

APPENDIX A

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APPENDIX B

Options for Community/Public Involvement

Too often “public involvement” means formulaic processes whose rituals deaden, disempower, and discard the needs, concerns and ideals of citizens, communities of place and communities of interest. How can responsible public officials conduct authentic public involvement campaigns that give voice to interested parties while maintaining statutory responsibilities?

Different issues, responsibilities, purposes, and levels of public interest require different forms of involvement. Options for engagement and dialogue that do not bring a commitment to a collaborative enterprise include:

Community Visioning: Visioning processes have been used for communities or regions to create consensus on a preferred future. They tend to focus on what community members share in common and avoid conflicting views. For an example of how one community developed its vision, see www.regional-ideas.org/vision/vision.htm.

Community Conversations: Conversations about controversies are often hosted by independent organizations, such as the League of Women Voters (www.lwv.org/) or a local Civic League (www.ncl.org/). A great resource for dialogue in conflictual situations is the Public Conversations Project toolbox, at www.publicconversations.org/Pages/f2.html.

Design Charrettes: A hands-on community workshop spanning one or more days in which design professionals work with members of the community to produce design options for a particular site or area within the community.

Study Circles: Study circles involve small (8-12 participants) groups of community members who come together for an agreed period of time for dialogue and action on specific social and political issues. Structured sessions, facilitated by community volunteers, progress from personal experience to a session that looks at strategies for action. The Study Circles Resource Center can be found at www.studyircles.org.

Core Values

The International Association for Public Participation (IAP) is an “association of members who seek to promote and improve the practice of public participation in relation to individuals, governments, institutions, and other entities that effect the public interest in nations throughout the world.” IAP2 has adopted seven core values that can guide any authentic public involvement process. These are:

1. *People should have a say in decisions about actions which affect their lives.*
2. *Public participation includes the promise that the public’s contribution will influence the decision.*
3. *The public participation process communicates the interests and meets the process needs of all participants.*
4. *The public participation process seeks out and facilitates the involvement of those potentially affected.*
5. *The public participation process involves participants in defining how they participate.*
6. *The public participation process communicates to participants how their input was, or was not, utilized.*
7. *The public participation process provides participants with the information needed to participate in a meaningful way.*

IAP2 can be found at: www.iap2.org

Determining Whether or Not a Collaborative Process is Appropriate

A CHECKLIST

General questions of suitability:

- ✓ Is the issue of sufficient significance to warrant the effort?
- ✓ Will participants be able to maintain their basic values and principles?
- ✓ Is the issue “ripe” for discussion (such as a stalemate unacceptable to several parties)?
- ✓ Are key parties willing to participate?
- ✓ Do relevant decision-making agencies support the effort?
- ✓ Is sufficient time available (and allocated) to address the key issues?
- ✓ Is implementation of any agreement likely?
- ✓ Does success as defined by participants appear to be a reasonable possibility?

Specific questions:

- 1) Does this approach promise to protect and enhance environmental protection?
 - ✓ Is there appropriate legal protection such that enforcement of current laws and regulations will be continued or strengthened?
 - ✓ Are there sufficient drivers (incentives) for all parties that provide sufficient leverage to compel fair negotiations?
 - ✓ Is appropriate representation available, including organizations with a state constituency for state lands and resources and with national constituencies for federal lands and resources?

- 2) Is the *process* being proposed or developed likely to be fair and effective?
 - ✓ Are other environmental organizations aware of and involved with this effort?
 - ✓ For initiatives convened on behalf of public entities, is there a clear understanding of the purpose and sufficient opportunities for linkage with those entities throughout the effort?
 - ✓ Will you and other participants have considerable say in the design of the process?

- 3) Are *you and/or your organization* suited for participation?
 - ✓ Is this effort consistent with your organizational mission?
 - ✓ Are meetings held at reasonable times and locations for you and other participants to attend regularly?
 - ✓ Do you have a representative with sufficient expertise – technical knowledge, negotiation skills, and political skills - to participate effectively?
 - ✓ Does your representative match up with other participants in terms of experience and capability?
 - ✓ Does your representative have time to prepare for, attend, and participate effectively in meetings?

