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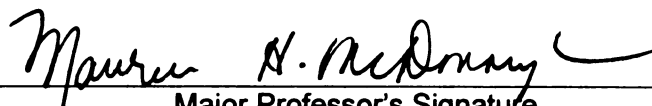Working Relationships

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Dialogue with Diversity: Developing A Model for Natural Resource Professionals and Citizens to Use to Develop Solid Working Relationships

By

Lee S. Nancarrow

A THESIS

Submitted to
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ABSTRACT

DIALOGUE WITH DIVERSITY: DEVELOPING A MODEL FOR NATURAL RESOURCE
PROFESSIONALS AND CITIZENS TO USE TO DEVELOP SOLID WORKING
RELATIONSHIPS

By

Lee S. Nancarrow

Public participation in natural resources has a long history of being legally
mandated, with legislation in place since at least 1946. This process of participation
however, has been painfully slow and has not been effective.

In response to past participation shortcomings, the Department of Forestry at
Michigan State University, in conjunction with the Michigan Department of Natural
Resources and the USDA Forest Service, undertook a project to address these
shortcomings. The project had two components. The first was a series of workshops.
The objectives of the workshops were to bring forestry professionals together with people
who would be considered unengaged in natural resource issues, to find out what people
want from urban and community forestry, to find out why people are not involved and
finally, to find out how these people would like to be involved.

The second component was an evaluation of the workshops. The objectives of the
evaluation were to find out if people thought a process using small group discussions was
a good way for citizens and natural resource professionals to work together on decision-
making issues and to determine the participants' views on the format for the workshops.

The overall goal of the project was to develop a model that forestry and other
natural resource professionals can use to better work with citizens. This thesis describes
the workshops and presents the results of the evaluation.

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CHAPTER ONE: INTRODUCTION

On the surface, the concept of citizen participation would seem to hold almost universal appeal. In today's society, who would oppose an idea that empowers people and gives them the ability to actively participate in making decisions? The problem is that many participation attempts are simply "on the surface". That is, although in a democratic society people may not overtly oppose public participation, the concept is often not actively promoted, especially by those in power (Ghai 2001). This results in the power holders making many decisions, often to the detriment of many segments of society, including minorities.

But exactly what is citizen participation? Is it simply the opportunity to express one's opinion, no matter how insignificantly one is heard? Is it the right to choose from a pre-selected list of options, created by those in power? The answer to these questions is no. These are not examples of acceptable citizen participation. Arnstein (1977) states that citizen participation is "...the means by which they (have-not citizens) can induce significant social reform which enables them to share in the benefits of the affluent society". For participation opportunities to be effective they must be genuine, they must allow for the expression of different values and opinions and they must offer the opportunity to affect change and decision-making.

The problems with past participation attempts and methods exist in many areas of society, including natural resources and forestry. Although public participation in natural resource issues has been legally mandated for over 55 years, the process of developing meaningful public participation opportunities has been painfully slow. As Clark and Stankey (1976) note, "One of the most significant changes in resource management in

North America in the past decade has been the increasing importance of citizen participation in the decision-making process". This quote is over 25 years old, and is just as relevant today is it was when it was published.

Over the past 40 to 50 years, the percentage of the population living in rural areas has decreased, while the percentage of the population living in urban and (especially) suburban areas has increased. As people move further away from rural areas, there has been an increased desire on the part of both citizens and natural resource management agencies to get more people involved in urban and community forestry decision-making and other activities (Clark and Stankey 1976; Knopp and Caldback 1990). These efforts are coming from two directions. The first is from a public with an increased desire to be heard and to have their desires met. Secondly, there is a segment of the natural resource profession that recognizes the need to involve citizens. Although these efforts have noble objectives, they tend to fail in two main areas. The first failure occurs in attempts to obtain diverse citizen participation. This lack of diversity may relate to ethnic diversity, but not exclusively. Oftentimes, the problem is simply that the same people get involved in a particular natural resource issue, without any new people getting involved. Too frequently, the participants in forestry issues do not fully represent the population of the communities in which they live.

The other major problem with past attempts at obtaining citizen participation in natural resource issues is that in many cases, they simply do not work. Many different types of participation methods have been attempted over the years, but they have often failed to meet the desired objectives, for various reasons, which will be explored later.

It has become clear that there is a significant need to develop new ways of successfully and meaningfully involving the public (Sirmon et al. 1993). The project described in this thesis attempted to address the problems with past participation methods. The Department of Forestry at Michigan State University, in conjunction with the Michigan Department of Natural Resources, held four pilot workshops in Michigan communities in late 1999 and early 2000. The purpose of these workshops was to bring forestry professionals together with citizens who would be considered not engaged in, or not represented in, urban and community forestry issues. With the success of the pilot workshops, the program was expanded nationally with the assistance of the United States Department of Agriculture (USDA) Forest Service.

By studying past attempts to involve the public in natural resource issues, this project attempted to find a better way to involve members of the public in a meaningful dialogue with natural resource professionals, as well as with other citizens who might hold opposing viewpoints. The approach utilized in this project was to use small group discussions, led by a trained facilitator, as a more effective way to get citizens and natural resource professionals to communicate with each other in a non-confrontational setting.

There were two important components of this project, the first being the workshops. Specific objectives of the workshops were to bring forestry professionals together with citizens who would be considered unengaged in forestry issues, to find out what people want from urban and community forestry (as well from the professionals who work in this field), to find out why people are not involved and finally, to find out how these people would like to be involved.

The other main component of this project was to evaluate the workshops. After the workshops were held, interviews were conducted with the workshop participants to obtain their feedback. There were two objectives of the evaluation. The first was to find out if the participants thought a process utilizing small group discussions was a good way for citizens and professionals to work together on natural resource issues and decision-making. The second objective was to determine the participants' views on the format and logistics of the workshops.

An overarching goal of the project itself was to develop a model that forestry and other natural resource professionals can use to reach out to the citizens who live in the communities that these professionals represent. The purpose of this thesis is to describe the workshops and to report the results of the evaluation.

CHAPTER TWO: LITERATURE REVIEW

BACKGROUND

Although some people might think that citizen participation in natural resource issues is a relatively new phenomenon, this could not be further from the truth. The Administrative Procedures Act of 1946 originally mandated public participation in governmental decision-making (Gericke and Sullivan, 1994). Tipple and Wellman (1991) refer to the 1950s as a "relatively closed system", in that there was not a great deal of public involvement. Citizens generally did not demand involvement until the 1960s, a period when people began to question many government decisions, both environmental and otherwise. The increased demand for more public involvement led to legislation directly related to environmental issues with the passage of the National Environmental Policy Act (NEPA) of 1969. This piece of legislation, along with the Forest and Rangeland Renewable Resources Planning Act of 1974, the Federal Land Policy and Management Act of 1976 and the National Forest Management Act (NFMA) of 1976, mandated public involvement in the process of government decision-making. Since that time, there has been an increase in citizen involvement in environmental issues, with many lawsuits having been filed against government agencies for not adhering to legally mandated requirements to actively involve citizens.

Unfortunately, the increase in laws directed at increasing public involvement has not necessarily resulted in the desired outcomes. Too often, the public does not perceive attempts at participation on the part of government agencies as being genuine. In some cases, agencies are simply carrying out their legal mandates to involve the public (Cortner and Shannon 1993; Susskind and Elliott 1981) without putting forth a good faith

effort to actually utilize public input. Reinke and Reinke (1973) make the distinction between informing the public and involving them. Informing them simply means telling people what an agency plans to do. This is not genuine participation. Conversely, involving indicates a sincere attempt to listen to citizens, to obtain feedback and to find out how professionals can better serve citizens. Taking involvement a step further, Knopp and Caldbeck (1990) note the important distinction between simply listening to citizens and actually allowing them to influence decision-making. Bengston et al. (1999) refer to this as "shared leadership". Arnstein (1977) warns of the danger of "participation without redistribution of power". Genuine participation not only means hearing from citizens, but also means incorporating their ideas and desires into the decision-making process. It is crucial that citizens find their participation opportunities to be fair (Smith and McDonough 2001). When citizens perceive participation opportunities as simply an effort on the part of an agency to fulfill its legal requirements, conflict and antagonism result (Kaplan and Kaplan 1983; Marshall 1977).

PARTICIPATION METHODS

There have been a myriad number of different methods of public participation, including citizen panels, surveys, committees, forums, workshops, meetings and public notices, among others. Perhaps the most common is the public hearing, which has been soundly criticized by authors for years. In a public hearing, an agency official speaks from a podium at citizens in response to a particular issue. Often, the issue is controversial, so there is already some mistrust and bad feelings on the part of the citizens. The main problem with public hearings is that there is very little opportunity for

any kind of two-way dialogue (Kaplan and Kaplan 1983; Smith et al. 1999). Citizens get very little opportunity to speak and if so, are often in a defensive position when they do so. The agency holds all the power (Kaplan and Kaplan 1983; Wagar and Folkman 1974). Berry (1981) compares public hearings to congressional hearings, and refers to them as "window dressing", simply an attempt to maintain that the agency has offered an opportunity for participation. But this form of participation is not genuine. King et al. (1998) take the criticism of public hearings a step further, calling them the least effective form of participation. Based on their research, they conclude that "Public hearings do not work".

Another common form of participation is the survey. Unfortunately, surveys also have drawbacks, including time and expense (Bengston et al. 1999). When used as a participation method, surveys also suffer from the problem of limited information. That is, the information that is requested of the survey recipient is limited to what is asked on the survey. The creator of the survey knows what questions he or she wants to ask, so there is usually no opportunity for the respondent to offer additional information. A clear danger exists in any form of communication that restricts, manages or controls the flow of information between professionals and citizens (Clark and Stankey 1976; King et al. 1998). Surveys generally do this. A possible solution to this is to ask open-ended questions, but most surveys do not extensively do this as it makes data compilation cumbersome, time consuming and not cost effective. When used as a research tool however, surveys can be effective as a means of obtaining information. This is in contrast to utilizing them as a participation method, which can actually stifle input.

If these and other methods do not work, then how is it that the public is to be involved? There have been very little data to indicate which participation methods are most effective (Force and Williams 1989; Gericke and Sullivan 1994). In addition, there is likely no "best" way to carry out participation (Hendee 1974; Sample 1993). Different situations may call for different forms of participation methods. This is especially true when dealing with diverse citizens (Ghai 2001). However, there is definitely a need for new ways for citizens to participate (Cupps 1977; Daniels and Walker 1996; Knopp and Caldback 1990) since so many past methods have been ineffective.

TWO-WAY COMMUNICATION

Many authors argue that the most effective form of participation is one that allows for a fruitful exchange of information between all participants and a two-way dialogue rather than the one-way flow of information that has traditionally been more prevalent (Cortner and Shannon 1993; Force and Williams 1989; Gericke and Sullivan 1994; Godschalk and Stiftel 1981; Kaplan and Kaplan 1983; King et al. 1998; Smith et al. 1999; Susskind and Elliott 1981; Tipple and Wellman 1991; Wellman and Tipple 1990). One–way communication lacks the opportunity for response and feedback, leading the recipient to feel as if he or she is being talked "at" rather than "with" (Arnstein 1977; Tipple and Wellman 1991). Two-way communication leads to collaboration, as the parties begin to work together to develop mutually agreed upon solutions. Further, this leads to the parties perceiving everyone involved as equals and implies a sharing of power, rather than all power residing with the "experts" (Force and Williams 1989; Furze et al. 1996; Selin and Chavez 1995). Many traditional forms of participation have led to

a high degree of mistrust of agency personnel on the part of citizens. Two-way

communication can alleviate a great deal of that mistrust and get people to work together

(Daniels and Walker 1996; Gericke and Sullivan 1994; Smith et al. 1999). The

alternative is confrontation, which unfortunately, has often been the typical way of

dealing with many environmental issues (Frear 1973).

AN EFFECTIVE MEANS OF INVOLVING CITIZENS

Perhaps the most effective manner to reach the goals of a successful participation

program that provides the opportunity for two-way communication is to involve

participants in small group discussions. As Bengston et al. (1999) assert, "It is through

discourse and deliberation that people discover and express social values, which can then

be incorporated into management". Small group discussions afford people the

opportunity to express these values and opinions. If properly facilitated, they allow the

participants to share opinions in a non-threatening manner, avoiding the confrontations

that often accompany some other forms of participation, particularly public hearings. In

a study carried out by Gericke and Sullivan (1994), USDA Forest Service personnel

found small group activities to be more effective than large meetings. Other authors have

made similar assertions. Based on the research these authors conducted, they conclude

that small group discussions are an effective means of achieving effective public

participation (Saunier and Meganck 1995; Smith et al. 1999; Wagar and Folkman 1974).

KEYS TO IMPLEMENTING TWO-WAY COMMUNICATION

Unfortunately, natural resource agency interaction with citizens is often the result of listening to a complaint or handling a problem (Johnston 1986). A way to resolve this is for natural resource professionals and the agencies for which they work to be proactive and to regularly communicate with the publics they represent, instead of being reactive and having to listen to a critical and angry public. There are several steps professionals can take to make themselves more accessible to the public. The first is simply to make themselves more available (Crafts 1973). It is important for professionals to make themselves known in the community and to not hide behind a desk or out in the field.

Another way professionals can be proactive is to solicit public comment rather than respond to it (Hendee et al. 1974). This demonstrates a professional's willingness to reach out, instead of waiting to be approached. This also helps to alleviate the possibility of an issue degrading into a problem. It is much easier to deal with an issue before it becomes a problem rather than having to resolve something after it has become a point of contention. Wellman and Tipple (1990) assert that the responsibility for communicating with citizens lies with agency professionals.

Additionally, professionals may need to be willing to make personal sacrifices in order to serve citizens' interests. This entails actually going *to* the citizens. For instance, not all citizens are available during business hours. Professionals may need to meet with people on weekends or during the evening (Fischer et al. 1993; King et al. 1998).

A key to successfully involving the public is to involve citizens early in the participation process (Kaplan and Kaplan 1983; Reinke and Reinke 1973; Smith et al. 1999). Early participation means allowing citizens to help develop alternatives and

possible solutions to an issue (Redelshemier 1996; Sample 1993; Sampson 1998). It is not acceptable (or effective) for professionals to develop alternatives and then present them to citizens. Citizens need to be present in the development of alternative solutions and they need to be involved from the early stages. Too often, public involvement has occurred late in the decision-making process (Godschalk and Stifel 1981; Randolph 1987). This will simply anger citizens, rather than making them feel as though they are integral components of a team. Arnstein (1977) notes that this can make people feel as though they have "participated in participation". In short, people want to know that their participation matters (King et al. 1998; Knopp and Caldbeck 1990).

Citizens also want to see a tangible outcome from their participation (Frear 1973). They need to get some feedback from their participation, which again reinforces the perception that their participation matters (Fischer et al. 1993; Henning 1987).

Another integral component of the participation process is the sharing of information (Kaplan and Kaplan 1983). Information sharing must take multiple forms. Not only should professionals share information with citizens, but citizens can also have valuable information to share with the professionals (Sample 1993). Professionals must be willing to listen. Further, the information flow from the professionals to the citizens cannot be censored. That is, citizens deserve to have access to the same information that is available to the professionals (Frear 1973). It is not acceptable for professionals to only share the information they feel is necessary. This is not a meaningful information exchange. And as citizens and citizen groups become more involved, they will demand to have access to the same data that is available to agencies (Cupps 1977; Knopp and Caldbeck 1990). Too often in the past, agencies have purposely decided what

information they were willing to share (King et al. 1998). Working together with the public will force agencies to develop means to share relevant information in an appropriate manner (Henning 1987; Wellman and Tipple 1990). This is not something agencies have been very successful at in the past (Daniels and Walker 1996).

The sharing of information will lead to one of the objectives of effective two-way communication, that of mutual learning. To effectively develop two-way communication, there must be a system in place where citizens and professionals learn from each other. Often, people think that professionals have all of the information (Daniels and Walker 1996; Parker 1992). As was just discussed however, professionals can also learn a great deal from citizens. Another benefit accruing from mutual learning is that people tend to learn and retain more when they actively participate (Daniels and Walker 1996; Godschalk and Stiftel 1981; Wellman and Tipple 1990). Attending a public forum, listening to a speaker or watching a presentation do not offer the learning experience that an exercise in effective two-way communication can provide. Natural resource management agencies have always been good at designing activities that provide a one-way flow of information from the professional to the citizen through activities such as public hearings. However, they have not been successful at designing mechanisms that allow for the flow of information to, or the education of, professionals by citizens (Daniels and Walker 1996).

