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[00:02 - 03:11] Speaker 1: So hello everyone. Usually I introduce our speaker and I'm actually not our speaker only today. And today is going to be a little different format of our. Hey Dave, of our seminar series in the sense that we really want this to be a discussion rather than a presentation of what we do. And we couldn't actually decide what to do. So in other words, we'd like to talk about this subject, about sort of what's going on across campus. But I can see we have a few non campus people here, so it can be broader than that. And we had a couple of choices. We could then immediately launch into what the Center for Collaborative Conservation actually does and whether that's the right thing to do or not. And we do have some slides in there that does talk about what we do, but we thought that maybe it would be more interesting and we may be wrong about that to talk about what we're doing across campus and how we could magnify that, take it to a higher level. And so that's how this is organized. So when you get bored and what you're about to see, we can launch into that. But we thought what we do is just do a definition of how we see collaborative conservation just so that we're relatively on the same page, but not really. And then there's about what we think is going on in campus. I can see we've already left out a few things. I can see certain people in this room that we have included, but we'll get to that. And then have a discussion of given that we have and we do at CSU, have an amazing amount of work done in this area, how could we bring that to a higher level? So Adele Benson might say, well, then we should have part of the upcoming

conference that he's organizing do this. Or then basically you might say, Well, why don't you all come out to Uncompahgre and do that or whatever, that sort of thing. Or we might say something emergent, that is much broader than that. Okay. So, in the part that is about the CCC. If we get to that, we'll include all the members of our team at the CCC that are in the room talking about different bits of this, but we won't necessarily get to that. Okay. So in apologies right away for offending several people in this room, but these were just off the top of our heads and not meant to be fully inclusive. But we thought that these were some of the initiatives on campus. And that alone tells you there's a lot of action in this area. So we have this a great environmental governance working group and there's not so many people from that don't know. But because of Geronimo and maybe Linda, maybe not know about this and maybe a couple of others that don't know about this. This is a great group of folks that are focused on the sort of the governor's piece of the political science, sociology, anthropological policy. Part of when you think of bringing people together and doing collaborative work and more, you know, at a sort of. So I'm about to say something that I want Heidi to correct me on more at the national state level governance type of stuff also international, So there's climate change stuff in there.

[03:11 - 03:17] Speaker 2: Yeah. And the Environmental Governance Working Group is the research center of the Earth System Governance Project, which is an international project association.

[03:20 - 03:24] Speaker 1: All right. So it's not just solders anymore. It has graduated to the higher level.

[03:24 - 03:30] Speaker 2: So came from that and solders houses equity. So this is where we get support.

[03:32 - 04:58] Speaker 1: Okay. I thought it started out as solders research challenge Grant. [crosstaalk]. So we thought, Oh, well then this is even bigger than I thought and so fantastic. All right, then The Colorado Forest Restoration Institute, many of you know about that work led by Tony Chang, and Megan works there. And Dan also has been part of that for a very long time and others fantastic work in the state of Colorado. I know mostly about what they're doing, but there's a lot of other things that they do, very important work. And what I love about what they do is that a ton of it is on the ground, a very big focus on the rainforest restoration stuff in collaborative groups on the ground. Colorado State Forest Service, At least a couple of years ago, they said that's the only thing to do is partner. So they only do forest stuff that has to do with fire, that has to do with timber, that has to do with conservation. If they do it together. Our cultural extension. Bunch of extension agents. This is kind of what they do for a living, partially collaborative conservation, but other things, but very collaborative what they do. Maybe the agricultural experiment station, also the work that they do.

Colorado Water Institute, no question. Institute of the Built Environment. Wow. They do a lot of collaborative stuff as well. Center for Protected Areas Management and Training. I know there's a reason in the back is leading a collaborative effort so and that doesn't have a name yet. But it's starting to move in that direction.

[04:59 - 04:00] Speaker 3: Of course it's just a Conversation [inaudible].

[05:02 - 05:19] Speaker 1: So it started out as a conversation. It's a brand new collaborative effort. So any other big ones that we're missing here on campus? That you would just sort of right away say sort of an initiative that has a name. There's probably 50 more, but.