Scorecard for Determining the Need for Caution, Consultation, and Process Discipline

Greater Caution, Consultation, and Process Discipline

More Freedom and Flexibility

	Very High Concern 12 - 30			High Concern 31 – 52		Medium 53 – 78		Less Concern 79 - 102		Little Concern 103 - 120	
1. Large Scope	1	2	3	4	5	6	7	Limited Scope	8	9	10
2. Larger Constituency Represented	1	2	3	4	5	6	7	Limited Constituency Represented	8	9	10
3. Public Lands and Resources	1	2	3	4	5	6	7	Private Lands and Resources	8	9	10
4. Long-term Impact	1	2	3	4	5	6	7	Briefer impact	8	9	10
5. Policy/Regulatory	1	2	3	4	5	6	7	Direct Action/Implementation	8	9	10
6. Precedent for Other Settings	1	2	3	4	5	6	7	Unique to a Particular Setting	8	9	10
7. Greater Authority	1	2	3	4	5	6	7	Less Authority	8	9	10
8. Mandated	1	2	3	4	5	6	7	Voluntary Formation	8	9	10
9. Power Disparities	1	2	3	4	5	6	7	Power Balanced	8	9	10
10. Fundamental Values at Stake	1	2	3	4	5	6	7	Lesser Significance	8	9	10
11. Extensive Conflict	1	2	3	4	5	6	7	Minor Conflict	8	9	10
12. Bargaining and Agreement- Seeking	1	2	3	4	5	6	7	Dialogue and Information Exchange	8	9	10

Guidelines for Agency Members

These recommendations from *Best Practices for Government Agencies: Guidelines for Using Collaborative Agreement-Seeking Processes* (Society of Professionals in Dispute Resolution, 1997) are directed primarily towards federal, state, provincial, and territorial government officials to help ensure successful use of collaborative processes for decision-making. The recommendations are:

- 1) An agency should first consider whether a collaborative agreement-seeking approach is appropriate.
- 2) Stakeholders should be supportive of the process and willing and able to participate.
- 3) Agency leaders should support the process and ensure sufficient resources to convene the process.
- 4) An assessment should precede a collaborative agreement-seeking process.
- 5) Ground rules should be mutually agreed upon by all participants, and not established solely by the sponsoring agency.
- 6) The sponsoring agency should ensure the facilitator's neutrality and accountability to all participants.
- 7) The agency and participants should plan for implementation of the agreement from the beginning of the process.
- 8) Policies governing these processes should not be overly prescriptive.

APPENDIX E

Recording Group Memory

The recorder is an individual who is responsible for maintaining a record of a meeting. There are two kinds of recorder, serving two different functions. The typical recorder takes notes and writes a report after the meeting. This report is then distributed to participants and other interested parties as minutes or as a “sense of the meeting.” The recorder may be the secretary of the group, a group member, or an assistant of some sort. Depending upon who is recording, this recorder may or may not contribute to the substance of the meeting.

The second kind of recorder, the type we are concerned with here, is used to keep the “group memory.” The group memory is a visual record of the meeting, continually displayed for the group as the meeting unfolds. While aiding the group during the meeting, this record may also be used when writing up the minutes. Sometimes a member of the group, or even the facilitator, acts as recorder; however, it is usually more effective to have as recorder someone not substantively involved in the work of the group.

Benefits of the Group Memory:

There are many advantages to keeping a visible group memory. Some of these are:

- The group memory is subject to group review, unlike individual notes, and is therefore more accurate and less subject to individual quirks of memory or interest;
- It guarantees as much as is possible that participants share a common understanding of what is happening;
- It provides an easy means of tracking how decisions were made;
- It accounts for decisions, plans, tasks, and responsibilities;
- It provides a physical focus for attention;
- The visual display allows ideas to be represented graphically and for mistakes to be shown and corrected;
- Since all contributions are recorded, participants are given a sense of being heard;
- Participants can pay more attention to the meeting since they are not preoccupied with writing their own notes;
- The immediate, visible record can be referred to later in the meeting; and
- It is a useful reference for writing minutes.