One of the key aspects of mutual learning is the ability of people to effectively work together. There are obviously many cases involving natural resource issues where the participants have held different views and objectives. For the world's natural resources to be managed, all interested people must have the opportunity to be involved,

and must be willing to collaborate with people holding opposing views (Kessler 1991; Loomis 1993). Natural resource management agencies need to make themselves open to hearing new ideas and viewpoints (Wellman and Tipple 1990). This helps the agency work more effectively with the public. There have been cases where natural resource professionals have thought the public was against the professionals, but in workshops led by Daniels and Walker (1996), they found that citizens wanted to work with, not against, agency personnel. Behan (1988) describes this process of citizens working together with professionals as "participative public involvement". Perhaps the most crucial aspect of getting people with differing views to work together is for agencies to not only embrace working with others, but to actually promote it (Landre and Knuth 1993). A perception exists that only professionals hold the power in making natural resource decisions (Nelson and Weschler 1996). This is often true, but citizens would be more likely to listen with an open mind to professionals if the discussion actually involved the citizens (Freemuth 1996). As Tipple and Wellman (1989) state, "...every public forest resource manager should learn how to work with the public to accomplish mutual objectives".

Involvement cannot simply be a one-time event (Kaplan and Kaplan 1983; King et al. 1998). Frequent opportunities to participate are necessary (Wagar and Folkman 1974). This leads to a continual process whereby professionals are interacting with community members (Behan 1988; Bengston et al. 1999; Landre and Knuth 1993; Maser 1994; Selin and Chavez 1995; Smith et al. 1999; Wagar and Folkman 1974; Wellman and Tipple 1990). Working relationships begin to develop. This continual interaction allows both parties an opportunity to express their viewpoints and offers the opportunity for the stakeholders to develop a shared vision of what they are attempting to accomplish.

People will not always agree, but by working together, they can resolve differences of opinion without an issue becoming contentious.

Of course, collaboration is not some magic formula that will instantaneously resolve all natural resource issues and conflicts. Certain individuals and groups will always find themselves disagreeing with a particular decision. This is inevitable in a democratic process (Cortner and Shannon 1993). Further, there will always be conflict regarding certain issues (Gerlach and Bengston 1994). This is not necessarily bad, however. The presentation of differing viewpoints creates a more dynamic process, whereby more equitable outcomes can be reached and more ideas for solving problems are brought forward.

Developing working relationships between individual citizens, organized groups and agency personnel takes time. It is highly unlikely to quickly change years of confrontation and dissention (Nelson and Weschler 1996). Nor is it easy (Knight and Landres 1998). It is important for participants to realize that it will take time, but the effort is worthwhile (Parker 1992). It is also important to realize that developing solutions to natural resource issues does not always require consensus (Daniels and Walker 1996; Wagar and Folkman 1974). Tipple and Wellman (1989) found that citizens have appreciated being involved in a decision-making process, even when the outcome was not to their liking. The point is that the citizens were provided genuine participation opportunities and they appreciated it, even if they did not agree with the eventual outcome.

Another important consideration to implementing effective two-way communication is that the participation process must make people feel good about being

involved, or they will not want to be involved in the future (Kaplan and Kaplan 1983). If people have been sincerely listened to, they will be more likely to want to be involved in future participation opportunities. Smith and McDonough (2001) refer to this simply as "fairness". They posit the notion that it is important for participants to perceive their participation as being fair. Even if all procedures have been followed correctly by administrators, participation efforts can still be considered unsuccessful if the participants do not feel they have been treated fairly.

REQUIREMENTS OF NATURAL RESOURCE PROFESSIONALS

Since natural resource agencies and managers are often perceived to be the ones possessing the most power in natural resource decision-making, it is imperative for managers to have the social skills necessary to work with a diverse citizenship. Perhaps the biggest impediment to successful working relationships between citizens and professionals is the lack of social skills on the part of the professionals. As far back as 1975, Stankey et al. stated that the greatest constraint on how professionals work with citizens was the skill with which the methods were applied. Several writers have professed that the most important of these social skills is the ability to communicate (Cortner and Shannon 1993; Johnston 1986; Saunier and Meganck 1995). An important aspect of communication is the ability to listen to others, particularly to those holding opposing viewpoints. This is something natural resource professionals have had difficulty with. The traditional approach was for professionals to explain to citizens what professionals thought citizens needed. Today, the manager must be adept at listening to

what citizens want. Obviously, there is a significant difference between the two approaches.

Managers also need to be creative in developing methods to involve the public (Cortner and Shannon 1993). As was mentioned, traditional public participation methods have not been very successful. As such, it becomes necessary for managers and agencies to become collaborators instead of simply being the "expert opinion" (Selin and Chavez 1995). There are many ways to involve the public. It is up to the professionals to develop and nurture alternative participation methods.

An important thing for managers to consider is that most citizens do not understand much of the jargon that is sometimes used by natural resource professionals. Therefore, it is crucial for professionals to speak in terms that citizens understand. This does not mean patronizing people (Wellman and Tipple 1993). It simply means being able to interpret scientific terms, ideas and theories so citizens can understand and respond to them (Sample 1993). If jargon must be used, it is important that it be explained (Fischer et al. 1993). By purposely using professional jargon and terminology not understandable to the layperson, professionals are discouraging the meaningful participation of the citizenry (Stankey et al. 1975). Some authors have witnessed this act in situations that were supposed to be promoting participation and the results were negative (Arnstein 1977; Cortner and Shannon 1993).

To achieve the goal of sincere and effective public participation in forestry issues, it is absolutely crucial for professionals to change traditional ways of thinking and attitudes toward working with the public. Knopp and Caldbeck (1990) refer to many foresters' actions as paternalistic, suggesting that foresters think they know the right

answers and can make the correct decisions. Too many foresters think they "know what's best for the forests" (Behan 1966). Writing almost a quarter of a century later, the same author stated that "professional forestry has not changed its fundamental perceptions in more than 200 years" (Behan 1990). This is a sad quotation, and one that must change since citizens are demanding more of a voice in matters concerning their natural resources.

A problem with many professionals' mindsets is that they often rely almost exclusively on natural science and ecological concerns, paying no heed to what the public wants. These professionals are relying too heavily on their natural science training, while neglecting the important aspects of social science. Even forest management plans that are biologically and perhaps financially feasible may not be implemented if the citizens that are affected by the plans do not approve of them (Bliss 2000; Clawson 1975; Loomis 1993). Crafts (1973) takes this point a step further. He writes, "Simply stated, foresters have trouble seeing the forest for the timber". This is certainly a severe statement, but it appears as though not much has changed in the past 25 plus years.

While attempting to get their points across to the public, foresters often attempt to "educate" the public, believing that if the public only understood what the foresters were saying, then they would most certainly agree with the views of the professionals (Bliss 2000). Unfortunately (or perhaps fortunately), this is not the case. Many foresters still feel as though only those with professional forestry training are qualified to offer input to natural resource decision-making (Clawson 1975). But perhaps the next examples offer some hope that this trend is changing.

In one occurrence, a professional forester speaking to a class of college freshman forestry students said: "We must have the guts to stand up and tell the public how their land should be managed. As professional foresters, we know what's best for the land" (Behan 1966). In another case, the assistant deputy minister of the Canadian Forest Service was speaking to foresters at a forestry convention when he told them to forget about educating the public and instead focus on listening to what it is the public wants (Jones et al. 1995). There is quite a difference between the two cases. Perhaps the most striking aspect of these two examples is the time difference. The first occurred in 1966 while the second occurred almost 30 years later.

The second example helps to illustrate that one important reason to listen to citizens is because citizens can also be qualified to help make decisions. Doble and Richardson (1992) conducted a study on solid waste disposal and the greenhouse effect and found that ordinary citizens could help make reasonable decisions even if they did not have professional training and even if they did not ordinarily keep abreast these issues. The authors compare citizens making natural resource decisions to jurors in a court case. In both examples, the citizens are not experts in the subject matter, yet in both instances, reasonable people can be entrusted to reach acceptable conclusions.

Other authors have also determined that citizens can reach reasonable decisions, but they may need the proper amount of information in order to do so. These authors stress the importance of having a shared base of language and knowledge from which to work (Hadden 1981; King et al. 1998). While some authors hold slightly different opinions on *how much* knowledge citizens need, all seem to agree that citizens are capable of, and must be able to, assist in decision-making.

At one time, citizens and interested groups probably were more accepting of leaving the management of natural resources to the professional (Bengston 1994). But beginning in the 1960s, people began to question blindly following those entrusted with power. Of course, this shift occurred in many areas of society, not solely in natural resource issues. But as the environmental movement began to grow, people wanted a voice in how their forests were managed. Unfortunately, the forestry profession has tended to resist change on many levels. In studying the history of the USDA Forest Service and the forestry profession itself, Twight and Lyden (1988) have found "that both involve commitment to a social establishment intended to do permanent things and thus be relatively permanent themselves". Obviously, this does not lend itself to acceptance of social change. Bengston (1994) asserts that the main reason for the challenge to traditional forestry today is its failure to embrace societal changes.

DIVERSITY AND VALUES

One of the important drivers behind the change toward more citizen involvement is the diversity of values held by many members of society. Foresters have long been criticized for attempting to resolve issues based exclusively on scientific evidence (Bultena and Hendee 1972). This trend is still present today. There are some values held by citizens that foresters might find unimportant, or irrational. There are people who may never actually see an old growth forest, who may never visit a national park, and who have no commercial interests in trees, yet they value forests simply because they know that forests exist (Wellman and Tipple 1990). A professional might consider this form of valuation impractical or irrational, but it cannot be ignored simply because the

professional wants to apply his or her own belief systems (Parker 1992). Professionals and the agencies for which they work must realize that preferences *do* matter and they cannot be ignored (Bliss 2000; Loomis 1993).

One of the reasons for the emphasis on values as they relate to forests is due partially to the increased diversity of the people interested in forestry. Traditionally, Caucasian males have dominated the profession of forestry. This is changing. More women and ethnic minorities are becoming increasingly interested in natural resources for several reasons, including careers, recreational opportunities and quality of life concerns. With this increase in diversity of participants comes an increase in ideas about how forests and other natural resources should be managed. Some may consider it burdensome to attempt to reach out to different members of society, but a wide range of ideas and input from a diverse cross section of society will more accurately represent the interests of society as a whole. Landry (2000) succinctly points out that homogenous populations find it difficult to be creative. They have problems finding different solutions to problems, especially in the face of a rapidly changing society. It is crucial for societies to embrace the creative differences of outsiders (Landry 2000). Further, it is better to be proactive and embrace diversity than it is to be reactive and face the problems of missed opportunity, conflict and higher economic costs (Ghai 2001).

WHY EMBRACE DIVERSITY?

Thus far, the argument has been presented that diversity in and of itself is positive. But why? The first possibility is that promoting diversity helps alleviate discrimination. This is certainly true. In the United States and in many other societies,

laws are passed that are supposed to protect citizens from discrimination. Many would argue that this is a good first step, but it is not enough. Ghai (2001) points out that as a minority, a group's interests and desires may be markedly different than those in the majority. Minority rights may need special attention beyond those of the majority if for no other reason than to offer a measure of fairness. Even when a minority group's concerns are addressed, there may not be enough individuals in the minority group to influence decision-makers. In such cases, people may need to have special measures taken to address their needs. The rationale behind offering special measures is not to give any particular group of people a bargaining advantage. Nor is it to correct for past mistakes or injustices. By offering minority groups special measures, the possibility exists that more minorities will participate. If an individual is the only person representing a particular group, he or she may become discouraged with how a process is progressing (Ghai 2001) and may drop out of the discussion. By increasing the opportunities for minority participation, increases can occur in new ideas and fruitful exchange, stimulating discussions and creating new opportunities that a single group may not have reached on its own. As noted author T.D. Jakes points out (1999), "The real opportunity to be enhanced comes when we are exposed to diversity. That diversity challenges narrow-mindedness and stimulates growth".

The second argument for embracing diversity is a practical one. United States Census Bureau statistics show that the demographics of the U.S. population are changing and are expected to continue to change. Table 1 illustrates population growth in the United States' four largest ethnic minorities from year 2000 actual census percentages to projections for 2010 and 2020. The data predict growth to occur in ethnic minority

populations in the U.S. in the near future. The Asian and Hispanic populations are expected to grow substantially, while the Black population is expected to grow marginally and the American Indian population slightly. These figures suggest that a greater proportion of the U.S. population will be an ethnic minority, and there will be a greater need to hear from these groups.

Table 1: Actual & Projected Minority Population Percentages

PERCENT OF TOTAL U.S. POPULATION				
Year	Black	Am. Indian	Asian	Hispanic
2000	12.3%	0.9%	3.6%	12.5%
2010	13.3%	0.9%	5.1%	14.6%
2020	13.8%	1.0%	6.0%	17.0%

Source: 2000 United States Census

It should be noted again that diversity is not limited to ethnic diversity. Social and income diversity are also important. While it is important to actively involve members of different ethnicities, it is also important to obtain input from members of different social and economic classes.

A DISCLAMER

Thus far, much of the information presented may seem critical of the natural resource profession in general, and of professional foresters in particular. This is certainly not the intent of this paper. It should be noted that effective public participation is not solely the responsibility of natural resource management agencies. Citizens also need to become active in issues in which they are concerned. Unfortunately, the role of the public has often been one of ambivalence (King et al. 1998). Not all people that are

contacted or that are aware of a participation opportunity will choose to get involved. This is to be expected. But if a participation program is able to generate interest among the public, then the program will have been a success. The objective should not be to get the opinion of *everyone*. This is impossible. Rather, the objective should be that everyone who wants to participate and express an opinion is given the opportunity to do so (Hendee et al. 1974). Since natural resource management agencies and the professionals that work for them are more active in these issues and have more authority, there is a greater responsibility for professionals to actively seek out and encourage citizen involvement.

SUMMARY

Over 30 years of literature has shown that public participation in natural resources is an extremely important issue. However, this issue has not been sufficiently or successfully addressed. Many past attempts to involve the public have not been successful. In some cases, participation efforts have been made simply to fulfill legal requirements. In other cases, the participation method was improper for the desired objective(s). At times, participation has been a one-time event rather than a relationship building exercise.

There are several possible causes of the problems with past participation efforts. Many professionals do not have the necessary skills to work with citizens on a daily basis. With the population changes that have already occurred in the U.S. and that are expected to continue, this is an important issue to deal with. Agencies often do not have the resources to devote to the issue of public participation. And oftentimes citizens do

not get involved in issues unless they are directly affected by them. Outreach is a possible solution to this, but nobody can force a citizen to participate.

The situation is not hopeless, however. The literature has shown that it is possible to successfully involve the public in natural resource issues and decision-making. The primary goal of this project was to develop a model that forestry and natural resource professionals could use to work with citizens. The approach undertaken in the project was to hold a series of workshops, using small group discussions led by a trained facilitator, as a more effective way to get citizens and natural resource professionals to communicate with each other in a non-confrontational setting. The objectives of these workshops were:

1. To bring forestry professionals together with citizens who would be considered not engaged or represented in forestry or other natural resource issues;

2. To find out what people want from urban and community forestry (as well as from the professionals who work in this field);

3. To find out why people are not involved and;

4. To find out how these people want to be involved.

Following the workshops an evaluation of the workshops was conducted. Interviews were held with the participants to obtain their feedback on the workshops. The objectives of the evaluation were:

1. To determine if the participants thought a process utilizing small group discussions was a good way for citizens and natural resource professionals to work together on issues and decision-making and;

2. To determine the participants' views on the format and logistics of the workshops.

CHAPTER THREE: METHODS

WORKSHOPS

A major consideration in conducting the workshop series was the desire to achieve uniformity in how the workshops were conducted. As will be discussed, this was not always possible, but it was certainly attempted.

SELECTING MICHIGAN COMMUNITIES

The communities in Michigan where workshops were held were carefully chosen. The locations were not chosen as individual sites, but were considered components of one program. A major objective was to get people from different socioeconomic backgrounds and to obtain ethnic diversity where possible. The first workshop was held in Marquette, which is one of the larger cities in Michigan's Upper Peninsula. This particular community was chosen for a few reasons. Because the community is heavily dependent on the natural resource industry, it was thought that there would be interest within the community in holding a workshop. Secondly, there are many forestry professionals who live and work in the area, so getting their participation would not be a problem. Finally, there is a small Native American population and it was thought that getting ethnic diversity might be possible.

