Version: 03 May 2016

ENVIRST 972 SUMMER 2016 CONSERVATION PLANNING

Detailed Class Schedule

(Session) Date	Topics Covered in Class	Readings (for the next class session) ^Required Reading +Optional Reading	Assignments (to complete for the next week) ~To put into *Miradi* for the next class session *To include in group presentation for next Monday
Pre-course June 9 (2:00-3:30)	• Introductions • Intro to course website and *Blackboard Collaborate* • Intro to *Miradi* and *Miradi Share* • Review course structure, syllabus	^Salafsky et al., 2002. Improving the practice of conservation: a conceptual framework and agenda for conservation science. +Example conservation plans: • USFWS. 2015. Natural Resource Management Plan for Anaho Island National Wildlife Refuge, Pyramid Lake, Nevada. • Ellenson et al., 2015. Lowery Creek Watershed Management Plan, Spring Green, Wisconsin. • PDC. 2011. Strategic Plan for the Painted Dog Conservation Organisation, Dete, Zimbabwe.	• Complete set ups for *Blackboard Collaborate, Miradi*, and *Miradi Share*, • Complete readings
(1) June 13	• **Lecture** -Overview of Open Standards for the Practice of Conservation -Conceptualization (Step 1): Project Team, Scope, Vision • **Practice** -Organizing Your Team • Tips for Teamwork • Team Charter -Personal self-assessment of AM competencies -In Project Teams:	^ FOS-CMP Training Guide (pp. 1-23)[1]. ^ CMP 2013. Open standards for the practice of conservation. Pp. 1-8. + Grantham et al., 2010. Effective conservation planning requires learning and adaptation. ^ Additional resources on course website: • Team charter template • Tips for teamwork Project documents focusing on: • Overview of project site • Geographic scope (maps) of the project area • Organization structure, project team and key	• Complete readings • Project Team Charter • Map of your project area* ~ Project Team, Scope and Vision*

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[1] This is an online training manual. We will be using it as our text book for the course. Please read the relevant chapters, but do not do the assignments in the manual. You will receive the assignment each week in class, and you will have time to work on the assignment with your team.

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	• Geographic scope of the project area • Project vision • Organization structure, project team and key stakeholders / partners	stakeholders / partners	
(2) June 15	• **Lecture** -Conceptualization (Step 1): Biodiversity Targets • **Practice** -In Project Teams: • Identify biodiversity targets - species/ecosystems	^ FOS-CMP Training Guide (pp. 25-30)[2]. ^ Groves and Game. 2015. Conservation planning: informed decisions for a healthier planet (Biodiversity, pp. 93-113). + Botrill et al., 2006. Selecting biodiversity targets for landscape-scale priority setting. Project documents focusing on: • Resources of concern - species/ecosystems	• Complete readings ~ up to 8 Biodiversity Targets*
(3) June 20	• **Project Group Presentations** • **Lecture** -Conceptualization (Step 1): Viability Assessment • **Practice** -In Project Teams: • Review any monitoring and measurements of biodiversity targets	^ FOS-CMP Training Guide (pp. 32-42)[1]. ^ Parrish et al., 2003. Are we conserving what we say we are? + FOS-CMP Generic Viability KEAs & Indicators. 2015 (Draft). Project documents focusing on: • Any monitoring and measurements of biodiversity targets	• Complete readings ~ Viability Assessment (target viability table) for at least 3 biodiversity targets*
(4) June 22	• **Lecture** -Plan Your Actions (Step 2): Goals for Biodiversity Targets - Special Topic: Human Wellbeing Targets	^ FOS-CMP Training Guide (pp. 66-71)[1]. ^McShane et al., 2011. Hard choices: making trade-offs between biodiversity conservation and human well-being. +Tear et al., 2005. How much is enough? The recurrent	• Complete readings ~ Goals for at least 3 biodiversity targets* ~ Human wellbeing targets (if relevant to your project)*