Recorder Duties:

The recorder’s duties will vary, depending upon the type of meeting. Some discretion is necessary. For instance, when a group is setting expectations for a meeting, it is certainly appropriate to include the name of each individual next to their expectations. On the other hand, there are many times when there is no need to identify individual contributors, for instance, during a fast-moving brainstorming session.

In general, the following are considered functions of the recorder:

- Writing main points of the discussion in plain view of the group;
- Keeping a sequential record of the discussion;
- Ensuring that all decisions—agreements, plans, and tasks—are accurately recorded;
- When necessary, recording who made particular contributions; and
- When using newsprint (as opposed to overhead projectors or computer-generated video), placing filled sheets within view, accessible for review.

SUGGESTIONS FOR THE RECORDER:

- Write legibly, in large letters;
- Whenever possible, write down ideas or comments in participants’ own words;
- Number each sheet;
- If uncertain about what you have heard, or about the meaning of a term or phrase, ask for clarification;
- If you get too far behind, ask for a break to catch up;
- Highlight key areas, such as assignments (star, circle, underline, use different colored markers);
- Pay special attention to the assignments, i.e., who is to do what, by which date;
- Remember: you are not there to evaluate! You are there to assist the group.

Outcomes for Evaluating Success for Collaborative Groups

Judith Innes (1999) has developed a comprehensive listing of outcomes for collaborative groups that indicate degrees of success:

- It ended stalemate that was unacceptable to all parties;
- It compared favorably with other planning or decision methods in terms of costs and benefits;
- It produced feasible proposals from political, economic or social perspectives;
- It produced creative ideas for action;
- It resulted in learning and change among stakeholders;
- It created new personal and working relationships and social and political capital among the participants;
- It produced information and analyses that stakeholders understand, accept as accurate, and believe are relevant to the issues;
- Learning and knowledge produced within the consensus processes is shared by others beyond the immediate group;
- It had not only such first order effects as agreement and proposals, but such second order effects as changes in behaviors and actions, spin-off partnerships and collaborative activities, new practices or even new institutions;
- It resulted in institutions and practices which are both flexible and networked and which therefore permit the community to become more creatively responsive to change and conflict;
- It resulted in continuing learning and change in the community;
- It produced outcomes that are regarded as just;
- The outcomes serve the common good or public interest; and
- The outcomes contribute to the sustainability of the natural and social systems.

APPENDIX G

Criteria for Success – Possible Participant Outcomes

NOTE: This is used as an *example* only of what might be developed by participants beginning a collaborative initiative. Participants themselves must have a say in deciding how they would determine success.

Members agree that the success of this effort will be determined by the following criteria:

Convening:

- The shared understanding we have of the requirements for effective participation (such as the investment of time, financial costs, types of representation, linkages with appropriate authorities, expertise, facilitation assistance);
- How clearly we are able to define a shared, practical purpose; and
- How well the process includes appropriate representation of relevant interests.

The negotiating process:

- The degree to which we have encouraged one another to explain what is at stake;
- The degree to which serious consideration has been offered to one another's needs and concerns;
- How well we have been able to access and/or develop high quality, understandable information;
- The amount of learning developed among members through discussion and education;
- The degree to which we have been able to share this learning with the organizations we represent;
- The understanding we have about the implications of our decisions; and
- The degree that we have encouraged, heard from, and taken into account various interest from outside of this process;
- The amount that our goals have been met in any agreement.

Outcomes:

- The degree by which conditions “on the ground” are improved (environmental, economic, social, and so forth);
- The degree to which agreements are successfully implemented (regulatory, legislative, or private endorsements);
- How well any outcomes compare with the likely benefits and costs of other processes; and
- The degree that we have developed relationships, skills, or other capacities which enable us to address these and similar issues in the future.

