

# Portfolio of Knowledge, Skills & Abilities

Presented  
in Partial Fulfillment  
of the Requirements for:  
**The Natural Resources Conflict Resolution  
Certificate Program**  
The University of Montana, Missoula

Tiffany Saleh  
Environmental Studies  
Masters Program  
May 2008

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*Required Courses*

- Environmental Studies (EVST) 513: Natural Resources Dispute Resolution
- PSC 595: Negotiation
- EVST 598: Internship, Consensus Building Institute

*Elective Courses*

- EVST 531: Citizen Participation in Environmental Decision Making
- LAW 679: Advanced Natural Resources Conflict Resolution
- EVST 594: Local Land Use Policy
  
- EVST Portfolio: Citizen Responses to Environmental Conflict

Section 7: Joint Assessment of Knowledge, Skills, and Abilities

Matt McKinney, Program Chair

Tiffany Saleh

December 4, 2007

Matthew McKinney  
Public Policy Research Institute  
The University of Montana  
516 N. Park Ave.  
Helena, MT 59601

Re: Letter of Intent for the Natural Resources Conflict Resolution Program

Dear Admissions Committee:

I would like to express my intent to apply for the University of Montana's Natural Resources Conflict Resolution (NRCR) Program. Please find my attached application materials, including the following: statement of interest, academic and professional goals, proposed course curriculum, and resume.

The NRCR is a unique opportunity for me to acquire the tools I will need to achieve my academic and professional goals. I am currently a graduate student in the Environmental Studies department at the University of Montana, anticipating graduation in May 2008. The theme of my portfolio work is "Citizen Responses to Conflict." The components focus on an anti-whaling campaign (creating conflict to affect a response), and my work to produce a greener San Diego by influencing the rebuilding process in the wake of the 2007 fire season. I would like to incorporate this interest in conflict and its resolution into my career path, especially as it pertains to human-environmental interaction. For these reasons, I feel that the NRCR program is an ideal program for me, and will provide the necessary experience to work successfully in this field.

Having had the privilege of attending a few excellent NRCR classes, I am excited to participate fully in the program. I look forward to interacting with other talented and passionate people dedicated to finding sustainable solutions for managing our natural resources. Thank you for your consideration.

Sincerely,

Tiffany Saleh  
215 N. Garfield St. #D  
Missoula, MT 59801  
tiffany@tiffanysaleh.com  
858-663-5505

## Summary of Graduate Course Work

Course Number	Course Title	Grade	Credit Hours	Professor	Date
EVST 501	Scientific Approaches to Env. Problems	A	3.0	Len Broberg	Fall '06
EVST 537	Building Effective Env. Organizations	A	3.0	Tom Roy	Fall '06
EVST 594	The Politics of Food	A	3.0	Neva Hassanein	Fall '06
EVST 495	Ethical Implications of Climate Change	A	3.0	Dane Scott	Spring '07
EVST 513	Natural Resources Dispute Resolution	A	3.00	Matt McKinney	Spring '07
EVST 531	Citizen Participation in Env. Decision Making	A	3.00	Len Broberg	Spring '07
EVST 594	The Greening of Religion	A	3.00	Dan Spencer	Fall '07
EVST 579/ FOR 579/ LAW 679	Advanced Natural Resources Conflict Resolution	A	3.00	Matt McKinney	Fall '07
EVST 594	Local Land Use Policy	A	3.00	Robin Saha	Fall '07
EVST 597	Research Units	In Progress	3.00	Len Broberg	Spring '08
PSC 595	Negotiation	In Progress	3.00	Art Lusse	Spring '08
EVST 598	Internship Units (Practical Experience: Consensus Building Institute)	In Progress	3.00	Len Broberg	Spring '08

## Summary of NRCR Courses

Course Number	Course Title	Required or Elective	Credit Hours	Professor	Date
EVST 513	Natural Resources Dispute Resolution	Required	3.00	Matt McKinney	Spring '07
PSC 595	Negotiation	Required	3.00	Art Lusse	Spring '08
EVST 598	Practical Experience (Internship Units: Consensus Building Institute)	Required	3.00	Len Broberg	Spring '08
EVST 531	Citizen Participation in Env. Decision Making	Elective	3.00	Len Broberg	Spring '07
LAW 679	Advanced Natural Resources Conflict Resolution	Elective	3.00	Matt McKinney	Fall '07
EVST 594	Local Land Use Policy	Elective	3.00	Robin Saha	Fall '07

\* Quoted text taken from class syllabi

### Required Courses

#### EVST 513: Natural Resources Dispute Resolution

Professor: Matt McKinney

“If you currently work on land use, natural resource, and/or environmental issues, or plan to in the future, this course will help you: Understand the range of strategies available to achieve your interests, resolve disputes, and shape effective public policy; Determine the pros and cons of alternative strategies, and when to use which strategy; and improve your skills in multi-party negotiation.”