[05:21 - 05:30] Speaker 4: Clean Energy super cluster. It's under a new name. It's like the Powerhouse Energy Institute. There's like nine different projects going.

[05:32 - 05:35] Speaker 1: Based out of mostly engineering or.

[05:35 - 05:38] Speaker 4: No, I think it has. I think it's like half engineering and half natural.

[05:40 - 07:34] Speaker 1: Another super cool story hoping someone is taking [inaudible]. All right now to get even more offensive. Here are some of the faculty that off the top of our minds just at two hours ago that we could think of. And apologies to the people that are not here. I can see that Linda is not here. Well, Linda's not here, but. Anyway. So this is just to demonstrate that there are a ton of individual efforts, meaning individuals that are deeply interested, that are part of some of those initiatives, but run some work all on their own as well and have a ton of students and research and outreach as part of their work. And some are more on the research side, some are more on the student side, some are more on the outreach side. But there is just so I mean, this is the reason that I think that we should make a big deal about what we do here is those initiatives are strong and they're a little bit fragmented, let's say, potentially, but that's okay. And there's a ton of people that are doing this stuff. So that's really I mean, that's why I get so excited about what we get to do every day is that we have so many talented people that come from every direction you can imagine. Engineering is not even on there. So the engineering people that just mentioned is not even on. So in other words, it goes across our campus atmospheric sciences in on there. I'm sure the is. So in other words it's very much this collaborative efforts. And you can say all of that such a big Umbrella. But almost every one of these people, I can see very specific things that they're doing with groups on the ground that are making a difference through research or education. And I won't go to the others because we may be here for some time. The point of that is to sort of recognize that. Is there anything else you'd like to say about this?

[07:36 - 07:38] Speaker 2: Love to hear more folks that we should get in touch with.

[07:42 - 15:16] Speaker 1: All right. So she said, I'd love to hear. Anybody else of anyone else that thinks that they're doing something in this area. Okay. And so now that I've pointed out all the clever stuff, now here's the definition, probably should have done that first. So from our perspective and this is pretty broad, but sort of what is clever conservation is sort of these diverse actors, more than one person or organization working together, and they're usually crossing some kind of boundary. So here we're talking about institutional boundaries. So between organizations or jurisdictions, I mean administrative boundaries on landscapes and that sort of thing. So when the Forest Service works outside of their realm with local landowners. In our definition, we like to bring conservation and livelihoods together because we think there's a ton of action there and it. And so not all people would include livelihoods as part of conservation. But for me, once you get to the word collaborative, you're implying livelihoods. However, you know, some focus more or less in different areas and they're exploring different diverse viewpoints, different viewpoints of a particular issue so they can take their work beyond what anyone could do alone or go beyond their own limited vision of what is possible. Well, that's pretty broad. But for me, those ones in those other slides, that's what they're trying to do. They're trying to do this. Yeah. We're doing research to support this or research on this. Okay, so I have some slides to the CCC team. So who's doing this? Well, there's lots of people doing this. This is the Colorado Natural Heritage Program here. Here's Pete Taylor down in Latin. Maria Fernandez is with her students in Mongolia here. Actually, I'm not sure I recognize anyone in this, [crosstalk]. Peter. Okay. Out and Tony Chang, maybe there. Joanna in probably Liberia. Angle and group working together up in Pine Ridge anyway, all over the place. I mean, it's all over this. And there's this great quote which I cannot quote you on because I don't remember it very well. But something like this, Paul Hawken in the Blessed Unrest, he says, you know, basically if you look at the science of what's going on in the earth. If you're not pessimistic, then you don't have the data. But if you look around and see this unnamed movement of what's actually happening on the ground, if you don't have hope, then you don't have a heart. And so, you know, it's to me this is where the heart comes in and where the amazing stuff. So just very quickly, 78 is the number of something the number of watershed groups in Colorado. So these are collaborative groups in the state of Colorado, 128 are the number of groups that Chaska has found throughout the state of Colorado. They're focusing on something that has to do with collaborative governance across boundaries. There might be 200, there might be more. This is cross-sector. So not just forest, not just watershed, not just rangeland, not just urban. Not just water. Not just energy. So and she's working on a project to try to pull that together for the state of Colorado and something we call the Atlas. 150. Staff in Kenya and the country of Kenya. There are at least 150 wildlife conservancies in your country. According to Dickson Kalo, who runs the Kenya Wildlife Conservancy Association and maybe 200 and probably

