

Appendix A

Riparian Meeting Information

Location	Meeting	Announcement Sent	Meeting Date	Number of Participants
Blacksburg	I	2/10/1997	3/13/1997	32
	II	4/3/1997	4/24/1997	2 (cancelled)
	II	5/12/1997	5/22/1997	10
New Castle	I	2/10/1997	3/4/1997	8
	II	4/3/1997	4/17/1997	4
	II	4/23/1997	5/15/1997	2 (cancelled)
Wythe	I	11/23/96	12/10/1996	15
	II	3/7/97	3/25/1997	9
	II	4/28/97	5/8/1997	6

Appendix B.

Time estimates for meetings in a single ranger district. These estimates do not include the time required to create, implement, and summarize surveys.

Task	Description	People	Hours per person
Poster at Openhouse	Create poster, attend openhouse	1	8
Compile Mailing List	Meet with USFS personnel, review existing mailing list, send out letter requesting additional names	2	40
Meeting I			
Meeting Announcement	Compose announcement, prepare data labels, mail announcements	1-2	8
Meeting Preparation	Agenda, room arrangements, staff scheduling, purchase supplies, snack preparation	1-2	5
Run Meeting	Drive to location, set up room/supplies, facilitate meeting, clean up, drive home	2-3	4
Meeting Summary	Record information from flipcharts, summarize meeting, update mailing lists, create data labels, mail summaries and announcement of next meeting	1	12
Meeting II			
Review Scoping Comments	Acquire, review and summarize scoping comments	1	20
Categorize Values	Combine and organize values identified in scoping comments and meetings	1	15
Meeting Preparation	Agenda, room arrangements, staff scheduling, snack preparation	1	5
Run Meeting	Acquire, review and summarize scoping comments	2-3	4
Meeting summary	Record information from flipcharts, summarize meeting, data labels, mail summaries and announcement of next meeting	1	15
Meeting III			
Meeting Preparation	Agenda, summarize and group categories, set-up Expert Choice software, room arrangements, staff scheduling, snack preparation	1	20
Run Meeting	Drive to location, set up room/supplies, facilitate meeting, clean up, drive home	1-2	5
Meeting summary	Summarize meeting results, combine AHP values from all districts	1	20
Final Summary	Summarize outcome, mail summary	1	20

Appendix C

The pages following contain:

Pre-process survey called "Public participation and Riparian Area Management on the Jefferson National Forest" (Pages 1- 9 on survey)

Post-process survey call "A Survey to Evaluate a Public Participation Process on the Jefferson National Forest" (Cover page and Pages 1- 7 on survey)

Nonparticipants survey called "Public participation and Riparian Area Management on the Jefferson National Forest" (Pages 1- 6 on survey)

Public Participation and Riparian Area Management on the Jefferson National Forest

This survey is designed to examine public participation and riparian area management on the Jefferson National Forest (JNF). Riparian areas are the land that borders streams, lakes, and other bodies of water. Please answer all of the questions. Your answers will help the JNF to gain valuable information about its public involvement efforts. Any additional comments you make will be incorporated into the survey results. **All answers are confidential.**

I. PARTICIPATION IN THE FOREST PLANNING PROCESS

This survey starts with questions about your participation in forest planning.

1. Different types of public involvement methods are used by the Jefferson National Forest. Please check all methods in which you have participated in the current or previous forest planning process.

- Attended a Forest Service presentation to a civic organization
- Completed and returned a response form
- Attended a private meeting with Forest Service personnel
- Involved in the scoping process
- Read a forest plan
- Sent a personal letter
- Signed a petition
- Signed a form letter
- Had a telephone conversation with Forest Service Personnel
- Helped prepare an organization report which addressed forest planning
- Helped draft a resolution which addressed forest planning
- Attended planning picnic
- Attended an openhouse
- Attended a fieldtrip
- Attended workshop
- Attended annual conference
- Other: _____

The activities listed in the previous question (Q.1) are examples of participation in forest planning. For *each* of the following questions, please mark the appropriate answer.