The second workshop was held in Alpena, a small town located in the northeast section of Michigan's Lower Peninsula. Alpena was chosen for reasons similar to those in Marquette. Due to its dependence on the tourism and natural resource industries, it was thought that there would be interest in the community. There are also many natural

resource professionals in the area. And due to Alpena's location as a retirement area, it was hoped that age diversity would be achieved by getting retirees to attend.

The third workshop was held in Muskegon, a mid-sized town located on Lake Michigan in the Lower Peninsula. Unlike the first two workshops, there were some different reasons for choosing Muskegon. The first reason Muskegon was picked was because it was *not* a small rural community. Alpena is small and although Marquette is one of the larger Upper Peninsula cities, it still has a population of almost a third of Muskegon's. Here, it was hoped to get different viewpoints from those garnered in rural communities. Muskegon has small pockets of populations of different ethnic populations and it was hoped to obtain their participation.

The last Michigan workshop was held in downtown Detroit. Obviously a highly urbanized setting, Detroit was the last extreme on a rural-to-urban scale. Since residents of a large city have many different concerns than people living in a rural or mid-sized city, the views of Detroit's residents were highly valued. And as with the prior workshops, participant diversity was also sought.

SELECTING NON-MICHIGAN COMMUNITIES

As with the Michigan workshops, the non-Michigan workshops were also carefully chosen. It was again desired to get participation from people from different socioeconomic backgrounds, races and geographic areas. As such, attempts were made to hold workshops throughout the country. And as with Michigan, different sized cities were also chosen. Community sizes ranged from very small (Goodwater, AL) to mid-sized (Charleston, SC) to metropolitan (Bronx, NY). And also similar to Michigan, the

national communities were selected as components of one large program. They were not considered independently. Seven national workshops were held: Denver, CO, Newark, NJ, Charleston, SC, Atlanta, GA, Lincoln, NE, The Bronx, NY and Goodwater, AL.

Perhaps the most important consideration in planning the non-Michigan workshops was finding a local partner to help coordinate the event. It is extremely difficult to plan a workshop when the planner is located in a different state. One of the reasons for the success in the Michigan pilot workshops was due to the fact that the planners were reasonably familiar with the communities that were chosen. For some of the national workshops, the local partner was a community member active in local affairs, while in other instances it was a forestry professional who was knowledgeable about the community. The only requirement for this partner was that the person needed to be excited about the workshop and that the person had to be interested in taking an active (and sometimes even a leadership) role. In all of the workshops held nationally, an active partner helped to coordinate the event. Potential workshops in the following communities were not held due to the lack of a local partner: Flagstaff, AZ., Los Angeles, CA., Boise, ID, and Boston, MA.

ORGANIZING WORKSHOPS

Once a community was chosen in which to hold a workshop, a fairly standard process was followed in organizing it. The first step was often to contact the local chamber of commerce and speak with the director. After explaining the objectives of the program, the director was often able to make suggestions regarding where to hold the workshop. It was important to find a suitable location that was easy for people to find. It

was also important to find a location that was not threatening to the participants. The chosen location was usually either a community college (if available) or a community center, although in some cases, a hotel had to be utilized. Community colleges and community centers had a less formal environment, and seemed to make people feel more comfortable. Also, attempts were made to try to reserve rooms that were larger than might normally be needed for a meeting with the number of people who attended. With three or four small group discussions occurring simultaneously, the rooms tended to get noisy. Finally, it was important to schedule the meeting at a time that was convenient for people to attend (Fischer et al. 1993; King et al. 1998; Smith and McDonough 2001).

With one exception (Goodwater, AL was held during lunch hour), all of the workshops were held in the early evening and began with a light meal. The reasons for doing this were twofold: by offering a free meal, people might be more likely to attend. Something was desired on the part of the participants (their input), so it made sense to offer them something for their time. Second, by holding the workshops in the evening, more people were able to attend. The only people that mentioned evenings as being inconvenient were some of the forestry professionals, who would have preferred that the workshops be held during their working hours. Most professionals also acknowledged however, that it was probably necessary to hold the workshops during the evening so more citizens could attend. As the project progressed, it was determined that a manageable number of participants was 25 to 40 people, with a citizen to professional ratio of about eight or nine to three.

OBTAINING PARTICIPATION

Obtaining a diverse mix of citizen participants for a public gathering can be somewhat challenging (Slover 1996). This was certainly the case with the forestry workshops. One of the major goals of the workshops was to reach out to people who have not participated in forestry-related activities. Specifically, the participation of people who would be considered not engaged or underrepresented was desired. These participants could often be ethnic minorities since minority groups have often been left out of forestry discussions and decision-making. However, the participants did not necessarily have to be minorities. They could simply be anyone who has not participated in this type of activity in the past.

A problematic aspect of finding these people is that often, people who are interested in forestry (or any other topic, for that matter) are often already involved in the issue. The challenge was to find people who might be interested in becoming involved, but had not yet been involved. In the Michigan pilot workshops, several people said they had been concerned about forestry-related issues in the past, but had never gotten involved because either they had not been asked, or they did not know how to become involved (Force and Williams 1989). Another reason (although not as common as the others) for not getting involved was that people did not have the time to get involved due to other responsibilities in their lives (King et al. 1998). This was especially true in more economically disadvantaged communities. As one participant at the Detroit workshop mentioned, when people are trying to feed their families, they are not that concerned about the health of the trees in their neighborhoods.

The chamber of commerce director was usually helpful in identifying potential attendees. Most chambers of commerce have a directory of organizations for their community. These directories were helpful in finding contacts from various ethnic, community, social and civic organizations that might have people interested in attending. Most of these organizations have leaders who are active in community affairs. These people usually know whom to contact and were normally very helpful in finding potential attendees. Although the situation varied from one community to another, some common groups that were contacted include: community foundations, The League of Women Voters, NAACP, senior citizen groups, churches, local colleges, physically challenged groups, community organizations, block clubs and minority and ethnic groups (Appendix 1).

CONTACTING POTENTIAL ATTENDEES

Once people were identified, an invitation letter was sent to each person explaining the program and its objectives. If the letter was sent to the leader of an organization, the letter also extended an open invitation for other members of the organization to attend. Also included in the letter were directions and a map to the workshop location, as well as the project proposal, which further explained the program. In organizing the first workshop, cost to attendees was not mentioned. After receiving questions about the cost, subsequent letters stressed that the evening was free.

Approximately one week after the letters were sent, a phone call was made to each person to whom an invitation letter was sent, asking if he or she would be interested in attending, or if anyone from their organization might be interested. Sometimes these

people provided contact information for others who might want to attend. In this case, the same process was followed in contacting these individuals. It was very much a grassroots effort and a time-consuming one as well. Attempts were made to contact as many community leaders as possible, so that the search for attendees was thorough, but it is also possible that otherwise interested people may have been missed. No broad-brushed attempts to reach people, such as advertising, were made. Further, firm commitments from people who were interested in attending were desired so the number of people to expect could be gauged. To that end, all people who committed were contacted a few days before each workshop, as a reminder. There were still cases where people did not show up, but this follow-up step did reduce the number of no-shows. A lead-time of about eight weeks was used from the time that letters were first sent to the date of the workshop.

A suggestion that was made to reach more people was to make a short presentation in front of different groups at their meetings and explain the program and answer questions. Some groups might allow a few minutes to do so at one of their meetings (Smith et al. 1999). By doing so, a larger audience is reached and the opportunity exists to make a more personable presentation than a letter allows for. This tactic was not tried, although it does seem to have merit. It would probably be necessary to increase the eight-week lead-time if this was done.

Several groups offered to put the workshop information in their periodical newsletters, but this was not tried due to the lengthy lead-time that was required. Also, some organizations do not meet in the summer months, so for workshops that were held in the fall, it was not possible to meet their publication deadlines. However, if a meeting

is planned far enough in advance, this is definitely a possibility. Again, a greater lead-time would be necessary.

Since one of the main objectives of this program was to reach out to people who had not been previously involved, certain organizations were explicitly excluded from the recruitment process. Attempts were made to avoid environmental groups that were already involved in forestry-related decision-making processes or were otherwise politically active. The reason for excluding these particular groups was not due to any disapproval in their ideology. It was simply because they were already involved. The viewpoints of large organizations such as The Nature Conservancy and the Sierra Club are already fairly well known (Shindler et al. 1998). In some instances, people who were members of politically active environmental groups such as these did attend a workshop. In is not possible to screen every attendee (nobody who wanted to attend was denied admittance). This furthers the point made earlier about people already being involved in topics that interest them. It is difficult to get someone to attend a function concerning a topic for which they are not interested. For these reasons, it is probably not possible to get the perfect mix of participants.

WORKSHOP PROCEDURES

A similar process was followed in conducting each workshop. A registration table was placed outside each meeting room so contact information from attendees could be obtained because one of the important components of the program was to interview the attendees after the workshop. People were then invited in to sit at any of the tables in the room. Round tables were purposely used so people would be able to converse more

easily with each other than they could with long, rectangular tables. The agenda and purpose for the evening were then explained and people were invited to help themselves to the buffet-style dinner that was offered. Serving a meal offered the opportunity for the participants to socialize a bit and become more comfortable speaking to each other before the forestry discussions began.

After about 45 minutes, the participants were separated to begin the small group discussions. These discussions were recorded. Depending on the composition of the participants, two, three or four small-group discussions were held. Each group had a mix of forestry professionals and citizens with a desired ratio of three professionals for every eight or nine citizens. The professional to citizen ratio varied among workshops depending on the attendee mix. The Bronx had the largest groups since there were more people in attendance. Each group had a facilitator who asked a series of pre-selected questions, which are listed in Table 2. At the Michigan workshops, graduate students from the Department of Forestry at Michigan State University facilitated. For the non-Michigan workshops, local natural resource professionals were utilized.

Table 2: Small Group Discussion Questions

(These questions are for everyone)
1. What are the most important parts of your community to you?
Probe: What would you miss if you moved away?

2. We would like to hear about the trees in your community.
Probe: Where are they?
Probe: Importance to you? Why?

3. What concerns do you have about the trees and forests in your community?
Probe: Are there any tree-related issues in your community? What are they?

(These questions are targeted at the nonprofessionals)
4. Have you ever interacted with urban and community forestry professionals
Probe: What do you as a citizen expect from them as they do their jobs?
Probe: Are there ways urban and community forestry professionals could better meet your expectations?
5. Are you active in community organizations and groups?
Probe: Formal groups? Informal groups? Level of activity?

6. In what ways have you been engaged or participated in forestry-related issues?
Probe: Local? Regional? State?
Probe: Attended public meetings? Written letters?

7. What would make it easier for you to be engaged in forestry-related activities?

8. (If time) Are there others you think should be engaged in urban and community forestry issues?
Probe: What would make it easier for them to participate?

The discussions were informal. Introductions were made, so that people knew who everyone was, and also to identify the forestry and natural resource professionals. The facilitator would follow the list of questions and simply ask the participants in the group to comment whenever they wanted to. This allowed for a free exchange of information and ideas between the citizens and the professionals. Every person was

given the opportunity to speak. The facilitators also tried to keep any one individual from dominating the conversation.

After the facilitators had asked all of the questions, the second portion of information sharing occurred. In this segment, all of the professionals were brought together in one group, while all of the citizens were gathered in another large group. One of the facilitators then asked the professionals to discuss what they learned from the citizens in their small group discussions. As the professionals discussed what they learned in each of their small group discussions, the facilitator wrote down on a large easel all of the items that were mentioned. This was a good way to summarize everything the professionals thought they learned in their groups. It also allowed for participants to hear what was discussed in the other groups. The same process was also followed for the citizens.

The final segment of the workshop brought all of the participants together for a summary of the evening. A volunteer was recruited from the citizens to share with the entire group what the citizens thought they had learned from the professionals. Similarly, a forestry professional was asked to do the same for the information that was garnered from the citizens. This step allowed all participants the opportunity to hear each of the major topics that were discussed. It also stimulated some group discussion of common topics.

There were three exceptions to the basic workshop. Due to the disproportionate professional to citizen ratio at the Detroit workshop, a slightly different procedure was followed. The session after the small groups in which the citizens explain what they learned from the foresters, while the foresters do the same of the citizens, was not held.

There simply were not enough citizens to warrant doing so. For the same reason, the final summarizing session was not held. Instead, two small group discussions were held that lasted a bit longer than they normally would have, but were informative, nonetheless.

In Denver, most of the questions that were used were the same questions asked at the other workshops, although some had to be altered a bit to account for the fact that the workshop consisted only of professionals (this will be explained). For example, at the other workshops, the citizens were asked if and how they had ever interacted with natural resource professionals. At the Denver workshop, the professionals were asked how they have interacted with citizens.

A slightly different format was also followed at The Bronx workshop. The small group discussions were still held. Due to the higher turnout at this workshop, there were four small group discussions, and the groups were still larger than those at most of the other workshops. However, there were no "citizens only" and "professionals only" discussions after the small group discussions. Some of the professionals were very adamant that there was no point to doing this. They thought it would just be a restating of what was already discussed. In addition, many people attended with the mistaken notion that the workshop was going to help them obtain funding for community forestry projects. They wanted to discuss this topic as a group. One large discussion was held following the small group discussions, in which people discussed issues (mostly ways to obtain funding) they thought were important to them. In a sense, it was similar to the small group discussions, albeit on a larger scale. It was different in that there were no predetermined questions.

Finally, all of the participants were thanked for attending. A final reminder about the sign-in sheet was made so that people would know that a follow up call was forthcoming to find out their thoughts about the evening and also to get mailing information so that a report could be sent to the participants.

MICHIGAN WORKSHOPS

Marquette is a community of just under 65,000 residents and lies on the south shore of Lake Superior in Michigan's Upper Peninsula. Marquette County's population is highly educated, with higher percentages of its adult population possessing high school and college diplomas than either the state or national averages. The median household income is $3,000 below that of the state, but the county has lower percentages of both children and adults living in poverty than are found in the rest of the state since the cost of living is not as high as most of the rest of Michigan.

The Marquette workshop was held at a local Holiday Inn hotel on September 15, 1999. Since this was the initial workshop, there were no preconceived notions on what to expect from participants, or on the number of people that would attend. Any concerns were unfounded, as the turnout was good and the discussions lively. There was a strong Michigan Department of Natural Resources presence. There were a total of 17 citizens and 12 natural resource professionals in attendance, which allowed for three small group discussions. Attempts to obtain diversity were limited to getting a mix of males and females across a spectrum of different ages. With Marquette County's population being 95 percent Caucasian, it was not reasonable to expect a great degree of ethnic diversity. However, since Native Americans do live in the Upper Peninsula, attempts were made to

involve these people. Unfortunately, these attempts were unsuccessful as no Native

Americans attended.

Table 3: Michigan Workshop Attendance

	Citizens	Professionals	Facilitators
Marquette, MI 9-15-99	17	12	3
Alpena, MI 9-30-99	22	10	3
Muskegon, MI 11-4-99	24	11	3
Detroit, MI 3-29-00	7	13	2
Totals	70	46	11

The second workshop was held at the Alpena Community College in downtown

Alpena on September 30, 1999. This community is located in the northeast section of

Michigan's Lower Peninsula. It is a relatively small town, with just over 31,000 year-

round residents and has not experienced much population growth in the last 40 years.

Due to its northern location and the fact that it borders Lake Huron, Alpena is a vacation

destination as well as a retiree community. The percentage of people living in Alpena

County who are over age 65 is almost 50 percent higher than the Michigan and national

averages. Also of note is that over 98 percent of the county's population is Caucasian.

Only 9.6 percent of the adult population have a college degree, compared with 13.8

percent statewide and 15.5 percent nationally. The median household income is almost

$32,000 compared to almost $39,000 statewide.

Due to the demographics, there was no ethnic diversity at this workshop. There

were however, a significant number of retirement-aged citizens in attendance. There

were 22 citizens and 10 natural resource professionals present. This allowed for three

small group discussions.

