



Lead for the Greater Good

O'Neill School of Public and Environmental Affairs
SPEA E555 Conservation Planning (32042)
SYLLABUS

Instructor: Gwen M. White, whiteg@iu.edu, TX 317-492-0118 (voice & text)

Class Meeting: On campus Room SY 0013, Wednesdays 6:00 pm – 8:30 pm Eastern Time

Office Hours: text or email to set an appointment at least 24 hours in advance

Zoom Connections (as needed): URL - <https://iu.zoom.us/j/86132247879>

Meeting ID: 861-3224-7879 (no passcode needed)

Phone audio connections, if not using the computer microphone: 301-715-8592 US

Course Description: SPEA-E 555 Conservation Planning (3 cr.) Introduction to a series of conservation planning and decision support tools currently in use by agencies and organizations. Students will become familiar with the language and methodology for applying tools under appropriate conditions through lectures, guest speakers, lectures, in-class activities, group presentations, and take-home assignments.

Learning Outcomes: By the end of the semester students should be able to cultivate a variety of professional skills common to conservation planning and decision support including:

1. *Familiarity with a variety of tools* – Become aware of tools used by different agencies and organizations for integration of physical and social sciences in conservation planning. Understand the conditions for selecting tools appropriate to the situation. Walk through examples of conservation planning projects that have used each of these tools.
2. *Experience with one tool* - Prepare a Case Study to become more adept at using one set of tools for ecological planning and to incorporate social science and stakeholder engagement.
3. *Project management skills* – Organizing and tracking team work; preparing interim reports; oral presentation of products; soliciting and acquiring professional services (proposals & contracting); and describing tools in a job interview.

O'Neill School expectations of civility and professional conduct¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Course Requirements:

This course will consist of online recorded lectures, in class exercises held once a week on Wednesdays, and self-directed exploration in which you learn by doing and reflection. The professor will provide lectures, textbooks, and some reading and other background material to guide you in certain tasks, as well as discuss with you how to approach your projects and answer any questions that you have.

Do not hesitate to contact your instructor as soon as you anticipate any concerns with functioning effectively through online and in class participation or regarding your ability to complete the work. ***The critical issue is to begin work on Case Studies early in the semester so that you have time later in the semester for revising and rewriting your project report. The projects during this semester build on each other. If you have any questions after receiving review comments, do not hesitate to ask for additional feedback.***

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

Your work in this course will simulate the kind of project development, reporting, and presentation that you will find in the workplace. We will critique you according to standards you may encounter as you begin a job using these types of tools. We want you to be fully prepared to compete successfully in the workforce with an awareness and understanding of how to function well on a team using these tools to solve the complex physical and social challenges confronting conservationists in today's world.

Tools presented in class lectures and exercises will include:

1. Conservation planning cycles in agencies and organizations
2. Strategic planning (Structured Decision Making – SDM)
3. Spatial analysis and visualization tools (Landscape Conservation Design – LCD)
4. Future projection tools (Climate Smart, Scenario Planning)
5. Social science and stakeholder engagement skills
6. Project management and professional development

All students would be exposed to all tools. Individuals or groups will delve into a specific case study using one of the tools which they would present at two points during the semester, once for ecological aspects and a second after incorporating social science, stakeholder engagement, and project management aspects.

Assignments: There will be two primary components for assignments in the course:

- 1) Individual take-home exercises including individual personal reflection on tools and skills that interest you; individually submitted interim progress reports for you to evaluate progress or concerns on your group Case Study; and worksheets that guide you through terminology and application of selected tools.
- 2) The Case Study produced by your small work group and presented at two points during the semester. The document *Case Study Project Guidelines* will give you more insight into sideboards and advice on conducting the group project.