- | | No | Yes | Unsure |
|--|--------------------------|--------------------------|--------------------------|
| 2. Have you participated in any forest planning activities (such as those listed in Question 1) on the George Washington National Forest? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you participated in forest planning activities on other national forests (other than the Jefferson or George Washington National Forests)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have not been involved in any form of forest planning, please go to question 18, Section II, page 6.

- | | Yes | No |
|---|--|--------------------------|
| 4. Are you a member of an organization that is participating in JNF planning? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. For the past year, how many hours per month did you spend on activities related to JNF planning? | <input style="width: 100px; height: 20px;" type="text"/> | |

6. When participating in public involvement programs for the Jefferson National Forest planning process, I represent (check **ONE** answer that applies)

- Personal interests on most occasions The interests of a group or an organization on most occasions

7. With your answer to your previous question in mind, which of the following describes your personal interests or the interests of the group or organization you represent? Please check **all** boxes that apply.

- | | | | | |
|--|---|---|--|--|
| <input type="checkbox"/> Industrial forestry | <input type="checkbox"/> Environmental protection | <input type="checkbox"/> Mountain biking | <input type="checkbox"/> Water quality related | <input type="checkbox"/> Media or communication |
| <input type="checkbox"/> Private, non-industrial forestry | <input type="checkbox"/> Camping | <input type="checkbox"/> Hunting | <input type="checkbox"/> Native plants related | <input type="checkbox"/> Business related |
| <input type="checkbox"/> Other timber related interests (please specify _____) | <input type="checkbox"/> Hiking | <input type="checkbox"/> Angling | <input type="checkbox"/> Mining related | <input type="checkbox"/> Native American interests |
| | <input type="checkbox"/> Off-road vehicle use | <input type="checkbox"/> Other recreational interests | <input type="checkbox"/> Grazing related | |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Horseback riding | <input type="checkbox"/> Fish interests | | |
| | | <input type="checkbox"/> Wildlife interests | | |

8. With your answers to the previous question in mind, please write on the line below which of the above interests is the **MOST IMPORTANT** to you or the organization you represent on the JNF.

Most important interest: _____

9. What sources of information do you use to learn about forest planning? Please check **all** boxes that applies.

- | | | | |
|---------------------------------------|------------------------------------|--|---|
| <input type="checkbox"/> TV | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Organizational Meetings | <input type="checkbox"/> JNF Newsletter |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Friends | | <input type="checkbox"/> JNF Personnel |
| <input type="checkbox"/> Other: _____ | | | |

10. Of the following reasons for participating in forest planning, please rate the importance of each as a reason for participation.

	Not Needed	Somewhat Important	Important	Very Important	Don't Know
a. To learn more about issues on the Jefferson National Forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To have an opportunity to express my opinion(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To influence forest planning decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To defend my economic interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To defend my recreational interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To fulfill my civic responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To preserve the forest for future generations ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. To preserve the spiritual value of the forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. To defend my way of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	No	Yes	Unsure		
11. Do you think that the time you spend on forest planning is a wise use of your time? .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12. Do you plan to participate in the upcoming forest planning process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Low	High		
13. How would you rate your satisfaction with public involvement in JNF forest planning? ...	1	2	3 4 5		
14. How important is forest planning to you? (Low importance to High importance)	1	2	3 4 5		
15. There are several components of a public involvement program. For each of the activities below, please rate how important the activity is to you (IMPORTANCE), next rate how well the Jefferson National Forest is performing each activity (PERFORMANCE). If you don't know, check UNKNOWN, otherwise circle the answer.					
	IMPORTANCE		PERFORMANCE		
	Low	High	Poor	Excellent	Unknown
a. How JNF employees inform you about issues related to forest planning	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>
b. For the JNF to equally inform all residents about plans and emerginhg issues	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>
c. Usefulness of public information programs to prepare citizens to make informed decisions about forest planning.	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>
d. Opportunities for citizens to influence JNF planning decisions	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>
e. The extent to which the JNF engaged diverse groups of citizens in the planning process	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>
f. The consideration of citizen recommendation by the JNF when making decisions concerning forest planning. .	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>
g. Long-term commitments to current planning decisions	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>
h. Equal consideration to all opinions in the current forest planning process	1	2 3 4 5	1	2 3 4 5	<input type="checkbox"/>