Group Protocols and Groundrules

Adopting formal protocols allows a group to anticipate and prepare for difficult issues. They provide a consistent standard for group members to evaluate their own and other's participation in the group. And they explain to those outside the group the basis for decisions over issues such as confidentiality and representation. Each group will have needs particular to the groups' members and the situation. General issues for consideration include:

Representation and Participation:

- Role of agency and staff
- Public participation
- Observers
- Other interested parties
- Decision-making authority of participants
- How to handle withdrawals
- Informing those not at table; participant responsibilities to constituents in keeping them informed and gaining ratification
- Alternates, new participants
- Participant responsibilities/constraints concerning activities outside the table

Meeting Process and Behavior:

- Organization and conduct of meetings
- Mediation or facilitation assistance
- Decision rules
- Use of caucuses, task forces, work groups, etc.
- Communications with the media, the public, and legal or political institutions: *access-privacy, confidentiality, disclosure*

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Logistical Issues:

- Frequency and site of meetings
- Length of meetings and agendas
- Mileposts for assessing progress
- Deadlines
- Cost and expense issues for participants and facilitators

Shared information:

- Legal issues and possible outcomes of litigation
- Technical issues

Process for building groundrules

- 1) *Establish the need: Seek understanding and agreement about the need for shared expectations.*
- 2) *Educate and inspire: Offer sufficient support, including time for reflection and discussion, illustrations of other groundrules, examples of how the other rules have been used and abused, and indications of commitment to developing and honoring the groundrules from group leadership.*
- 3) *Begin with a vision: Begin by envisioning the desired outcomes for your group, then develop the specific groundrules that will allow you to reach those outcomes.*
- 4) *Promote full participation: Work actively to give each group member a voice in developing the groundrules.*
- 5) *Be accountable: Honor the agreements you have made.*
- 6) *Evaluate and revise.*

(from F. Dukes, M. Pisolish and J. Stephens, 2000)

Sample protocols and groundrules

Bryan Park Interchange Advisory Committee (BPIAC)

The following protocols were developed and adopted by consensus by BPIAC, and were used to guide its work.

Purpose and Scope of Process

The Bryan Park Interchange Advisory Committee asserts the following as its purposes:

1. To represent the views and concerns of the communities and organizations impacted by the Bryan Park Interchange Study Area.
2. To identify issues that affected communities and organizations feel are important and to present those issues to VDOT for consideration in the Feasibility Study.
3. To determine if the issues were adequately addressed in the Feasibility Study.
4. To provide advice to community members, elected and appointed officials, and VDOT concerning options identified in the Feasibility Study.

Participation

BPIAC Membership: See attached list of members. Civic groups and organizations and interested citizens who initially responded to VDOT's calls for interest and participation via newspaper advertisements and have continued to participate constitute the BPIAC voting membership.

Additions and Withdrawals: No new individuals or groups will be allowed to participate, as of the end of the December 8, 1997 meeting, unless admitted by consensus of the BPIAC. Civic associations, organizations, and interested citizens that have participated in the BPIAC meetings from the onset shall participate in the entire BPIAC process. Members may withdraw at any time from the BPIAC by written notice; if they represent an organization, they agree to seek a replacement member from their organization. A Subcommittee will meet to request withdrawal of members who have not attended a majority of the meetings.

Official Resource Agencies: VDOT, Henrico County Public Works, City of Richmond Public Works and Department of Parks and Recreation will serve as resource members of BPIAC. They will participate fully in the discussions and will share information about issues, constraints, and possible impediments to implementation. They are expected to be candid in their views. If the representatives of VDOT and the City of Richmond are able to sign the final document without its being legally binding on their agencies and if they individually endorse the recommendations of the final document, they will sign the final document.

Observers, Other Interested Parties: Meetings are open to observers. Comments by observers may be offered in writing or orally at the end of each session. Observer comments may also be invited during the session.

Media: No consensus exists about whether and how any news media might be included or excluded from meetings.

Alternates: Alternates may be appointed by representatives of civic groups and organizations. Alternates may participate in discussion and consensus decisions only in the absence of the official BPIAC member.

Note: Some notice of official BPIAC representation (and alternates) may be required of participating civic groups and organizations.

Roles and Responsibilities

All members shall have equal voice and status. Other participants in the BPIAC work can serve in an advisory and advocacy position.

Participant responsibilities to constituents: Members agree to obtain guidance from their constituents and communities so that they can accurately represent the views and interests of their constituents and communities. They will communicate information learned at meetings and will present BPIAC decisions to their constituents for endorsement.