50 in your backyard. Not quite, but many. But Geronimo works with many of these. In Samburu in Kenya. 2000. This is the number of community based natural resource herding groups in the country of Mongolia. And I don't know if they really count on them, every single one. But this was kind of a pretty good estimate. So how many do we have in the world? I don't know. 30,000. 50,000. This is the unnamed movement that we actually all in this room are part of. This is the action that's happening. And, you know, frankly, when I look at our governments. Generally. And how they don't get stuff done, this is where the action is occurring. And I'm glad to see Linda smile since she works for the government. She does not represent that comment. So that went on a little bit longer than I had thought, but. So there are slides after this about the Center for Climate Conservation, but I thought maybe having a discussion about you know, sort of. If that is what we're doing on on campus, what could we do to take our work to the higher level. And this is really actually. So what could be doing with students? What could students be doing and what could be we'd be doing the students work back within what could practitioners meaning folks that do this stuff on the ground outside of the university and some of these people do it on the ground, you know. And then sort of what this one is really more what do we want to be known for, you know, in some time. In other words, if it's correct that CSU is in a unique position because of the amazing work that we do in this area. I think we're keeping our light under a bushel. And that we really ought to try to bring it up to a higher level. And clearly, we happen to work at a center for collaborative conservation that wants to be part of that. But we're not the only story about this at all by a long shot. So my thought was that we could. We have five tables. We might ask one of the tables to join another one or join together, but we might have maybe four tables that could each take a discuss each of these. Unless there's another question that somebody says, No, let's not talk about that. Let's talk about this. So we were sort of struggling with this this morning. But, you know, sort of this is more what do we want to be known for rather than raising our visibility because that gets at that. Does that sound like a reasonable thing to do? Every game to have a little discussion. And then we might do that for, I don't know, 15 minutes. Come back. And then if you want to hear about the CCC. We'll do that too. Kind of getting a few nods. Yeah, maybe get a really nice thank you. So maybe do we--. How many CCC people do we have? one? Oh, okay. So we can do five tables, I think. Actually, why don't we do five tables instead of four? So CCC people, if you don't mind being the facilitators, as you already know, and maybe the folks that are sitting on the side, if you don't mind joining this table. And you can actually talk about anything you want to hear. And so you could cross all of it, but, or you could talk about something else, but with the idea of how do we take our clever efforts across campus and outside of campus to a higher level and then, you know, make specific suggestions, yeah, we ought to do this or general philosophical suggestions. It doesn't really matter. And so we're listening and taking notes and this will for us at the CCC will feed into our next strategic plan. But could maybe

somebody will say we should do something broader that, you know, brings us all together even more than we are. And so is that abundantly unclear? Because there are some confused faces there.

[15:16 - 15:25] Speaker 6: Maybe just talk about the effective components of your current strategy are.

[15:28 - 15:29] Speaker 1: Ours. Okay.

[15:29 - 15:33] Speaker 6: Or what is it about your current strategy that you think is not working?