16. For each of the following activities, please rank how likely you are to participate in an activity (Use of Activity) and then how effective you think that activity is in conveying your opinion to the JNF (Effectiveness). If you don't know, check UNKNOWN, otherwise circle the answer.

	Use of Activity					Effectiveness					Unknown
	Low				High	Low				High	
a. Attend Forest Service presentation	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
b. Complete and return a response form	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
c. Private meeting with JNF personnel	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
d. Send personal letter to JNF	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
e. Sign a petition	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
f. Send a form letter to JNF	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
g. Telephone JNF personnel	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
h. Prepare organizational report which addresses forest planning	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
i. Help draft a resolution which addresses forest planning	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
j. Attend JNF picnic	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
k. Attend openhouse	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
l. Attend workshop	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
m. Attend annual conference	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
n. Contact elected representative to intervene	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
o. Participate in administrative appeal of the plan	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
p. File a lawsuit against the forest plan	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
q. Send a Freedom of Information Act Request to JNF ..	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
s. Other (please specify) _____	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>

17. For each of the following groups, indicate how much **INFLUENCE** you think each group has with the JNF. If you don't know, check Don't Know, otherwise mark the answer.

	INFLUENCE					
	Very Low	Low	Neutral	High	Very High	Don't Know
a. Environmental Protection Agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. U. S. Fish and Wildlife Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Natural Resources Conservation Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Division of Natural Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Virginia Dept of Game and Inland Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Department of Environmental Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Department of Conservation and Recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Department of Forestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Department of Natural Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Cities and Counties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The business community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. National environmental organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Local environmental organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Industrial forest industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Private, non-industrial foresters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Hiking groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Off-Road Vehicle groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Horseback riding groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Mountain biking groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Hunting groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Angling groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. RIPARIAN AREAS

The following section of questions are designed to assess your attitudes and values of riparian areas.

18. How important to you is management of riparian areas on the JNF?

Not Needed	Little Importance	Somewhat Important	Very Important	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Please indicate how important the following features of riparian areas are to you (IMPORTANCE), next indicate how well you think the JNF is maintaining these features (PERFORMANCE). If you don't know, check UNKNOWN, otherwise circle the answer.

	IMPORTANCE					PERFORMANCE					Unknown
	Low	High			Low	High					
a. Wildlife habitat	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
b. Food sources for wildlife	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
c. Shade for streams	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
d. Water quality	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
e. Flood control	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
f. Erosion control	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
g. Provide large woody debris for streams	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
h. Production of high quality timber	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
i. Protect stream stability	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
j. Diversity of vegetation types	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
k. Aesthetic appeal	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>

20. Please indicate how much impact the following activities have on riparian areas in the JNF (IMPACT), and how effectively you think the JNF is managing these activities (EFFECTIVENESS). If you don't know, check UNKNOWN, otherwise circle the answer.

	IMPACT					EFFECTIVENESS					Unknown
	Low	High			Low	High					
a. Use of herbicides	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
b. Use of fertilizers	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
c. Control of pest insect species	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
d. Control of tree diseases	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
e. Trails	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
f. Location of campsites	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
g. Mineral/gas leases	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
h. Roads	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
i. Erosion	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
j. Stream crossings	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
k. Timber salvage	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
l. Timber harvest	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
m. Vehicle/Equipment	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
n. Prescribed burning	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>

III. NATURAL RESOURCE ISSUES

Now we would like to ask some general questions about natural resource issues.