The Muskegon workshop was held at the Holiday Inn Muskegon Harbor on November 4, 1999. Muskegon is a mid-sized city with just over 170,000 residents residing within Muskegon County. As with Alpena County, the percentage of residents possessing a college degree (9.0 percent) was well below the state and national averages, which could account for the much higher percentages of people living in poverty (14.4 percent) compared to the rest of the state (11.5 percent). The county is also fairly densely populated. There are four times as many people per square mile than are found nationally, and almost twice as many as the statewide average.

This workshop had the highest turnout of all the Michigan workshops. There were 24 citizens and 11 professionals, which made the three small group discussions somewhat larger than the other workshops, although still manageable. And due to the ethnic diversity in the area (14.2 percent of the county's residents are African-American), some of the ethnic diversity lacking from the prior two workshops was achieved.

The Detroit workshop was held on March 29, 2000 at the McGregor Memorial Conference Center, which is located on the campus of Wayne State University in downtown Detroit (Wayne County). There were 37 confirmed participants, with 28 of them being citizens. It looked like an ideal number of people for three small group discussions. Unfortunately, most of the citizens who had confirmed did not show up. There were only seven citizens, while 13 natural resource professionals attended, which was actually more than had confirmed. While it is not unusual to expect that a small number of confirmations will be broken, it was very surprising that so many people did not attend, especially since many of the citizens were active in the community, including several leaders from community groups. Included in the no-shows were several people

from ethnic community groups, so the attempt to obtain racial diversity was not achieved. With 42 percent of Wayne County's population being African-American, hopes were high of obtaining minority participation.

Because so many people did not show up, the people that did not attend were contacted after the workshop to find out why. One thought was that the location might have been difficult to find. None of the people interviewed mentioned that as a reason. The reasons given were: sick, wife went into premature labor, out of town, couldn't make it, scheduling conflict, forgot, and perhaps the most honest, "No reason really, I just didn't". Apparently, many of these people did not feel obligated to attend, even though they made the commitment (this particular workshop was originally scheduled for late autumn 1999, but was postponed due to lack of commitments).

NON-MICHIGAN WORKSHOPS

The first non-Michigan workshop was held on April 30, 2000 as one of the sessions at the 2000 National Hispanic Sustainable Energy & Environmental Conference in Denver, CO. This particular workshop consisted entirely of natural resource professionals or aspiring natural resource professionals (college students). Most of the attendees at the discussion were employed in the forestry profession, although there were some who worked in different natural resource fields. Further, many of the individuals worked for the USDA Forest Service. There were 27 people in attendance, so two group discussions were held. After these, a lengthy summarizing session was held so that the participants in each group could hear what was discussed in the other group. The participants were very eager to discuss what they had learned, so the summarizing session

lasted for about 90 minutes, much longer than at any of the other workshops. Table four

lists the national workshop attendance.

Table 4: Non-Michigan Workshop Attendance

	Citizens	Professionals	Facilitators
Denver, CO 4-30-00	0	27	2
Newark, NJ 6-7-00	23	8	4
Charleston, WV 8-14-00	26	6	3
Atlanta, GA 8-24-00	19	9	2
Lincoln, NE 9-13-00	10	8	2
Bronx, NY 9-25-00	40	18	4
Goodwater, AL 9-27-00	18	8	2
Totals	136	84	19

The New Jersey workshop was held in conjunction with The New Jersey Tree

Foundation in Newark, NJ on June 7, 2000. This (Essex County) was one of the most

ethnically diverse areas in which a workshop was held, with 45 percent of the citizens

Caucasian, 41 percent African-American and 15 percent Hispanic. Due to this, ethnic

diversity was achieved among the 23 citizens and eight professionals.

The Charleston workshop was held on August 14, 2000 at the Mariott Hotel in

downtown Charleston, which is located in Kanawha County, a county of just over

200,000 residents. The ethnic diversity in the state of West Virginia is not great, with 95

percent of the population being Caucasian, but almost 10 percent of Kanawha County's

population is not Caucasian, so there is a bit more diversity within the county itself. The

county also has a better-educated, more highly compensated population than the rest of

the state. It is also more urbanized, having almost three times as many people per square

mile as the rest of the state. This workshop was well attended, with 26 citizens and six professionals present.

The Atlanta workshop was held on August 24, 2000 at the Loudermilk Center in downtown Atlanta (Fulton County). Fulton County is one of the fastest growing counties in the nation, having seen its population grow by 25.8 percent since 1990. The county is fairly evenly divided between African-American residents (44.6 percent) and Caucasian residents (48.1 percent). A higher percentage of the county's residents is college educated residents than the rest of the nation, 21.2 percent vs. 15.5 percent, while a lower percentage of residents have a high school diploma, 52.4 percent vs. 57.2 percent. And although the median income is higher than the national average, the percentage of people living in poverty is much higher than the national averages. Due to these statistics, it appears there is very little middle class in the area. Surprisingly, economics were not discussed at length in any of the small group discussions. There were 19 citizens and nine professionals in attendance.

The Lincoln, NE workshop was held on September 13, 2000 at the Belmont Recreation Center in Lincoln (Lancaster County). This county has also experienced a significant increase in population, with its growth rate from 1990 to 2000 twice that of the rest of the state. There is not a tremendous amount of ethnic diversity with 90 percent of the county's population being Caucasian. The median income level in Lancaster County is higher than the national average and its poverty rates much lower. This workshop had a disappointing turnout, with 10 citizens and eight professionals present. There were several people who committed but did not attend.

The Bronx workshop was held on September 25, 2000 at The Point, a community center in The Bronx (Bronx County), NY. This was by far the most heavily attended of all the workshops with approximately 40 citizens and 18 professionals. Bronx County is very ethnically diverse, with 29.9 percent of the population being Caucasian, 35.6 percent African-American and 24.7 percent of the population who consider themselves "other". This community diversity also made this the most ethnically diverse of all the workshops. The workshop was held in an area with very low levels of educated people in comparison to the rest of the state and nation. Bronx County has the lowest level of home ownership and the highest levels of poverty of any of the communities in which workshops were held. These are issues that came to light in the course of the evening.

The director of The Point (a non-profit community organization), who contacted citizens and community groups, along with a representative of the USDA Forest Service, who contacted the professionals, helped organized this workshop. While there were a desirable number of citizens in attendance, there was also a strong environmental organization presence with no less than five local environmental groups represented. Attempts had been made to specifically avoid environmental group involvement (particularly those who are politically active) in the workshops because one of the objectives was to hear from people that had not previously been involved in community forestry issues. Many of the professionals and environmental group members were already well acquainted. This illustrates the difficulty in organizing a workshop in which only noninvolved citizens attend. People who are interested in an issue are the most likely to be involved in it.

The final workshop was held in Goodwater, Alabama on September 27, 2000. Goodwater is a small rural (18.7 people per square mile) community located approximately 70 miles southeast of Birmingham in Coosa County, Alabama. Coosa County has a fairly ethnically diverse population, with 63.9 percent of the residents Caucasian and 34.2 percent African-American. The city of Goodwater is predominantly an African-American community (73.3 percent of the residents) and most of the participants at this workshop were in fact African-American. The residents of Coosa County are not highly educated compared to state and national averages. For example, 4.9 percent of the county's adult residents have a college degree compared to 12.0 percent statewide and 15.5 percent nationally. The percentages of adults with a high school diploma are 41.6 percent countywide, 51.2 percent statewide and 57.2 percent nationally. The home ownership rate in Coosa County was higher than in any of the other communities in which workshops were held. The Goodwater workshop was held at the local public library, with 18 citizens and eight professionals.

EVALUATION PROCESS

Following the workshops, interviews were held with attendees who signed the sign-in sheet. A total of 116 people were interviewed, 72 citizens and 44 natural resource professionals. The objective was to begin the process of evaluating the workshops from the perspective of the participants. Seventeen questions were asked of both the professionals and the citizens, which are listed in Table 5. One series asked the professionals to comment on the workshop and how they perceived talking with the citizens. Similarly, the citizens were asked to discuss their thoughts on the workshop and

their perceptions of speaking with the forestry professionals. A second series of questions related to the format for the workshops and was asked of both groups. For these questions, the goal was to find out what people thought about how the meeting was set up and structured. Participant feedback was important to help develop the workshop model for professionals to use in the future, which relates to the last series of questions.

Table 5: Follow Up Interview Questions

1. Were you given enough opportunities to express your thoughts?
2. How comfortable were you in speaking in this type of forum?   A. Very comfortable   B. Reasonably comfortable   C. Just a little comfortable   D. Not comfortable at all
QUESTIONS 3a - 6a WERE ASKED ONLY OF THE PROFESSIONALS
WHILE QUESTIONS 3b - 6b WERE ASKED ONLY OF THE CITIZENS
3a. Do you think the people from the public really listened to your comments?
4a. Do you think the people from the public understood your views?
5a. Do you think you now have a better understanding of the general public now than   You did before the meeting was held?
6a. Do you believe the people from the public were being honest?
3b. Do you think the professionals really listened to your comments?
4b. Do you think the professionals understood your views?
5b. Do you think you now have a better understanding of natural resource professionals?
6b. Do you believe the professionals were being honest?
7. How do you feel about the format for the evening (small groups, then just the public   and just the foresters, followed by one large group)?
8. The length of the workshop was: A. Too short   B. About right   C. Too long
9. Were the time and location convenient for you?
10. What do you think was the purpose(s) of the meeting?
11. What aspects of the workshop do you think were good and should definitely be kept?
12. What aspects of the workshop should be discarded, or reworked?
13. Do you have any other suggestions for making the workshop better?
14. Do you have any suggestions for getting people who have not been involved with   Forestry issues to come to a workshop like this?
15. Was the evening worth your time?
16. Would you attend another similar meeting?
17. Are you interested in receiving the results of the study?

Within one to two weeks following each workshop, any participant who provided contact information on the sign-in sheet was contacted, via telephone if possible (All of the participants did not offer contact information, but attempts were made to contact all people who did). Table 6 lists the number of people interviewed from each workshop. The purpose was to interview as many participants as possible in order to obtain feedback to develop the workshop model for the future. Most of the telephone interviews took about 10 minutes, depending on how lengthy the participant's answers were. In some cases, attempts to contact people by telephone were unsuccessful. In these cases, if the person included an email address on the sign in sheet, a list of interview questions was sent via email. Other people only gave their postal address, in which case the survey questions were mailed to them. A few people commented that they appreciated these last two approaches over a telephone interview for a few reasons. The first is that it is less intrusive and less bothersome. Secondly, the interviewee tends to be more candid when writing their responses as opposed to speaking to an interviewer, especially if the interviewee has some criticisms. Finally, the interviewee has more time to consider his or her comments and think about the answers that he or she wants to give. Much more thoughtful, lengthy answers were received via email or postal mail than via telephone.

Table 6: People Interviewed By Workshop Location

	Citizens	% Interviewed	Professionals	% Interviewed
Alpena, MI 9-30-99	10	45	5	50
Atlanta, GA 8-24-00	6	32	6	67
Charleston, WV 8-14-00	14	54	4	75
Goodwater, AL 9-27-00	14	78	7	88
Lincoln, NE 9-13-00	5	50	6	75
Marquette, MI 9-15-99	7	41	7	58
Muskegon, MI 11-4-99	10	42	5	45
Newark, NJ 6-7-00	6	26	4	50
Totals	72	35	44	43

CHAPTER FOUR: RESULTS & DISCUSSION

A. RESULTS FROM WORKSHOPS

The results from the workshops were assembled from two sources of information

sharing. The first was the small group discussions that started each workshop. The

second source was the portion of the workshop where professionals were brought

together to discuss what they had learned from the citizens in their respective small group

discussions, while the citizens were brought together to discuss the same. Since the small

group discussions were recorded, the results for this first information source were

obtained from transcribing the tapes of the discussions. The number of participants at

each group discussion varied depending on the citizen to professional ratio at each

particular workshop. Table 7 lists the number of small groups that were held at each of

the workshops. The results of the second information source (what people learned) were

obtained from the notes taken on easels during the workshops.

Table 7: Number Of Small Group Discussions By Location

Location, Date	Small Groups
Alpena, MI 9-30-99	3
Atlanta, GA 8-24-00	3
Bronx, NY 9-25-00	4
Charleston, WV 8-14-00	3
Denver, CO 4-30-00	2
Detroit, MI 3-29-00	2
Goodwater, AL 9-27-00	2
Lincoln, NE 9-13-00	2
Marquette, MI 9-15-99	3
Muskegon, MI 11-4-99	3
Newark, NJ 6-7-00	4
Totals	31

SMALL GROUP QUESTIONS

The first three questions were directed at both citizens and professionals.

Questions one and two were designed to get people conversing with each other and also

to get people thinking about forestry.

TREES AND COMMUNITIES

The initial question asked people to discuss the most important aspects of their

community, things they might miss if they were to relocate to a different community.

There were several things that were universal including a sense of community, people

(friends, family and neighbors) and amenities such as shopping and schools.

There were also answers to this question unique to the type of community in

which the workshop was held. For instance, people in the smaller communities

commented on the "small-town feel" that existed in their communities. As one citizen in

Muskegon commented, "We don't want Muskegon to turn into Detroit." Unique to the

responses from people in the larger cities was that one of the main reasons they liked

living in the city was due to the cosmopolitan feel of city life and also for the diversity of

the citizenship. Since this was a forestry workshop, many people also discussed things

such as natural areas, open spaces and trees.

IMPORTANCE OF TREES

The second question asked people to talk about the trees in their communities and

the importance of the trees. Most people discussed the practical and utilitarian values of

trees such as providing oxygen, creating shade, lowering their utility bills and increasing

the values of their homes. As one citizen in Newark commented, "Trees are very important. We couldn't live without them". Another citizen at the same workshop but participating in a different group stated, "Trees add warmth to a community". Foresters of course, discussed their careers. Most of the people in the rural communities mentioned some sort of recreational pursuit related to trees such as hiking, hunting and bird watching. Regarding recreation, urban residents mentioned the importance of local parks. People also mentioned more abstract values of trees such as helping build a sense of community, beautifying their community and creating a sense of peace and serenity.

CONCERNS REGARDING TREES

The next question asked people to identify the concerns they have regarding trees. People in smaller communities were concerned about the affects of development and sprawl. Several people commented on seeing housing developments being built on areas that were once farmland, open fields or treed areas. The residents of the cities also had concerns regarding trees, although they were a bit different than those held by more rural residents, such as those living in Alpena and Marquette. The urban residents' concerns took two forms. The first was concern over the lack of trees and greenspaces in metropolitan areas. Several people (professionals and citizens alike) reminisced about how there were more trees in their neighborhoods in the past. The lack of trees led to their second concern, quality of life. People in Atlanta, The Bronx and Newark were concerned about how the lack of trees is affecting their health. The high incidence of asthma was frequently mentioned in The Bronx workshop. Another quality of life issue offered by a city forester was related to crime. As he stated, "Studies have been done that

show that housing projects without trees have a higher crime rate than those with trees".
There were other concerns regarding trees that were unique to an urban setting. For
example, there was a lengthy discussion in one group in Detroit regarding the lack of
diversity of tree species in the city. Apparently, too many silver maples were planted in
the 1950s and 1960s. Today, many of these trees are dying due to either natural causes or
lack of proper maintenance, which was also mentioned as a concern. The issue to be
addressed now is deciding what species to plant in the city, as well as determining who is
going to care for the trees once they are planted. Several professionals mentioned the
planting of non-native species as a concern. Several participants discussed this same
issue in the all-professional workshop in Denver. Apparently, foresters in many
communities are concerned about inappropriate plantings.

Citizens and professionals alike, in both rural and urban communities, are
concerned about tree maintenance and replanting. Some citizens wondered if trees that
are cut down to make room for new houses, power lines and sidewalks were being
replaced. A resident of Newark wanted to know who was going to be taking care of the
city trees since the city forester position was being eliminated. Professionals took a
slightly different stance on this topic. They seemed to look at a more practical side and
were concerned about people knowing how to care for trees. As a forester from a park
association in New Jersey succinctly stated, "Maintenance of trees is *so* important".

Tree maintenance (or lack thereof) led to the next common concern, that of
funding. Several professionals pointed out that with agencies being forced to make
cutbacks, including eliminating positions in some cases, they were very concerned about
how trees would be maintained. From a concerned city forester: "When budgets are

tight, it's the first thing to go". There was a lengthy discussion of this topic in one of the Newark groups. Although citizens were also concerned about funding for tree maintenance, they seemed to be more concerned about the lack of money available for grants, tree planting projects and educational programs.