#### EVST 598: Internship Units

Supervisor: Ona Ferguson

“Scope of Services:

- a) Tiffany Saleh will work with CBI to complete 5-8 interviews each of people in and around Jackson Hole, WY, and Whitefish, MT.
- b) Tiffany Saleh will work with Ona Ferguson and Patrick Field on the cross-cutting analysis of all the communities and will help them write, edit, and finalize the final report as needed.
- c) Tiffany Saleh will provide typed notes from each interview, for a total of 10-16 sets of notes, to Ona Ferguson and Patrick Field.
- d) Tiffany Saleh will provide a 1-2 page overview summary of interview findings on each region (Jackson Hole and Whitefish) to Ona Ferguson and Patrick Field.”

#### PSC 595: Negotiation

Professor: Art Lusse

“Negotiation constitutes the primary form of dispute resolution. This course hopes to empower the student to become a comfortable negotiator. The course is designed to be relevant to the broad spectrum of bargaining ‘problems’ that are traditionally faced by the manager.

## **Elective Courses**

### EVST 531: Citizen Participation in Environmental Decision Making

Professor: Len Broberg, Bryony Schwan

“Environmental decision-making often occurs in a context of heightened conflict in the western United States. Citizens interested in participating effectively in the evolution of land management policy or other realms of environmental policy have several avenues of recourse available to them. This course will review those methods of citizen participation and focus on the judicial, collaboration, mediation and negotiating processes that resolve land management issues. The course will provide an intro to US administrative law and one process, species management and toxics regulatory law: the National Environmental Policy Act, the Endangered Species Act and the Clean Air Act. Students will be required to complete one or more forms of citizen participation by the end of the semester. Student projects can take many forms, including, but not limited to, environmental education, environmental writing or journalism, public communications and public speaking.”

### LAW 679: Advanced Natural Resources Conflict Resolution

Professor: Matt McKinney, Jim Burchfield

“This class will focus on current topics in theory and practice; develop and refine skills to prevent and resolve natural resource disputes; and create an opportunity for students to exchange ideas and share their work.”

### EVST 594: Local Land Use Policy

Professor: Robin Saha

“This course examines the forces contributing to unsustainable growth and explores strategies to achieve sustainable communities. The focus is on innovative policy approaches that can balance the often competing goals of land use, conservation, and preservation in the West. Thus, we examine local land use decision making processes. In addition, we will consider means of building political support and involving citizens in the development of sustainable land use policies. This will include a socially critical analysis of ‘smart growth.’ Also, by focusing on Montana generally and the Missoula urban area in particular, we will develop an understanding of the ways that local decision making bodies and land use policies influence the shape and pace of development. We will use these understandings to conduct an applied research project in collaboration with a citizens group(s), local government, and/or quasi-governmental organization(s).”

## **Practical Experience: Internship, Consensus Building Institute**

During the summer of 2007, I participated in an internship with the Consensus Building Institute of Cambridge, Massachusetts. The internship developed through a course taken the previous semester entitled Natural Resources Dispute Resolution, when my partners and I were recruited as researchers for the Amenity Resort Project. Because the project remained unfinished at the close of the semester, and because I was interested in the topic of research, assessment, and interviewing, I was hired on as an intern for the remainder of the process.

The Amenity Resort Project was designed to learn about the ways that resort communities are addressing the impacts that spill over beyond their boundaries, (for example, workers living far from the job site). The hope was to identify communities' needs and concerns, and figure out what additional services or resources might help them address those needs. To that end, I was responsible for contacting and interviewing members of two targeted communities: Whitefish, MT and Jackson, WY.

This internship reinforced my previous assessment experience. Through this work, I gained an understanding of the importance of impartiality, quick and constant contact, persistence, and knowledge of the area in question. Additionally, the internship impressed upon me the value of fact finding (joint fact finding does not apply in this situation), especially as a means to reaching an agreement over a course of action.

Overall, the internship was a very positive experience. I truly enjoyed working with the Consensus Building Institute, and received excellent guidance from my supervisor, Ona Ferguson. I gained important skills, including the interviewing process and the confidence required to create a positive interview experience. In bringing my findings together and producing a summary report, I was able to participate in the outcome of the research and hopefully help guide the decisions for the future of the project.