Paper and presentation guidelines are available on Canvas and will be discussed at length in class. Take home exercises and quizzes will be **open book, untimed and submitted online**. **There is no exam during finals week.**

Your Roadmaps to This Course (refer to these handouts frequently)

1. **Syllabus & Class Schedule:** dates for class topics with deadlines for assignments.
2. **Course Resources:** keep track of textbook readings and materials on Canvas (will be updated throughout the course).
3. **Case Study Guidance:** sideboards and advice for proposing and conducting your case study group project and evaluating your progress, individually and as a team.
4. **Exercises 1-5:** worksheets for your individual take-home assignments.
5. **Case Study Interim Report Form:** use this to prepare your individual progress reports.

Grading (percentage for each assignment):

1. Take-Home Individual Exercises / Class Participation – 45 %
 - a. Exercises (5 x 4 %)
 - b. Case Study Interim Reports (3 x 4 %)
 - c. Individual skill evaluation in mock job interview (4 %)
 - d. Cross-team evaluation of group work (spreadsheet, automatic 4 %)
 - e. Class participation (5 %)
2. Initial Team Case Study Report and Presentation – 25 %
3. Final Team Case Study Report and Presentation – 30 %

Total: 100 %

Grading Scale:

| | | |
|-------------------|---------------|------------------|
| A+: 97 and higher | A: < 97 to 94 | A-: < 94 to 90 % |
| B+: < 90 to 87 | B: < 87 to 84 | B-: < 84 to 80 % |
| C+: < 80 to 77 | C: < 77 to 74 | C-: < 74 to 70 % |
| D+: < 70 to 67 | D: < 67 to 64 | D-: < 64 to 60 % |
| F: < 60 and below | | |

Academic Integrity: No form of academic dishonesty will be tolerated. This course requires individual integrity and professionalism from all students. If academic dishonesty is proven, you will receive a grade of zero for the work; repeat offense is grounds for failure in the course. You are responsible for understanding the concept of plagiarism and always avoiding it. Some work for this course is supposed to be done in groups. We will distinguish carefully between group work and individual work.

A PowerPoint on plagiarism and appropriate citation is available on Canvas.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Please review your responsibilities as a student at <http://www.iu.edu/~code/>.

Texts: Both textbooks are commonly used in federal agencies and related organizations.

- *Required:* Conservation Planning: Informed Decisions for a Healthier Planet by Craig R. Groves and Edward T. Game. ISBN-13: 978-1936221516

Available through the student store with FREE shipping using the code: SHIPFREE
<https://store.macmillanlearning.com/us/product/Conservation-Planning-Informed-Decisions-for-a-Healthier-Planet/p/1936221519>

- *Optional:* Structured Decision Making: A Practical Guide to Environmental Management Choices by Robin Gregory and Lee Failing. ISBN-13: 978-1444333428

Handouts and presentations will be on Canvas for a deeper understanding of tools. Many materials are from courses offered at the National Conservation Training Center (NCTC):

- ALC 3138: Advanced Structured Decision Making Practicum
- ALC 3187: Climate-Smart Conservation with Scenario Planning
- ALC 3128: Open Standards for the Practice of Conservation

Recordings of **asynchronous lectures** and **supplementary readings** will be posted in the weekly Modules. If you prefer offline access to the readings, download them from the Readings subfolder in Files on Canvas. Recorded lectures generally will become available at least two weeks in advance of the scheduled topic.

Software will be used periodically during the course, also available at no cost such as Miradi, C-Plan, Marxan or other applications.

Course Policies

Late Assignments: If you know you will have to turn in an assignment late, please communicate with us in some way BEFORE the due date if at all possible, to request an extension. Please bear in mind that your extracurricular activities are your responsibility - if you decide to schedule an interview during class time, you are responsible for finding a way to hand in assignments on time, to get the class notes, and to communicate with teammates. **Late assignments received without explanation will be downgraded 10 pts/day.**

Generally, I am fairly flexible by a day or two on written assignments. You will typically have the assignments posted for 1-2 weeks and should be able to pace yourselves enough to finish by the due date.