Obviously, all of these are valid concerns. However, they are not mutually exclusive. Many of the concerns discussed by both citizens and foresters, by both rural and urban residents, are interrelated such as development and the loss of trees and greenspaces.

The final concern was exclusive to the citizens. At *every* workshop held, the citizens talked about their frustration in knowing whom to call with their forestry-related questions and concerns. They are confused by the different agencies that exist and would like foresters to be more accessible (Crafts 1973). At the Detroit workshop a citizen made the comment, "Traditional foresters have to step outside the box and go meet people." To that, a City of Detroit forester agreed, saying, "A problem is that we are not that accessible." The workshop planners, who had a very difficult time contacting the City of Detroit foresters, experienced this admission on the part of the forester. In defense of the natural resource professionals, a forester from New Jersey made a comment that tied the issues of funding and the inaccessibility of professionals together. He simply said, "You can only do so much". His point was that with agency cutbacks and funding shortages, it was not possible for a limited number of professionals to always be available to service citizens.

INVLOVEMENT IN URBAN AND COMMUNITY FORESTRY

The next series of questions was addressed more toward the citizens, although foresters often joined the discussions. The first of these questions asked people if they had ever interacted with any urban and community foresters in the past, and if so, to describe their expectations of these natural resource professionals. Most of the citizens had been involved at some point in the past. There were many different ways people have been involved including: writing grant proposals, Arbor Day programs, garden clubs, scouting, petitions, letter writing, hunter safety, and Project Learning Tree. At this point in several workshops, either a citizen or a professional brought up the point of people not getting involved in an issue unless the issue directly affects them (King et al. 1998). Based on the active involvement of most of the citizen participants at the workshops, this is likely a valid point. The citizens who attended the workshops were interested in the topic of forestry. Conversely, a telephone conversation took place between one of the workshop planners and a gentleman prior to the Muskegon workshop. In trying to get the man to attend, the man commented that while forestry sounded like a worthwhile topic, he simply was not interested enough in the topic to give an evening of his time to discuss it.

Expectations of foresters on the part on the citizens were fairly basic. Things such as honesty and integrity were mentioned. After hearing some foresters speak so highly of their jobs, a few citizens commented that they appreciated the fact that foresters seem to really care about what they do. This became an expectation for some people. Another expectation was being available to the public. This was a highly charged topic as will be discussed later.

At the Detroit (mostly professionals) and Denver (all professionals) meetings, the participants were asked how they had interacted with citizens. Most of the professionals did experience citizen interaction in their daily jobs. This came in the form of working with homeowner and community groups and through educational programs involving children. A forester in the Denver workshop stressed the importance of involving people early in an issue, before a decision has been made (Kaplan and Kaplan 1983; Reinke and Reinke 1973; Smith et al. 1999).

ORGANIZATIONAL INVOLVEMENT

The next question asked people to discuss the community organizations and groups that they participate in. Since the workshops were held throughout the country, there was a wide spectrum of groups identified, most of them local organizations. There were a few national organizations mentioned such as the National Arbor Day Foundation and the Boy and Girl Scouts of America. Many of the citizens belonged to some formal organizations, although some people described their involvement as being at the "grass-roots" level. This particular question was sometimes addressed by the prior question.

EASIER WAYS TO GET INVOLVED

The last question asked participants for suggestions on what would make it easier for them to participate in forestry-related activities. There were a myriad number of answers, but several common responses. Several citizens went back to accessibility of forestry professionals as being key. Other common responses include outreach (both

citizens and professionals mentioned this), educational programs, (including those involving children), advertising, use of the Internet and once again, funding.

SMALL GROUP DISCUSSION SUMMARY

There were certainly differences in what people said at the various workshops. Obviously, each community is unique and as such, has different concerns compared to other communities. However, one of the most striking aspects of the workshops was the similarity of responses and concerns across the various communities. People across the country are concerned about sprawl and the lack of trees and greenspaces that development creates. Many people think that educating people (particularly children) is important in dealing with the challenges facing forestry today. Another common theme was the accessibility of forestry professionals. Citizens do not know where to go for information and problem solving, while professionals seem to think citizens simply need to contact them and the professionals will gladly help.

WHAT PEOPLE LEARNED

The second portion of the information sharing was bringing the professionals together to discuss what they had learned from the citizens, while separating the citizens to discuss what they learned from the professionals. Although these workshops took place in many different communities in different areas of the country, there were many similarities in what people said. There were also similarities between the citizens and professionals, indicating that perhaps there is not as much disagreement between the groups as some people think.

One of the first similarities that came out of the pilot Michigan workshops was the discussion of values related to forestry. Several citizens commented that they were happy to know that foresters and other professionals held many of the same values as the citizens did. A forester in the Marquette workshop stated that had he not been interested in forestry for any reason other than as a career choice, he would not have gone into the career at all. He summed up his feelings when he remarked, "Trees are the essence of life". A citizen commented that she was glad foresters appreciated trees for their "spiritual side". One professional who attended the Atlanta workshop took a more practical approach to the issue of values when he said he learned that foresters and citizens shared some common concerns and frustrations regarding forestry issues. A forester in Lincoln commented similarly, when he discussed the "We vs. Them" mentality that sometimes exists and needs to be dissolved so the groups can work together. Another forester from Atlanta remarked that finding commonalities would help people to work with and understand each other better.

Many people commented that what is needed is better communication between professionals and the publics they serve (Bengston et al. 1999). This point was echoed throughout the workshops and was mentioned by both citizens and professionals. Several people thought the workshops were a good way to, at the very least, begin the communication process. A forester in Newark said that outreach would be a good way to start the process of involving more citizens. Two other professionals acknowledged the need to involve citizens (Gericke and Sullivan 1994). After listening in their small group discussions, several foresters commented that it appears as though people do not know

how to get involved. A forester from Charleston referred to this as a "general lack of awareness".

How to involve citizens was discussed at most of the workshops with a wide range of opinions being given. Several citizens feel it is the responsibility of agencies to offer participation opportunities (Wellman and Tipple 1990). One citizen said she felt "powerless" to get involved in forestry issues. Another citizen felt that foresters should possess a willingness to involve citizens instead of feeling obligated to do so (Cortner and Shannon 1993; Susskind and Elliott 1981). She felt that a professional's response of, "Call us, we're in the (phone) book" was not acceptable. A citizen from Lincoln mentioned that the foresters in his small group wished more people would call them. After contentious small group discussions took place in the Atlanta workshop, two foresters expressed views on this topic. One forester mentioned that he learned citizens were aware of foresters' existence, but considered them to be inaccessible. A second forester acknowledged the need for professionals to be proactive in involving citizens. Conversely, a citizen from Goodwater said that citizens are just as capable of contacting the professionals as the professionals are of reaching out to the public. One participant in the all-professional Denver workshop felt that professionals think too narrowly and do not have the social skills necessary to work with an increasingly involved and culturally diverse society.

Several foresters pointed out that people do not get involved in an issue until that issue directly impacts them in some fashion. Their point was that intensive outreach efforts would be a waste of resources because if a person were interested in an issue, that person would find a way to get involved. One forester said that the citizens who attended

the workshop he was at were those who had either an interest in, or questions about, forestry. Two citizens agreed with this opinion, with one person calling the public "apathetic and alienated". A USDA Forest Service employee from the Denver workshop took a slightly less aggressive stance. He mentioned that with all of the issues in society, tree-related concerns just do not get as much attention or interest as some other issues do. Several other professionals seemed to agree with this person, claiming that other things in a person's life often take precedence. A forester from Newark perhaps summed up this discussion the best: "When push came to shove, when finances got tight, what was the priority? Police, fire, ambulances and the schools... Now we've reached that point where everybody's going hey, wait a minute. What happened?" His point was simply that trees are not always at the top of the list of important issues to address in today's society. To summarize, finding ways to involve citizens was one topic for which there was no consensus.

However, what was almost universal was the feeling that the public does not know who to contact to obtain information. In the Alpena workshop, there were several agencies and private forestry companies represented. Many of the citizens were totally unaware that so many agencies existed. A forester from that workshop commented that citizens didn't understand "...the different forestry agencies and organizations, who the foresters are, or how to contact them". Both citizens and professionals alike echoed similar comments at virtually all of the workshops. So while it is debatable as to who is responsible for contacting whom with a forestry-related question or issue, it does appear as though natural resource agencies do need to make themselves more accessible and they need a greater presence in the communities they serve.

Another topic that both professionals as well as citizens mentioned as having learned was that both groups feel that information sharing is very important (Kaplan and Kaplan 1983). This point was made especially clear in the Atlanta workshop. The citizens there were very adamant about having access to information. The major difference lies in how much information participants think citizens should have access to. One forester thought that citizens should be able to access general forestry information. Several citizens want access to specific information, including one citizen who wants access to forestry publications and GIS mapping, and another who was curious about how citizens could actually obtain available resources. A forester from Goodwater acknowledged learning this from the citizens when he discussed citizens' desires to obtain information on their own without having to call someone to ask for it. They want to be empowered. A forester from Charleston suggested roadway signs and information kiosks as manners in which to begin disseminating forestry information to the public.

Some participants discussed the importance of sharing information between different agencies and between forestry agencies and citizen groups. A forester from Charleston mentioned having learned this in his small group discussion. While he thought the idea had merit, there is no such network currently in place. A forester in the Denver workshop mentioned the problem of inefficiencies between different agencies and that information sharing between agencies was definitely needed.

Another topic mentioned frequently by both groups of participants was the education of citizens. There was a significant amount of disagreement as to how important it is to educate citizens. Also debated was the issue of *how much* education citizens needed. Some citizens commented that what they learned in their small group

discussions with the professionals was that it was necessary for the citizens to be educated by the professionals. One citizen learned that this was "important and necessary". In these instances, the professionals were telling the citizens that they needed to hear what the professionals were telling them. Another citizen did not want to accept everything that was said by foresters with blind faith, but did think it was necessary for citizens to listen to professionals with an open mind. Other citizens thought it necessary that foresters provide specific instructions on how to care for trees via training sessions and other means of education. Finally, there were some citizens who did not trust what they heard from the professionals at all and were leery about believing much that was said to them.

From the professionals' viewpoint, several said they learned that citizens wanted to be educated by the professionals. This was based on the comments made by several citizens in the small group discussions indicating that they really did want to learn more about forestry and the care of trees. A forester from the all-professional workshop in Denver made the comment that people need to become more educated about the importance of forestry and trees. He thought that if people were better informed about forestry, they could make better decisions (i.e. they would understand foresters' viewpoints). As Bliss (2000) writes however, "This notion assumes, incorrectly, that lack of understanding is the source of public disapproval". Another forester at the same discussion countered this view, saying that "Rather than educating people, maybe we as professionals need to raise awareness". At the Atlanta workshop, a forester thought that educating people would help solve misunderstandings and other problems. As in Denver,

this person's view was countered by a colleague who said that professionals need to, "...talk *to* people, rather than *down to* them". This topic was obviously highly contested.

Another issue that many participants mentioned as having learned was the importance of educating children. This was almost universal throughout the workshops, and was mentioned by both professionals and citizens alike. Lengthy discussions of this topic took place at the Denver workshop. There were no disagreements that educating children was important, although there were different suggestions as to how to go about doing so. Participants mentioned training community leaders, having parents become better stewards so they could pass information on to their children, and having professionals teach children in schools.

This topic segued into the next topic: funding. A few professionals indicated to the citizens that educational programs cost money. Also, professionals pointed out to citizens that what one individual professional can do is oftentimes limited by the agency for which he or she works. A forester from the Muskegon workshop stated that he thought the money spent locally by his agency on education was not well spent anyway. While he was not advocating withholding money for educational programs, he was pointing out that simply throwing money at educational programs was not necessarily going to be successful. It appears as though many citizens came away from the workshops with a greater appreciation of the obstacles to funding forestry and tree planting programs. In the Bronx workshop in particular, several citizens were enlightened as to the difficulty that the local non-profit groups went through in obtaining funding for tree planting programs. Citizens were not the only ones who learned about the difficulty in obtaining grant monies. An agency forester at the Goodwater workshop

acknowledged learning of the difficulty one of the citizens had experienced in obtaining grant money.

The effects of development and sprawl were discussed at several workshops. A citizen in Charleston learned of the difficulty professionals were having in carrying out urban forestry activities due to developers. Foresters from three other workshops mentioned learning of citizen concerns about the disappearance of open spaces and greenspaces within their communities. Finally, a discussion in the Denver workshop centered around this topic, with several professionals mentioning that they believed there was too much development in their respective communities. What made this particularly interesting was the fact that the professionals in this workshop were from all over the country, indicating that concerns about the effects of sprawl and development are universal.

The final commonly mentioned topic in the workshops was the discussion of networking. Several citizens stated they were glad to have made contacts with both other citizens and citizen activists, as well as with natural resource professionals at the workshops. There were comments indicating pleasant surprise at making these contacts and having a networking opportunity. Interestingly, no professionals mentioned this. A complete list of learned things can be found in Appendix 2.

B. RESULTS FROM EVALUATION

TELEPHONE INTERVIEWS

Because there were multiple objectives for the workshops, there were different types of questions asked of the participants. Some questions related to the interactions

between the professionals and citizens while other questions dealt with the workshop format and logistics. Appendix 3 contains the results of the interviews.

COMMUNICATION AND PERCEPTION QUESTIONS

One of the major objectives of the workshops was to develop a forum where all participants were given the opportunity to express their views in a relaxed, non-confrontational setting. To that end, the participants were asked if they were given enough opportunities to speak throughout the evening. Of the citizens, 93 percent answered in the affirmative, with 91 percent of the professionals doing the same. There were cases where some participants felt that their small group discussion was dominated by a particular individual, or that a participant did not have the intention of listening to other viewpoints, but the 93 and 91 percent affirmative response rates strongly suggest that this type of communication forum does allow for a free exchange of ideas, information and ideologies (Cortner and Shannon 1993; Force and Williams 1989; Gericke and Sullivan 1994; Godschalk and Stiftel 1981; Kaplan and Kaplan 1983; King et al. 1998; Smith et al. 1999; Susskind and Elliott 1981; Tipple and Wellman 1991; Wellman and Tipple 1990). Skilled facilitators can help limit a person from dominating the discussions, thereby giving everyone the opportunity to speak.

In addition to allowing everyone the opportunity to participate, it was important for people to feel comfortable in doing so. The participants were asked just how comfortable they were speaking in a small group setting. Of the professionals, 73 percent said they were very comfortable, 25 percent said somewhat comfortable and 2 percent were just a little comfortable. For the citizens, the percentages were 64, 35 and 1

respectively. Again, the higher percentages for the professionals could be due to the fact that they are more accustomed to participating in various forms of public communication. Many of the citizens who attended had not participated in a public forum previously. However, although the professionals professed to be more comfortable in speaking, there were many that were not willing to talk and in fact, needed to be prodded to speak.

Another objective of the workshop was to try to get members of the public and natural resource professionals to communicate with each other. To that end, a question was asked of the participants that addressed this objective, which was if the attendee thought that the members of the other group (professionals for citizens or citizens for professionals) listened to their comments. More citizens (83 percent) thought the professionals listened to them than professionals thought of the citizens (77 percent). This was somewhat surprising given the fact that many of the citizens specifically mentioned that they enjoyed learning from the professionals.

The next in this series of questions asked if the attendee thought the members of the other group understood their views. It appears there is some mistrust and/or a perceived lack of understanding between citizens and professionals. There were several professionals and citizens both who felt the two groups did not understand the views of the other. Saunier and Meganck (1995) reached a similar conclusion in their research. Only 69 percent of the citizens thought the professionals understood their views, while just 52 percent of professionals thought the citizens understood them. As some of the citizens commented, some professionals seemed to think they had already heard what the citizens were saying. In fact, some of the professionals admitted as much. This is a troubling finding and could probably merit additional research.

Participants were asked if they had a better understanding of the other group after attending the workshop. For the citizens, 69 percent said they did, 21 percent said they somewhat did, and 10 percent said no. For the foresters, the percentages were 50, 25, and 25 respectively. These results reflect the data found in the prior two questions. As was mentioned, some of the foresters seem to think they had heard similar comments from citizens before, so it was natural that they thought they did not learn anything new. And since so many professionals did not think the citizens understood them, it is possible that they had a bias against thinking they could have learned anything new from the citizens.

