



10-YEAR REVIEW OF THE CENTER FOR COLLABORATIVE CONSERVATION FELLOWS PROGRAM: AN ASSESSMENT OF IMPACTS



WARNER COLLEGE
OF NATURAL RESOURCES
COLORADO STATE UNIVERSITY

CENTER FOR COLLABORATIVE CONSERVATION



From our director



In September 2019, when I became the second director in the ten-year history of CSU's Center for Collaborative Conservation (CCC), I began a "listening tour," asking dozens of people from many positions and backgrounds what they see as the value

the CCC brings to the world. More than any other CCC initiative, I heard again and again that the Fellows Program is the brightest of the bright spots. I soon saw that our Fellows program embodies all dimensions of the CCC: research that is innovative and transformative, engagement with communities to conserve nature and improve people's lives, and education of tomorrow's conservation and community leaders.

Numbers alone are impressive. The CCC has trained and financially supported 135 fellows, from more than three dozen non-profits and local communities and from 17 departments across six colleges at Colorado State University. Our Fellows have worked in 12 states, 26 countries and 17 Native American Nations. Projects have touched down in deserts, forests, and oceans, in cities, including the FortZED Community Energy Initiative in Fort Collins, and on farms and ranches, from communities around the wildlife-rich Bale Mountains of Ethiopia to pastoralist communities on the grasslands of Mongolia.

Even more impressive are the impacts the Fellows Program has had on our alumni. During interviews with Fellows, we repeatedly heard stories of personal and professional growth.

We cannot take credit for the remarkable careers of CCC Fellows, but we like to think they carry skills and

insights from the Fellows program into their current endeavors. One CCC Fellow is managing U.S. Fish and Wildlife Service conservation investments across sub-Saharan Africa. Another Fellow leads a team at CSU studying ethics and protocols for conducting research with Indigenous communities and on Indigenous lands. Several Fellows work with CSU's Extension office to use research and resources from campus to benefit communities across Colorado.

This 10-year review of the CCC Fellows program focuses on the impact of the program on individual lives and careers. At the same time, I would be remiss if I did not mention that impact the Fellows have had on nature and people across the globe. Through their projects, CCC Fellows have positively touched the lives of almost 9000 individuals from all walks of life. I have no doubt their positive impact grows exponentially as they move forward in their careers.

To the list of people positively impacted by Fellows, I need to add one more: me. During my first year at the helm of the CCC, I have learned a tremendous amount from Fellows. To a person, the Fellows I have met are intelligent, thoughtful, engaged, and dedicated to making a positive impact in our world. I am grateful to now be among this community.

I look forward to working with another decade of Fellows, in collaboration, to improve lives and conserve the nature we depend on and that depends on us.

John Sanderson

Director, Center for Collaborative Conservation

John.Sanderson@colostate.edu

303-324-2924

www.collaborativeconservation.org

Authors:
Kim Skyelander, Rina Hauptfeld, and Megan S. Jones
Center for Collaborative Conservation,
Warner College of Natural Resources,
Colorado State University
October 2020

Contents

ACKNOWLEDGEMENTS	5
EXECUTIVE SUMMARY	5
INTRODUCTION
A. The Center for Collaborative Conservation	7
B. The CCC Fellows Program.....	8
LONG-TERM FELLOWS PROGRAM IMPACTS: A 10-YEAR RETROSPECTIVE STUDY	9
A. Methods.....	10
B. Conservation and Livelihood Impacts from the Fellows’ Projects	10
1. Fellows Collaboration Leads to Conservation Impacts	10
2. Fellows Projects Benefit Communities	13
C. Fellows Program Benefits Colorado State University	13
SURVEY AND INTERVIEW RESULTS: SEVEN MAIN THEMES ABOUT THE CCC FELLOWS PROGRAM	16
A. Theme: The Fellowship Leaves a Positive Lasting Impression	18
B. Theme: The Fellowship Transforms Agents of Collaborative Conservation	19
C. Theme: The Fellowship Changes Fellows’ Understanding and Use of Collaboration	21
D. Theme: The Fellowship Catalyzes Broader Professional Transformation	25
E. Theme: Fellows’ Projects Have Lasting Impacts	26
F. Theme: The Fellowship Provides an Experiential, Supportive Learning Environment	29
G. Theme: Fellows’ Suggestions for Improvements to the Fellows Program	31
RECOMMENDATIONS FOR THE FUTURE OF THE FELLOWS PROGRAM	36
CONCLUSION	38
APPENDICES	40
FELLOWS PROGRAM 10-YEAR REPORT SUPPORTING DOCUMENTS ON THE CCC WEBPAGE.....	59

Acknowledgements

We gratefully acknowledge the people who helped shape this report. Thanks to...

- All the alumni of the CCC Fellows Program who gave their time to participate in this 10-year retrospective study.
 - Ed Warner, who has funded the Fellows Program since the beginning.
 - Robin Reid, past Director of the CCC, and Stacy Lynn, first Fellows Program Coordinator, for designing and implementing the original Fellows Program.
 - Arren Mendezona Allegretti and Nicole Didero, Fellows Program Assistants.
 - Ch'aska Huayhuaca, CCC Program Coordinator, for all her ideas and initial evaluations of the Fellows Program, and
 - Jill Lackett, Communications Coordinator; Bev Johnson, Wendy Pace and Louisa Gibson, CCC Administrative Coordinators for their administrative and communications support.
-

Executive Summary

The Center for Collaborative Conservation (CCC) was established in 2008 in the Warner College of Natural Resources at Colorado State University (CSU). Our mission is to build the capacity of organizations, communities, and future leaders to achieve conservation impact, while applying Colorado State University's world class research and education. The CCC Fellows Program has been the flagship program of the CCC since its creation in 2009, integrating the CCC goals of education, practice, and research.

The CCC Fellows Program challenges and facilitates students, faculty, and practitioners to work in collaborative ways with local communities to help build livelihoods and conserve their landscapes. Over the past 10 years, nine cohorts, encompassing 135 fellows from six colleges at CSU have completed funded projects in collaborative conservation research and practice in 12 U.S. states, 17 Native American Nations, and 26 other countries.

The Fellows Program has been managed adaptively over the past 10 years. The history of the CCC Fellows Program structure and process from 2009-2018 can be found on the CCC Fellows webpage at <https://collaborativeconservation.org/fellows-program-10-year-report-supporting-documents/>. In 2019, a 10-year retrospective evaluation was conducted to assess the medium- and long-term utility and impact of CCC Fellows Program training and components to: 1) the fellows themselves, 2) the field of collaborative conservation, and 3) to a lesser extent, to communities where fellows have worked. Two researchers reviewed past fellows' project reports and conducted surveys and interviews with alumni from Cohorts 1-8.

Analysis of the reports, surveys and interviews revealed seven themes about the CCC Fellows Program:

- A. Alumni fellows' overall impressions of the Fellows Program were overwhelmingly positive, with support for this retrospective evaluation and the continued existence and strengthening of the Fellows Program.
- B. Alumni's fellowship experiences have led to significant, sometimes transformative, impact on their collaborative conservation work and careers. This was often sustained years after they finished the Fellows Program.

- C. The fellowship has changed fellows’ understanding and use of collaboration.
- D. Alumni identified a range of other lasting professional benefits from their fellowship experience, including development of confidence, leadership, credibility, and networks.
- E. Alumni reported that their projects often lived on and continued evolving years beyond their fellowship, conferring various tangible and intangible impacts to a range of stakeholders (e.g. communities, partners) and structures (e.g. education, policies).
- F. Alumni fellows traced the above value of their fellowship back to how the fellowship provided an experiential, interactive learning environment comprising of four specific components: funding, project experience, interactions with other fellows and CCC staff, and supportive fellowship community.
- G. Alumni fellows provided feedback on program gaps and areas that could be improved to further improve the Fellows Program’s impact on fellows.

Researchers also compiled a set of Key Takeaways and Recommendations from the retrospective evaluation, intended for continued Fellows Program improvement. These are:

Key Takeaways from the 10-year review	Recommendations for the CCC
◆ Participation leads to learning and changes in the way fellows work.	◆ Continue funding the Fellows Program.
◆ Individual fellowships have an enduring impact on fellows’ careers, especially in the formative stages of their careers.	◆ Award and fund individual fellowships and team fellowships.
◆ The Fellows Program reinforces and enhances the collaborative nature of fellows’ work with communities and colleagues.	◆ Fund geographically diverse projects.
◆ Fellows appreciated the diversity of collaborative conservationists in their cohort, including the global network, the mixture of faculty, practitioners, and students, and the disciplinary diversity.	◆ Continue awarding graduate student, faculty and practitioner fellowships within the same cohorts.
◆ The Fellows Program has been more of an experiential learning opportunity than a training program.	◆ Promote cohesion and networking during and after the fellowship and across cohorts.
◆ Networking has been largely within-cohort and is limited after the fellowship.	◆ Expand training opportunities to support networking and build community of practice.
◆ Fellows have not conducted impact evaluations of their projects, so fellows’ projects’ long-term impacts remain largely anecdotal.	◆ Embrace and track a range of impacts, including collaborative processes and conservation, livelihood, psychological, and wellbeing outcomes.
◆ Anecdotally, fellows’ projects lead to breadth of wellbeing and process outcomes for communities, stakeholders, and collaboration beyond conservation.	◆ Fund follow-up projects.
◆ Fellows’ deliverables are numerous and time consuming.	◆ Restructure fellows’ deliverables to provide the greatest value for least effort.
◆ Non-academic communication products have the most community impact.	

INTRODUCTION



The Center for Collaborative Conservation

The Center for Collaborative Conservation (CCC) was established in 2008 in the Warner College of Natural Resources at Colorado State University (www.collaborativeconservation.org). The CCC's mission is to create innovative and lasting conservation solutions for people and nature through collaboration. To achieve this mission, we support collaboration on tough conservation issues on both public and private lands, working with people at the center of these efforts across Colorado, the American West, and the world.

The CCC's philosophy is that conservation is transformed by working together collaboratively on big issues— issues that one person or one organization cannot possibly solve alone. For example, dense, overgrown forests resulting from a century of fire suppression have contributed to numerous large fires in recent decades, which threaten people and homes, wildlife habitat, and water supplies. In 2012, the High Park Fire burned 87,000 acres and destroyed more than 250 homes just west of CCC's home in Fort Collins, Colorado and just 8 years later, in 2020, more than 500,000 additional acres have burned. This issue affects much of the western U.S., spanning public and private lands, state and municipal administrative boundaries, and many different ecosystems. In response to the immense scale of this challenge, many land owners and managers, government agencies, universities, and non-profit organizations have formed

collaborations working to restore forests and reduce risks to nature and people. Stakeholders in these collaborations have different viewpoints and values but are willing to work together to build trust, create shared goals, pool their resources, and decide upon a process to reduce wildfire risk to both people and the land.

Historically, conservation efforts focused on saving species and protecting natural resources, paying little attention to the human side of the equation. Through collaboration, the CCC puts community at the center of conservation. Community is more than the place we live and the people we work alongside. Community is defined by the collective knowledge and experience that comes from living and working in a landscape over time. Many conservation successes are short-lived because they do not consider the knowledge, social/economic needs or ecological concerns of the local people and communities, communities who must live with the conservation decisions every day. By including all the stakeholders in decision making, collaborative conservation ensures that solutions to problems are owned by the stakeholders and fit local situations. Ensuring buy-in to solutions from all the participants makes these solutions less vulnerable to political change and thus longer lasting than traditional conservation ([Huayhuaca & Reid, 2019](#)). Successful collaboration can also build community spirit and make it more likely that participants will collaborate on new problems in the future ([Huayhuaca, 2019](#)).





The CCC Fellows Program

The Fellows Program shines brightly among the Center for Collaborative Conservation initiatives. Our program, unlike other fellowships challenges and trains students, faculty, and conservation practitioners to engage directly with communities that depend on conservation efforts for their livelihoods. Fellows work across cultures and disciplines, tackling complex conservation challenges around the world. Through their projects, fellows gain in-depth, hands-on experience in collaborative conservation that serves them long after their project is done.

Fellows Program Goals

1. Build the capacity of the fellows as collaborative conservation leaders, both professionally and personally, through mentoring and training, and by giving them a unique, in-depth, and hands-on experience in collaboration conservation.
2. Find new and more locally driven solutions to conservation problems by directly involving communities and practitioners in all fellows' project development and activities.
3. Encourage networking among practitioners, students, and researchers so they can share collaborative experiences, skills, and research to improve the processes and outcomes of collaborative conservation efforts.

In addition to their projects, fellows participate in training retreats, fellows' meetings, and social events. Fellows have been required to submit several deliverables upon completion of the 18 to 24-month fellowship: (1) applied and/or academic products, depending on the type of fellowship, (2) a final report of their fellowship project, and (3) a post-fellowship evaluation of the Fellows Program. Starting in 2016, teams of fellows have produced at least four quarterly blog posts (see <https://collaborativeconservation.org/fellows-blog-2/>) and a storytelling media product to be shared on the CCC website.