21. Listed below are statements about the relationship between humans and the environment. For each one, please indicate whether you **STRONGLY DISAGREE**, **MILDLY DISAGREE**, **MILDLY AGREE**, or **STRONGLY AGREE** with the statement.

	Strongly disagree	Mildly disagree	Mildly agree	Strongly agree	No Opinion
a. We are approaching the limit of the number of people the earth can support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The balance of nature is very delicate and easily upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Humans have the right to modify the natural environment to suit their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Humankind was created to rule over the rest of nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When humans interfere with nature it often produces disastrous consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Plants and animals exists primarily to be used by humans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To maintain a healthy economy we will have to develop a "steady-state" economy where industrial growth is controlled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Humans must live in harmony with nature in order to survive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The earth is like a spaceship with only limited room and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Humans need not adapt to the natural environment because they can remake it to suit their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. There are limits to growth beyond which our industrial society cannot expand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Humankind is severely abusing the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. RESPONDENT INFORMATION

Finally, we would like to ask you a few questions about yourself to help interpret the survey results.
(You are almost done! Thanks for your perseverance)

22. How long have you lived in the area of your current residency? (years)

23. What is the zip code of your place of residence?

24. In what year were you born?

25. What is your gender? Female Male

26. What is your highest level of education?

- | | | |
|--|--|---|
| <input type="checkbox"/> No formal education | <input type="checkbox"/> High school graduate or GED | <input type="checkbox"/> College graduate |
| <input type="checkbox"/> Grade school | <input type="checkbox"/> Trade school | <input type="checkbox"/> Some graduate work |
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Some college | <input type="checkbox"/> Graduate/professional degree |

27. What is your occupational status?

- Self-employed
- Employed, work for someone else
- Unemployed
- Retired
- Full-time homemaker
- Full-time student

28. What was your approximate annual family gross income in 1996?

- LESS THAN \$15,000
- \$15,000-24,999
- \$25,000-\$34,999
- \$35,000-\$44,999
- \$45,000-\$54,999
- \$55,000-\$99,999
- \$100,000-119,999
- GREATER THAN 120,000

29. Which of the following best describes the location of your current place of residence?

- A farm or ranch
- Rural area, but not a farm or ranch
- Town (less than 10,000 people)
- Small city (10,000-29,999 people)
- City (30,000-49,999 people)
- Large City (50,000-119,999 people)
- Metropolis (over 120,000)

30. Which one of the following environments best describes your upbringing or background?

- A farm or ranch
- Rural area, but not a farm or ranch
- Town (less than 10,000 people)
- Small city (10,000-29,999 people)
- City (30,000-49,999 people)
- Large City (50,000-119,999 people)
- Metropolis (over 120,000)