The last in this series of questions asked the participants if they thought members of the other group were being honest. This question was asked in response to a comment heard at the first workshop in Marquette. A citizen there said that she thought some of the professionals were "politicking", or saying only what they thought citizens wanted to hear. It appears as though not many other people felt the same, as more than 90 percent of both the citizens and the professionals said the other group was being honest. Some professionals actually commented that some citizens were being *too* honest. They did not want to hear some of what the citizens had to say, especially in Atlanta.

From this series of questions, a definite trend is apparent. The citizens seemed to have a more positive impression of the small group discussions than the professionals did. This is evidenced by the fact that more citizens thought the professionals listened to them, more citizens thought they were understood and more citizens think they have a better understanding of the professionals now than they did prior to attending. It is troubling that as many professionals felt as they did. In order for citizens and professionals to work together effectively, this must change.

WORKSHOP FORMAT QUESTIONS

The first in the series of interview questions related to the format of the workshops. The participants were asked what they thought about the format for the evening (small groups, then just the public and just the foresters, followed by one large group). Most participants indicated that the format worked well (88 percent of citizens and 91 percent of professionals). Of course, since this question asked a preference, there were a few people who thought that certain segments of the evening could have been longer or shorter, but they were in the minority.

Another question about format was related to the length of the workshop. More professionals than citizens (86 percent vs. 77 percent) said the length was about right. Interestingly, 13 percent of the citizens thought the workshop was too long. It could be that, unlike professionals, some citizens are not accustomed to attending meetings, so this could account for their thinking the workshop was too long. Conversely, the remaining 10 percent of citizens thought the workshop was actually too short.

The participants were asked if the time and location were convenient. Almost everyone indicated that both were fine (92 percent of citizens, 93 percent of professionals). There were however, a few foresters who would have preferred the workshop be held during business hours, although most acknowledged the need to hold it at a time when more citizens could attend (Fischer et al. 1993; King et al. 1998). The only exception to these findings was in Atlanta. Three people there mentioned that the location was difficult to get to and that a more easily accessible location should have been found.

The next set of questions was more general in nature, but it still related to the workshop format. The attendees were asked what they thought the purpose(s) of the workshop was (were). As this was an open-ended question, there were many responses. The professionals offered 14 different responses, while the citizens had 19 answers. Both groups said the main purpose was to develop a forum to communicate between citizens and professionals. Perhaps the most interesting aspect of the responses to this question was in the second most common response from each group. Many of the professionals answered that the purpose was for professionals to learn how to communicate with the public. It is almost as if they thought the workshops were an exercise attempting to educate professionals on how to communicate. Yet not one citizen gave this answer. The second most common response of the citizens was that the purpose was to educate or inform the public. Yet only two professionals gave this answer. From this, it appears that there are still many citizens who do not consider themselves to be equal to the professionals in this type of discussion. Some citizens said as much when they indicated that they enjoyed being educated by the professionals. Several citizens also said the main purpose was to get citizens involved (three professionals said this) and to find out what citizens know (one professional said this). Some other common responses from both groups were to obtain citizen input and to involve minorities.

Participants were asked to discuss the aspects of the workshop they found especially good and that should definitely be kept for future workshops. Professionals gave 10 different responses and citizens 11. There was a great deal of similarity between the two groups. The most common response by far on the part of both groups was the small group format (Saunier and Meganck 1995; Smith et al. 1999; Wagar and Folkman

1974). Everyone also liked the opportunity to express one's viewpoints in a relaxed environment. From a practical standpoint, many people enjoyed the free dinner. People also liked the interaction between the groups and the positive atmosphere.

Conversely, the participants were asked to discuss the aspects of the workshop that should be discarded. Foresters had more suggestions (14) than the citizens did (8). However, only one or two individuals suggested many of the responses. The only answer given by more than two professionals was to have stronger facilitators (some were critical of having graduate students facilitate the Michigan workshops). Five of the citizens wanted the questions redone, stating that they were too broad and/or vague. Of course, they were created this way by design. The questions were created with the desire to not be controversial. Some participants thought there should have been a debate about a particular issue, which was not one of the objectives of the project.

Besides critiquing the aspects of the workshop they felt were bad, participants were then asked if they had any other suggestions for making the workshop better. Professionals had 14 suggestions, while citizens surprisingly had more, 17. As with the previous question, many of the answers were only given by one or two people. Only four of the 14 professionals' suggestions (and three of the 18 citizen suggestions) were mentioned by more than two people. The most common answer was to identify and explain what the next steps would be. This was a common theme. People wanted something concrete to come from these workshops (Frear 1973). Attempts were made to make it very clear that we were trying to design a process for future workshops, but some of the people (especially the citizens) missed this. They wanted to walk away from the workshop with something tangible. When interviewed, two citizens from Atlanta were

wary of attending any type of forestry function that did not result in some sort of tangible finding. They did not want to have "participated in participation" (Arnstein 1973).

THE FUTURE

Participants were asked if they had any suggestions for getting more people to attend similar workshops in the future. There were several different responses here, but again, most were only mentioned once or twice. There were eight answers given by both groups, however. The most common response was to contact schools and civic groups. Next, people suggested having participants bring a friend with them. Third, people suggested more publicity and advertising. Another response was to have neighborhood and community leaders contact people. As the project developed, it became apparent that this is a good idea, especially in certain geographic areas. Three times as many citizens said this as did professionals.

Three questions were then asked to determine the overall opinion people had of the evening in order to determine potential future participation. The first was to simply ask participants if the evening was worth their time, which apparently it was, with 93 percent of both groups indicating in the affirmative. This was encouraging because even though there were some people who did not agree with opposing views or were perhaps a bit defensive (Atlanta), at least almost everyone found the workshop worthwhile. It is also a surprisingly high percentage on the part of the professionals, since many seemed to think that they did not learn anything and that they had "heard all this before".

The next in this line of questioning asked participants if they would attend another similar meeting if the opportunity arose. Of the professionals, 86 percent said yes, 9

percent said no and 5 percent said maybe. Some of the Atlanta foresters were very upset with the outcome of the meeting, so that explains part of the "no" response. Many of the Atlanta professionals thought the citizens came with an "agenda" and were not willing to rationally communicate or listen to opposing viewpoints. For the citizens, 79 percent said they would attend again, 18 percent said maybe, and 3 percent said no. A possible reason why people said maybe is because many wanted to see something tangible from the evening. As was mentioned above, attempts were made to make the purpose of the meeting very clear. Still, many people were not sure what the purpose was. Whether this was due to some people not reading the invitation, not listening in the workshop, or whether it was due to something that was omitted by the workshop planners is unclear.

Finally, the participants were asked if they were interested in receiving the results from the study. Two citizens were not interested and one said maybe. Everyone else was interested, even the professionals from the Atlanta workshop who were upset with the workshop there.

INTERVIEW SUMMARY

Based on the information gathered in the interviews, some trends became apparent. The workshop process itself seems to work. Both citizens and professionals gave high marks to the organization and facilitation of the workshops. In addition, most everyone felt they had an opportunity to speak in a non-threatening forum. Conversely, there appears to be a communication problem (or at the very least, a perception of one) between citizens and professionals. Too many attendees felt they were not listened to or were not understood by members of the other group.

CHAPTER FIVE: CONCLUSIONS, LIMITATIONS & RECOMMENDATIONS

CONCLUSIONS

This paper began by looking at the history of public participation, particularly participation involving natural resource issues. Past participation methods were examined and evaluated. There have been many problems involving past methods, but perhaps the greatest of these is that there has not been a *meaningful* information exchange between professionals and citizens. For the most part, past participation methods have been one-way; from the professional to the citizen. Another major problem with past participation methods is that the people who were involved did not fully represent the citizenry at large. This project utilized small group discussions, led by a trained facilitator, as a more effective way to get citizens and natural resource professionals to communicate with each other. Following the workshops, an evaluation of the workshops took place via interviews with the participants. The main goal of the project was to develop a working model that can be used by natural resource professionals to work with the public. Specific objectives of the workshops were: (1) To bring forestry professionals together with citizens who would be considered unengaged or not represented in forestry or other natural resource issues, (2) To find out what people want from urban and community forestry (as well as from the professionals who work in this field), (3) To find out why people are not involved and finally, (4) To find out how these people would like to be engaged. Specific objectives of the evaluation were: (1) To determine if the participants thought this was an effective means of getting citizens and professionals to

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work together on forestry and other natural resource issues and (2) To get the participants' views on the format and logistics of the workshops.

In some cases, it was difficult to make generalizations from the workshops because each community has unique needs and concerns. For example, the Atlanta and Bronx workshops were very passionate, but in different ways. The citizens in Atlanta were very vocal and highly distrustful of the professionals. The Bronx residents were more concerned with cleaning up their neighborhoods. They want to know how to obtain funding to beautify their community. Pollution is a major issue in The Bronx and asthma is a significant problem due to polluted air and the lack of greenspaces. A commonality between Atlanta and the Bronx is that the citizens want to see tangible results.

A commonality between Detroit, The Bronx, Lincoln and Goodwater relates to funding. The citizens of these communities were very concerned about receiving funding for tree-related projects, especially in The Bronx and Goodwater. They wanted to know who to contact and how to go about obtaining grants. This point was made most strongly by citizens who are active in their respective community, although it was also acknowledged by some of the professionals as well. There is another interesting point regarding funding. Of the communities in which funding was mentioned as a concern, only Lincoln could be considered not economically disadvantaged. Since some urban areas face a number of social challenges, tree issues may not get the attention or funding that some people think they deserve.

There were several common themes that appeared in most, if not all of the workshops. Although people realize the importance of trees in their communities, some citizens acknowledged that people do not get involved in issues unless they are directly

affected by them. This could be a reason why more people are not involved in tree-related issues. This point was made at six of the workshops. It was pointed out that people have many other issues in their daily lives, and trees may not be one of them. It was suggested that if people knew how important trees were, they might act differently. This point often led to a discussion of a need for more outreach, which was also a common theme. There has been a general consensus that more outreach is needed (Sampson 1988). Citizens are saying it and the professionals are acknowledging it.

Yet another common theme was the confusion felt by citizens about who to call with questions and the perception that foresters and other natural resource professionals are inaccessible. It has been suggested that a directory of agencies and professionals' names be provided to the citizens at the workshops, which is a great idea for people who attended the workshops, but it does not address the bigger problem of forester accessibility to the general citizenry. Confusion on the part of the citizens about who to call was mentioned at every workshop. Some professionals have acknowledged this as being a problem. Perhaps one final example of this will best describe the situation. At the Newark workshop, one of the facilitators was pressing a forester about the issue. The forester had been discussing his agency's participation programs. The facilitator asked how the average citizen would know about these opportunities. The forester replied, "Well, we're in the (news) paper an awful lot...But not everybody knows. We're a well-kept secret". Obviously, this is unacceptable and needs to change. This is by far the most common theme.

Other common themes:
- Education is needed, particularly involving children. Outreach to schools would be a great idea. Project Learning Tree was specifically mentioned in Detroit and Newark.
- Parks are important to people.

- Professionals need to speak in layman's terms and refrain from using jargon.
- Citizens do not know whom to contact with their tree-related concerns and questions.
- Two-way communication is key. Without it, it will be difficult for citizens and professionals to work together. This was mentioned mostly by citizens, but was also acknowledged by some professionals.
- Unfortunately, not all professionals appear open to two-way communication. Quotes made by foresters at two different meetings were, "Feel free to call us", and "We are in the (phone) book". While these professionals stated their willingness to assist citizens if the citizens call them, this is not the type of proactive attitude that will help break down communication barriers and facilitate stronger working relationships.
- Citizens want to be educated by the foresters. Although there was some distrust of foresters in Atlanta, citizens generally do trust the professionals and want to be educated by them. The foresters are still considered to be the experts (Madden 1990). Professionals need to be cognizant of this, and also be aware that they need to communicate *with* citizens and not simply talk *at* them. Professionals need to be careful of hearing this from the citizens and reverting to old tendencies of "educating the people". With the exception of Atlanta, the citizens trust the foresters to provide the technical information that citizens lack. However, citizens still expect to be included in discussions and decision-making.
- There are concerns about the effects of sprawl and the lack of greenspaces that sprawl creates.
- Professionals and citizens do have some common ideas and concerns. Identifying these commonalties will help both groups to work together.
- These types of workshops are good ways to make contacts.
- Citizens want follow-up.
- Citizens want to see tangible results.

These last two points were difficult to offer people from these workshops. It is really up to the people (both citizens and professionals) in the respective communities to perform the follow-up with each other. While the workshops were a good start at getting professionals and citizens to communicate with each other, it is not realistic to expect a one-time event to have a lasting impact (Daniels and Walker 1996). Hopefully the citizens and professionals will develop working relationships going forward. A trend developed during the project of people making contacts at the workshops, which is a

positive sign. Other writers have noticed the same result in other participation attempts (King et al. 1998). The citizens mentioned that this was a good way for them to meet the professionals they need to contact. Several citizens from different workshops discussed the benefits of establishing new contacts at the workshops. They were glad they were able to learn who to call and connect with.

The only people who discussed this unintended benefit of making new contacts at the workshops however, were citizens. Not one professional mentioned a benefit of meeting new people in the community. This is not meant to be an indictment of the professionals or the agencies for which they work. It does however, indicate that the citizens may have attended the workshops looking to get something more out of them. This seems logical because although the workshops were voluntary for both professionals and citizens, the professionals may have felt an obligation to attend, while the citizens most likely were not under any type of pressure to attend.

Hopefully, continual follow-up will lead to tangible results in these communities. This is a point that was stressed to the participants of the Bronx session because the people came to the workshop expecting something tangible.

One of the questions that was asked when interviewing participants was: "What do you think the purpose of the workshop was?" People were confused about this. What makes this interesting is that every participant (unless they came with someone else) was sent a letter, which explained the purposes. In addition, the reasons for holding the workshop were also explained at the beginning of each session. Yet in conducting the interviews, a wide range of answers was given, mostly by the citizens. The foresters seem to be more cognizant of the reasons for conducting the workshops.

LIMITATIONS

A major challenge of this study was obtaining an adequate representation of each community's population. For the citizens, attempts were made to obtain a diverse mix of participants, including racial diversity. This goal was successful in some communities, while in others, it could have been better. Some communities did not have a very racially diverse population, so it was difficult to get minority participation. A possible obstacle to getting a great deal of racial minorities involved could have been due to the fact that most of the planners in this project were Caucasian. At the Denver conference, a professional indicated that he, as a person of color, would have a better chance of getting racial minorities involved than would the facilitator, who was Caucasian.

However, as was mentioned in the introduction, it is important to remember that diversity does not relate solely to ethnic diversity. In this project, attempts were made to involve *any* people who were not involved in forestry and other natural resource issues. And since it is difficult if not impossible to define "the public", it can be somewhat problematic to determine if a good representation of each community was achieved. However, based on the participants who attended each workshop, a desired representation of each community was achieved where possible. In addition to ethnic diversity, differences in age, profession and income were also realized.

Another limitation occurred on the part of the facilitators. For the Michigan workshops, the same people facilitated, so uniformity was achieved in how the small group discussions were handled. Also, although the Michigan facilitators were graduate students, they had more experience than the facilitators for the national workshops, since

these individuals only facilitated one discussion. By having a standard set of questions, this problem was alleviated to an extent, but there were two cases during the national workshops where a facilitator asked questions of a group that were not on the list.

An important component of the jobs of the facilitators is to remain neutral. Their job is not to offer information. It is to keep the discussion going and to follow the questions on the list. Inexperienced facilitators can have the tendency to offer their own opinions (which may be irrelevant to the subject matter) and to ask questions that lead the participants in a certain direction. This occurred in one of the Goodwater groups.

In the second portion of the results section, in which citizens discuss what they learned from professionals, while professionals mention the things they learned from citizens, it became obvious in some cases that the participants were not discussing what they had recently learned in their small groups. Rather, they were taking another opportunity to further their beliefs and perceptions of various issues. It is important in this portion of the workshops that the facilitator makes it clear that the point of this exercise is to hear what the participants actually learned in their small group discussions. In deciphering some of the data, it was difficult at times to determine what was learned during the discussions and what was someone's previously held opinion.