For more background information on the CCC Fellows Program structure and process (2009-2018), the request for proposals, training retreat agenda and session descriptions, a summary of fellows' products, and final project reporting and evaluation questions, please see the Fellows Program 10-Year Report Supporting Documents – located on the CCC Website (<https://collaborativeconservation.org/fellows-program-10-year-report-supporting-documents/>)



LONG-TERM FELLOWS PROGRAM IMPACTS: A 10-YEAR RETROSPECTIVE STUDY, COHORTS 1-8

Final reports from fellows and internal reviews indicate that the CCC Fellows Program has achieved a substantial reach and impact from a small budget (See Figure 1 Infographic). The program has reached thousands of collaborators and beneficiaries, produced collaborative conservation projects and impacts, and directly contributed to CSU's land grant mission and the academic success of its students.

Although we know from experience the Fellows Program is having impact, we believed it would be useful to complement our experience with a systematic review of the past 10 years of the program. The goal of this study is to understand fully the utility and impact of the CCC Fellows Program to the fellows themselves, their adoption of collaborative conservation practices, and impacts where fellows have worked.

Study objectives were designed through an extensive review of Fellows Program documentation to take into consideration the complexity resulting from adaptations made to the Fellows Program goals, training sessions, reporting and information collected throughout its 10-year history.



Fellows Supported from 2009-2018

\$735,840

Awarded by the CCC to fellows and interns in 9 cohorts since 2009

135

CCC supported conservation fellows

40

Practitioners

25

CSU faculty

62

CSU graduate students

8

CSU undergraduate team members

24

Additional undergraduate interns

Fellows and Interns have come from:
17 Departments across **6** CSU Colleges

Fellows have conducted:
98 Individual projects & **9** Team projects
in collaborative research & practice

Worked in:

12 U.S. States

17 Native American Nations

26 Foreign Countries

Almost 9000 people from all walks of life have benefited from the fellows' projects. An average of 68 people benefited from each CCC-funded fellow's project, indicating a strong return on investment.

Figure 1

Methods

This retrospective was rooted in reports from the fellows themselves. Building on these roots, the evaluation used mixed quantitative and qualitative social science methods to identify:

1. The impact of the fellowship on alumni fellows' conservation work and careers,
2. The impact of fellows' projects on the communities and systems they occurred in,
3. The core fellowship components that supported these impacts, and
4. Any other noteworthy emergent findings.

Alumni fellows⁴ (i.e. graduate, undergraduate, practitioner and faculty fellows) from all completed cohorts (Cohorts 1-8) with valid emails (95 of 107 fellows)⁵ were invited via email to participate in both the online survey and semi-structured interviews between May and August 2019. Forty-six (48%) alumni participated in the survey; of the 40 alumni (42%) who indicated they were willing to be interviewed, we purposively sampled 31 fellows to ensure representation from all eligible cohorts and types of fellows (see Appendix 1-3 for detailed methods).

Conservation and Livelihood Impacts from the Fellows' Projects

1. Fellows Collaboration Leads to Conservation Impacts

Fellows have initiated and adapted conservation and livelihood strategies for a wide variety of challenging topics. These projects are based on research questions or community needs that require collaboration to solve because they involve many stakeholders with diverse viewpoints, cross jurisdictional boundaries, and impact large landscapes.

For a complete list of fellows' projects by fellow, project title and project location, see Appendix 4 and the "Where We Work" map (page 11).

Examples of how fellows' collaboration has led to conservation are found in the green boxes.

Fellows project topics have included:

- rangeland management
- climate change effects
- payment for ecosystem services
- reducing human-wildlife conflicts
- improving science communication
- threatened bird conservation
- protected area management
- preserving traditional ecological knowledge
- forest restoration
- private land conservation
- water quality monitoring
- citizen science data collection
- wildfire mitigation
- improving community health
- developing sustainable tourism
- evaluating energy policies
- improving rural and urban food systems

⁴ For this report the researchers use the terms "alumni," or "alumni fellows," or "fellows" to refer to respondents who had completed a fellowship cycle and participated in the survey and/or an interview.

⁵ Eight of the 115 fellows in Cohorts 1-8 were not counted in the study because either they didn't finish their fellowship (4); they had special second fellowships so were only counted once (3), or they were deceased (1). Total study population was 107 fellows.



Visit www.collaborativeconservation.org to interact with the Google map to see the locations and information on fellows' projects

Changing Livestock Herding Practices Improves Lion Conservation, Kenya



identified these best practices fellows are now engaging the community and assisting in promoting and maintaining a best practice herding culture, which will play an important role in not only carnivore conservation but also in the preservation of locally adapted, ecologically beneficial livestock management practices. As the Maasai communities implement these best herding practices, lion mortality is starting to decrease leading to better conservation of not only lions, but other large carnivores as well.

One of the cohort teams used their fellowship to understand the reasons why Maasai livestock are getting lost in the Amboseli Ecosystem of Kenya. In this community-based research, the team interviewed more than 120 Maasai community members and learned that herding knowledge, dedication and skill is rapidly declining as livelihoods change and formal education increases, leading to more poorly tended livestock. Livestock that become lost are frequently targeted by lions and other large carnivores, reducing tolerance and leading to retaliatory killings of predators. Working with the local stakeholders, the research team identified and created a list of five best practices for both herders and herder-mentors, discovering that the practices related to carnivore-conflict prevention are inseparable from those related to pasture management, livestock productivity, and traditional Maasai culture. Having



To read a CCC blog about this project visit:

<https://collaborativeconservation.org/2019/05/21/on-the-domestic-and-the-wild-by-kevin-jablonski/>

Fellows team video - The Importance of Good Herding
<https://www.youtube.com/watch?v=xHwdE9xHK98>



Discussing challenges and solutions with the Lion Guardians team. Photo credit: Philip Briggs

2. Fellows' Projects Benefit Communities

Anecdotal benefits to communities that fellows in Cohorts 1-8 have reported in their Final Fellows Project Reports (57% response rate to this report question) are:

- Created educational programs or opportunities for local youth.
- Provided financial assistance to communities by establishing or supporting local non-profits and providing tools and equipment.
- Established start-up businesses that augmented household income.
- Provided tools and training that enabled community members to gather data to deal with conservation issues.
- Trained elders to train the next generation of the community in traditional knowledge and how to bring traditional practices to market.
- Improved community members' scientific and environmental literacy of local conservation issues.
- Provided opportunities for community members to voice concerns, opinions, and wishes to policy makers.
- Established better communications, trust and collaboration within local communities.
- Created new relationships and increased networking between key stakeholders.
- Gave direct financial support by hiring local people for the project.
- Trained local landowners how to manage their properties for conservation and livelihood goals.
- Taught key stakeholders how to provide input to local conservation management decisions.

Fellows Program Benefits Colorado State University

The CCC Fellows Program activities directly contribute to CSU meeting its land grant mission of research, education, and service for the benefit of the citizens of Colorado, the United States and the world. Fellows have led projects that have addressed each of the mission areas, and some fellows have addressed all three in a single project. In addition, the financial support provided by the Fellows Program has contributed to students and academic achievement across campus. The CCC has provided \$528,038 in fellowship awards to 17 different CSU departments in 6 colleges to fund learning opportunities for undergraduates, directly facilitate master's and PhD research, and expand faculty research programs. For a list of CCC Fellows awards by CSU department, please see the *Fellows Program 10-Year Report Supporting Documents* – located on the CCC Website (<https://collaborativeconservation.org/fellows-program-10-year-report-supporting-documents/>).



Reducing Carbon Dioxide Production from Rice Farming, Vietnam

Two CCC Fellows created the social business enterprise, Fargreen. Fargreen works with rural farming communities in Northern Vietnam to create a community-based business model that will help stop the massive air pollution caused by the burning of 40 million tons of waste rice straw, a byproduct of rice production. For every ton of rice straw burned, one ton of toxic carbon dioxide and nitrogen monoxide goes into the environment. Fargreen uses the rice straw as a substrate for producing high quality mushrooms that farmers can sell to increase their income. Working with rural farmer cooperatives, local businesses and universities, the fellows conducted a large-scale pilot program to develop a standard procedure for mushroom production and trained rural farmers in this technique. Fargreen is currently working with 50 farmers in the Thái Bình province, and piloting in three other villages. The company aims to prevent more than 4,000 tons of greenhouse gases from being released into the environment.



For more information see:

Fellows CSU blog “Going Far by Going Green with Fargreen”

<https://blog.biz.colostate.edu/2013/12/04/venture-profile-fargreen/>

To see how Fargreen is closing the loop in Vietnam’s rice production visit:

<https://www.theguardian.com/business-call-to-action-partnerzone/2019/jul/05/with-a-better-environment-well-have-a-better-crop-how-fargreen-is-closing-the-loop-in-vietnams-rice-production>

For more information about Fargreen and its sustainable farming practices visit:

<http://www.far-green.com/>

Collaborative Adaptive Rangeland Management Fosters Management-Science Partnerships, Colorado



Three fellows in different cohorts have worked with a collaborative of Colorado ranchers, universities, NGOs and land management agencies to design and implement grazing methods aimed at improving rare bird habitat while increasing rancher profit. CARM or Collaborative Adaptive Rangeland Management is a 10 year-long experiment that aims at fostering science-management partnerships and data-driven rangeland management through a participatory, multi-stakeholder approach. The main idea behind CARM is to compare differences in vegetation diversity, ranching production, and bird species habitat using traditional grazing compared to adaptive, rotational grazing, both at the same stocking rate. Throughout the grazing season, the collaborative evaluates whether one or the other grazing method could achieve multiple management objectives at the same time.

For products and journal articles produced by the fellows on the outcomes of this project visit:

- Diverse Management Strategies Produce Similar Ecological Outcomes on Ranches in Western Great Plains: Social-Ecological Assessment <https://spark.adobe.com/video/5LrPaQp7tk25R>
- <https://www.ars.usda.gov/ARUserFiles/51815/4.%20Wilmer%20et%20al%202018%20Rangeland%20Ecology%20and%20Management%20-%20Social-ecological%20assessment.pdf>
- Collaborative Adaptive Rangeland Management Fosters Management-Science Partnerships <https://www.sciencedirect.com/science/article/abs/pii/S1550742417300866#!>
- For a video on the CARM project visit: https://www.ars.usda.gov/ARUserFiles/30123025/CARM%20video_final_2.mp4



SURVEY AND INTERVIEW RESULTS:

SEVEN MAIN THEMES ABOUT THE CCC FELLOWS PROGRAM



Analysis of the surveys and interviews completed by the participating alumni fellows revealed seven themes about the CCC Fellows Program:

- A. Alumni fellows' overall impressions of the Fellows Program were overwhelmingly positive, with support for this retrospective study and the continued existence and strengthening of the Fellows Program.
- B. Alumni's fellowship experiences led to significant, sometimes transformative, impact on their collaborative conservation work and careers. This was often sustained years after they finished the Fellows Program.
- C. The fellowship changed fellows' understanding and use of collaboration.
- D. Alumni identified a range of other lasting professional benefits from their fellowship experience, including development of confidence, leadership, credibility, and networks.
- E. Alumni reported that their projects lived on and continued evolving years beyond their fellowship, conferring various tangible and intangible impacts to a range of stakeholders (e.g. communities, partners) and structures (e.g. education, policies).
- F. Alumni traced the value of their fellowship back to the experiential, interactive, learning environment primarily comprising of four specific components: funding, project experience, interactions with other fellows and CCC staff, and supportive fellowship community.
- G. Alumni provided feedback on program gaps and areas that could further improve the Fellows Program's future impact on fellows.



Fast facts from the survey of 46 CCC alumni fellows

Professionally useful	<p>95% of participating alumni reported that <i>their fellow's project</i> had been useful to them professionally</p> <p>85% reported that <i>the Fellows Program</i> (beyond the project) had been useful to them professionally</p>
Greater integration of livelihoods in conservation	<p>98% reported that <i>the Fellows Program</i> increased their integration of livelihood considerations <i>into their fellows' projects</i></p> <p>73% reported that their <i>fellow's project</i> increased their integration of livelihood considerations <i>into their conservation work</i></p> <p>69% reported that <i>the Fellows Program</i> increased their integration of livelihood considerations <i>into their conservation work</i></p>
More collaboration	<p>89% classified their fellow's projects as moderately, very, or extremely collaborative</p> <p>96% reported that the Fellows Program had increased the collaborative nature of their fellows' project</p>
More collaboration across boundaries	<p>80% indicated that both their fellow's project and the Fellows Program had improved their ability to work with a diversity of people</p> <p>100% indicated that they had worked across one or more boundaries in their fellows' project, including cultural (75%), disciplinary (70%), administrative (66%), linguistic (52%), or other (5%)</p>
Collaboration adds relevance	<p>74% believed that collaboration had made their fellow's projects more relevant to the local community they worked with</p>
Stronger leadership	<p>83% reported that their fellow's project experience strengthened their leadership; 75% attributed this gain in leadership to the Fellows Program</p>
More innovation	<p>83% indicated that <i>their fellow's project</i> experience made them more innovative</p> <p>73% indicated that <i>the Fellows Program</i> (excluding the project) had made them more innovative</p>



Theme A: The fellowship leaves a positive and lasting impression

Participating alumni fellows' overall impressions of the Fellows Program and its impacts were overwhelmingly positive, and several had encouraged colleagues, students or employees to participate in the Program. Fellows felt that the fellowship provided lasting impacts and benefits during and after their fellowship tenure both for themselves (Themes B-D) and the partnering communities and stakeholders (Theme E). Fellows expressed support for the continued existence, strengthening, and expansion of the Fellows Program (Themes F and G).