# Natural Resources Dispute Resolution

## EVST 513

Through this course, I received a very interesting and instructive introduction to the process of resolving disputes in the field of Natural Resources. The course not only offered theoretical information in the form of lectures, but also practical experience in the form of interactive role-playing. Thanks to these role-plays, I began to understand the techniques required when interviewing, when participating in a negotiation, and when mediating a dispute. This experience was extremely valuable, as it provided a clear means of discovering my own strengths and weaknesses in this new field. Additionally, through a final project which focused on amenity communities, I learned much about the assessment process and the development of a project with many players. Thanks to this course, I gained skills in assessment, process design, negotiation, facilitation and mediation, as well a better understanding of the history of conflict resolution strategies.

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1. Syllabus
2. Final Project Memorandum

## Negotiation

### PSC 595

This course was, thankfully, true to its title. Throughout the semester, I gained much experience in the methods behind and process of negotiation. The course focused almost exclusively on role-playing activities, allowing students to really practice the methods about which they were learning. The negotiations focused on different types of problems, from diversity interests to legal cases to simple monetary negotiations. As a result, I feel much more confident in my understanding of the process and ability to conduct a successful negotiation.

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1. Syllabus
2. Settlement Brochure (produced for the final negotiation)

## Internship, Consensus Building Institute EVST 598

During the summer of 2007, I participated in an internship with the Consensus Building Institute of Cambridge, Massachusetts. For more information on my duties and skills learned, please see the section entitled “Practical Experience.”

### Table of Contents

1. Contract with Consensus Building Institute
2. Interview Questions Template
3. Contact Log for Whitefish, MT and Jackson, WY
4. Jackson, WY Summary Report
5. Jackson, WY Interview Notes (compiled)
6. Whitefish, MT Summary Report
7. Whitefish, MT Interview Notes (compiled)

# Citizen Participation in Environmental Decision Making

## EVST 531

Citizen Participation in Environmental Decision Making taught me much about public involvement and motivation. The course focused on techniques used to educate and involve the public in environmental issues, especially through the use of campaigns. During this semester, I designed and implemented an anti-whaling campaign in Missoula, Montana, with the goal of raising awareness of the issue of commercial whaling. I worked with a partner, Megan Hollingsworth, on this project. In addition to raising awareness, we hoped to influence the outcome of that year's International Whaling Commission meeting in Anchorage, Alaska. Through my work in this course, I gained skills in process design, collaborative leadership and responding to common problems.

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1. Syllabus
2. Whaling Campaign Final Report
3. Whaling Campaign Strategic Overview
4. Final PowerPoint Presentation
5. Educational PowerPoint Presentation (given in classrooms)
6. Informational Fliers
7. Media Advisory, Flo the Inflatable Whale
8. Children's Art Contest Flyer
9. Art Contest Entry Examples

## Advanced Natural Resources Conflict Resolution Law 679

This course provided practical experience in conflict assessment by providing a case study in the community known as the Ninemile, near Missoula, Montana. Throughout the semester, the class worked as a team to research the history of the community, design an assessment process, carry out interviews, interpret the results, and synthesize the data into an overall assessment of the conflicts facing the community. In addition, we presented the findings to community members and suggested options for future action. This process was extremely informative, and I gained an incredible amount of valuable experience-including team building skills. Within the team, I focused on developing the interview question template, conducting interviews, and summarizing the section of the final report entitled Options to Move Forward. I was also responsible for designing the final PowerPoint.

### Table of Contents

1. Syllabus
2. Creating the Future of the Ninemile Valley: An exploratory Assessment (including appendices)
3. Final PowerPoint Presentation

## Local Land Use Policy EVST 594

EVST 594 focused on lessons in the theories behind local land use and the legislative processes that guide this use. Through extensive readings and numerous speakers, the course taught me about city planning, zoning, smart growth strategies, sustainable transportation models, and the process of protecting green spaces. Moreover, I was able to refine my skills in conflict assessment by conducting an assessment on a local community in Missoula. Thanks to this work, I gained skills in research and evaluation, responding to common problems, fact finding, process design, and of course assessment.

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1. Syllabus
2. Conflict Assessment of the Sonata Park Subdivision Proposal
3. Final PowerPoint Presentation

## EVST Portfolio

This section includes my final portfolio for the Environmental Studies graduate department and the University of Montana, Missoula. The theme of the portfolio is “citizen responses to environmental conflict.” The goal is to explore the diagnosis and use of conflict stemming from ecological interaction. I include this portfolio as an appliance of the experience I have gained through the Natural Resources Conflict Resolution Program, including skills in research & evaluation and in applications (specifically adapting principles and strategies to public participation and community-based collaboration).