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	• **Practice** -In Project Teams: • Goals for biodiversity targets • Ecosystem services and human wellbeing targets	problem of setting measurable objectives in conservation. +CMP. 2012. Addressing social results and human wellbeing targets in conservation projects. Project documents focusing on: • Goals for biodiversity targets • Human wellbeing targets	
(5) June 27	• **Project Group Presentations** • **Lecture** - Conceptualization (Step 1): Threat Assessment (Part 1) -Special Topic: Incorporating climate change (CC) vulnerability assessment into the planning process -Tips for preparing your draft written conservation plan • **Practice** -In Project Teams: • Review existing and future direct threats to biodiversity targets • CC vulnerability assessment	^ FOS-CMP Training Guide (pp. 44-54)[1]. ^ Salafsky et al., 2008. A standard lexicon for biodiversity conservation: unified classifications of threats and actions. + Groves et al., 2012. Incorporating climate change into systematic conservation planning. Project documents focusing on: • Direct threats to biodiversity targets • Any expected climate change impacts on biodiversity targets	• Complete readings ~Direct threats and stresses to biodiversity targets* ~Climate change vulnerability analysis (if relevant to your project)*
(6) June 29	• **Lecture** - Conceptualization (Step 1): Threat Assessment (Part 2) • **Practice** -In Project Teams: • Threat- target ratings	^ FOS-CMP Training Guide (pp. 44-54)[1] ^ Aziz et al., 2013. Prioritizing threats to improve conservation strategy for the tiger *Panthera tigris* in the Sundarbans Reserve Forest of Bangladesh. + Poiani et al., 2011. Redesigning biodiversity conservation projects for climate change: examples from the field.	• Complete readings ~Threat-Target Assessment (threats ranking table)*

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		Project documents focusing on: • Direct threats to biodiversity targets • Any expected climate change impacts on biodiversity targets	
(7) June 29 (Lecture delivered at the start of the lab session)	• **Lecture** -Conceptualization (Step 1): Doing a Situation Analysis and Developing a Conceptual Model • **Practice** -In Project Teams: • Identify indirect threats / drivers	^ FOS-CMP Training Guide (pp. 56-64)[1]. ^ Margoluis et al., 2009. Using conceptual models as a planning and evaluation tool in conservation. Project documents focusing on: • Indirect threats and drivers	•Complete readings ~Draft Conceptual Model*
(8) July 6	• **Project Group Presentations** • **Lecture** -Plan Your Actions (Step 2): Strategy Selection -Special Topic: Including climate change adaptation strategies into your conservation plan • **Practice** -In Project Teams: • Discuss existing and future strategies • Determine if climate adaptation strategies are needed	^ FOS-CMP Training Guide (pp. 73-82)[1]. ^Heller et al., 2009. Biodiversity management in the face of climate change: a review of 22 years of recommendations. + IUCN-CMP Action Classification (Beta Version 2.0 Available for Review) Project documents focusing on: • Existing and planned strategies or activities, including climate adaptation strategies, if necessary	•Complete readings ~Brainstorm and select prioritized strategies for at least 2 direct threats* ~Any climate adaptation strategies (if relevant to your project)* Draft conservation plans due for review in team dropbox by **noon on Monday, July 11**
(9) July 11	• **Project Group Presentations** • **Lecture** -Plan Your Actions (Step 2): Results Chains • **Practice** -In Project Teams:	^ FOS-CMP Training Guide (pp. 84-93)[1]. ^ Margoluis et al., 2013. Using results chains to improve strategy effectiveness. +CAML – The Conservation Actions & Measures Archetypes Library. https://www.miradishare.org/ Project documents focusing on:	• Complete readings ~ Draft Results Chains for two prioritized strategies*