Ninety-five percent of alumni (from all fellow types) participating in the survey indicated their fellow's project had been useful to them professionally, and 85% indicated that the Fellows Program, beyond the project, had been useful. Only 2% indicated they

strongly disagreed their project experience has been useful beyond the project, and no fellows indicated the Fellows Program had not been useful.

Examples of fellows' overarching positive comments include:

Being part of the CCC Fellows community was a defining moment in my professional development... Thank you! (Anonymous fellow, graduate student)

Still very grateful to the CCC for the very timely assistance and inspiration for my career. (Fellow 33, graduate student)

I really value the experience I had in this program and hope it can continue for a long time to come! (Fellow 34, graduate student)

Theme B: The fellowship transforms agents of collaborative conservation

The Fellows Program experience had meaningful and lasting, even transformative, impacts on fellows. For some, the fellowship markedly shifted their career trajectory and professional focus. The majority attributed greater integration of collaboration, livelihoods and conservation into their jobs to the fellowship.

1. The fellowship changes professional trajectories

Many fellows indicated their professional trajectory was substantially altered by their participation, including embracing interdisciplinary work and collaboration as part of their identities. Others attributed their current positions directly to their fellowship experience, thanks to opportunities to experiment, and contacts and skills developed during their projects.

[The Fellows Program] helped me move in the direction that I was really wanting to move... connecting [interdisciplinary research] to communities and action... I have been able to enter into [my current] role because of... the experience at the CCC. (Fellow 29, faculty)

I feel that the CCC played a really essential role in shaping me as a conservationist. (Fellow 6, graduate student)

Without the fellowship... I wouldn't be what I am for the organization I work for now. (Fellow 18, practitioner)

The Fellows Program provided graduate fellows critical entrées into collaborative methods, in which they continue to work and have become recognized as

experts, sometimes by means of opportunities distinct from their primary academic focus.

If I had not had the chance to think of something out of the box, which the CCC funded, I would never have ventured into this methodological adventure, which was to experiment with participatory methods involving local people as collaborative researchers... which has become my specialty... It changed my life, and my research direction. (Fellow 7, graduate student)

The opportunity to add a social component to their dissertation research was the impetus for one fellow shifting from an ecological focus to an interdisciplinary and eventually transdisciplinary focus, and thus enhancing his qualification for his current academic position.

Am I natural scientist or a social scientist? It's become really fluid and I think that I'm not sure that would've happened actually without the CCC fellowship... That made a huge difference in why I was hired into the job. (Fellow 15, graduate student)

“As a graduate fellow who now works in the field of conservation, having a much better grasp on the idea of collaborative conservation has been really important in the way that I now view the world. I think I now mentally approach some of our conservation issues with more optimism and hope than I used to, which has a positive impact on my day-to-day life. I believe that this fellowship is one of the main reasons that I was hired to my current position.” (Cohort 7, graduate student)



For several fellows their fellowship experience helped reframe their thinking and provided a valued “collaborative conservation overlay” (Fellow 16, practitioner) to add focus to their work.

It wasn't until I came here and heard about the fellowship program that I started using collaboration as a way to organize the way I present my research... to think about the importance of collaboration. (Fellow 21, graduate student)

2. Fellows embrace collaboration in their jobs

About half of the fellows interviewed shared stories of how the collaborative experiences and learning from the Fellows Program “changed the way I do things” (Fellow 18, practitioner) in their subsequent professional or volunteer positions years after the fellowship ended. Fellows most often increased stakeholder influence in the conservation research and project process, as well as increased their considerations of both livelihoods and conservation in their projects.

I work to facilitate partnerships... every day, and the work that I learned through the CCC really set that foundation and set me up for this kind of career. (Fellow 26, graduate student)

I am training folks... on specific tools that were honed and refined starting with my fellowship with the CCC. (Fellow 6, graduate student)

Stories of enhanced collaboration during fellows’ projects and in post-fellowship positions were also reflected in survey data. Participation in the Fellows Program increased the collaborative nature of fellows’ CCC-funded projects for 96% of respondents, with 89% classifying their fellows’ projects as extremely, very, or moderately collaborative. Fellows also attributed enhanced collaboration in later work to their fellows’ projects (83%) and the Fellows Program (79%).

Strikingly, participation in the Fellows Program increased fellows’ integration of livelihood considerations into their CCC-funded projects for 98% of survey participants, and fellow’s project experiences in turn led to increased consideration of livelihoods in future work for 75%. Despite an a priori focus on conservation, alumni indicated that the Fellows Program (62%) and individual fellows’ project experiences (60%) led to greater conservation considerations in their work.

“Having been a practitioner working with local communities for many years, the fellows program personally affected me by serving as a reminder of why and how I entered the field, that communities must be consulted along the way, that assumptions of what they will accept and what they are thinking must be tested, and that conservation relies on communities being active and engaged participates. I so appreciated this opportunity to sort of reset my collaborative conservation internal clock .” (Cohort 7, practitioner)

Theme C: The fellowship changes fellows' understanding and use of collaboration

Fellows' professional transformations as collaborative conservationists were catalyzed by 1) a greater appreciation that collaboration is valuable, 2) recognition of the essential characteristics of collaborative processes, and 3) comfort and familiarity with collaborative skills and practices.

1. Fellows develop a deeper belief that collaboration is valuable

Participating alumni reported a reinforced or newfound appreciation for collaboration, based on beliefs that:

- collaboration is essential for conservation,
- collaboration is ethical,
- collaboration makes results locally salient, and
- collaboration leads to better research.

a. Collaboration is essential for conservation

Several fellows indicated that their time in the Fellows Program bolstered their conviction that collaboration is essential for achieving conservation goals, especially for natural resources used by many stakeholders. The overall utility was summarized by one fellow who reflected that although collaboration is a slow process, the “sum is greater than the parts”. (Fellow 17, graduate student)

The CCC fellowship really opened my eyes to the importance of collaboration and the idea that it really ought to be the keystone of every big project that involves natural resources. (Fellow 13, graduate student)

“By helping expand my idea of research to more fully encompass the interests, needs, and well-being of others, the CC fellowship became a project that was more than just research, but an exchange of goodwill between people all moved by the idea that we can help imperiled ecosystems and livelihoods if we help each other.” (Cohort 3, graduate student).

b. Collaboration is ethical

Several fellows described being more committed to collaboration because they saw it as a way of working that “at the end of the day, felt ethical” (Fellow 22, faculty), because it was more equitable and less extractive, including explicitly recognizing communities' authority over data.

Being really mindful that I wasn't just there to extract information from them... being open to them in a way that I'm not sure I would've been fully otherwise. (Fellow 15, graduate student)

c. Collaboration makes results locally salient

Several fellows shared their realization that collaborating with local communities in developing and implementing research or projects increases the likelihood that the outputs of the work will be relevant and applicable to the communities involved.

[My fellows project] helped me see ‘oh my gosh, there's all these other things they care about environmentally that I'm not looking at’. Had I talked to people in the first place, I could've done a whole different project that's way more useful to them. (Fellow 15, graduate student)

d. Collaboration leads to better research

Fellows reflected that involving communities in the research process can build better long-term relationships between researchers and communities, leading to improved community access and higher quality research data.

It reaffirmed for me... the importance of making sure you get your results back to the community... It's really critical to how you understand [everything]. (Fellow 24, faculty)

2. Fellows recognize the essential characteristics of the collaborative process

Participating alumni fellows shared that the fellowship provided a fuller and more nuanced understanding of what is involved in the collaborative process, including:

- learning to recognize collaboration,
- understanding the importance of involving stakeholders from the beginning,
- appreciate that collaboration requires relationship-building, and
- learning that collaborations are difficult and sometimes unsuccessful.

a. Fellows learn to recognize collaboration

The fellowship experience fundamentally enabled



some fellows to recognize what collaboration is. One reflected that the fellowship “coined a phrase for work that I had already been doing... and for me, part of it was just defining what it was and making it accessible” (Fellow 30, graduate student). Several novice collaborators reported that the fellowship led to a “revelation” (Fellow 9, graduate student) in their understanding:

I never thought of collaboration as something that was teachable, because it feels like something that is very amorphous and ambiguous. The retreat helped me see that there is pedagogy and evidence-based best practices for effective collaboration. And that was new to me, because I thought 'well you just collaborate with people.' (Fellow 19, faculty)

b. Fellows embrace involving stakeholders from the beginning

Some alumni fellows described learning to recognize that collaboration entails engaging local, diverse stakeholders upfront and throughout the collaborative conservation process to “make sure different perspectives and parties are at the table” (Fellow 17, graduate student).

I have really taken the general concept of collaborative conservation into my work today... That it's better to involve a lot of people up front; different groups, different stakeholders, different interests, even if it means that kind of work is harder and takes longer to see conservation results. (Fellow 11, practitioner)

About one third of interviewed alumni specifically highlighted the benefits of engaging communities during research. As one alumnus put it:

Going through the fellowship got me on the

right track, thinking about these tougher and more interesting and impactful questions about how to really engage communities in conservation work... and not just a researcher-subject sort of arrangement. (Fellow 6, graduate student)



- c. Fellows understand that collaboration requires building relationships

In order to engage diverse groups productively, fellows underscored how the fellowship had taught them about establishing mutual goals and spending time and effort building relationships and trust through listening and patience.

That foundation that I had from the CCC in terms of developing relationships - establishing mutually reciprocal goals for projects, making sure that projects are meeting the needs of all of the partners that are involved, and that all of those partners are involved in the entire process, from the beginning. (Fellow 5, graduate student)

- d. Collaboration is difficult (and sometimes unsuccessful)

Fellows also gained an awareness that collaboration is slow, complex, can sometimes fail, or may not be warranted. One practitioner reflected that it was “important to hear early on: ‘this is really hard’” (Fellow 16, practitioner) to maintain motivation during a difficult collaboration. Conversely, others credited the fellowship with providing “a better understanding of when to walk away from a potential collaboration” (Fellow 5, graduate student).

3. Fellows develop comfort and competence with collaborative conservation processes

The fellowship increased alumni fellows’ willingness and ability to collaborate by enhancing fellows’

comfort and familiarity working through the collaborative process. The fellowship did this by:

- making collaboration more accessible,
- helping fellows build collaboration skills,
- helping fellows develop communication skills, and
- allowing fellows to work across boundaries.

- a. The Fellows Program makes collaboration more accessible

Several fellows mentioned that the fellowship experience increased their willingness to collaborate by normalizing collaborative approaches. Even fellows that previously felt committed to collaboration expressed that the fellowship “reinforced a willingness and an ability that was already there” (Fellow 24, faculty), and provided “license” to go deeper (Fellow 29, faculty).

It lowered the potential hurdles. It basically provided an opportunity to understand how accessible it was to work in collaborative conservation. (Fellow 30, graduate student)

- b. The Fellows Program helps fellows build collaboration skills

About one third of fellows interviewed mentioned that



their comfort and familiarity with collaborative conservation resulted from being able to practice “a wider tool set” of necessary skills (Fellow 29, faculty). Such skills included facilitation; teamwork skills; listening; mechanisms to acknowledge conflict, build trust and “broach new topics” (Fellow 30, graduate student); and stakeholder analysis to “get the right people in the room and then provide them with a comfortable atmosphere for them to engage and learn and implement these kind of practices” (Fellow 18, practitioner).

The most valuable things that I’m incorporating are skills that I built through the fellowship... As you develop those skills it’s less of a panic each time, getting better at knowing that it’s messy, and it’s complicated. (Fellow 8, graduate student)

Over 90% of survey respondents indicated that their individual fellowship project had provided insights that they have used frequently; a bit fewer (77%) indicated that they had gained insights they have used frequently from the Fellows Program generally. Only 4% and 6% disagreed that their project and Fellows Program, respectively, provided insights they used frequently.

- c. The Fellows Program helps fellows develop communication skills

The fellowship challenged fellows to communicate about their project in new formats and with different audiences, including across academic disciplines, with project partners and communities. Fellows gained comfort in grant writing, reporting, blogging, and videography.

Definitely in part through the CCC I got the message about how much I should be communicating about my findings and so that’s been something I’ve made a big effort to do. (Fellow 15, graduate student)

- d. The Fellows Program allows fellows to work across boundaries

Eighty percent of survey respondents indicated that both their fellow’s project and the Fellows Program had improved their ability to work with a diversity of people, with fewer than 4% disagreeing with either. All survey respondents indicated that they had worked across one or more boundaries during their fellows’ project, including: cultural (75%), disciplinary (70%), administrative (66%), linguistic (52%), and other (5%).

The fellowship opportunities “made it easier... to work across disciplines” (Fellow 5, graduate student) including with academics in other fields and practitioners outside of academia, such as government agencies, as well as engaging with community members as equals and learning to “value practice-based knowledge alongside academic knowledge” (Fellow 5, graduate student). Multiple fellows felt those “experience[s] helped a lot with the collaborations I do now” (Fellow 20, graduate student).