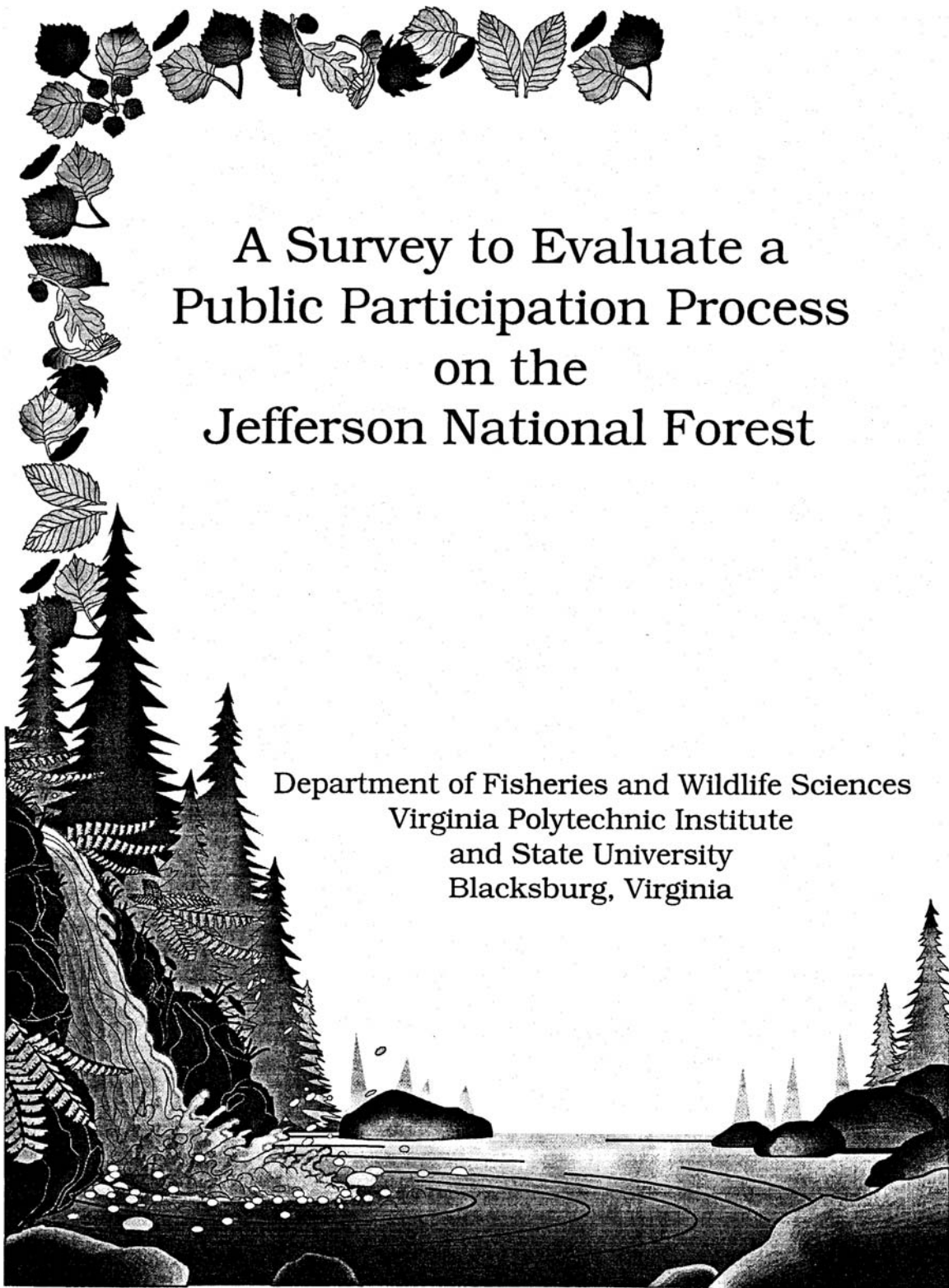
31. If you would like to make additional comments to the Jefferson National Forest employees to improve their public involvement techniques, please do so in the space below or on the back of this page. Use additional sheets of paper if necessary. Please be assured that your extra comments will be incorporated into the survey results.

32. After all questionnaires have been returned, the information provided by respondents will be summarized. Would you like us to mail you a summary of these results? (Please indicate your preference below)

- Yes, I would like a summary of the results
 No, I do not wish to receive a summary of the results

THANK YOU very much for your taking the time to complete this survey. Your opinions and recommendations will be a valuable contribution toward influencing future public involvement efforts in forest planning.

If you have any questions or comments, please call or write. Thanks again for your cooperation and input.
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A Survey to Evaluate a
Public Participation Process
on the
Jefferson National Forest

Department of Fisheries and Wildlife Sciences
Virginia Polytechnic Institute
and State University
Blacksburg, Virginia

Evaluation of A Public Participation Process for Identifying Values Associated with Riparian Area Management on the Jefferson National Forest

This survey is designed to evaluate the public meetings held to identify values associated with riparian areas on the Jefferson National Forest (JNF). Riparian areas are the lands that border streams, lakes, and other bodies of water. If you completed a survey at one of the first meetings, some of the questions may look familiar. Please answer all of the questions. Your answers will help the JNF to gain valuable information about its public involvement efforts. Any additional comments you make will be incorporated into the survey results. **All responses are confidential.**

I. PARTICIPATION IN THE FOREST PLANNING PROCESS

This survey starts with questions about your participation in forest planning.