BPIAC members who speak outside of the meetings will speak for themselves and express their own views. They will not represent an official committee point of view. BPIAC members will refer inquiries for official reports to the facilitators. BPIAC facilitators may describe the group process and share materials with the media and prepare press releases as directed by the group.

Sharing Information During and After Meetings

Members are encouraged to discuss issues raised during the meetings with their constituents without attributing positions and attitudes to specific people. Members will be open and candid in their views and will speak with focus and brevity so that everyone may have an opportunity to speak.

Decision-making

Consensus: BPIAC will make decisions by consensus. This means that all members can live with and support the decision. If one member cannot live with the decision, consensus is blocked, in which case the group will continue to work on the issue.

Implementation

The final Report and recommendations of BPIAC will be incorporated into the final Feasibility Study by the VDOT consultants (Michael Baker). BPIAC may also use its final recommendations to provide advice to community members and to elected or appointed officials.

Meeting Organization and Administration

VDOT will arrange and pay for meeting rooms, refreshments, facilitation, special speakers, and research or other informational needs. The facilitators will prepare meeting summaries and agendas and will work with BPIAC and VDOT to prepare and facilitate the process. BPIAC members will come to meetings prepared to speak on behalf of their constituencies. Subcommittees, if formed, will be responsible for their own meeting scheduling, minutes, and other matters.

Timetable

See projected work schedule.

Facilitator: Selection, Goals, Responsibility

A selection subcommittee of BPIAC was responsible for interviewing and selecting the facilitators.

Facilitator goals are to help BPIAC members identify and increase their understanding of each other's issues and concerns; to develop, explore, and understand their options; and to engage in productive and civil discourse to reach consensus decisions that best address BPIAC's concerns.

By contract, the facilitators are responsible for the following:

- 1 Preparing the meeting agendas for distribution at the meeting and providing facilitation materials such as flip charts and markers;
- 1 Keeping the discussion focused;
- 2 Helping the group resolve differences and disputes that arise in a way that is acceptable to participants and assisting in developing consensus where agreement is possible;

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- 3 Keeping a record of meeting discussions (*i.e.*, issues raised, information presented, requests for information, specific agreements and resolutions reached during the meetings, and agenda items for next meetings);
 - 4 Preparing a summary of each meeting and distributing this “sense of the meeting” to BPIAC members and VDOT;
 - 5 Arranging for speakers requested by BPIAC as appropriate;
 - 6 Helping BPIAC set up its own meeting schedule for meetings and meetings of subcommittees or work groups;
 - 7 Maintaining contact with BPIAC members and VDOT as necessary between meetings by telephone, regular mail, or electronic mail;
 - 8 Serving, should BPIAC so desire, as principal media contact for its work and, in any event, responding as appropriate to media and other inquiries concerning BPIAC’s work;
 - 9 Providing at least two IEN staff for each meeting of BPIAC;
 - 10 Preparing a summary Report that captures the highlights of the meetings and other discussions and that offers BPIAC’s final recommendations, and one draft to be submitted to BPIAC for revisions before a final Report is submitted to VDOT;
 - 11 Discussing with VDOT future actions that may be recommended.

At any time, if further discussion does not appear likely to be productive, the facilitators will so indicate to BPIAC and VDOT.

Sample behavioral groundrules

We, the X members of the X group, agree that we will:

- 1 Be clear about the purpose of the group, of each meeting, and of each recommendations.
- 2 Make an effort to attend every meeting. If unable to do so, we will send the alternate for our organization whenever possible.
- 3 Listen carefully to others. Our group functions best when we understand one another's views.
- 4 Remain open to new learnings and new perspectives.
- 5 Avoid changing or hiding our views only to reach agreement and avoid conflict.
- 6 Openly share our ideas, experiences, and opinions about matters of interest to the group.
- 7 Value one another’s experiences. We will actively seek out differences of opinion. Disagreement can improve the group’s opportunity to create better decisions.
- 8 Help to develop one another’s ideas.
- 9 Help create a respectful and productive working climate. We will speak our mind freely, but be brief and to the point so others can also speak.
- 10 Keep talking and listening when differences surface. We will explore the disagreement and search for the common concerns beneath the surface.
- 11 Come prepared. We will read materials in advance of the meeting to help us spend our meeting time really listening and working together.
- 12 Help improve group productivity. Be willing to suggest ways in which the group can work smarter, such as delegating tasks for homework or to committees.
- 13 Honor these ground rules by observing them and reviewing them and their contribution to group process at periodic intervals.