The CCC Fellowship allowed me to have that experience of collaborating [with] community members as my fellow researcher colleagues, even though we’re from totally different cultures and totally different backgrounds. (Fellow 7, graduate student)

Theme D: The Fellowship catalyzes broader professional transformation

Beyond integration of collaborative skills, participating alumni fellows also perceived that the Fellows Program had benefitted their careers in broad ways by enabling them to: 1) develop confidence and leadership, 2) gain greater credibility with partners, 3) build teamwork and project management skills, and 4) build transferable skills such as grant writing and management.

1. Fellows develop confidence and leadership

Eighty-three percent of alumni surveyed indicated that their fellow's project strengthened their leadership, and 75% attributed a gain in leadership to the Fellows Program more generally. Similarly, alumni felt they had become more innovative beyond their projects due to their fellows project experience (83%), and the Fellows Program in general (73%).

The fellowship helped some appreciate the characteristics of effective leadership, such as employing empathy for stakeholder contexts, and leading from an informed and respectful place. Others mentioned taking on greater decision-making responsibility as part of a leadership role.

It definitely impacted me in terms of leadership. I think of leaders as people who kind of have a burden of responsibility to make decisions... and so when you have to make decisions, you have to have information available based on a big picture perspective, which is something the CCC project helped you do... in collaboration with other people. (Fellow 1, graduate student)

Several fellows mentioned gaining confidence engaging diverse groups or leading research and research teams for the first time, in part because their CCC funds were independent from funds controlled by advisors or by partners and were backed by the CCC's mission of collaboration. Another found the confidence to conduct research diverging from their departmental lens in part due to the cross-disciplinary exposure they gained within their cohort.

I'm more willing to be a leader. Before I was a CCC fellow... I preferred someone else to be the lead of [collaboration]. But through the fellowship... I began to feel more comfortable speaking out and saying, 'I think this is the way this needs to go and here's why.' (Fellow 14, faculty)

For some, simply being accepted into the Fellows Program validated their research in a way that built their confidence, particularly when the timing of the fellowship coincided with a new position.

It was a big boost to build confidence in myself as a researcher to have the fellowship. It came at a critical time, when I was wondering about my own career path and whether my research was worthy. (Fellow 4, graduate student)

2. Fellows gain greater credibility with partners

The Fellows Program experience strengthened alumni fellows' future proposals and CVs, increasing their legitimacy by complementing their primary disciplinary training. Being identified as a CCC fellow bolstered credibility with stakeholders and project partners, resulting in being sought out as a leader and resource in their fields. Fellows appreciated that the "fellowship legitimized me inside my own team" (Fellow 16, practitioner), and in the broader academic community.

The products of the fellowship, the scientific products, put me on the map... So in that sense it made me an intellectual leader in that field, in a geographic area that I was really interested in working in. (Fellow 24, faculty)

to... get a couple of pretty substantial federal grants in the area of collaborative conservation... to try and tackle some pressing [environmental] issues in the area. (Fellow 26, graduate student)

3. Fellows build teamwork and project management skills

Alumni reported gaining experience managing diverse groups, including paying attention to “fostering learning across groups” (Fellow 8, graduate student) and learning how to “weave together different ways of knowing” (Fellow 2, graduate student).

4. Fellows build transferable skills in financial management

Alumni indicated that the fellowship, including the flexibility of the funds, honed their grant writing, reporting and disbursing skills, which improved their ability to secure grants and manage funds.

My foundation from CCC definitely allowed me the confidence and knowledge base to be able

“The coolest thing about my fellowship award is how its scope has multiplied well beyond the relatively modest goals of my proposal. It demonstrates how a targeted investment can have tremendous impact and shift the direction of several projects and collaborations. These collaborators are associated with three diverse institutions (a university, a global NGO and a local NGO) and aspects of the project are being implemented in three varied landscapes across North America.” (Cohort 3, practitioner).

Theme E: Fellows’ projects have lasting impacts

In addition to the principal benefits to fellows, our interviews indicated that the Fellows Program provided more than mere skills-building experiences. Rather, fellows’ projects resulted in legacies that surpassed their 18-month funded period. Fellows’ projects: 1) have been expanded, replicated, and institutionalized post-fellowship, 2) conferred a range of impacts to diverse stakeholders (e.g. communities, partners) and structures (e.g. education, policies), however, 3) impacts have proved difficult to evaluate.

1. Projects have been expanded, replicated, or institutionalized

Half of the alumni interviewed (15) reported that their fellowship project had continued, grown, or influenced others’ work after their fellowship period ended. Two fellows reported that their project had been under way prior to their fellows program involvement and continued to run afterwards, while the remaining fellows’ projects were the initial seeds that matured into institutionalized programs or even NGOs.

A fellowship that forces you to be involved locally and to bring in local collaborators, which then gives you insight into what’s going on at a local level and what people are struggling with, well that all led to... establishing an NGO. (Fellow 22, faculty)



Multiple fellows sustained subsequent phases of their own projects as part of their careers. Fellows' projects have been converted to online formats, replicated to serve multiple municipalities, and highlighted at international forums as model cases for expansion to large-scale systems. Fellowship projects also influenced the work of others. Several fellows developed their projects based in whole or in part upon a previous fellow's project, or directly involved students and employees (i.e., interns) in projects stemming from the fellowship project. Still other projects influenced research or inspired similar projects in the region.

For fellows whose projects had not continued, some felt the outcomes were out of their hands. Impact was sometimes "hemmed in by political circumstances" (Fellow 15, graduate student) or stifled by death of a key player; multiple fellows had submitted their products to a funder, partner, or back to the community, and were not aware what had resulted from the information.

2. Projects conferred impacts to a range of stakeholders and structures

Fellows reported a range of impacts to diverse stakeholders, including:

- Impacts to policy, education, livelihoods, capacity, and process, and
- Community impact derived from collaboration

a. Impacts to policy, education, livelihoods, capacity, and process

Fellows' projects resulted in livelihood impacts and beyond. Projects had policy implications, provided financial assistance and education opportunities to communities, catalyzed and supported local action, and built collaborative processes. Policy implications included validating local management decisions, and contributing to an environmental lawsuit, and to the curriculum of a nascent indigenous school of government. Fellows also reported that their projects created educational programs or opportunities for local youth; others provided financial assistance to communities by establishing or supporting local non-profits and providing tools and equipment, spurring businesses and augmenting household income.

Fellows' projects also supported and catalyzed autonomous local action. Seventy-two percent of survey respondents felt their project built the capacity of the community they worked with to deal with conservation issues, while only 13% did not feel their projects had enhanced community capacity. One project provided tools and training that enabled

community members to gather data to advocate for their needs by “telling their leaders... ‘you should help us out with this’ (Fellow 7, graduate student).

Participatory engagement also had a positive impact on community members’ capacity and inspiration to act. One fellows’ project “sparked for them a desire to... train the next generation of the community of girls in [traditional] knowledge” and propose ways to bring traditional practices to market” (Fellow 6, graduate student).

Many alumni emphasized that “all the effort and time... building relationships with partners and... building materials” for conservation (Fellow 18, practitioner), is an “important and underrated outcome” (Fellow 24, faculty).

b. Community impact derived from collaboration

Being obliged to engage with partners in a truly collaborative manner and “letting communities help you define how your research is gonna take place... and what the main concerns are” (Fellow 10, faculty) repeatedly resulted in fellows shifting the focus of their projects to issues of greater salience to community partners. In fact, 74% of alumni surveyed indicated that collaboration made their fellows’ projects more relevant locally, with only 8% disagreeing. Perceptions of local salience were directly correlated with the degree of collaboration fellows ascribed to their projects.

It really got hammered home how some of what I was asking was on the right track, but other things that were emerging were so much more relevant to them. (Fellow 15, graduate student)

3. Impact evaluation of fellows’ projects is challenging

Although the Fellows Program requires applicants to include both livelihoods and conservation objectives, it does not mandate evaluation, and most alumni had not formally assessed their outcomes, because it exceeded their training, or outcomes were delayed and beyond the scope or scale of the fellows’ projects. “The challenge is that there is a significant time lag” between the fellows’ project, implementation, and conservation gains, because the “community... can’t just come up with the money the next day” shared one fellow (Fellow 11, practitioner). Those fellows addressing culture and other core causes of conservation issues found that “biophysical implications were definitely way beyond” the achievable scope (Fellow 21, graduate student) of the fellowship period. Others pointed out the complexity of tracking behavior change among partners, stakeholders, and trainees whose engagement was “a voluntary thing” (Fellow 18, practitioner).

In addition, although fellows repeatedly acknowledged the importance of the collaborative process in the development of trust and relationships, they indicated that process outcomes were “hard to quantify and hard to put in a report” (Fellow 6, graduate student), leaving them unevaluated.



Theme F: The fellowship provides an experiential, supportive learning environment

Interviews and survey data indicated that the above outcomes of the fellowship were because it provided a supportive experiential learning environment to develop collaborative conservation approaches. Four core components of the fellows program emerged as the most useful for alumni fellows: 1) the unique funding, 2) the project experience, 3) the interactions within cohorts, and 4) the supportive CCC community.

1. Benefits from funding

Fellows described the funding as critical for supporting their work, mentioning its flexible parameters and “really unique funding mechanism” which “allow[ed] folks to actually try something that’s difficult and different” (Fellow 6, graduate student). For some, this allowed giving back to partners or local beneficiaries; for others it meant innovative methods or funding critical aspects of the collaborative process. As one alumnus explained:

It was SO good to have... funding for [stakeholder] participation. The CCC allowed me to feed people, and that is in the literature. It's such a huge part of collaboration. How do you get people to the table?... You have to feed people. (Fellow 8, graduate student)

The critical timing of the CCC funds and fellowship was mentioned by students, faculty and practitioners alike. It provided academic autonomy and seed money to help secure additional funds, giving it an outsized impact for a small grant. Despite the small amount, CCC funding was repeatedly cited as indispensable for graduate students with few other

“I have been fortunate to participate in several fellowship programs designed to provide early-career scientists with the skills necessary to become leaders and advance the frontiers of conservation science and practice. The Center for Collaborative Conservation (CCC) is distinguished by its openness and flexibility. In an era of shrinking budgets and increasingly fierce competition for funding, it is so rare, and such a gift, to be asked: What would you do, if we told you that you could do anything?” (Cohort 3, practitioner)

sources for international work or field work: “the fellowship... through the CCC basically allowed me to fund my dissertation research” (Fellow 26, graduate student).

Having the opportunity pretty early on in my career to work with the CCC was invaluable as far as I'm concerned. It helped mold the opportunity for me to really, really focus on collaborative efforts that are helping people. (Fellow 18, practitioner)

2. Benefits from the project experience

The project experience was, for most alumni fellows, critical. The opportunity and obligation to engage in a collaborative manner with a diversity of partners and stakeholders was the most valuable component for most. Of the six aspects of the Fellows Program listed in the survey, alumni ranked the fellows’ project highest, with 96% indicating the fellows project was extremely, very or moderately useful, and no fellows indicating it was not useful at all. Several alumni emphasized that the structure of the CCC fellows’ project allowed and encouraged them to be flexible,

to experiment, and work through real-world setbacks: “the CCC gave me the amazing chance to experiment with the participatory methods that I didn’t even know existed before” (Fellow 7, graduate student). For many graduate fellows, the CCC fellowship was also their first autonomous academic research project, providing independence from faculty advisors, and building confidence.

I... felt like I was a part of something... I think that being part of the cohort gave me that confidence. (Fellow 26, graduate student)

3. Benefits from interactions within cohorts

Within-cohort interactions were crucial for learning and development, and 81% of survey respondents identified lessons learned from other fellows as moderately, very or extremely useful; Interviews highlighted the importance of being exposed to diverse disciplines in the natural and social sciences, as well as collaborative conservation in different

“Being a long-term member of the CCC family has dramatically shaped me as a conservationist and as an individual. My fellowship experiences working in the field of collaborative conservation have shaped my worldview and philosophy. Through all of these experiences I have learned that decisions based on good science and meaningful relationships built on trust, open communication, and the co-creation of knowledge are central not only to successful conservation outcomes, but are also some of the most personally rewarding parts of the process.” (Cohort 7, graduate student).

countries. Graduate fellows also valued having access to faculty within cohorts. As one alumni said, “you learn a lot from contrast” (Fellow 10, faculty). Almost 70% of survey respondents found both monthly / quarterly fellows meetings and networking with fellows moderately, very or extremely useful; some cohorts maintained productive collaborative relationships beyond their fellowship tenure.

4. Benefits from the supportive CCC fellowship community

Participating alumni underscored that staff provided both inspirational and tangible support to them and their projects, and described the benefits of the Fellows Program providing a sense of community and the home that they were missing, saying: “finding your people with commonalities . . . makes you feel like less crazy, less of an imposter, and then helps you formulate better research questions” (Fellow 2, graduate student). Another emphasized that the CCC provided a place where collaboration was “supported and encouraged at CSU, because it was not encouraged everywhere” (Fellow 29, faculty). Several fellows mentioned that engagement from CCC leadership improved meetings, infused energy and paid “dividends” (Fellow 4, graduate student) during Fellows Program events.