1. Different types of public involvement methods are used by the Jefferson National Forest. Please check ALL methods in which you have participated in the current or previous forest planning process on the Jefferson National Forest.

- Attended a Forest Service presentation to a civic organization
- Completed and returned a response form
- Attended a private meeting with Forest Service personnel
- Involved in the scoping process
- Read a forest plan
- Sent a personal letter
- Signed a petition
- Signed a form letter
- Had a telephone conversation with Forest Service Personnel
- Helped prepare an organization report which addressed forest planning
- Helped draft a resolution which addressed forest planning
- Attended planning picnic
- Attended an openhouse
- Attended a fieldtrip
- Attended workshop
- Attended annual conference
- Other: _____

The activities listed in the previous question (Q.1) are examples of participation in forest planning. For EACH of the following questions, please mark the appropriate answer.

- | | No | Yes | Unsure |
|---|--------------------------|--------------------------|--------------------------|
| 2. Have you participated in any forest planning activities (such as those listed in Question 1) on the <u>George Washington</u> National Forest? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you participated in forest planning activities on <u>OTHER</u> national forests (other than the Jefferson or George Washington National Forests)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have **NOT** been involved in any form of forest planning (i.e., you did not check any boxes in Q. 1 and you answered No to both Q.2. and Q.3), please go to question **13**, Section III, page 3, otherwise, please continue to question 4.

II. INVOLVEMENT IN THE FOREST PLANING PROCESS.

The following section of questions is designed to assess your interests in Jefferson National Forest Planning.

4. Are you a member of an organization that is participating in JNF planning? Yes No

5. When participating in public involvement programs for the Jefferson National Forest planning process, I represent (check ONE answer that applies)
 Personal interests on most occasions The interests of a group or an organization on most occasions

6. With your answer to your previous question in mind, which of the following describes your personal interests or the interests of the group or organization you represent? Please check ALL boxes that apply.

- | | | | | |
|--|---|---|--|--|
| <input type="checkbox"/> Industrial forestry | <input type="checkbox"/> Environmental protection | <input type="checkbox"/> Mountain biking | <input type="checkbox"/> Water quality related | <input type="checkbox"/> Media or communication |
| <input type="checkbox"/> Private, non-industrial forestry | <input type="checkbox"/> Camping | <input type="checkbox"/> Hunting | <input type="checkbox"/> Native plants related | <input type="checkbox"/> Business related |
| <input type="checkbox"/> Other timber related interests (please specify _____) | <input type="checkbox"/> Hiking | <input type="checkbox"/> Angling | <input type="checkbox"/> Mining related | <input type="checkbox"/> Native American interests |
| | <input type="checkbox"/> Off-road vehicle use | <input type="checkbox"/> Other recreational interests | <input type="checkbox"/> Grazing related | |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Horseback riding | <input type="checkbox"/> Fish interests | | |
| | | <input type="checkbox"/> Wildlife interests | | |

7. With your answers to the previous question in mind, please write on the line below which ONE of the above interests is the MOST IMPORTANT to you or the organization you represent on the JNF.

Most important interest: _____

8. For the past year, how many hours per month did you spend on activities related to JNF planning?

9. Do you think that the time you spend on forest planning is a wise use of your time? No Yes Unsure

10. Do you plan to participate in the current forest planning process?

11. How important is forest planning to you?
 (Low importance to High importance) Low High
 1 2 3 4 5

12. How would you rate your satisfaction with public involvement in JNF forest planning?
 (Low satisfaction to High satisfaction) 1 2 3 4 5

III. EVALUATION OF RIPARIAN MEETINGS

This section of questions is designed to evaluate the riparian meetings held during the Spring of 1997 in Blacksburg, New Castle, and Wythe.