Programs, Publications, and Web Sites

There are many more publications, web sites, and organizations offering information and analysis about collaboration than can be included here. The following are included either because of their prominence, or because they offer perspectives not found elsewhere, or because they provide a window to other resources as well.

Programs with a focus on collaboration and natural resource management

The **Community Based Collaboratives Research Consortium (CBCRC)** is a national network comprised of researchers, mediators and facilitators, government agencies, community and environmental groups and others who are seeking to understand and assess collaborative efforts involving natural resource issues and community development. The Consortium's website contains both a searchable database of collaborative projects and contacts as well as a searchable database of books, journal articles, conference proceedings, as well as links to related sites and upcoming events and trainings. To learn more and access the databases go to <http://www.cbrc.org>.

The **Community Stewardship Network** is a project of the Sonoran Institute. Their web site is a clever "storefront" offering assistance for people seeking information about collaboration. It can be found at www.sonoran.org/front.html.

The **University of Michigan School of Natural Resources** provides evaluation and other assistance for collaborative groups. A research program examining community-based collaboratives with many useful links can be found at www.umich.edu/~crpgroup.

The **Community Based Environmental Protection** program at the U.S. EPA is at www.epa.gov/ecocommunity.

Enlibra, the doctrine for environmental management promulgated by two Western governors and endorsed by the Western Governors Association, encompasses eight principles for collaboration. See www.westgov.org/wga/initiatives/enlibra/default.htm for more.

- *National standards, neighborhood solutions.*
- *Collaboration, not polarization.*
- *Reward results, not programs.*
- *Science for fact, process for priorities.*
- *Markets before mandates.*
- *Change a heart, change a nation* (promotes public education on stewardship of the environment).
- *Recognition of costs and benefits.*
- *Solutions transcend political boundaries.*

Indian Dispute Resolution Services (IDRS) provides mediation and negotiation assistance with an emphasis on tribal issues. The staff come from a variety of tribes. IDRS can be reached at 1-888-400-4377, or info@indiandispute.com.

Resources for Community Collaboration (RCC) "supports community-based collaborations working to resolve conflicts over use of natural resources in the rural West." RCC, funded by the William and Flora Hewlett Foundation, provides small grants for such initiatives. They are found at www.rccproject.org.

Related Web Sites

Jim Britell, environmental consultant and activist, maintains a web site that includes a substantial theoretical analysis and critique of collaborative processes as well as advice for environmental negotiators: www.britell.com.

At ocs.fortlewis.edu/Stewardship/ you will find a web site with links to community stewardship sites that include agencies, foundations, and universities, with an emphasis on forestry practices.

Institute for Environmental Negotiation: www.virginia.edu/~envneg/LEN.html.

The National Audubon Society: www.audubon.org.

The Wilderness Society: www.wilderness.org.

SELECTIVE READINGS ABOUT COLLABORATIVE PROCESSES

Critical Analysis

“Are Community-Based Watershed Groups Really Effective?” by Douglas S. Kenney. Published in the Winter 1999 issue of the *Chronicle of Community* (Vol. 3, No. 2).

The author turns a critical eye and suggests the need for considerably more evaluation before passing judgment, whether favorably or otherwise.

Arguing About Consensus: Examining the Case Against Western Watershed Initiatives and Other Collaborative Groups in Natural Resource Management by Douglas S. Kenney. Published by the Natural Resources Law Center at the University of Colorado School of Law in 2000.

Everything you might want to know concerning the arguments for and against collaborative groups. This 71-page spiral-bound treatise can be ordered at www.colorado.edu/Law/NRLC.

“Of Californicators, Quislings, and Crazies: Some Perils of Devolved Collaboration” by George Cameron Coggins. Published in the Winter 1998 issue of the *Chronicle of Community* (Vol. 2, No. 2).

One of the best known and most ardent criticisms of the use of collaborative processes for public decisions, this article offers a strong defense of existing judicial and administrative processes.