A supportive community helped fellows grow their confidence: “I felt... like everyone there just believed in me, that I could do it, and then I did it and then I believed more in myself” (Fellow 15, graduate student). Having the CCC community also reminded fellows that they were not alone, and that a community of practice valuing collaborative conservation existed, when previously fellows had not worked collaboratively or had felt isolated in their desire to work collaboratively:

The single aspect that stuck with me is that there is a community of practitioners out there

around collaborative conservation, and that gave it some gravitas. (Fellow 11, practitioner)

5. Additional useful components

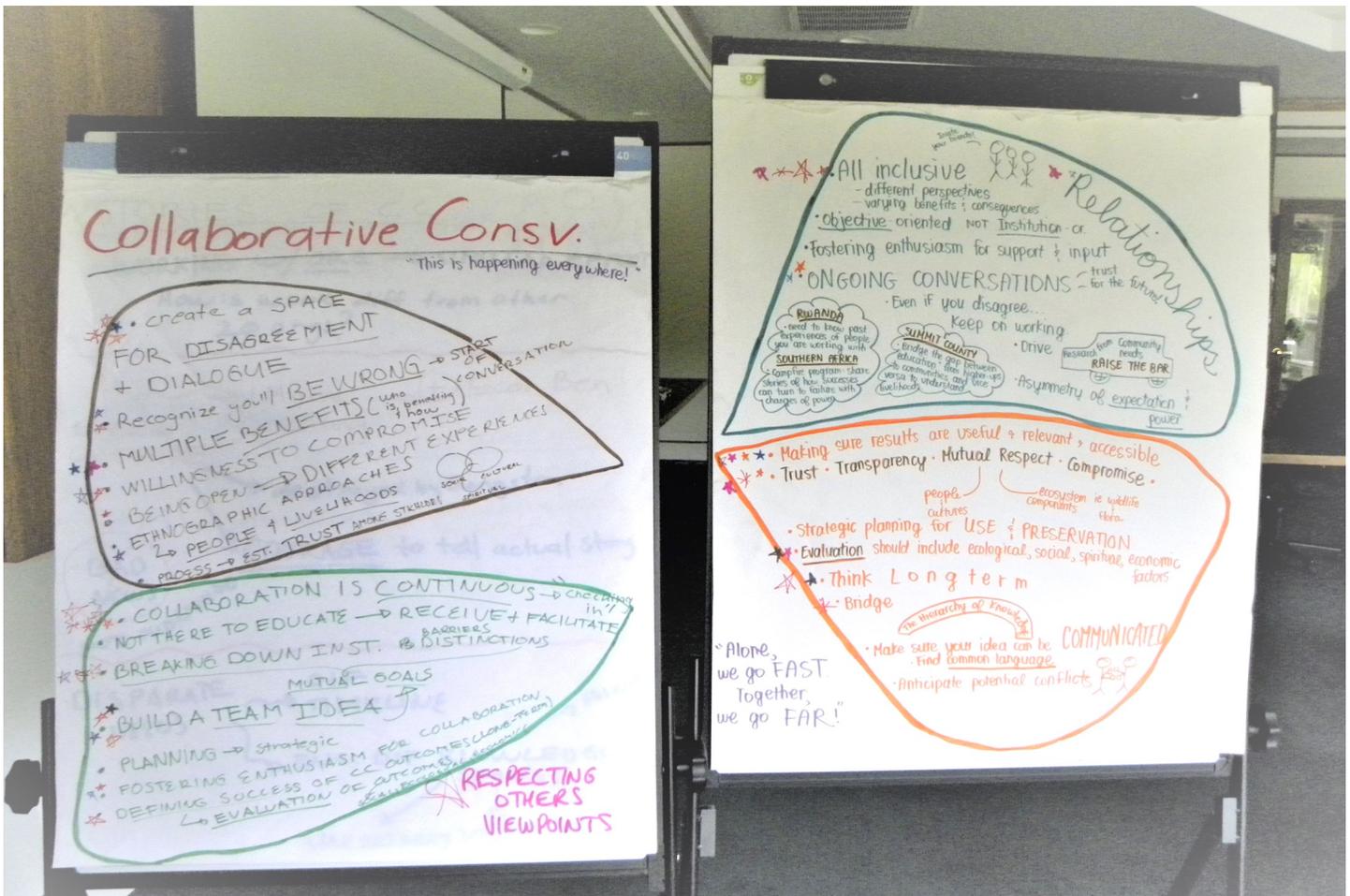
Other Fellows Program components which alumni ranked as extremely, very or moderately useful included being recognized as a CCC fellow (81%) and the fellow training retreat (80%); Despite a quantitative indication that the fellows retreats were useful, interviews did not indicate fellows had strong memory of training sessions.

Although in general fellows rated their fellows projects as having greater impact than the Fellows Program as a whole, a few exceptions are notable. For instance, practitioners indicated the Fellows Program was more useful to them for increasing the degree of collaboration in their work, for improving

their ability to meet the needs of communities where they work, and helped them professionally; faculty indicated the program strengthened their leadership more than their individual projects did.

Theme G: Fellows' suggestions for improvements to the Fellows Program

The fellows who participated in this study overwhelming indicated that the Fellows Program had been beneficial, and they provided thoughtful ideas for ways to enhance the Fellows Program for individual fellows, future cohorts, and the collaborative conservation community. These



suggestions fell into four general categories. Fellows expressed a desire for: 1) enhanced training to increase collaboration capacity, 2) long-term learning opportunities for themselves and others, 3) more engagement with other fellows, and 4) changes to the application and reporting requirements.

1. Fellows want enhanced training to increase collaboration capacity

Most common among alumni interviewed was a desire for improved and expanded training. Many fellows described gaining skills primarily through their project experience and felt the training retreat had provided only a limited introduction to the skills they needed for collaboration. Fellows asked for more in-depth trainings across four general skill areas:

- addressing cultural differences and power differentials
- outreach and technical communication
- impact evaluation, and
- other training topics

a. Fellows suggest addressing cultural differences and power differentials

Fellows most commonly requested training on facilitating cross-cultural interactions and creating spaces “where people feel a greater sense of belonging and value when they’re participating in collaboration” (Fellow 30, graduate student). This included “more preparation... as an outsider to work collaboratively in places... that have a mixed history with research with white colonial-looking people” (Fellow 22, faculty), as well as gender and inclusivity more generally and how to collaborate with peers outside of the United States. Other suggestions for training included: discussions of locus of power, anti-oppression training and power mapping to improve equality for collaboration, and discussions about working in dangerous contexts in

which civil unrest exacerbate power asymmetries related to natural resources.

b. Fellows want outreach and technical communication training

The second most commonly suggested training focused on outreach and technical communication skills, including web design, podcasts and film-making, and training and opportunities communicating with nonscientific audiences, particularly politicians and local communities. Some suggested that the CCC could connect fellows to mentoring or partnership with other centers at CSU such as the Center for Science Communication, rather than providing training.

c. Fellows want training in impact evaluations

The majority of fellows had not conducted impact assessments and felt they lacked training in evaluation. Alumni suggested adding evaluation training not only to be able to assess their fellows’ projects, but because they considered it a valuable skill they had little opportunity to learn elsewhere.

d. Other training topics suggested

Alumni suggested a variety of other trainings, including lifestyle inventory (LSI) assessment to engage with different personality types; securing funding for collaboration; teaching collaborative





conservation to others; and applying skills to different career types, including teaching.

How to take the skills that they gain through the fellowship experience and apply them to... their professional lives – [this] could be one way to deepen the impact of the Fellows Program. (Fellow 5, graduate student)

2. Fellows suggest long-term learning for themselves and others

Many fellows asked for learning opportunities that continued after the fellowship in the form of online access to training resources, as well as training opportunities for more people.

a. Providing post-training resources online

Alumni suggested that online access to training materials would allow fellows to revisit materials at later dates when different materials may be most pertinent. Fellows also requested access to videos of the training sessions and complementary resources such as detailed case studies.

b. Training more people

Several fellows suggested that CCC could offer short trainings to broader range of conservation stakeholders, including project partners, the U.S. government, and other conservation employees.

3. Fellows want more engagement with other fellows

Another commonly heard feedback was a desire for a stronger fellow's network both during and after the fellowship, as well as greater engagement with the Fellows Program post-fellowship. Fellows who felt they were an underrepresented fellow type (i.e. practitioner) or that their projects addressed underrepresented topics expressed that having connections to alumni with similarities may have provided support and alleviated isolation during their fellowship. Fellows mentioned not knowing how to find fellows from other cohorts, and felt that a network would offer opportunities for professional collaboration, finding jobs, resources and expertise for themselves and students. Of alumni who stayed in touch post-fellowship, the majority were within the same cohort.

It would have been neat to say 'what have all these people from the nine cohorts?... What are they doing? Are there any areas of overlap or things that I am interested in and how can I reach out?' (Fellow 13, graduate student)

To build a more impactful network, alumni expressed the desire that the Fellows Program:

- hold more networking events; make these required for active fellows and open to alumni to bolster the in-person time needed to build enduring relationships,
- increase remote interaction through platforms like LinkedIn, and
- offer alumni regular opportunities to: mentor future fellows, women specifically; contribute

financially to current fellows' projects; write grants to support the fellowship; and engage in Fellows Program design and evaluation more broadly.

4. Fellows want changes to the Fellows Program application and reporting requirements

Fellows suggested adjusting the application and reporting (i.e. deliverable) requirements to add value for the active fellows, alumni, project partners, and the field of collaborative conservation. Proposed adjustments included:

- integrating project evaluation into the application requirements,
- improving project reporting criteria, and
- strengthening other program components

a. Integrating evaluation into the application requirements

Fellows suggested adding two sections to the fellowship application to improve the potential for tracking project impacts and ensuring reciprocity: (i) an explanation of how applicants plan to evaluate their impacts, and (ii) plans for “making sure that you build in, on the front end, the chance to feedback” results to the communities and stakeholders (Fellow 6, graduate student).

I wish it were something that I had given more thought ahead of time so I could plan for it. Because it would have been nice to be able to check on a few things for a few years after and see what the impact was. (Fellow 7, graduate student)

Fellows also suggested that evaluations should include community and stakeholder input, and

ultimately aim to add communities and stakeholders independent evaluations in the future.

I think it's important to also consider how we might better empower our collaborators and our partners to evaluate their own work... if we truly want that project to continue into the future. (Fellow 6, graduate student)

Some alumni suggested that the CCC would be better poised to quantify and achieve its impacts by setting standard evaluation metrics for all fellows and restructuring to increase similarities between projects, while acknowledging this has trade-offs with project flexibility.

b. Improving project reporting criteria

Several fellows suggested adjusting the required project reporting and deliverables. One suggestion was to post all fellows' project reports online for CCC fellows to view, creating both an incentive to submit higher quality, polished products, and providing ongoing opportunities for fellows to learn from one another. Another suggestion was to reconceive deliverables to improve their applied utility externally. Fellows also spoke of the value of communicating collaborative conservation experiences to wider CSU audiences, whether through social media, the Source magazine, or seminars, to increase the utility and visibility of the CCC and Fellows Program.





For me it would be useful to go on and see what everyone's done. (Fellow 13, graduate student)

c. Strengthening other program components

Fellows suggested four more alterations to the Fellows Program to improve its impact. First, alumni suggested improving the format of fellows' meetings; second, strengthening the involvement of CCC leadership; third, changing how funding is allocated; fourth, providing constructive feedback to fellows at the end of their fellowship.

Although fellows often mentioned that they had gained a lot from conversations with other fellows, quantitative data showed that the monthly and quarterly meetings had the least value of the Fellows Program components, and that meetings would benefit from increased moderation and more focused discussion on lessons. Next, several fellows mentioned that engagement from CCC leadership

improved meetings, infused energy and paid “dividends” (Fellow 4, graduate student) during Fellows Program events. Further, fellows suggested changing how fellows' project funding is allocated, suggesting that projects could run longer and include more money, specifically for evaluation and following up with communities longer term. Last, fellows asked for constructive professional feedback from CCC staff at the completion of Fellows' projects to provide additional opportunities for targeted learning and improvement in collaborative conservation.

I think they could provide some external feedback on how to improve, why things went wrong, how they could improve. That could actually improve fellow leadership skills in the future and make their projects more effective (Fellow 27, practitioner).

RECOMMENDATIONS FOR THE FUTURE OF THE FELLOWS PROGRAM



This section presents a summary set of key takeaways and recommendations for the CCC Fellows Program. The researchers derived these recommendations from suggestions that alumni fellows shared during the 10-year retrospective study, breakout sessions with alumni and current fellows during the Fellows 10-Year Reunion held September 12, 2019, and additional insights gained through our analysis of the 10-year retrospective study data, an extensive Fellows Program document review, and conversations with the Associate Director.

These recommendations are intended to complement other ongoing reflection and strategic planning efforts being conducted by the CCC. Please contact the CCC to view the detailed recommendations addendum.

Key Takeaway 1: Participation leads to learning and changes in the way fellows work.