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1. Introduction
2. Section 1: Creating Internal Conflict to Produce Behavior Change
3. Section 2: Influencing Citizen Responses to Environmental Conflict, The “Green Made Easy” Website
4. Section 3: Assessing the Effectiveness of Section 2
5. Conclusion

# Assessment of Knowledge, Skills, and Abilities

## Natural Resources Conflict Resolution Program

Students should complete this form prior to meeting with the Chair of the Program.

Rating Scale: 1=Emergent (Familiar with the ideas based largely on classroom readings and discussion)

2=Developing (some experience applying theory both in and out of the classroom)

3=Competent (working knowledge of theory; significant practical experience outside classroom)

<i><b>Knowledge, Skills, and Abilities</b></i>	<i><b>Document/Course in which the KSA is Demonstrated</b></i>	<i><b>Assessment</b></i>
<b>History of Conflict Resolution Strategies</b> -- The student understands the history of alternative approaches to govern natural resources, engage citizens in public decisions, and resolve natural resource and environmental conflicts.	EVST 513	<u>1</u> 2    3
<b>Assessment</b> — Identify stakeholders and key issues; map the interests and concerns of stakeholders, including decision-makers; clarify options for citizen participation and public dispute resolution; and determine if and when collaboration, consensus building, or conflict resolution is appropriate. Understand the legal, institutional, political, cultural, economic, and scientific context of natural resource conflicts and their resolution.	Practical Experience EVST 513 Law 679 EVST 594	1    2 <u>3</u>
<b>Process Design</b> — 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	EVST 513 Law 679 EVST 594 Practical Experience	1 <u>2</u> 3
<b>Negotiation</b> — Participate effectively in multi-party public processes. Work with others to find mutual gain solutions. Create and claim value; sequence issues; package options; manage communications between representatives and their constituent groups; build coalitions; and improve communication, interpersonal, and problem-solving skills.	PSC 595 EVST 513 Law 679 Practical Experience	1 <u>2</u> 3

<p><b>Facilitation and Mediation</b> -- 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.</p>	<p>EVST 513 Law 679</p>	<p><u>1</u>   <u>2</u>   3</p>
<p><b>Collaborative Leadership</b> — 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; and manage effective meetings.</p>	<p>Law 679 EVST 531 EVST 594 Practical Experience</p>	<p><u>1</u>   <u>2</u>   3</p>
<p><b>Joint Fact Finding</b> – Through mutual learning and joint fact finding, help people with diverse viewpoints build a common understanding of complex issues and resolve scientific and technical disputes. Clarify the role of scientific experts and technical information in shaping public policy and resolving natural resource disputes, and examine the principles and strategies of adaptive management.</p>	<p>EVST 513 Law 679 EVST 594 Practical Experience EVST Portfolio</p>	<p>1   <u>2</u>   3</p>
<p><b>Applications</b> — Adapt principles and strategies to public participation, community-based collaboration, partnerships, administrative rulemaking, environmental impact assessment, resource planning, legislative policymaking, multi-jurisdictional issues, inter-agency coordination, court-connected disputes, intractable disputes, dispute systems design, and international environmental issues.</p>	<p>EVST 513 Law 679 EVST 594 EVST 531 EVST Portfolio</p>	<p>1   <u>2</u>   3</p>
<p><b>Respond to Common Problems</b> – Integrate non-local interests in local decision-making; deal with difficult people; engage unaffiliated citizens; know when and how to pull-out; and other common problems associated with collaborative, consensus-seeking processes.</p>	<p>Law 679 EVST 531</p>	<p>1   <u>2</u>   3</p>
<p><b>Research and Evaluation</b> – Apply alternative methods to evaluate the effectiveness of collaboration and other approaches to shape public policy and resolve natural resource disputes. Research and document best practices, lessons learned, and case studies.</p>	<p>EVST Portfolio</p>	<p>1   <u>2</u>   <u>3</u></p>

<p><b>Strengths</b> – List two of the above Knowledge, Skills and Abilities where you feel the strongest</p>	<p style="text-align: center;"><b>Assessment, Fact-finding</b></p> <p style="text-align: center;">Through my courses and internship, I gained much practical experience with these methods.</p>
<p><b>Areas that Need Improvement</b> – List two of the above Knowledge, Skills and Abilities where you feel you need to improve. Think in terms of skills necessary for future work.</p>	<p style="text-align: center;"><b>Facilitation/Mediation, Negotiation</b></p> <p style="text-align: center;">I feel that I need more on the ground experience with the implementation of both these conflict resolution methods.</p>

**Student Signature:** \_\_\_\_\_

**Date:** 5-5-2008

**Chairperson Signature:** \_\_\_\_\_

**Date:** 5-5-2008