[15:34 - 17:28] Speaker 1: Well, I guess I don't particularly necessarily want to focus on the CCC. However, if I were to look around and look at what we're doing, generally I think there's not enough that's why this higher level, I don't think we're making enough. We're not bringing our work together enough to make as much of a difference. In the research arena on the ideas. In the education arena on students and being prepared to be these transformative leaders for the New conservation leaders that we're trying to train them. So in the area of connecting what we do and not talk about being a university person with what's happening on the ground. And whether that be a connection that is outside the university in a research sense more I'm thinking of actual action that changes how landscapes and worst case are. So very generally that I would say that those are-- and those happen to match three of our rules of the CCC. So, you know and repeat it back to you how we design the CCC. But I think just getting to the specifics of the CCC right at this stage would be so helpful. I'd rather you know, let's think more broadly, because I think that we only have a limited imagination of what's possible so that we have discussion first would be great. Sound, right?]crosstalk]. So we've got table back there. Table there, new folks are there. And Dan, I don't know which table you're going to join that one and that one and then you don't--. These are just suggestions you pick on. You know, if you wanted to really make a difference in this area. Collaborative governance. Collaborative conservation, collaborative work, what would you do?

[17:28 - 17:31] Speaker 7: Empower governments to collaborate with people?

[17:32 - 17:33] Speaker 1: Well, actually.

[17:35 - 17:41] Speaker 7: These governments are tremendously important but ineffective. How can we help them become effective in collaboration?

[17:41 - 18:34] Speaker 1: Exactly. That's a good idea. I will take some notes at this table.

[crosstalk]. We had to go a little longer than we thought because the conversation was going. Could

we have some a little bit of sharing? We don't have to have like formal reporting back, but rather. You know, maybe from each table, someone volunteer to describe an idea that you came up with or a problem or a challenge or whatever you like. And I'm going to point to Heidi's table. Heidi's table. Do you want to [crosstalk]. We're ready for you.

[18:34 - 20:20] Speaker 2: Since this is a broad interpretation of discussion, we talk about a lot of things. As far as connecting efforts on campus, we talked a bit about partially about what the CCC is doing as far as creating modules for classes and getting in class. About conservation but increasing that as well as Political science classes and other classes maybe work on increasing some of the presents for a variety of these collaborative groups across campus. And having some kind of like go to modules, you know, specifically for groups like the CCC or others so that students can see how to apply the theory that they're learning the actual practice. And then we talked a bit about. I mean, there's always the idea of a conference, but the kind of the consideration of identifying all these groups working across campus or in a broader region, kind of like the outlets. Identifying what those groups are and then bringing them together to have this kind of workshop discussion about shared priorities and kind of how to organize around shared vision and priorities if groups are interested, around resources or geographic location or who's involved or how you can organize around some of that to increase that level of collaborative effort. And then we talked about some grad student opportunities as well, since there aren't a lot of specific collaborative conservation courses offered to students. And so doing some of the things that I would contend in the past and other groups where you have kind of study groups. [inaudible]. And learn about how to apply to the frameworks or to share their research in a setting that's helpful for them [inaudible].

[20:25 - 20:36] Speaker 1: Wow. That was a very active three person group back there. A lot of great ideas. How about over? Okay.

[20:36 - 21:50] Speaker 8: So out of our group, it was kind of born to that. There definitely needs to be something like the Atlas Project done just for CSU. So people know who's doing what and what's going on at what time, and to kind of put that their projects and their materials somewhere that they can be found easily. You know, like we put our seminars on our website, but then somebody may not know to go to our website to find those. So how did we get that material out there to. I think another thing is that we, you know, grad students and undergrad students, they're in in it for the short term. So how can we make it more of a long term process for the stakeholders who are actually going to be involved for the long run making tools accessible so people who come in can have a really brief history of what what's going on. And so they can pretty much hit the ground running. I think that's just about I mean, I've got a lot more, but we'll go from there.

[21:51 - 22:01] Speaker 1: Nice. Very interesting. Sounds like a big job suggested there, but could be very interesting. Thank you. How about the center table?

[22:03 - 23:00] Speaker 9: So I guess some of our highlights just kind of the discussion of that time seems to be limiting factor for a lot of this with all those groups, students, faculty practitioners, kind of in their little wheel having too much on their plate already, so it's hard to look up and collaborate. So maybe it needs to be in the work plan, it needs to be a class in the undergraduate schedule for it to have time for it to happen. Integrating more real world projects that have been some at the university but not enough and there are resource and time issues with that too. That the CCC got something that it could provide as um tools and skills so that when, for example the fellows leave or undergraduates leave, that they have a good toolbox of how to collaborate better and then maybe a facilitation role with that, because that's something that a lot of the agencies and these other groups need. And then we echoed the shared priorities.