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	• Review assumptions of existing or planned strategies or activities	• Assumptions and desired outcomes of existing or planned strategies and activities	
(10) July 13	• **Lecture** -Plan Your Actions & Monitoring (Step 2): Defining measurable objectives and activities • **Practice** -In Project Teams: • Review any existing or planned activities and objectives	^ FOS-CMP Training Guide (pp. 94-116)[1]. ^Groves and Game. 2015. Conservation planning: informed decisions for a healthier planet (Developing a monitoring and evaluation program, pp. 525-547). + Salzer, D., and N. Salafsky. 2006. Allocating resources between taking action, assessing status, and measuring effectiveness of conservation actions. Project documents focusing on: • Strategy activities and objectives	• Complete readings ~ Define Objectives and Activities for two prioritized strategies*
(11) July 20	• **Project Group Presentations** • **Lecture** -Plan Your Actions & Monitoring (Step 2): Developing a monitoring framework • **Practice** -In Project Teams: • Use results chains to identify performance evaluation questions • Review existing or planned monitoring or measurements of direct threats or drivers	^ FOS-CMP Training Guide (pp. 94-116)[1]. ^ Margoulis et al., 2009. Design alternatives for evaluating the impact of conservation projects. +Ferraro, P. J. 2009. Counterfactual thinking and impact evaluation in environmental policy. Project documents focusing on: • Any monitoring or measurements of direct threats and drivers	• Complete readings • Review instructor feedback on draft conservation plans ~Define indicators and management effectiveness questions for two prioritized results chains (with desired future state)* ~Describe monitoring methods and approach*
(12) July 20 (Lecture delivered at the start of the lab session)	• **Lecture** - Implement Actions & Monitoring (Step 3): Preparing a work plan and budget	^ Groves and Game. 2015. Conservation planning: informed decisions for a healthier planet (From planning to action and communication: the art of implementation, pp. 473-494). Project documents focusing on:	• Complete readings ~ Estimate resource requirements and work plan for one prioritized strategy*

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	• **Practice** -In Project Teams: • Review resource requirements and fundraising requirements for one prioritized strategy	• Resource requirements and work plans for prioritized strategies	
(13) July 25	• **Project Group Presentations** • **Lecture** - Analyze and Use Data to Adapt (Step 4): Recommendations and examples from evidence-based conservation in practice -Tips for final presentation • **Practice** -In Project Teams: • Review institutional systems and processes for reviewing project progress and monitoring results	^Johnson et al., 2016. To protect or neglect? Design, monitoring and evaluation of a law enforcement strategy to recover small populations of wild tigers and their prey. +Fontaine, J. J. 2011. Improving our legacy: Incorporation of adaptive management into state wildlife action plans.	•Complete readings •Identify how project progress and monitoring results will be regularly reviewed to revise and adapt management as needed.*
(14) July 27	• **Lecture** - Capture and Share Learning (Step 5): Recommendations from evidence-based conservation in practice • **Practice** -In Project Teams: • Identify audiences and communication products • Work on final written conservation plan and final presentation	+ Schwartz et al., 2012. Perspectives on the Open Standards for the Practice of Conservation.	•Complete readings •Identify potential audiences and communication products* •Final group presentation of Project Conservation Plan* Due August 3 •Final Written Project Conservation Plan Due August 4
(15) August 1	• **Lecture** -Final preparations for written		•Final group presentation of Project Conservation Plan*

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	conservation plan and oral presentation • **Practice** -In Project Teams: • Work on final written conservation plan and final presentation		•Final Written Project Conservation Plan
(16) August 3	• Presentations of Group Project Conservation Plans • Self-evaluation of Individual Project Management Competencies • Group peer evaluations • Course evaluations		•Final Written Project Conservation Plan due in team dropbox **by noon on Thursday, August 4**

2016 Class Projects

1. **Pahranagat National Wildlife Refuge Natural Resource Management Plan**. Project Representatives: 1) Rob Vinson, Wildlife Refuge Manager, Pahranagat National Wildlife Refuge; 2) Laurie Simons, Biologist, Desert National Wildlife Refuge Complex; 3) Giselle Block, Inventory and Monitoring Biologist, Pacific Southwest Region, U.S. Fish and Wildlife Service.
2. **Green Sea Turtle Conservation Plan**. Qarapara. Project Representatives: 1) Paulina Stowhas, 2) Juan Contardo, 3) Stephanie Wester
3. **Illinois Indian Boundary Prairies Conservation Plan.** The Nature Conservancy – Illinois Indian Boundary Prairies. Project Representatives: 1) Karl Gnaedinger, Indian Boundary Prairies Project Manager; 2) John Legge, Chicago Conservation Director; 3) Sarah Hagen, Spatial Ecologist.
4. **Amazon Conservation Association – Cusco Peru Landscape 1**. Amazon Conservation Association. Project Representatives: 1) Tamia Souto, ACA Program Director; 2) Ronald Catpo, ACCA Director for Conservation Areas and Institutional Strengthening.
5. **Amazon Conservation Association – Cusco Peru Landscape 2**. Amazon Conservation Association. Project Representatives: 1) Tamia Souto, ACA Program Director; 2) Ronald Catpo, ACCA Director for Conservation Areas and Institutional Strengthening.