Fundamentally, participation in the Fellows Program has led fellows to acquire new knowledge, skills and insights, and to change the way they conduct their work.

Key Takeaway 2: Individual fellowships have an enduring impact on fellows' careers, especially in the formative stages of their careers.

Key Takeaway 3: The Fellows Program reinforces and enhances the collaborative nature of fellows' work with communities and colleagues.

- ◆ **Recommendation 1: Continue funding the Fellows Program**
- ◆ **Recommendation 2: Award and fund individual fellowships in addition to team fellowships**

Key Takeaway 4: Fellows appreciated the diversity of collaborative conservationists in their cohort, including the global network, the mixture of faculty, practitioners, and students, and the disciplinary diversity.

- ◆ **Recommendation 3: Fund geographically diverse projects**
- ◆ **Recommendation 4: Continue awarding graduate student, faculty and practitioner fellowships within the same cohorts**

Key Takeaway 5: *The CCC Fellows Program has been more of an experiential learning opportunity than a training program.*

Study data demonstrated that fellows retained little from the fellows training retreats, and ranked it low among the Fellows Program components, whereas the immersive project experience ranked highest.

Key Takeaway 6: *Networking has been largely within-cohort and is limited after the fellowship.*

Fellows valued connecting with other fellows. However, with the exception of fellows linked by a common advisor, few connections were made between cohorts and almost no new connections were created or maintained after the termination of the fellowship.

- ◆ **Recommendation 5:** **Expand training opportunities to support networking and build community of practice**
- ◆ **Recommendation 6:** **Promote cohesion and networking during and after the fellowship and across cohorts**

Key Takeaway 7: *Fellows have not conducted Impact evaluations of their projects, so fellows' projects' long-term impacts remain largely anecdotal.*

Although fellows reported ways in which their projects have had substantial impacts on themselves, data on impacts to livelihoods and conservation were elusive and largely anecdotal. The Fellows Program began requesting information on conservation outcomes in Cohort 7, but fellows have found it hard to quantify livelihood and conservation outcomes. This has been for several reasons, including their project's scope, delayed impacts, unfamiliarity with evaluation techniques, and evaluation not being required.

Key Takeaway 8: *Anecdotally, fellows' projects lead to breadth of wellbeing and process outcomes for communities, stakeholders, and collaboration beyond conservation.*

When asked to reflect on their project impacts, fellows shared a wide array of wellbeing and process outcomes that transcend the CCC's current focus on tracking impacts to conservation and livelihoods. This suggests that fellows' projects may have greater impact than is being documented.

- ◆ **Recommendation 7:** **To document the direct/indirect on-the-ground conservation and livelihood impacts, the Fellows Program may need to be restructured by making the fellowship timeline longer for longitudinal research. Also add evaluation training for fellows.**
- ◆ **Recommendation 8:** **Fund multiple, consecutive follow-on projects with the same partners or community**
- ◆ **Recommendation 9:** **Embrace and track a range of impacts, including collaborative processes and conservation, livelihood, psychological, and wellbeing outcomes**

Key Takeaway 9: *Fellows' deliverables are numerous and time consuming.*

Fellows' final deliverables serve several important purposes, including tracking CCC investment, producing outputs for funders, providing a means to give back to communities or stakeholders, and offering a way to contribute to the collaborative conservation community. However, alumni and active fellows report that the present work load is disproportionate to the amount of funding they receive, and the CCC staff have found that some products are of insufficient quality to be used for their intended purpose.

Key Takeaway 10: *Non-academic communication products have the most community impact.*

Fellows shared that non-academic communication products such as e-articles, radio interviews, and photo exhibits had more impact for the communities in which they worked than their academic products. Fellows also found learning these new forms of communication to be helpful and rewarding.

- ◆ **Recommendation 10:** **Restructure fellows' deliverables to provide the greatest value for least effort**

CONCLUSIONS

The CCC Fellows Program has offered fellows opportunities and skills that were unique in their graduate education, faculty experience, and practitioner careers. Fellows have found these skills and experiences useful in their subsequent work in collaborative conservation in many different ways. It seems that the CCC is filling an important niche within CSU and within collaboration conservation not found elsewhere. This report is intended to help grow the many strengths of the CCC Fellows Program so that it has the greatest possible value to fellows, both during and after their fellowship, to the CCC, to collaborating communities, and to the wider field of collaborative conservation – for the next decade of the program and beyond.







Appendix 1. 10-Year Retrospective Evaluation: Methods

Methods

The study utilized a mixed methods approach, combining a quantitative survey with qualitative semi-structured interviews.

Study population: To assess lasting impacts to the fellows, alumni from all completed cohorts were included (i.e., Cohorts 1-8). Individuals from all fellow types (i.e., graduate students, practitioners, faculty members, and undergraduates) who had completed either an individual or team fellowship were included. Eight of the 115 fellows in Cohorts 1-8 were not included in the study because either they didn't finish their fellowship (4); they had special second fellowships so were only counted once (3), or they were deceased (1), thus leaving a total study population of 107 unique individuals. Of these fellows, 12 lacked valid emails, resulting in 95 eligible alumni. Of these, 51 were graduate students, 23 were practitioners, 20 were faculty, and 1 was an undergraduate student.

Recruitment: All 95 eligible alumni were invited to participate up to four times via email and provided links to the online survey and semi-structured interview. Recruitment emails included study details, and consent was solicited through the online survey platform and during interviews.

Survey Design: Survey responses were collected through the online platform Qualtrics from May 30 to August 31, 2019. The survey (Appendix 2) was designed to take 10-15 minutes and included a range of questions on fellows' perceptions of impacts from the Fellows Program on fellows and their subsequent work; their integration of collaboration; aspects of the fellowship which resulted in the aforementioned impacts, and demographic variables. Most questions used a Likert scale ranging from 1-5. Survey questions were developed through discussions with CCC Fellows Program staff and piloted with the active year cohort (Cohort 9).

Forty-six alumni (48% of eligible alumni) participated in the online survey. Of these, six indicated they were from Cohort 1, eight from Cohort 2, six from Cohort 3, five each from Cohorts 4 and 5, seven from Cohort 6, six from Cohort 7, 1 from Cohort 8, and two could not remember. Twenty-eight had been graduate students (55% of graduate fellows), 10 had been practitioners (42% of practitioners), and eight had been faculty (40% of faculty). Forty-four survey respondents had continued to work in conservation since their fellowship, and two had not. Forty-one had continued collaborating with local communities or other stakeholders, at least intermittently, and two had not.

Interview Design: Semi-structured interviews were conducted by two researchers by phone, in person, and via Skype from June 17 to August 12, 2019. Forty alumni (42% of eligible alumni) indicated willingness to be interviewed. Among those, 31 (33% of eligible alumni) were selected using purposive sampling to ensure representation from all eligible cohorts and types of fellows, and 30 were included in the final interview analysis.⁶ Of these 30, six were from Cohort

⁶ One alumnus was excluded from the qualitative analysis, because he was the only undergraduate, the only person who only participated on a team, and the only person who did not remain in a conservation-related field.

1, four from Cohort 2, five from Cohort 3, four each from Cohorts 4 & 7, three each in Cohorts 5 & 6, two from Cohort 8 (these numbers add up to 31 because one participated in two cohorts). Sixteen had been graduate students, seven had been practitioner fellows, and seven had been faculty fellows. All 30 had been individual fellows and not part of a team fellowship. All 30 had continued conducting research or practice on conservation-related topics, including natural resource governance, sustainability, energy, or climate change.

Interviews lasted approximately 30-60 minutes, and questions (Appendix 3) were provided to respondents prior to interviews. Questions soliciting detailed accounts of the perceived impacts of Fellows Program participation on their CCC-funded collaborative

projects and to their subsequent careers; changes to the nature and frequency of collaboration following the fellowship; and the fellowship components they believed had the greatest impact; as well as insights on potential improvements to the Fellows Program.

Analysis: Interviews were transcribed either by the researchers, or using a transcription service (i.e., Scribie -automated; Rev – live), then edited for accuracy by a researcher. Thematic analysis was conducted in RQDA to code for a priori and emergent themes, building and refining a codebook of parent codes and sub-codes to cluster themes into meaningful categories. Descriptive statistics were conducted on survey data to determine impacts most common among alumni, and the program elements to which alumni found most valuable.



Appendix 2. 10-Year Retrospective Study: Online Survey

Lessons learned from 10 years of Collaborative Conservation training

As the Center for Collaborative Conservation's Fellows Program hits the 10-year mark, we are embarking on a critical evaluation of the Program's goals and impacts regarding the fellows, conservation and community livelihoods. Thank you for providing valuable insight about the long-term impacts of your collaborative conservation training and experience with the CCC!

This survey should take about 10 minutes to complete. Participation is voluntary, and you may stop participating at any time. There are no known risks or direct personal benefits associated with your participation in this study. Results will be reported in aggregate in any publications or reports, with no personal identifiers.

If you have questions about your rights as a participant in this research, contact the CSU IRB Administrator at (970) 491-1553 or by email at RICRO_IRB@mail.colostate.edu

Click 'yes' below to indicate your willingness to participate and continue with the survey.

- Yes, take me to the survey (1)
- No, I do not wish to participate in the survey (2)

In this survey we use the following terms:

- Fellows Program - the CCC structure, including training retreat, meetings, social events, and funding.
- Fellows Project - the individual and team projects that the fellows completed, supported by the Fellows Program.
- Fellowship - your combined participation in both the Fellows Program and your personal Fellows Project.

The following questions ask about your CCC Fellowship.

Please indicate the Fellowship cohort that you were part of.

- Cohort 1 (2009-10)
- Cohort 2 (2010-11)
- Cohort 3 (2011-12)
- Cohort 4 (2012-13)
- Cohort 5 (2013-14)
- Cohort 6 (2014-15)
- Cohort 7 (2015-16)
- Cohort 8 (2016-17)
- I don't remember

IF Please indicate the Fellowship cohort that you were part of. = Cohort 8 (2016-17)

OR Please indicate the Fellowship cohort that you were part of. = Cohort 7 (2015-16)

THEN: Please indicate whether you were part of a Team or Individual Fellowship.

- Team
- Individual

Please indicate your role in the Fellowship.

- Graduate Fellow
- Faculty Fellow
- Practitioner Fellow
- Other (please describe) _____

At the time of your Fellowship, which discipline did you identify with most?

- Natural sciences (e.g., wildlife biology, ecology, biodiversity conservation)
- Social sciences (e.g., anthropology, human dimensions, livelihoods)
- Both equally
- Other (please describe) _____

The following questions ask about you and your career.

Have you continued to work in a conservation-related field(s) since you participated in the Fellowship?

- Yes (1)
- No (2)
- Other (please describe) (3) _____

Have you continued to collaborate with local communities or other stakeholders since you participated in the Fellowship?

- Yes (1)
- No (2)
- Other (please describe) (3) _____

How important do you believe collaboration is for conservation?

- Extremely important (1)
- Very important (2)
- Moderately important (3)
- Somewhat important (4)
- Not at all important (5)

How important do you believe it is to integrate livelihood considerations into conservation?

- Extremely important (1)
- Very important (2)
- Moderately important (3)
- Somewhat important (4)
- Not at all important (5)

The following three questions ask how participation in the Fellowship impacted you and your career. Please indicate how much you agree or disagree with the following 10 statements about the impacts of your Fellows Project experience (i.e., individual and team projects supported by the Fellows Program) on you and your career.

My experience in my Fellows Project...

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	N/A (6)
Has been useful to me professionally (1)						
Provided insights that I have used frequently (5)						
Provided a network that I have benefited from (6)						
Made me more innovative (7)						
Strengthened my leadership (8)						
Improved my ability to work with a diversity of people (9)						
Improved my ability to meet the needs of communities where I work (10)						
Increased how much I integrate conservation considerations into my work (11)						
Increased how much I integrate livelihood considerations into my work (12)						
Increased the degree of collaboration in my work (13)						

Please indicate how much you agree or disagree with the following 10 statements about the impacts of the Fellows Program (e.g., training, meetings, social events, and funding) on you and your career.

My participation in the Fellows Program...

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	N/A (6)
Has been useful to me professionally (1)						
Provided insights that I have used frequently (5)						
Provided a network that I have benefited from (6)						
Made me more innovative (7)						
Strengthened my leadership (8)						
Improved my ability to work with a diversity of people (9)						
Improved my ability to meet the needs of communities where I work (10)						
Increased how much I integrate conservation considerations into my work (11)						
Increased how much I integrate livelihood considerations into my work (12)						
Increased the degree of collaboration in my work (13)						

In hindsight, how useful were the following aspects of the Fellowship (i.e. Fellows Program and Fellows Project) for you and your career?

	Extremely useful (1)	Very useful (2)	Moderately useful (3)	Somewhat useful (4)	Not at all useful (5)	N/A (6)	I don't remember (7)
Tools taught in Fellows Training retreat (1)							
Teamwork time in Fellows Training retreat (2)							
Being recognized as a CCC Fellow (4)							
Networking with Fellows (6)							
Monthly or quarterly Fellows meetings (7)							
Lessons learned from other Fellows (8)							
My Fellows Project (11)							
Other (please describe) (9)							

The following two questions ask about your use of the specific Fellows Retreat modules. Please answer as best as you can remember.