General assistance: Students routinely need some support in two general areas: technical writing, and life getting out of control.

(1) Some of you will never have done any technical writing or may generally have difficulty writing. We will be discussing the topic briefly in class, and there is a review of technical writing on Canvas. If you still feel in some doubt, please check with me. I may recommend that you visit the Writing Tutorial Service on the first floor of the Learning Commons in the Wells Library. To schedule a tutoring session, call **855-6738** and indicate you are looking for help with professional or technical writing.

Students who are unsure of their technical writing skills may find the following book useful: *Academic Writing for Graduate Students by Swales and Feak* (PE 1404 S93 1994), which is available at the Business/SPEA Information Commons if it has not been checked out – if it has been checked out, you can recall it. It is written specifically for students who do not speak English as a first language. You can also Google *technical writing* or *professional writing*.

(2) You may find yourself facing more than you can easily handle during the semester. It may be something wonderful, or it may be something terrible, but it will make it difficult or impossible for you to focus, work, think, or otherwise deal normally with the semester. Health Services has people whose primary job is helping students survive such problems, and your professors are aware that these things can happen. SPEA now has a Counselor-in-Residence from Student Health Services with office hours in the SPEA building each week. Information on scheduling a meeting is on MySPEA – if you can't find it, staff in the MPO can help. And, as always, you can go directly to the Health Services building. Counseling is confidential and often very practical. When your brain is not working well, someone else's can be a great help.

I try to be flexible with deadlines, although I will want a minimal justification for doing so. The university allows us to grant incompletes if students are in good standing when the incomplete is requested – this allows up to a year of additional time to complete course requirements. Please try to be in touch as soon as you can. You do not owe us the details – a message that life has become difficult or complex and some idea of what kind of timeframe you think might be involved will help us to help you best.

Students with Disabilities: I will make accommodations for students registered with Disability Services for Students Office in Franklin Hall (812-855-7578).

Schedule of Assignments: *The schedule below is subject to change in the event of extenuating circumstances.* Key deadlines, meetings and products are in bold. Readings will generally be available on Canvas; if they do not appear there, contact your instructor immediately. *All guest speakers are tentative* before the course begins and may change throughout the semester.

NOTE: *Dates have an asterisk (*) for an assignment due or meeting with the instructor.*

| Date | Activities |
|-------------|-------------------|
|-------------|-------------------|

Topic 1 – Conservation Planning & Course Overview

| | |
|---------------|--|
| W 1/12 | Intro to conservation planning and course overview (class exercises, 6-7pm) |
|---------------|--|

Conservation planning in agencies & organizations, Elsa Haubold, U.S. Fish & Wildlife Service (preview of topic in speaker recording, 7-7:30pm)

Topic 2 – Strategic planning

| | |
|---------------|---|
| W 1/19 | Structured Decision Making (SDM) |
|---------------|---|

Diagramming problems - logic models, results chains (6-7pm)

Begin discussing topics of interest with potential team and instructor (7-8pm).

| | |
|-----------------|--|
| Fr 1/21* | Exercise 1 – Use of Conservation Planning Tool in an Agency/Organization (assignment due on Canvas) |
|-----------------|--|

| | |
|---------------|--|
| W 1/26 | Open Standards for the Practice of Conservation |
|---------------|--|

Cascades to Coast Landscape Collaborative: Conservation Planning Principles, Processes and Tools, guest speaker Tom Miewald, US Fish & Wildlife Service (discuss recording, 6pm-7pm).