[23:01 - 23:08] Speaker 10: So and having you throw the opening pitch at a Rockies game like Frank does for [crosstalk].

[23:09 - 23:19] Speaker 9: To increase the awareness. [inaudible].

[23:19 - 23:32] Speaker 1: Did you hear that? You could send the national anthem. That'd be pretty bad. Nobody would come. Wow. What's a plus here? You at the center as well? Please.

[23:33 - 24:22] Speaker 10: First thing that came up is something that has come up again and again. We get a lot of requests for facilitation services, which we do not specifically provide within our own expertise. We often go outside to train our fellows, and that's something that we have not ever specifically offered like a matchmaking. The service referred a lot from a lot of different people that are sure would be useful. So we are starting to actually build a database, but maybe making that a little bit more formal, maybe putting it on the website or something that would be of use to people, particularly faculty that came out of Randy was saying, you know, he doesn't necessarily know who to go to, but the first people he would think of if he needed some sort of facilitated process over a period of time and would prefer somebody with a little bit of expertise in this area who would come to us. So that's.

[24:23 - 24:30] Speaker 11: For clarification. Are you talking about facilitation? Like the communication or Facilitation making the connections.

[24:32 - 25:22] Speaker 10: Facilitation of processes or meetings. I would say we're thinking kind of longer term. So, for example, I ran into a gentleman at a conference recently at Colorado Water Conservation Board who is from a climate change. N-g-o. He was looking for somebody specifically. He had a series of meetings with municipalities and [inaudible]. I don't know, but I'll find somebody. So luckily through emailing is able to find it. So that was one thing. And then another was kind of that we're hearing the sort of inventory of what's going on across the university. We were thinking might fall more under the purview of SOGES and we happen to have a SOGES representative here. Great things that they do for our safety.

[25:22 - 26:33] Speaker 12: So the School of Global Environmental Sustainability, I'm still fairly new to them, so I'm by far not an expert, but SOGES is trying to be the umbrella group for everything sustainable going on campus. So it goes across all different departments and they're bringing together education research and then having an outreach component. And so they're really trying to be that hub that brings together faculty and the community and everybody to kind of make it more accessible for everything environmental sustainability. And just even through some of the events they put on, like they're managing the panels where they bring together, uh, faculty and professionals and experts within a certain topic, and then they're open to the community. And in that very action of having that panel with the experts and then having the community being very involved in it, it's really cool to see where you end up at the very end of this process. And there's a lot of connections formed just by having everybody in the same room and kind of this Morpheus way of discussing a topic. And so I don't know if I covered.

[26:33 - 26:36] Speaker 1: Yeah. I think as far as like, you know, being a Hornblower for somebody.

[26:36 - 27:13] Speaker 12: Exactly. And, I think that there's definitely this call for there's a lot of people that are all trying to bring everyone together to all have everybody in the same room. And I think if there's too many people trying to bring people together, once again, it comes down to people just don't have time to be part of their hands in all sorts of different groups. And so kind of starting to get the groups that want to bring people together all turning within the same circle will make that circle a lot stronger instead of having a lot of independent circles for me, trying to bring them more working together.

[27:15 - 27:56] Speaker 1: And I think just to add on that, I think that SOGES is one of the reasons that we're no longer keeping our strength in this area quiet because SOGES is providing such a wonderful platform to bring glad groups together. And in many, many ways, this is as we've talked about. You know, I think in other words, bringing our collaborative efforts across campus to higher levels and in many ways, it's SOGES, you know, sort of they're the overarching umbrella that that

even though that we have an institutional structure that can really help for that. So thank you for bringing that up. Anything else from this group?

[27:56 - 28:04] Speaker 13: Lots of random lines and conversation. I don't want to speak for this group.

[28:04 - 28:05] Speaker 5: You're standing.

