholders.

Sandra Zellmer is a Professor and Director of Natural Resources Clinics at the University of Montana Alexander Blewett III School of Law, where she teaches public lands, wildlife law, torts, and related courses. Zellmer has published dozens of law review articles as well as several books, including *A Century of Unnatural Disasters: Mississippi River Stories* (NYU 2014) (with Klein), *Water Law in a Nutshell* (2015) (with Getches and Amos), *Natural Resources Hornbook* (2015) (with Laitos), *Developing Skills in Environmental Law* (2016) (with Glicksman), and *Water Law & Policy Casebook* (2018) (with Thompson, Abrams, and Leshy). Zellmer is a trustee of the Rocky Mountain Mineral Law Foundation, as well as a member scholar of the Center for Progressive Reform. She is active with the American Bar Association Section on Environment, Energy, and Resources Committees on Public Lands and on Water Resources. Prior to Montana, Zellmer served on the faculty and held the Robert B. Daugherty Chair at the University of Nebraska College of Law. Before teaching, she was an attorney for the U.S.

Department of Justice Environment and Natural Resources Division, litigating public lands issues for the National Park Service, Forest Service, and other federal agencies. She also practiced law in the Environmental Litigation Group at Faegre & Benson in Minneapolis, Minnesota, and clerked for the Honorable William W. Justice, U.S. District Court, Eastern District of Texas. In her free time, she slakes her passion for the outdoors by hiking, trail-running, cross-country skiing, horseback riding, and paddling, often in the National Forests and Parks of the Rocky Mountains. She is an avid knitter, a wannabe pianist, and a devoted greyhound servant.

Academic Oversight Committee

The Deans of the Alexander Blewett III School of Law, W.A. Franke College of Forestry and Conservation, and College of Humanities and Sciences serve as the Academic Oversight Committee of the NRCR Program. The Committee meets at least once every year to review the academic integrity and success of the program, and to respond as necessary to any issues or concerns. The Committee includes:

Jennifer McNulty, Interim Dean, College of Humanities and Sciences

Tom DeLuca, Dean, College of Forestry and Conservation

Paul Kirgis, Dean, School of Law



Ad Hoc University Advisory Committee

Faculty from several departments provide input and advice to the Center for Natural Resources & Environmental Policy on a range of issues, including the Natural Resource Conflict Resolution Program. The Ad Hoc University Advisory Committee currently includes:

- Jill Belsky**, Professor, Department of Society and Conservation
- Chad Bishop**, Director, Wildlife Biology Program
- Keith Bosak**, Professor, Department of Society and Conservation
- Len Broberg**, Professor, Environmental Studies Program
- Michelle Bryan**, Professor, School of Law
- Brian Chaffin**, Assistant Professor, Department of Society and Conservation
- Tom DeLuca**, Dean, College of Forestry and Conservation
- Kari Jo Harris**, Associate Professor, School of Public and Community Health Sciences
- Sarah Halvorson**, Professor, Department of Geography
- Paul Kirgis**, Dean, School of Law
- Greg Larson**, Professor & Chair, Department of Communications Studies
- Deena Mansour**, Interim Executive Director, The Mansfield Center
- Jennifer McNulty**, Interim Dean, College of Humanities and Sciences
- Alex Metcalf**, Assistant Professor, Department of Society and Conservation
- Elizabeth Metcalf**, Associate Professor & Co-Chair, Department of Society & Conservation
- Monte Mills**, Associate Professor, School of Law
- Martin Nie**, Professor, Department of Society and Conservation
- Mike Patterson**, Associate Dean, College of Forestry and Conservation
- Christopher Preston**, Professor, Department of Philosophy
- Sara Rinfret**, Associate Professor & Chair, Department of Public Administration & Policy
- Robin Saha**, Associate Professor, Environmental Studies Program
- Steve Schwarze**, Professor, Department of Communications Studies
- David Shively**, Professor & Chair, Department of Geography
- Jennifer Thomsen**, Assistant Professor, Department of Society and Conservation
- Laurie Yung**, Professor & Co-Chair, Department of Society and Conservation
- Sandra Zellmer**, Professor, School of Law

Guidelines for Students

To be admitted to and complete the NRCR Program, students must:

- Be admitted to a graduate program such as law, forestry, resource conservation, environmental studies, business, public administration, or other related fields -- or enroll as a "non-degree seeking" graduate student.
- Meet with the Co-Chairs of the program to review curriculum requirements, including opportunities for a practicum.
- Submit a letter of intent to the Co-Chairs of the NRCR Program and the student's faculty advisor.
- The letter of intent may be submitted at any time and should include:
 1. A statement of interest.
 2. How the NRCR Program fits with the student's academic and professional goals.
 3. A proposed list of courses—including both required and elective courses—to meet the required number of credits for the program as well as other courses for your graduate degree. Elective courses that are not listed on the suggested list of elective courses must be approved by the NRCR Program Co-Chairs and the faculty advisor.
- Complete the required and elective courses.
- Prepare a final self-evaluation of knowledge, skills, and abilities, and meet with the Co-Chairs of the NRCR program for an exit interview.
- Receive a *Certificate of Achievement in Natural Resources Conflict Resolution*.
- Participate in the NRCR Program alumni network.

Please visit the Center for Natural Resources & Environmental Policy's website at <http://naturalresourcespolicy.org> to review a sample letter of intent and other required documents, as well as other useful information.



WHAT YOU WILL LEARN

Public Participation • Community-based Collaboration • Collaborative Conservation
Public Policy Dispute Resolution • Consensus Building • Multiparty Negotiation
Facilitation and Mediation • Collaborative Leadership • Collaborative Governance



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