The most significant limitation to this study by far was trying to interview the participants. Some people did not sign the sign-in sheet or did not provide contact information. This was not a problem for people who were personally invited (since their contact information was already known), but if someone attended as a guest of someone else, it was necessary that they complete the sign-in sheet. Also, certain individuals did not respond to repeated attempts to contact them. Some people who did not offer their

phone number did provide an email address and/or a mailing address. In certain cases, attempts were made to contact participants through these means. While it is somewhat understandable that some citizens might not respond to attempts to contact them, it is disconcerting that many forestry professionals ignored repeated requests to interview them. The interviews were a very interesting and important component of the entire process. Although this was a limitation, enough aggregate information was obtained through the interviews that were conducted to make conclusions from the data.

RECOMMENDATIONS

A suggestion for future workshops is to record the entire evening, not just the small group discussions. Although the portion of the workshop where the professionals say what they learned from the citizens, while the citizens do the same of the professionals was documented, it would have helped to have an oral record of the discussion to refer to. In some cases, it would have been helpful to be able to listen to the tapes if they were available.

For future meetings, good facilitators are needed. At some of the discussions, one or two people would dominate the conversation. There were cases of foresters reverting back to old ideals of "educating the people". This led them to dominate the conversation. Strong facilitators are needed so that everyone has an opportunity to speak. Similarly, the conversations could at times tend to stray from the question that was asked. A good facilitator needs to be able to steer the discussion back to the desired topic.

The facilitators need to ask only the specific questions that require answers, using the prompts that were provided with the questions. At one of the Goodwater discussions,

the facilitator would ask the desired question, then follow it with other (often unrelated) prompts and questions. This tended to divert the discussion away from the original question. Instead of prompting the participants toward answering the desired question, she appeared to be leading them in a different direction. For example, when discussing what would make it easier for people to participate, she asked the citizens if they felt they were being ignored or specifically excluded because they were African-American. After some delay, one man answered in the affirmative. If he had stated this without being led to this answer, that would have been acceptable. But it appeared that she was asking this because of something she herself perceived, instead of simply facilitating the discussion (this was not one of the listed questions). It is important for facilitators to remain neutral.

A few participants thought there should have been a particular issue to discuss. As was previously mentioned, this was not an objective of this project. However, it would be interesting to conduct a series of workshops using the same model, but discussing a particularly controversial topic such as clearcutting to see if participants felt as good about the process in that instance as they did in the current case. As was mentioned earlier, this process to obtain citizen involvement may not be best in *every* situation (Hendee 1974; Sample 1993). One must be careful about making blanket, "always-never" statements since many participation situations may be unique.

FINAL COMMENTS

This project began with several objectives in mind. There were four objectives for the workshops, all of which were met:

1. The process was able to bring forestry and other natural resource professionals together with citizens who were not engaged in natural resource issues.

2. It was determined what people want from urban and community forestry, which was access to the professionals as well as to the information these professionals possess.

3. Citizens who are not involved are those who would like to be involved but do not know how to get involved, or conversely, those who are disinterested.

4. Citizens would like to have readily accessible participation opportunities.

The two objectives of the evaluations were also met:

1. Both citizens and professionals agreed that the process of small group discussions was an effective means of bringing together people with different viewpoints and from different backgrounds to rationally discuss forestry and other natural resource issues.

2. Participants' viewpoints on the workshop format were obtained.

A great deal was learned from the entire process. If the model is followed closely, desired results can be reached. Participant diversity can be achieved. Small group discussions are a viable option for obtaining citizen involvement and can be a key aspect of many public participation programs. However, the process is not a panacea. As one of the workshop organizers stated, "...it does take a tremendous amount of time and energy". The desire for a diverse audience has to be a top priority. And local

participation is crucial. There must be a local partner helping to organize the program and there must be continual local involvement. Perhaps the most important factor determining a participation program's success or failure is the need to continually work at it. As several citizens stated, single, isolated events will most likely not be successful. These citizens are correct.

In conducting the post-workshop interviews, it became very clear that citizens and professionals alike felt that the format for the workshops was a successful means to effectively involve the public in natural resource issues. Small group discussions work. By allowing people the opportunity to sit down face to face to rationally discuss issues of interest, citizens and professionals can work out mutually agreeable solutions. Further, by embracing diversity and reaching out to many segments of a community, communication barriers can be broken down and more dynamic solutions reached.

APPENDIX 1- GROUPS & ORGANIZATIONS CONTACTED

AARP
Agency On Aging
American Association Of University Women
Beautification Commission
Big Brothers/Big Sisters
Block Associations
Botanical Clubs
Catholic Social Services
Citizens District Councils
City Environmental Committee
Commission For The Blind & Visually Impaired
Community Centers
Community Colleges
Community Foundations
Concerned Citizens Groups
Cultural Centers
Development Commissions
Disabled American Veterans
Ethnic Organizations & Social Clubs
Family Development
Family Services
Garden Clubs
Habitat For Humanity
Hearing Impaired Organizations
High School Environmental Clubs
Homeless Coalition
Homeowners' Associations
Housing Development Corporation
Improvement Associations
Kennel Club
Labor Organizations
Ladies Home League
Lake Associations
Land Use Task Force
League Of Women Voters
Literacy Council
Media
Men's Fellowship Club
Museums
NAACP

Naturalists Clubs
Nature Centers
Neighborhood Associations
Park Associations
Recreation Centers
Recycling Organizations
Religious Groups
Rotary Clubs
Schools
Senior Centers
Veterans Groups
Vietnam Veterans of America
Volunteer Centers
Water Resources Institute
Women's Commission
Youth Organizations

APPENDIX 2 – LEARNED THINGS

LEARNED THINGS: MARQUETTE FORESTERS
- This form of dialogue is good.
- The general public is not informed about public involvement opportunities.
- The public feels powerless.
- Signs posted at a forested site would be good to explain to people what is happening.
- The public is generally not concerned about a forestry issue until it directly impacts them.
- Public expects foresters to exercise great care in what they do.
- Public seems to think that timber management is okay as long as it is "not in my backyard".
- Public's main concerns for forestry issues revolve around recreation and spiritual values.
- This type of format for a discussion (no "hot topic") is good. It allows people to participate and contains a social aspect to it.
- There are many little things that we foresters can do to please the public as long as we know what it is that they want (easily accessible phone numbers, explanatory signs).
- The lack of public input may indicate that they approve of what we are doing.
- The general public does not realize that forests are dynamic, changing systems.

LEARNED THINGS: MARQUETTE CITIZENS
- A tree that falls to the ground and dies is a financial loss.
- Foresters have a wide range of values relating to forests.
- Foresters love trees for their spiritual side.
- Foresters look at trees as having a wide diversity of uses.
- Landowners may not fully appreciate what foresters do.
- 50% of the wood we use in the U.S. is imported.
- There are different clearcutting techniques and spraying methods.
- Foresters have a healthy philosophy about how to do their job.
- This meeting is a positive interaction between the public and the forestry profession.
- Foresters are not just tree cutters.
- Foresters are individuals; they don't all share the same opinions and beliefs.
- The public is apathetic and alienated.
- Public needs to read the newspaper and see what is happening in their community.
- There should be a willingness to involve the public.

LEARNED THINGS: ALPENA FORESTERS
- The citizens who came were those who were interested in, or had a question about forestry.
- Different forestry professionals see different publics and perceive them in different ways.

- Citizens don't understand the different forestry agencies and organizations, who the foresters are, or how to contact them.
- We foresters need to share basic forestry knowledge with the public.
- The public wants foresters to protect the public from the loggers.
- Public expects foresters to be qualified, honest and willing to educate.
- Public wants foresters to make sure they protect the forest so that it "is always there".
- Public doesn't like jargon or acronyms.
- Public thinks a forest plan should be developed.
- Government workers should be unbiased, whereas it is okay for a private industry forester to be biased.
- Public wants a source to contact to obtain information.
- Foresters should go to the public.

LEARNED THINGS: ALPENA CITIZENS

- I now know who to contact.
- Better understanding of what foresters actually do.
- Foresters have environmental concerns, too.
- There is a difference between a forester and a logger. Previously, I thought it was the same.
- A better understanding of the forestry management profession and its considerations was obtained.
- We feel better about our forest plan (from a landowners' association).
- Forest managers can't just do as they please. They are constrained by their employers and the publics in the jurisdictions that they represent.
- There isn't one "Big Forest Plan", because there are different forests with different situations and needs.
- Communication to resolve differences is needed between the foresters and the public.
- A lot of discussion came from the foresters about forest management, but not about forest conservation.
- Can management and conservation be the same?
- Preservation / conservation means different things to different people. You can't define it easily.
- We lack an understanding of forest terminology.
- Many people have different perceptions of the various forestry practices.
- Foresters need to communicate more with the public.
- Some people seemed a bit suspicious of the foresters tonight and appeared afraid to speak their minds.
- In Michigan, we have few (if any) laws restricting the uses of private lands, so private landowners can do whatever they want.
- Public should listen to foresters with an open mind when foresters make suggestions.
- It is difficult to get different people to participate in this type of forum, because if people have an interest, they are probably already involved in some way. Also, people are busy. There must be a reason for them to want to attend something like this.

LEARNED THINGS: MUSKEGON FORESTERS

- Trees are valuable for property values.
- Public is concerned about clearcutting.
- There is a vagueness about the types of forests that exist and who is in charge and why.
- Public has a lack of knowledge about forest products.
- Public has difficulty in knowing who to contact about forestry-related matters.
- Wildlife is being pushed out.
- Confusion about who is in charge. Not everything is the DNR.
- Aesthetics are important.
- Trees have a spiritual value.
- Local money is not well spent on forestry.
- People don't know what to expect from foresters.
- Public wants more law enforcement on public lands and more regulations about what activities are allowed.
- Public wants more input without having to go to time of attending a lot of meetings.
- Public does not understand how to go get involved.
- To developers, only money matters.
- There is a concern about why trees are not being replanted in the city.
- Public did not realize that foresters can have different opinions about how to manage the same piece of land.
- There are too many chiefs (i.e. foresters). Public needs input, too.
- Public didn't realize that foresters are managers, not law enforcers.
- If people want to change laws, they need to get involved in the political process.
- People can get on agency mailing lists to be made aware of issues and to receive information.
- If citizens act together, they can make changes.

LEARNED THINGS: MUSKEGON CITIZENS

- How can we get more land into protected status?
- Foresters have many responsibilities.
- Public needs more education.
- Is forestry information found on the Internet reliable?
- What does MSU Extension actually do?
- Although there are enough federal foresters, there are not enough foresters, overall.
- Did not know that Muskegon even had a city forester.
- Who is liable for inappropriate behaviors on public land?
- People are lazy. They won't (don't) get involved unless something directly affects them.
- We need to start educating youth about the environment and about forestry.
- Programs such as Arbor Day are a good way to do this.

- Schools should be given tracts of land to manage with the guidance of a professional forester. This would help educate youth while also stimulating interest.

LEARNED THINGS: GROUP 1 DENVER PROFESSIONALS

- Important community characteristics include: people, family and character of the environment.
- Trees define what the natural environment looks like in a community.
- Trees need to be maintained.
- There is too much development (this is interesting, since these people were from all over the country as opposed to just one region).
- People need to either educate themselves or be educated about planting inappropriate species and the dangers of bringing non-native species to a new area.
- Partnerships are needed to promote environmental issues and the protection of trees and forests.
- To establish partnerships, it is important to develop mutually beneficial working relationships.
- Skills needed by managers are different when working in urban settings compared with rural and large areas.
- Most public involvement has occurred in adult settings. It would help to involve youth.
- We need to reach out to and work with, senior citizens.
- In government agencies (particularly the USFS), there is too much focus on political activities, rather than on environmental needs.
- What are the rewards of environmental stewardship to managers, society and the environment?
- Money (or lack thereof) is always an issue.
- Professionals think too narrowly and do not have the social skills necessary to work with an increasingly involved and diverse society.
- Minorities have been totally left out of the decision making process.
- The various issues affecting forestry are often looked at in isolation. They need to be connected.
- Environmental careers are not considered to be as important as other employment opportunities and perhaps do not attract the top job candidates.
- It is crucial to utilize the existing local infrastructure to promote a forestry agenda.

LEARNED THINGS: GROUP 2 DENVER PROFESSIONALS

- Of all the issues in society, forestry and tree-related concerns are not considered as important as other issues.
- We need to involve youth at a young age.
- People need to become educated about the importance of forestry and trees.
- Rather than educating people, maybe we as professionals need to raise awareness (I thought this was a great point).
- Trees invoke a "sense of peace".
- More qualified professionals are needed (similar to comment from previous group).

- Agencies should share resources, which would reduce duplication of effort and increase efficiencies.
- We need to get youth to pursue environmental careers, which means making them aware of the opportunities at a young age.
- By involving youth, we may be able to get their parents interested.
- In natural resource issues, we must keep in mind that there are always conflicting interests.
- Images that relate people of color to the environment are needed – there seems to be a lack of advertising that shows these people in natural environments. This could stimulate interest in the environment on their part.

LEARNED THINGS: NEWARK FORESTERS
- There is a historic association to trees.
- Species selection is different – people have different opinions on what species they like in their yards.
- Public wants to learn more.
- We need to emphasize the education of children.
- Outreach is definitely needed – communication must improve between citizens and professionals.
- Citizens are confused about which agencies are responsible for their trees.
- Trees have value beyond simply aesthetics.

LEARNED THINGS: NEWARK CITIZENS
- There are many agencies and professionals within these agencies willing to help.
- Lack of funding and/or coordination is a problem.
- We would like to create a shade tree community.
- Community leaders could be trained to teach children about tree awareness.
- Property owners have problems with different tree species.
- Education regarding trees is especially important for children.
- We should involve volunteer groups in urban forestry.
- Use inmate labor to both plant trees and also to stimulate interest among the inmates.
- Try to obtain tree planting grants from government agencies.
- Newark has a 4-H group which can lead to tree stewardship.
- There should be free tree saplings given to groups for plantings.
- The city of Newark has a city forester position that is not always filled.
- Newark used to get a tree city designation, but without a forester, there is no interest.
- People should appreciate the city parks.
- Better parks would lead to tourism dollars, thereby helping the community.
- Newark was the national leader in tree planting and development.
- Newark isn't the only city that has problems with trees and urban forestry.

LEARNED THINGS: CHARLESTON FORESTERS
- Some neighborhoods need urban forestry information and training, but the residents don't necessarily have the time to get involved.
- People don't know where to go for help. How can we define urban forestry for them?

- There is a general lack of awareness that resources exist to help people with their tree-related questions and concerns.
- People want more information and they need help. Ways to disseminate information could be information kiosks and roadway signs.
- Local groups could identify resources to share regarding information, but no such network exists.
- It would be good to have a forum to share and discuss information and to learn about local urban forestry and natural resource issues.
- There is a lack of open space in Charleston
- Local organizations are a good way to disseminate information to the public through the following mechanisms: public service announcements, mass mailings, TV, newspapers, etc.
- People expect a level of competency on the part of local government foresters regarding urban forestry.
- Utility companies have a responsibility to be proactive in dealing with the public regarding things such as tree trimming.
- There is a 2020 Vision program designed to plan for the future of the county, but a concern exists that there is a lack of emphasis on urban forestry, tree planting and green areas.

LEARNED THINGS: CHARLESTON CITIZENS
- People have a great appreciation for our natural areas and habitats.
- Forests are a resource.
- There needs to be an educational program explaining forests as a resource.
- Communities have needs related to forestry.
- We learned about the concept of urban forestry and the significance of forests in our community.
- The public is totally unaware of forestry agencies. There is no outreach at all!!
- There is a conflict between using forests as a commodity producer and conversely, not cutting forests. This is a matter of economics.
- The comprehensive 20 year plan for the county has no mention of forestry.
- Government agencies do exist, and they can provide information and resources.
- However, there needs to be an agency directory so people will know who to contact.
- It is reassuring to know that forestry professionals are accessible. We didn't know that before tonight.
- This meeting has been an excellent networking source.
- There is a definite lack of linkage between community groups and forestry issues.
- There is a lack of forestry education in the schools.
- The general public does not consider or understand the importance of forestry in their community.
- Misinformation / propaganda can be a problem. People need to have all the facts.
- There is no licensing or standards for loggers.
- Power companies have people certified to make sure cuttings are correctly performed.
- There needs to be better ways to distribute information about forestry.
- We need to get schools and children involved at an early age.