[28:06 - 28:08] Speaker 13: I am standing.

[28:08 - 28:09] Speaker 2: You took the notes?

[28:09 - 28:44] Speaker 13: I did take the notes, but notes are in my computer is closed. Okay, so. Well, let me recall and then pass the ball. So there was a really nice set of comments over here by Linda about How collaboration allows flexibility in an institution that has to regulate meaning The US Forest Service. And how it creates this? Well, what I would call the sort of safe playing field to be innovative. And then if an institution like hers is part of that then it might even get institutionalized. Expand on that point.

[28:44 - 29:49] Speaker 2: So, I was thinking that, you know, you have to have rules and regulations. And you have to have a process by which we decide how to make rules and regulations. And Institutions are the same way. And with climate change, that was kind of a new thing. And it's like we're not sure about this. And so a group of us out here in the West initiated some studies, case studies on individual forests. And so we tried different things and we didn't say we have the answer. We said, What would you like to do? And then we brought that to a regional workshop which energized people across the West on our individual forests. And they went out and did things like throughout their regional forests and said, You need to address this. They felt energized by that. And then eventually, you know, some of that seeped into our Institutional policy. We got a very bright person at the head, but he took advantage of the things that we have done in this kind of experimental outside the norm area. So I think institutions, especially our federal government, needs, you know, we have to make rules and regulations, but they need a place where they can try some things. And I think collaborative projects often offers then.

[29:53 - 30:59] Speaker 1: And then there was another comment here about how in the Colorado State Forest Service and the US Forest Service there tend to be looking for technical people skill and that if those people had a little bit more collaborative knowledge and team building, that would be more attractive. And yet Dale was saying. But then there's some students that just. Really don't

want to go there. You know, they're not interested in that sort of five year approach. Which is totally fine. But just sort of this. One of the things that we've observed in our fellows program is that often as a Technical folks, that when. They go into doing collaborative efforts, actually make, you know, a bigger change and a bigger shift in how they do things than the social scientists do, because the social scientists tend to be already there and sort of moving on and they're providing the leadership, you know, and sort of thinking of how to do this. So some belt teaching courses here bring it back to CSU for a long time. And in this area of engagement relations and hopefully when we [inaudible].

[30:00 - 31:51] Speaker 5: Well, maybe just a slight comment. It relates something that Bethlehem was telling us about a meeting that she was involved with in calling. It related to this group of multiple disciplines that came together to deal with it. Question. And I don't think we should confuse having multiple disciplines together and integrated collaboration. Collaboration means working together, not just having a bunch of different minded people in the same room. I think we're lucky sometimes if we just get different minded people in the same room. But then the next step is how do we actually work together? And where each learns from the other and benefits. And and I think we're still quite a long ways from that. There's some organizations and I bet some of you in the room that have had successes here, but too often we tend to jump back into our silos too quickly.

[31:54 - 32:41] Speaker 13: So one of the things that I think in my agency that we don't have time for is reflecting on what we've learned. And so I think while getting a list of everybody on campus who is doing collaborative work would be interesting and informative and with Tudor horn. It might be that the Center for Collaborative Conservation could help them reflect on their successes. So in other words, if each group came together and you ask them one question like, okay, tell us an example where you did collaboration and it didn't work. Why didn't it work? Or tell us what your most successful attempt at collaboration and why did it work? You know, because I think that might be the case here at the university. And if nothing else, you could share that cooperative learning as well.

[32:46 - 33:33] Speaker 1: We're getting sort of to the end of our time. My classes were behind time and that one says we're advanced time, so we probably, hopefully somewhere in the middle. Does anybody have a last parting shot they'd like to comment that. Thank you very much. And this may not have been what you expected. We didn't want to talk at you [inaudible]. However, maybe next fall we'll actually talk about that kind of globalization at some point or something like that. Thank you. And just know that the Center for Climate Conservation generally is here for everybody. And this is your center. You know, owned by the people that have to work there and so Welcome. Or if they say it's for you. You're very welcome. Thank you.

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