How useful have the following Fellows Retreat modules been to you and your career?

	Extremely useful (1)	Very useful (2)	Moderately useful (3)	Somewhat useful (4)	Not useful at all (5)	N/A (6)	I don't remember (7)
Partnership building (1)							
Collaborative research (2)							
Cross-cultural learning (3)							
Situation assessment (4)							
Facilitation strategies (5)							
Conflict management (6)							
Communication planning and engagement (7)							
Leadership (8)							
Participatory monitoring and evaluation (9)							
Defining collaborative conservation (10)							

Currently, how much of the Training Retreat modules do you feel like you remember?

	Remember most (2)	Remember half (3)	Remember little (4)	Don't remember at all (5)	N/A (6)
Partnership building (1)					
Collaborative research (2)					
Cross-cultural learning (3)					
Situation assessment (4)					
Facilitation strategies (5)					
Conflict management (6)					
Communication planning and engagement (7)					
Leadership (8)					
Participatory monitoring and evaluation (9)					
Defining collaborative conservation (10)					

The following two questions ask about the impact of the Fellows Program (e.g., trainings, meetings, social events & funding) on your Fellows Project (i.e., individual and team projects supported by the Fellows Program). Please indicate how much you agree or disagree with the following statements about the impact of the Fellows Program on your Fellows Project.

My participation in the Fellows Program...

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	N/A (6)	I don't remember (7)
Increased my integration of conservation considerations into my Fellows Project (1)							
Increased my integration of livelihood considerations into my Fellows Project (2)							
Increased my integration of collaboration into my Fellows Project (3)							
Made my contribution to the Fellows Project more innovative (4)							
Provided a network that I utilized for my Fellows Project (7)							
Improved my ability to work with a diversity of people in my Fellows Project (8)							
Strengthened my leadership of my Fellows Project (9)							
Improved my ability to meet the needs of communities where I conducted my Fellows Project (10)							

In hindsight, how useful were the various elements of the Fellows Program for your Fellows Project outcomes?

	Extremely useful (1)	Very useful (2)	Moderately useful (3)	Somewhat useful (4)	Not at all useful (5)	N/A (6)	I don't remember (7)
Tools taught in Fellows Training retreat (1)							
Teamwork time in Fellows Training retreat (2)							
Fellowship funding (3)							
Being recognized as a CCC Fellow (4)							
CCC requirement to address conservation and livelihoods (5)							
Networking with Fellows (6)							
Monthly or quarterly Fellows meetings (7)							
Lessons learned from other Fellows (8)							
Other (please describe) (9)							

The following questions ask about your Fellows Project. Please answer as best as you can remember.

How collaborative was your Fellows Project?

- Extremely collaborative (1)
- Very collaborative (2)
- Moderately collaborative (3)
- Somewhat collaborative (4)
- Not at all collaborative (5)
- I don't remember (6)

How well integrated were conservation and livelihood considerations in your Fellows Project?

- Almost entirely livelihoods focused (1)
- More livelihoods than conservation (2)
- Equal integration of conservation and livelihoods (3)
- More conservation than livelihoods (4)
- Almost entirely conservation focused (5)
- I don't remember (6)

Please indicate how much you agree or disagree with the following statements.

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	I don't remember (6)
My Fellows Project helped build community capacity to deal with conservation issues (1)						
My Fellows Project was more relevant to the local community because it was collaborative (2)						

Did your Fellows Project continue after you left the project team?

- Yes (1)
- No (2)
- I don't know (3)

Please tell us who the primarily parties involved in the development of the Fellows Project goals were. (Check all that apply)

- Myself (1)
- Local community members (2)
- Other conservation workers (3)
- Other students or faculty (4)
- Other government workers (5)
- Other (please describe) (6) _____

Please indicate which, if any, boundaries you worked across during your Fellows Project. (Check all that apply)

- Administrative (1)
- Cultural (2)
- Disciplinary (3)
- Linguistic (4)
- Other (please describe) (5) _____

Is there anything else you would like to share about the CCC Fellowship?

Appendix 3. 10-Year Retrospective Study: Semi-Structured Interview

We'd like to know whether the Fellowship has affected you professionally.

1. Can you tell me a little about what you do currently? Would you classify your work as still involved in conservation?
 - a. Have you been involved with the CCC Fellows Program at all since you participated? If so, how?
2. Have you incorporated any tools or insights from your fellowship experience into your work since you were a Fellow? If so, what have those looked like?
 - a. What aspects of the fellowship provided those insights?
 - b. Have those insights changed how you work or what you work on? If so, how?
 - i. Do you feel like you've had greater impact in your work due to the fellowship? If so, can you provide some examples?
 - ii. Do you feel like the fellowship impacted your leadership specifically? If so, how so?
3. Do you feel like your ability and/or willingness to engage in collaboration has been influenced by your experience in the fellowship? If so, in what ways?
 - a. Is how you collaborate different from how you collaborated before the fellowship?
 - b. Where there aspects of the fellowship (Fellows project, training, etc.) that contributed to that change in your collaboration? If so, which ones?
4. Overall, what affects your decision whether to work collaboratively now?
 - a. Is that different from before you did the fellowship?
5. Do you feel collaboration is effective for your work?
 - a. Tell me more - in what ways does it work, in what ways does it not?
6. Can you tell me the reasons that you applied for and participated in the fellowship?
 - a. Were those expectations met? How so? How not?
7. In hindsight, what would have been valuable to you that wasn't offered by the Fellows Program? What do you wish the Program had done that it didn't do?
8. Do you know how your project continued after you left? What long-term impacts resulted from the project, to your knowledge?
 - a. Did you experience any challenges (that restricted your ability to) evaluating your impacts? What supports improved your ability to evaluate impact?
 - b. Who was in charge of impact evaluation? How was impact evaluation sustained over the long-term?
9. Is there anything we haven't talked about yet that you think it's important we hear?

Appendix 4. List of Fellows and Projects by Cohort (2009-2018)

Cohort 1	Fellow Type	Project Title	Location
Bhatkhisig Baival	Graduate fellow	Community-Based Rangeland Management (CBRM) and Pastoral Resilience	Mongolia
Adam Beh	Graduate fellow	Photovoice and Conservation Education in Kenya	Kenya
Ashley Cobb	Graduate fellow	An Evaluation of Collaborative Climate Change Scenario Planning in Land Management Agencies	U.S.
Esther Duke	Graduate fellow	Exploring a Payment for Ecosystem Services (PES) Program in a World Heritage Site, Panama.	Panama
Sarah Maisonneuve	Graduate fellow	Human-Elephant Conflict in Ruaha, Tanzania	Tanzania
Arren Mendezona	Graduate fellow	Acceptability, Conflict, and Support for Coastal Resource Management in Cebu, Philippines	Philippines
Patricia Orth	Graduate fellow	Evaluating the Progress and Success of Collaboratives in Colorado	Colorado
Joana Roque de Pinho	Graduate fellow	Wildlife and Livelihoods through Maasai Eyes: A Participatory Film Project in Maasailand, Kenya	Kenya
Aleta Rudeen	Graduate fellow	Lessons from an Inactive Collaborative Group, Colorado	Colorado
April Wackerman	Graduate fellow	Understanding How to Facilitate Paradigm Shifts in the Construction Industry	Colorado
Josh Goldstein	Faculty fellow	Developing Business Strategies for Conservation on Working Ranchlands, Front Range, CO	Colorado
Liba Pejchar	Faculty fellow	Reintroducing Avian Frugivores to Restore Ecological and Cultural Services, Hawaii	Hawaii
Heidi Steltzer	Faculty fellow	Improving the Communication of Scientific Knowledge to Diverse Audiences	Colorado
Ed Ironcloud III	Practitioner fellow	The Role of the Buffalo in Lakota Conservationism	South Dakota
Jeff Jones	Practitioner fellow	Private Land Conservation Law and Policy	Colorado
David Ole Nkedianye	Practitioner fellow	Linking Maasai Communities and Conservation Organizations to Enhance Mutual Participation	Kenya
Eric Anderson	Intern		
George Foster	Intern		
Adam Miller	Intern		
Lindsay Simpson	Intern		

Cohort 2	Fellow Type	Project Title	Location
Patrick Bixler	Graduate fellow	Collaborative Conservation in the Blackfoot Valley: Transferring the Place-based Model	Montana
Gabriela Bucini	Graduate fellow	Sustaining Conservation Using Geo-Spatial Techniques, Guinea Bissau	Guinea Bissau
Angie Fuhrmann	Graduate fellow	Collaborative Indigenous Land Titling in the Peruvian Amazon	Peru
Heidi Huber-Stearns	Graduate fellow	Engaging Stakeholders in Payments for Ecosystem Services (PES), Panama.	Panama
Kathie Mattor	Graduate fellow	Factors Influencing the Adoption of Stewardship Contracting for National Forests	Colorado
Gregory Pierce	Graduate fellow	Cognitive Models as Dynamic Resources for Local Adaptions to Climate-Induced Changes, Nepal	Nepal
Jason Ransom	Graduate fellow	Conservation of an Ungulate through Grassroots Collaboration of Pastoralists and Scientists	Mongolia
Carl Reeder	Graduate fellow	GIS Training Website to Improve the Conservation Capabilities of Land Management Institutions	Ethiopia
Faith Sternlieb	Graduate fellow	Mapping Collaborative Governance: The Confluence of the Right to Water and Environ. Protection	Colorado
Brett Bruyere	Faculty fellow	Perceptions of Wildlife Parks by Youth Who Live Near Them: A Study in Samburu, Kenya	Kenya
Tony Cheng	Faculty fellow	Examining Collaborative Public Forest Stewardship in Multi-Level Governances in the U.S.	U.S.
Maria F. Gimenez	Faculty fellow	Collaborative and Participatory Research on Rangelands in Mongolia and Spain	Mongolia, Spain
Dieter Erdmann	Practitioner fellow	Private Land Conservation Incentives with Municipal Investments to Promote Agricultural Water Sharing	Colorado
Art Goodtimes	Practitioner fellow	Watershed Calculated Revenue Offsets for Ecosystem Services for Private Ranches	Colorado
Hill Grimmett	Practitioner fellow	A Marketing Action Plan for Local "Conservation Beef"	Colorado
Lee Scharf	Practitioner fellow	Identify Prospective Tribal Professionals Interested in Leading Collaborative Efforts on Tribal Lands	U.S.
Nick Clarke	Intern		
Jonathan Fanning	Intern		
Adam Miller	Intern		

Cohort 3	Fellow Type	Project Title	Location
Karie Boone	Graduate fellow	International Networks: Confronting Climate Change Through Food Sovereignty	Nicaragua
Emily Eddins	Graduate fellow	Impacts of Volunteer Tourism on Host Communities' Sustainable Livelihoods, Panama	Panama
Rachel Gibson	Graduate fellow	A New Community Energy Model: FortZED Community Energy Initiative	Colorado
Kelly Hopping	Graduate fellow	Integrating Forms of Climate Change Knowledge to Sustain Livelihoods and Conserve Ecosystems	Tibet
Clement Lenachuru	Graduate fellow	Climate Change Impacts on the Spread of <i>Prosopis juliflora</i> on the Ilchamus Pastoral lands, Kenya	Kenya
Katie Lyon	Graduate fellow	Communication Tools for Overcoming Barriers to Defensible Space Behaviors, Colorado	Colorado
Gloria Summay	Graduate fellow	Investigating Conflict Between National Parks and Local Communities, Comparison of Tanzania and CO	Tanzania/CO
Kate Wilkins	Graduate fellow	Understanding Local Community Attitudes Toward Great Sand Dunes National Park, Colorado	Colorado
Gillian Bowser	Faculty fellow	International Women's Collaboratorium	Colorado
Jessica Clement	Faculty fellow	Integrating Social Science to Benefit Large Landscape-Scale Planning, Bridger Teton NF, Wyoming	Wyoming
Stuart Cottrell	Faculty fellow	Collaborative Conservation for Sustainable Nature-Based Tourism: Vilsandi National Park	Estonia
Sara Reed	Faculty fellow	A Citizen Science Protocol for Monitoring Mammal Habitat Use on Private Lands	Colorado
Marcela Velasco	Faculty fellow	The Environmental Governability Practices of Marginalized Ethnic Populations in Colombia	Columbia
David Bartecchi	Practitioner fellow	A Practical Model for Supporting Local Community-Based Natural Resource Conservation Organizations	Colorado
Lindsay Ex	Practitioner fellow	Building a Network for Cross-Disciplinary Engagement in Conservation	Colorado
Sarah Hamman	Practitioner fellow	Handbook of Resources for Hosting a Statewide Prescribed Fire Council Conference	Washington
David Jessup	Practitioner fellow	Restoration Techniques on an Irrigated Hay Field with Depleted Soil	Colorado
Karen Snider	Practitioner fellow	Routes for Individual Empowerment, with a Focus on Local Food and More Sustainable Lifestyles	Colorado
Brittany Bernard	Intern		
Matt Burnam	Intern		
Connor Jandreau	Intern		
Sarah MacGregor	Intern		
Conrad Marshall	Intern		
Ashley Saltzgeber	Intern		