Open Standards for the Practice of Conservation & Performance Metrics

Informally sort into groups based on conservation interests and skills (7-8pm).

| | |
|-----------------|---|
| Fr 1/28* | Exercise 2 – Individual interests and skills Case Study topics (due on Canvas) |
|-----------------|---|

Topic 3 – Spatial analysis and visualization

| | |
|---------------|---|
| W 2/2* | Ecosystem Indicators & Spatial Analysis (part 1) |
|---------------|---|

Southeast & South Atlantic Blueprints, South Atlantic Landscape Conservation Cooperative, guest speaker Hilary Morris (discuss recording, 6pm-7pm)

Instructor meets with groups to finalize Case Study topic.

| | |
|--------------|---|
| W 2/9 | Ecosystem Indicators & Spatial Analysis (part 2) |
|--------------|---|

Conservation Targets Selection, Implementation, and Modeling Potential Future Effects of Urbanization and Sea Level Rise, Peninsular Florida Landscape Conservation Cooperative, guest speaker Allison Benscoter & Saira Haider, USGS Wetland & Aquatic Research Center (discuss recording, 6pm-7pm)

Miradi workshop (*canned data* – **bring laptop**, 7-8pm)

Fr 2/11* **Exercise 3** – Propose a Tools Case Study with group input (due on Canvas)

W 2/16 **Species Vulnerability Assessments**
Forest vulnerability & climate adaptation in the Midwest and Northeast, guest speaker Todd Ontl, Michigan Tech University and Northern Institute of Applied Climate Science, Northern Forests Climate Hub, USDA Forest Service (discuss recording, 6pm-7pm)

Fr 2/18* **Case Study Interim Report #1** (individually post to Canvas)

Topic 4 – Assessing the Future

W 2/23 **Climate Smart Conservation** (*worksheets* – **bring laptop**, 6-7pm)

Groups meet briefly with instructor to discuss Case Study (7-8pm)

W 3/2 **Scenario Planning workshop** (*worksheets* – **bring laptop**, 6-7pm)

Groups meet briefly with instructor to discuss Case Study (7-8pm)

Fr 3/4* **Case Study Interim Report #2** (individually post to Canvas)

Presentation of Case Study Part 1 – Applying conservation planning tools to case studies

W 3/9* **Case Study presentations in class (First Draft)**

Fr 3/11* **Draft Case Study Written Group Report DUE by noon** (Canvas & email)

W 3/16 **No Class – Spring Break**

Topic 5 – Stakeholder Engagement & Social Science

W 3/23* **Social science: incorporating human dimensions** – guest speaker Landon Yoder, IU (discuss recording, 6-6:30pm)

Project administration & stakeholders: leadership, administration, and collaboration at landscape scales – guest speakers Kelley Myers, FWS & former Iowa DNR with Glen Salmon, former Indiana DNR & FWS (discuss recording, 6:30-7pm)

Check in with instructor as Case Study Team (7pm – 8:30pm).

Fr 3/25* **Exercise 4** – Stakeholder Engagement in an Agency/Organization (on Canvas)

Topic 6 – Promoting, Managing & Evaluating planning projects

W 3/30 **Human Dimensions of Landscape Conservation** – guest speaker Catherine Doyle-Capitman, (discuss recording, 6-7pm)
Also see recorded webinar at [<http://greatnorthernlcc.org/event/982>]

Data management: data storage, metadata, protected layers – guest speaker Mallory Barnes, IU (discuss recording, 7-8pm)

Fr 4/1* **Case Study Interim Report #3** (individually post to Canvas)

Presentation of Case Study Part 2 – Applying stakeholder engagement & social science tools

W 4/6 **No Class. Meet with your team** to finalize Case Study presentation.

W 4/13* **Final Case Study Presentations (in class)**

W 4/20* **Evaluation of individual skills** in mock job interview (Canvas / class)

W 4/27* **Future of Conservation Planning and Debrief** as a class (course review)

Fr 4/29* **Final Case Study Group Report DUE** (Canvas & email to instructor **by noon**)

Mon 5/2* **Cross-Team Evaluation** of group work (submit spreadsheet response on Canvas)

FINALS WEEK

Assignments to submit on Canvas by midnight of the due date (subject to change to a later date only with advance notice):