“Preserving the Public Trust” by Louis Blumberg. Published in the Summer 1999 issue of the *Forum for Applied Research and Public Policy*.

Blumberg offers a cautious set of guidelines for collaborative processes affecting public lands.

“The Skeptic: Collaboration Has Its Limits” by J. Michael McCloskey. Published in the May 13, 1996 issue of the *High Country News*.

This reprint of a memo to the Sierra Club’s Board of Directors by then-Chair McCloskey has had wide circulation as a “slow down and think carefully of the impact” statement for collaboration.

Best Practices for Collaborative Processes

Best Practices for Government Agencies: Guidelines for Using Collaborative Agreement-Seeking Processes. Published by the Society of Professionals in Dispute Resolution [now the Association for Conflict Resolution] in January 1997.

This short guide is required reading for any collaborative group that has substantial agency involvement. It argues for a well-defined role for agencies and for the independence of mediators or facilitators, even when (or especially when) they are hired by the agencies.

Co-management of Natural Resources: Organizing, Negotiating, and Learning-by-Doing by G. Borrini-Feyerabend, M.T. Farvar, J.C. Nguinguiri, and V.A. Ndongang. Published by GTZ and IUCN, Kasperek Verlag in 2000.

This lengthy work is designed for use in Africa but imparts knowledge and perspective for anyone interested in knowing more about the *why* and *why not* of collaborative natural resource management. It’s available in English and French and it’s free on the web: nrm.massey.ac.nz/changelinks/cmnr.html.

The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement edited by Lawrence Susskind, Sarah McKernan, and Jennifer Thomas-Larmer. Published by Sage Press in 1999.

This massive tome is intended by its authors to transform the ways that people solve problems. It has an unabashedly pro-collaboration purpose. It also contains a vast amount of useful information, including substantial coverage of when and when not a consensus process is appropriate, fact-finding, use of technology, and dealing with news organizations.

Managing Scientific and Technical Information in Environmental Cases: Principles and Practices for Mediators and Facilitators by Peter Adler et al. Published by RESOLVE Inc., the U.S. Institute for Environmental Conflict Resolution, and the Western Justice Foundation in 2000.

This lengthy (76-page) manual contains both theoretical and practical advice, and is illustrated with many case examples. Available on the web-sites of its sponsors: RESOLVE, Inc. (www.resolv.org), the U.S. Institute for Environmental Conflict Resolution (www.ecr.gov), and the Western Justice Center Foundation (www.westernjustice.org).

Plan-to-Project Working Guide: Engaging in Collaborative Meetings (Reference and Working Planner for USDA Forest Service Professionals) by Susan W. Halbert. Published by the National 4-H Council for the USDA Forest Service, Pacific Southwest Region, in 1999.

This concise 20-page document is concerned primarily with running fair and effective meetings in situations where conflict is likely. Can be downloaded free at ocs.fortlewis.edu/Stewardship by clicking on "How to Plan and Conduct a Collaborative Meeting."

A Practical Guide to Consensus by Jim Arthur, Christine Carlson, and Lee Moore. Published by the Policy Consensus Initiative in 1999.

This 72-page guide offers a thorough but concise toolkit to best practices for sponsors of consensus processes. Order at www.policyconsensus.org.

Case Examples of Collaboration and Natural Resources

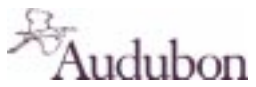
The following all provide a mix of case studies, lessons learned about effective collaboration, and typologies of collaborative processes.

Beyond the Hundredth Meridian: A Field Guide to Collaborative Conservation on the West's Public Lands by Barb Cestero. Published by the Sonoran Institute in 1999. Order through www.sonoran.org.

Across the Great Divide: Explorations in Collaborative Conservation and the American West by Philip Brick, Donald Snow and Sarah van de Wetering. Published by Island Press in 2001.

The Ecology of Hope: Communities Collaborate for Sustainability by Ted Bernard and Jora Young. Published by New Society Publishers in 1997.

Making Collaboration Work: Lessons from Innovation in Natural Resource Management by Julia M. Wondolleck and Steven L. Yaffee. Published by Island Press in 2000.



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