Cohort 4	Fellow Type	Project Title	Location
Erica Goad	Graduate fellow	Wildlife Habitat Use and Rural Development, CO	Colorado
David Knight	Graduate fellow	Educator Involvement in Collaborative Governance, Philippines	Philippines
Theresa Jedd	Graduate fellow	Crown of the Continent Multi-Level Collaboration, MT, BC	Montana, Canada
Matt Luizza	Graduate fellow	Mapping and Modeling Ecosystem Services, Ethiopia	Ethiopia
John McGreevy	Graduate fellow	Cultural Understanding and Reforestation Efforts, Haiti	Haiti
Kristen Pelz	Graduate fellow	Monitoring Forest Restoration at a Landscape Scale, CO	Colorado
Tungalag Ulambayar	Graduate fellow	Outreach to Pastoral Nomads and Young Researchers, Mongolia	Mongolia
Khishig Jamiyansharav	Faculty fellow	Collaborative Outreach: MOR2 Project, Mongolia	Mongolia
Sebastian Africano	Practitioner fellow	Developing More Sustainable Sources of Income for Haitian Farmers through Agroforestry	Haiti
Marie Gladue	Practitioner fellow	Creating a Plan of Action and a Process to Revitalize and Sustain a Navajo Community (Hozho).	Arizona
Emily Kachergis	Practitioner fellow	A Collaborative Process to Make Adaptive Decisions for the USDA Central Plains Experimental Range	Colorado
Kim Langmaid	Practitioner fellow	Collaborative Visioning/Planning Process for the Management of the Eagle River Headwaters	Colorado
Richard Sherman	Practitioner fellow	Indigenous Stewardship Model	Pine Ridge Reservation, South Dakota
Michael Brydge	Intern		
Kristy Glenn	Intern		
Alicia Myers	Intern		
Laura Whitney	Intern		
Amber Weimar	Intern		

Cohort 5	Fellow Type	Project Title	Location
Marianna Castiaux	Graduate fellow	Sustainable Composting Scheme for Coffee Harvest Waste, Mexico	Mexico
Melinda Clark	Graduate fellow	Evaluating a Conservation Health Model, Indonesia	Indonesia
Jamie Fuller	Graduate fellow	Collaborative Agent-Based Modeling: Livelihood and Land Use Change, Papua New Guinea	Papua New Guinea
James Hale	Graduate fellow	Exploring the Barriers to Urban Agriculture Collaborations, Colorado	Colorado
Jennifer Higgins	Graduate fellow	Brucellosis Disease Control and Livelihood and Ecosystem Health, Mongolia	Mongolia
Megan Matonis	Graduate fellow	Collaborative Learning and the Uncompahgre Partnership, Colorado	Colorado
Andrew Spencer	Graduate fellow	Evaluation of the Fire Learning Network Training Program, U.S.	U.S.
Eduardo B. Moron	Faculty fellow	Social/Biological Connectivity Through Trail Networking, Mexico	Mexico
John Rizza	Faculty fellow	Land Stewardship Training for Small Acreage Landowners, Colorado	Colorado
Jen Solomon	Faculty fellow	Socio-Cultural Drivers of Plastic Consumption, Belize	Belize
Lacey Gaechter	Practitioner fellow	Tribal Renewable Energy Start-up Business in the Energy Conservation Field	South Dakota
Katherine Hamilton	Practitioner fellow	Curriculum for a Field-Based Course on Payments for Ecosystem Services (PES)	Costa Rica
Jenna Gullede	Intern		
Kelly McNab	Intern		
Alexandra Todd	Intern		

Cohort 6	Fellow Type	Project Title	Location
Patrick Bixler	Graduate fellow	Investigation of Transference of Collaborative Methods	U.S.
Ashley Cobb	Graduate fellow	Collaboration on a Tribal National Park, Pine Ridge Reservation	South Dakota
Justin Lee	Graduate fellow	Private Land Stewardship Incentives for Conserving Great Green Macaw Habitat	Ecuador
Anna Mangan	Graduate fellow	Assessing Bird-Mediated Ecosystem Services and Disservices in CO Orchards	Colorado
Stacia Sydoriak	Graduate fellow	Local/Gendered Collaboration in Hydraulic Fracturing Land Use Policy and Procedure	Colorado
Rebecca Thomas	Graduate fellow	Traditional Ecological Knowledge and the Conservation of the Hawai'ian Crow	Hawaii
Jon Trimarco	Graduate fellow	Desertification Management Actions Blending TEK and Scientific Knowledge	Kenya
Michael Verdone	Graduate fellow	Using Economics in Collaboration to Restore Degraded Landscapes	Uganda/ Ethiopia
Retta Bruegger	Faculty fellow	Collaborative Adaptive Management Strategies for Sage Grouse Conservation	Colorado
Greg Newman	Faculty fellow	A Citizen Science Web-Based Portal for the CCC Atlas project	Colorado
Candace Ducheneaux	Practitioner fellow	Collaborative Water Restoration and Networking, Cheyenne River Sioux tribe	South Dakota
Howard Hallman	Practitioner fellow	Citizen Science Monitoring Program for Forest Health, Summit County	Colorado
Julius Mbuta	Practitioner fellow	Elephant Crop Raiding Mitigation with Bee Hive Fencing	Kenya
Tanmay Telang	Practitioner fellow	Community-Based Business Project for Zero Waste Rice Farming	Vietnam
Brenna Hassing	Intern		
Carrie Olson	Intern		
Ryan Reese	Intern		

Cohort 7	Fellow Type	Project Title	Location
Team Alaska			
Matt Luizza	Graduate fellow	Identifying Threats to Subsistence Livelihoods in Interior Alaska (Team)	Alaska
Paul Evangelista	Faculty fellow	Identifying Threats to Subsistence Livelihoods in Interior Alaska (Team)	Alaska
Darcie Warden	Practitioner fellow	Identify Threats to Subsistence Livelihoods in Interior Alaska (Team)	Alaska
Team Belize			
Angelia Lane	Graduate fellow	Impacts of Community-Based Agroforestry in the Maya Golden Landscape (Team)	Belize
Sarah McCarthy	Graduate fellow	Impacts of Community-Based Agroforestry in the Maya Golden Landscape (Team)	Belize
Jennifer Solomon	Faculty fellow	Impacts of Community-Based Agroforestry in the Maya Golden Landscape (Team)	Belize
Kenny Cal	Practitioner fellow	Impacts of Community-Based Agroforestry in the Maya Golden Landscape (Team)	Belize
Lee McLoughlin	Practitioner fellow	Impacts of Community-Based Agroforestry in the Maya Golden Landscape (Team)	Belize
Individuals			
Cooper Farr	Graduate fellow	Citizen-Science Monitoring to Encourage Community Involvement in Urban Conservation	Colorado
Dominique M. David-Chavez	Graduate fellow	Building Partnerships for Science Education and Conservation in Indigenous Communities	Caribbean
Rekha Warriar	Graduate fellow	Sustainable Human-Wildlife Conflict Strategies in a Tiger Conservation Landscape	India
Cary Weiner	Faculty fellow	The Rural Community Energy Assessment Project	Colorado
Heidi Kretser	Practitioner fellow	Adoption of Land-Use Planning Tools for Conserving Biodiversity and Livelihoods	New York
Shannon Spurlock	Practitioner Fellow	Opportunities and Challenges for Reclaimed Water in Colorado Agriculture	Colorado
Grete Wilson-Henjun	Intern		

Cohort 8	Fellow Type	Project Title	Location
Team Honduras			
Cheri Smarr-Foster	Graduate fellow	The Intersections of Voluntourism, Conservation and Livelihoods, Utila, Honduras	Honduras
Erin McCready	Undergraduate fellow	The Intersections of Voluntourism, Conservation and Livelihoods, Utila, Honduras	Honduras
Keri Brondo	Faculty fellow	The Intersections of Voluntourism, Conservation and Livelihoods Utila, Honduras	Honduras
Arlene Hill	Faculty fellow	The Intersections of Voluntourism, Conservation and Livelihoods Utila, Honduras	Honduras
Suzanne Kent	Faculty fellow	The Intersections of Voluntourism, Conservation and Livelihoods Utila, Honduras	Honduras
Luis Chevez	Practitioner fellow	The Intersections of Voluntourism, Conservation and Livelihoods in Utila, Honduras	Honduras
Andrea Albergoni	Practitioner fellow	The Intersections of Voluntourism, Conservation and Livelihoods Utila, Honduras	Honduras
Team Kenya			
Kendra Sharp	Faculty partner	International Pastoralist Network to Identify and Share Landowner-Led Collaboratives	Kenya
Hannah Gosnell	Faculty fellow	International Pastoralist Network to Identify and Share Landowner-Led Collaboratives	Kenya
Johnny Sundstrom	Practitioner fellow	International Pastoralist Network to Identify and Share Landowner-Led Collaboratives	Kenya
Paul Meilara	Practitioner partner	International Pastoralist Network to Identify and Share Landowner-Led Collaboratives	Kenya
Gary Burnett	Practitioner partner	International Pastoralist Network to Identify and Share Landowner-Led Collaboratives	Kenya
Individuals			
Rina Hauptfeld	Graduate fellow	Building Citizen Science Best Practices for Marine Protected Areas in Central Visayas, Philippines	Philippines
Quy Khuc	Graduate fellow	Comprehensive Solutions to Conserve <i>Pteropus vampyrus Linnaeus</i> at U Minh Thuong National Park	Viet Nam
Hailey Wilmer	Graduate fellow	Examining Social Learning As A Key Process within Collaborative Adaptive Grazing Management	Colorado
Jana Raadik-Cottrell	Faculty fellow	Second Homeowner Engagement Supporting Healthy Communities and Protected Area Management	Estonia
Gailmarie Kimmel	Practitioner fellow	Member-Owner Engagement with Poudre Valley Community Farms, a Farmland Cooperative	Colorado

Cohort 9 - Teams	Fellow Type	Project Title	Location
Team Colorado			
Randy Johnson	Practitioner fellow	Community Biomass Enterprise Development Team (2-3-2 Cohesive Strategy Forest Partnership)	Colorado
Tim Reader	Practitioner fellow	Community Biomass Enterprise Development Team (2-3-2 Cohesive Strategy Forest Partnership)	Colorado
Andra Thaden	Undergraduate fellow	Community Biomass Enterprise Development Team (2-3-2 Cohesive Strategy Forest Partnership)	Colorado
Team Kenya			
Kevin Jablonski	Graduate fellow	Increase Collaborative Capital of Lion Guardians	Kenya
Kailey Carlson	Undergraduate fellow	Increase Collaborative Capital of Lion Guardians	Kenya
Philip Briggs	Practitioner fellow	Increase Collaborative Capital of Lion Guardians	Kenya
Team Ethiopia (1)			
Cara Steger	Graduate fellow	Collaborative Modeling to Understand Shrub Encroachment	Ethiopia
Jake Marinkovich	Undergraduate fellow	Collaborative Modeling to Understand Shrub Encroachment	Ethiopia
Admassu Getaneh	Practitioner fellow	Collaborative Modeling to Understand Shrub Encroachment	Ethiopia
Team Ethiopia (2)			
Bethlehem Astella	Graduate fellow	Livelihoods/Conservation Outcomes of a Collaborative Conservation Business Model	Ethiopia
Katie Langemeier	Undergraduate fellow	Livelihoods/Conservation Outcomes of a Collaborative Conservation Business Model	Ethiopia
Zerayehu Endalew	Practitioner fellow	Livelihoods/Conservation Outcomes of a Collaborative Conservation Business Model	Ethiopia
Team Mongolia			
Cynthia Brown	Faculty fellow	Mongolian Sustainable Rangeland Collaborative	Mongolia
Oliver D’Orazio	Undergraduate fellow	Mongolian Sustainable Rangeland Collaborative	Mongolia
Bulgamaa Densambuu	Practitioner fellow	Mongolian Sustainable Rangeland Collaborative	Mongolia



FELLOWS PROGRAM 10-YEAR REPORT

SUPPORTING DOCUMENTS –

LOCATED ON THE CCC WEBSITE

([HTTPS://COLLABORATIVECONSERVATION.ORG/FELLOWS-PROGRAM-10-YEAR-REPORT-SUPPORTING-DOCUMENTS/](https://collaborativeconservation.org/fellows-program-10-year-report-supporting-documents/))

- [CCC Fellows Program Structure and Process \(2009-2018\)](#)
- [Cohort 9 Request for Proposals](#)
- [Cohort 9 Training Retreat Agenda and Session Descriptions](#)
- [Summary of Fellows Products](#)
- [Cohort 9 Final Project Reporting and Evaluation Questions](#)
- [CCC Fellows Awards by CSU Department within Cohorts 1-9](#)





Skyelander, K., Hauptfeld, R., and Jones, M. (2020). 10-Year Review of the Center for Collaborative Conservation Fellows Program: An Assessment of Impacts. Center for Collaborative Conservation. Warner College of Natural Resources. Colorado State University.



WARNER COLLEGE
OF NATURAL RESOURCES
COLORADO STATE UNIVERSITY

CENTER FOR COLLABORATIVE CONSERVATION