- | | |
|----------------|--|
| Fr 1/21 | Exercise 1 – Use of Conservation Planning Tool in an Agency/Organization (assignment due on Canvas) |
| Fr 1/28 | Exercise 2 – Individual interests and skills Case Study topics (due on Canvas) |
| Fr 2/11 | Exercise 3 – Propose a Tools Case Study with group input (due on Canvas) |
| Fr 2/18 | Case Study Interim Report #1 (individually post to Canvas) |
| Fr 3/4 | Case Study Interim Report #2 (individually post to Canvas) |
| W 3/9 | Case Study presentations in class (First Draft) |
| Fr 3/11 | Draft Case Study Written Group Report DUE by noon (Canvas & email) |
| Fr 3/25 | Exercise 4 – Stakeholder Engagement in an Agency/Organization (on Canvas) |
| Fr 4/1 | Case Study Interim Report #3 (individually post to Canvas) |
| W 4/13 | Final Case Study Presentations (in class) |
| W 4/20 | Evaluation of individual skills in mock job interview (Canvas / class) |
| Fr 4/29 | Final Case Study Group Report DUE (Canvas & email to instructor <u>by noon</u>) |
| Mon 5/2 | Cross-Team Evaluation of group work (submit spreadsheet response on Canvas) |

There is no final exam for this course.

Additional information for students:

Counseling and Psychological Services

For information about services offered to students by CAPS:
<http://healthcenter.indiana.edu/counseling/index.shtml>.

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website:
<http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Requesting Letters of Recommendation - another chance to relive your past.

In the years ahead, many of you will request letters of recommendation to accompany job applications and applications to graduate schools (yes, some of you will return to school). If you are applying for a job, letters from other employers are helpful, but letters from faculty members can help, too. Faculty members can discuss your general intelligence, your thoughtfulness, your ability to work on a team, your writing and communication skills, the general strengths of the academic program you completed, etc. If you are applying to graduate schools, most of your letters should be from faculty members. Letters of recommendation can be immensely helpful, or they can be nearly useless, and you can influence the outcome. Effective letters give detailed, specific information about you and your education. Most letters these days are sent electronically, but occasionally dead-tree letters are still needed.

The nicest things you can do for someone who is writing you a letter or serving as a reference are:

- Remind us what class you took, when. Hopefully we remember you, but if you had a reasonable record in our class, we can write helpful letters even if you were one of 200 students (although your professors in smaller classes may be able to write more insightful letters).
- Give us at least two weeks' notice, or apologize for giving less.
- Make sure we know when the letter is due and provide the program name (including what degree if it's for grad school) and an address so we can create a proper letter.
- Give us an updated résumé so we can see what you've done with your life.
- Give us a copy of the job description so we know what's important.
- Give us a copy of your cover letter. Your cover letter is where you sell yourself, and it helps us immensely to know what you are claiming for yourself, and how you are pitching yourself. We don't need envelopes – we'll use letterhead for dead-tree letters - it's expected at SPEA.
- Be aware that some of the employers and graduate school people are our colleagues. Help us to write letters that all of us can be proud of - we don't like to write useless letters any more than you appreciate having them written. If you have a skeleton in your closet (perhaps poor grades in your early years at school) that you plan to address, and we have information that you've improved your record since then, tell us that that's an issue. In general, if we've agreed to write for you, or to be contacted in some way, we're on your side - let us know what would be helpful.
- If you think you'll be asking for additional letters in the future, let us know, and ask us to keep your information on file.
- Ask, gingerly, if we'd like a reminder a few days before the letter is due (assuming you've given us more than a few days). Some of us are more busy/scattered/absent-minded than others, and often a reminder is appreciated. Assume that I want a reminder.

For your own sake, save particularly good papers and memos. Some employers and academic programs want to see proof of writing skills. Even if they don't ask for it, enclosing a sample of a really good memo or brief may make a difference to an employer who has listed communication skills, but didn't think to ask for examples - you've demonstrated that you understand what the employer is looking for, and you've gone the extra mile to prove you have the skill. Good luck!