- Conservation groups could work with schools to perform tree plantings.
- Some Jewish people plant a tree in memory of deceased loved ones. We could do something like that here, or just plant a tree to celebrate special events.
- People don't notice trees until they are gone.
- Sprawl is a problem affecting urban forestry.
- People need to know which agency people to contact.
- Local government hasn't done enough to protect natural areas.
- Educating the public is important and necessary.
- The federal government should partner with local communities regarding education, public service announcements, etc.
- How do we distribute the information from this meeting? It should be done!

LEARNED THINGS: ATLANTA FORESTERS

- We need to get closer to the public. The citizens need our assistance.
- We need to involve the public, which is a difficult thing to do.
- The public knows foresters exist, but does not consider them to be accessible.
- If a white forester tries to help a black community, he/she will face skepticism, but if the forester is the same race as those in the community in which he is working, there is more trust. In other words, more minorities are needed to work in this field.
- Foresters need to go to the public; i.e. civic groups, churches, neighborhood associations.
- Foresters and citizens share some common concerns and frustrations regarding forestry issues.
- Agencies and foresters need to operate more at the grassroots level and form partnerships.
- Foresters are not seeing everything that is occurring in the community.
- We need to get more people from different cultures involved in natural resources.
- Those who work for government agencies are often limited in what they can do by politicians.
- Professionals need to take risks and make themselves more accessible to the public.
- Agency personnel should work more closely with cooperative extension, since these people are usually closer to the public.
- We need to work with local beautification organizations.
- We did not hear what strategies should be used in communities.
- Agencies should mail out information to people.
- Agencies need to target a specific market/community to assist the community with its needs. This will help us to really know what it is that people want.
- In the past, people perceived trees as dangerous.
- Educating people would help solve misunderstandings and other problems.
- Working with communities must be an inclusive process.
- Finding commonalties will help foresters and citizens to work together better.
- We must talk *to* people, rather than *down* to them.

LEARNED THINGS: ATLANTA CITIZENS
- Pubic does not trust agency personnel.
- Why do the foresters really want us here? What is the bottom line?
- What service(s) can the foresters share with the public?
- What did foresters bring with them? Why are they here?
- What follow-up will there be to this meeting?
- How are forestry policies and laws being enforced?
- Can foresters provide the public with resources such as publications and GIS mapping?
- Foresters need to reach public via outreach programs.
- We don't know exactly what foresters and other agency personnel do. What is their relevance?
- Public needs basic forestry information.
- How can public find out how much green space is left?
- What programs are available to meet the needs of the urban community?
- Cooperative extension should have access to more funding.
- Public needs to know what resources are available and how to access those resources.
- It is difficult to obtain funding to get grants.
- With what can foresters help the general public?
- How much funding is available from the USFS for things such as urban forestry programs and grants?
- Does this meeting have anything to do with the African American farmers' lawsuit?

THINGS LEARNED: LINCOLN FORESTERS
- People don't know where to go for information, so:
- People get much of their information from garden centers and the newspaper.
- Government seems to be a barrier to involvement. People have a "we vs. them" mentality about government, and would rather go elsewhere first for information.
- People think that their issues and concerns are so trivial that they shouldn't bother the natural resource professionals.
- People may not want to appear ignorant, so they don't go to the professionals for help.
- There is a lack of interaction between professionals and the public.
- What is interaction? There is a difference between interaction with the community and interaction with an individual. We need to foster both types.
- Public feels there is a lack of "front-porch", informal types of interactions, which result in citizens losing a sense of community.
- People may not get involved simply because there are other time commitments in their lives. They can't do it all.
- To some citizens, forestry seems to be an isolated government issue that people cannot relate to.
- It was good that citizens noticed the difference between an aesthetically appealing area opposed to an unappealing area.
- By getting people to notice things such as the prior point, maybe we as foresters can help people to become involved.
- A barrier to urban forestry is a lack of funds.

- Another barrier is a lack of access to natural areas.
- A citizen felt a personal loss when a large tree had to be removed. Trees seem sacred. Is this a Nebraska thing? We often have to take down trees to accommodate development.
- Citizens really like trails and natural areas.
- People want greenspaces and open areas in their yards and neighborhoods.
- There is a difference between what the public thinks a natural area is and what a professional thinks a natural area is.

THINGS LEARNED: LINCOLN CITIZENS
- Professionals are willing to share expertise if citizens simply call them.
- Professionals are also open to receiving calls to diagnose tree problems.
- Citizens call nurseries to receive answers to tree questions, rather than seeking the help of professionals. They assume professionals are not available to the public.
- Professionals wish more people would call them.
- Professionals want relationship with the public to be interactive and proactive, rather than reactive.
- Professionals are not visible to the public.
- Citizens should use the Parks & Recreation Department newsletter as a resource.
- The internet can be utilized as an information source.
- Citizens should join neighborhood associations to get involved in urban forestry.
- Citizens have time constraints in their lives.
- Citizens didn't know if there were opportunities to get involved in tree issues
- According to professionals, caring for city trees should be a shared responsibility.
- Grants are available to groups to address tree issues.
- Trees improve peoples' quality of life.
- People tend to take trees for granted.
- We learned the importance of planting native trees.
- We learned the difference between species that are planted in urban settings as opposed to rural settings.
- We are concerned about what happens to trees to accommodate development.
- Professionals explained why certain trees needed to be removed.
- Professionals explained the importance of having licensed professionals perform tree work.
- It appears easier to get people involved in smaller communities as opposed to large cities.
- Extension doesn't appear to be used as much in Lincoln as it is in Omaha.
- Professionals have a long-term focus on the care of trees.
- Professionals consider prevention in their decision-making.
- Citizens are interested in trails and opportunities to be involved in their development
- Maintaining the health of existing trees is as important as planting new trees.
- After this meeting, citizens feel better about professionals. They know they exist and that they can be contacted. Forestry is not some obscure governmental issue. It is real and is accessible to the community.

THINGS LEARNED: GOODWATER FORESTERS

- Communities do receive assistance, but it is not coordinated between agencies. Similarly, there is confusion among citizens about which agencies exist.
- Getting grants for trees is difficult and cumbersome.
- We need to get more people involved.
- Citizens call people they know; we need to get people involved in organizations so more connections will be made.
- People want to get answers to specific questions without having to call for assistance all the time.
- Citizens would like to know how they can maintain their trees.
- Some citizens feel that information is being willfully withheld.
- Trees are an important part of the community.
- Citizens realize that growing trees and creating greenspaces can improve their quality of life.
- People are concerned that dead and dying trees can hurt their homes causing financial losses.

THINGS LEARNED: GOODWATER CITIZENS

- Citizens want to know what information is available.
- Paperwork for receiving grants is cumbersome. We want the process to be simpler.
- We need to involve youth in tree issues.
- We don't know who to contact.
- We want specific instructions on how to care for trees. Training sessions would be beneficial.
- Creating community awareness of the importance of trees would help. Awareness would also make it easier to recruit volunteers.
- Getting businesses involved could lead to donations for tree projects.
- Open lines of communication are needed between professionals and citizens.
- Citizens can reach out to professionals, just as professionals can do the same (Good communication is a two-way street).
- This meeting is a good way to make contacts.

APPENDIX 3 - INTERVIEW RESULTS

	PROF.	CITIZEN
1. Were you given enough opportunities to express your thoughts?		
Yes	40	66
No	1	4
No, Someone Dominated The Conversation	3	0
Somewhat	0	1
2. How comfortable were you in speaking in this type of forum?		
A. Very comfortable B. Reasonably comfortable		
C. Just a little comfortable D. Not comfortable at all		
A. Very Comfortable	32	46
B. Reasonably Comfortable	11	25
C. Just A Little Comfortable	1	1
3. Do you think the people from the other group really listened to your comments?		
Yes	32	58
Yes, But Many Citizens Had An Agenda	2	0
Yes, But Some Foresters Thought They Had Heard It All Before	0	1
No	3	1
No, And Some Foresters Avoided Answering Questions	0	1
Somewhat	4	10
The Citizens Listened, But They Didn't Hear	2	0
Not Sure	1	0
4. Do you think the people from the other group understood your views?		
Yes	21	48
No	3	2
No, The Citizens Were Very Distrusting & Suspicious	3	0
Somewhat	15	20
They Understood, But They Did Not Agree With	2	0

5. Do you think you now have a better understanding of the other
group than you did before the workshop was held?

Yes	21	50
Yes, But I Don't Agree With What I Heard	1	0
Somewhat	11	15
No	1	7
No, I've Heard These Comments Before, But		
My Approach To Dealing With Public Will Change	2	0
No, I've Heard This Before	8	0

6. Do you believe the people from the other group were
   being honest

Yes	41	65
Yes, But Many Had An Agenda & Were Rude		
And Would Not Listen To Other Viewpoints	1	0
Most Did, But Those Who Didn't Speak Much May		
Not Have Been Being Totally Honest	1	0
Somewhat	0	5
No	0	1

7. How do you feel about the format for the evening
   (small groups, then just the public and the foresters,
   followed by one large group)?

Good	38	55
Good But Small Group Discussions Could Have Been Longer	1	1
Good But The Meeting Lasted Too Long	1	0
Okay	4	5
Small Groups Were Good, But We Didn't Hear	0	1
The Other Groups		
Good, But You Need A Larger Room	0	1
Small Groups Were Good, But Large Meeting At End	0	1
Is A Bad Idea		
Not Bad; More Diversity Is Needed	0	1
Not Bad; More Time Needed	0	1
Bad; There Was A Definite Lack Of Diversity	0	1

8. The length of the workshop was: A. Too short
    B. About right C. Too Long

A. Too Short	3	7
B. About Right	38	53
C. Too Long	3	9

9. Were the time and location convenient for you?

Yes	38	65
Yes, But Traffic/Location Was Bad	3	0
No, But This Was A Necessary Time To Get Public There	1	0
No, Business Hours Would Have Been Better	1	0
No	1	0
Location Was, But Meeting Should Have Started Earlier	0	3
It Was Okay	0	2
Time Was, But Location Should Have Been More Relaxed	0	1

10. What do you think was the purpose(s) of the workshop?

Develop Forum To Communicate Between Citizens And Professionals	32	28
For Foresters To Learn How To Communicate With Public	11	0
Examine Ways To Involve Minorities	9	12
For Foresters To Learn What Citizens Want	6	0
For Foresters & Citizens To Learn From Each Other	4	0
Obtain Citizen Input	3	13
Get People Involved In Forestry Issues	3	10
To Develop A Community Participation Model	2	1
To Find Out If There Is Interest In Urban Forestry Programs	2	0
Inform / Educate The Public	2	17
Find Out What Citizens Know About Environmental Issues	1	9
For Citizens To Learn What Foresters Do	1	0
Satisfy Grant/Thesis Requirements	1	3
Don't Know. It Wasn't Stated	1	4
To Make Citizens Aware That Foresters & Agencies Are A Resource To Be Used	0	6
Develop A Model For Future Meetings	0	3
To Find Out What Citizens Want From Forestry And The Professionals	0	3
Improve The Image Of Natural Resource Agencies	0	2
To Get Foresters To Talk To People	0	2
Make Foresters Aware Of An Urban Perspective Of Forestry	0	2
To Save Trees	0	1
For Citizens To Learn The Role Of The Forest Service	0	1
Find Out How Foresters Can Help Citizens	0	1
To Develop A Community Participation Model	0	1

11. What aspects of the workshop do you think were good,
    and should definitely be kept?

The Format For The Meeting - Small Groups	31	41
Free Dinner	8	11
Opportunity To Express Your Viewpoints	5	12
Interaction Between Foresters & Citizens	4	7
Interest By Minorities	4	4
Atmosphere. It Felt Very Positive	4	4
Discussion About Forest Values	2	0
Using Broad (Non-Controversial) Questions	2	0
Summarizing Findings At The End	2	4
Number Of Participants	1	0
Learning From Others	0	4
Networking Opportunities	0	4
Discussion Topics	0	3
Finding Out How Foresters Can Help The Community	0	1

12. What aspects of the workshop should be discarded
    or reworked?

Stronger Facilitators	4	0
Make Meeting Longer	2	1
What Will Come Of The Meeting???	2	0
Need To Explain Meeting Objectives Better	2	3
Try To Put People At Ease From The Beginning -	2	0
More Time In Last Part (The Summarizing Section)	2	0
There Was Too Much Suspicion	2	0
Discuss Concrete Strategies For Involving Minorities	2	0
Need A Specific Set Of Questions To Discuss With Citizens	1	0
Move Social Time To End Of Meeting	1	0
Don't Summarize What Was Learned. It Is Repetitive	1	0
More Time In Small Groups	1	0
Groups Didn't Allow For Free Information Exchange	1	0
Last Part, Where Only One Person Draws Conclusions	1	0
The Questions. They Were Too Broad & Vague	0	5
Shorten Meeting	0	3
Role Of Foresters Was Not Made Clear	0	1
Change Time To Earlier In The Day	0	1
Food & Social Hour Is A Waste Of Time	0	1

Meeting Had Too Few Participants	0	1

13. Do you have any other suggestions for making
     the workshops better?

Don't Let Anyone Dominate Discussions	4	2
Identify & Explain What The Next Steps Will Be	3	7
Better Initial Introductions	3	0
Get More Citizens To Attend	3	0
More Time In Last Part (The Summarizing Section)	2	0
Provide The Citizens With Forestry Information & Contacts	2	0
Need To Explain Meeting Objectives Better	2	3
Circulate The Sign-In Sheet, So People Will Have Contacts	1	0
More Qualified Facilitators; Not Graduate Students	1	0
Invite More Woods Workers & Producers, Rather Than Agency Foresters	1	0
Foresters Need To Listen With An Open Mind. Failure To Do So Stymied Conversation At My Table	1	0
Make Meeting Longer	1	2
Separate Foresters & Citizens During Dinner - They Will get To Know Each Other & Communicate More	1	0
Have A Follow-up Meeting On A Specific Topic Or Issue	1	0
More Citizens Per Forester	0	4
More Outreach	0	1
Have A Local Expert Discuss Past Accomplishments	0	1
Site Walks To View & Discuss Neighborhoods	0	1
Provide The Citizens With Forestry Information	0	1
Follow Up With Participants After Meeting With A Summary	0	1
Get A Larger Room To Eliminate Other Groups' Background Noise	0	1
Serve An Actual Dinner, Not Just Appetizers	0	1
Provide More Information (Slides, Videos, Etc.)	0	1
Have Citizens Bring Questions With Them For The Foresters	0	1
Have Agencies State A Position On Issues	0	1
Discuss Ways To Obtain Funding For Tree-Related Projects	0	1
State Importance Of Listening To Others; Not Just Speaking	0	1

14. Do you have any suggestions for getting people who have
     not been unvolved with forestry issues to come
     to a workshop like this?

Contact Schools, Civic, Outdoor & Neighborhood Groups	10	15
Encourage People To Bring A Friend	8	15
More Publicity / Advertisements	5	11
More Outreach	4	4
Contact Neighborhood & Community Leaders	2	5
Have A Local, Rather Than An Outsider Make Contacts	1	0
Schedule Meeting Further In Advance	1	0
Let People Know What Is "In It" For Them	1	0
Continue To Offer Free Dinner	1	5
Use A Controversial Issue	1	0
Survey Citizens To See Who Might Be Interested	1	0
Announce In Church Bulletins	1	0
Along With Minorities, Target Low-Income Whites	1	0
People Won't Come Unless An Issue Affects Them	1	1
Personal Invitations, Not Public Announcements	1	0
Contact Environmental Groups	1	0
Put Up Flyers In Parks And Natural Areas	1	2
Solicit Help From Agencies Before The Meeting	1	0
Solicit Names From Attendees	0	1
Contact Minority Groups Such As NAACP	0	1
Tell People There Will Be Follow-up	0	1
Provide Citizens With Information	0	1
Ask People To Spread The Word	0	1

15. Was the evening worth your time?

Yes	41	67
No	1	2
Somewhat	0	3
Somewhat. Citizens Were Too Angry	2	0

16. Would you attend another similar workshop?

Yes	38	55
No	4	2
Maybe	2	11
Maybe, But Only If Citizens' Questions Are Addressed	0	2

17. Are you interested in receiving the results of the project?

Yes	44	69
No	0	2

Maybe

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