13. How many riparian meetings did you attend?

- no meetings, but sent in comments or called
 one meeting
 Other: _____
 two meetings
 three meetings

14. If you stopped attending the meetings, was it because:

(please check ALL that apply)

- too busy
 schedule conflicts
 didn't feel that the meetings were important
 Other: _____
 not interested in topic
 didn't feel that you could contribute anything to the meetings

- | | No | Yes | Unsure |
|---|--------------------------|--------------------------|--------------------------|
| 15. Did you feel that you were treated fairly at the meetings? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Do you feel that attending the meetings was a wise use of your time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Do you think you had enough information to participate in the process? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Would you attend a series of meetings again, if the focus of the meetings was a specific topic related to Jefferson National Forest planning? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Would you be willing to participate in future meetings that deal specifically with issues related to riparian area management? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. After participating in this process, do you think that an agreement can be reached for the desired future condition of riparian areas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Low | High |
| 21. How would you rate your satisfaction with the outcome from the meetings? | | 1 | 2 3 4 5 |
| | No | Yes | Unsure |
| 22. Do you feel that a diverse range of interests were represented at the meetings? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

23. Please list any groups you think should have been at the meetings and were not: _____

IV. RIPARIAN AREAS

The following section of questions are designed to assess your attitudes and values of riparian areas.

	Not Needed	Little Importance	Somewhat Important	Very Important	Unsure
24. How important to you is management of riparian areas on the JNF?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Please indicate how important (IMPORTANCE) the following features of riparian areas are to you. If you have don't know, check UNSURE, otherwise circle the answer.

	IMPORTANCE					Unsure
	Low	High				
a. Wildlife habitat	1	2	3	4	5	<input type="checkbox"/>
b. Food sources for wildlife	1	2	3	4	5	<input type="checkbox"/>
c. Shade for streams	1	2	3	4	5	<input type="checkbox"/>
d. Water quality	1	2	3	4	5	<input type="checkbox"/>
e. Flood control	1	2	3	4	5	<input type="checkbox"/>
f. Erosion control	1	2	3	4	5	<input type="checkbox"/>
g. Provide large woody debris for streams	1	2	3	4	5	<input type="checkbox"/>
h. Production of high quality timber	1	2	3	4	5	<input type="checkbox"/>
i. Protect stream stability	1	2	3	4	5	<input type="checkbox"/>
j. Diversity of vegetation types	1	2	3	4	5	<input type="checkbox"/>
k. Aesthetic appeal	1	2	3	4	5	<input type="checkbox"/>

26. Please indicate how much impact you think the following activities have on riparian areas in the Jefferson National Forest. If you have don't know, check UNSURE, otherwise circle the answer.

	IMPACT					Unsure
	Low	High				
a. Use of herbicides	1	2	3	4	5	<input type="checkbox"/>
b. Use of fertilizers	1	2	3	4	5	<input type="checkbox"/>
c. Control of pest insect species	1	2	3	4	5	<input type="checkbox"/>
d. Control of tree diseases	1	2	3	4	5	<input type="checkbox"/>
e. Trails	1	2	3	4	5	<input type="checkbox"/>
f. Location of campsites	1	2	3	4	5	<input type="checkbox"/>
g. Mineral/gas leases	1	2	3	4	5	<input type="checkbox"/>
h. Roads	1	2	3	4	5	<input type="checkbox"/>
i. Erosion	1	2	3	4	5	<input type="checkbox"/>
j. Stream crossings	1	2	3	4	5	<input type="checkbox"/>
k. Timber salvage	1	2	3	4	5	<input type="checkbox"/>
l. Timber harvest	1	2	3	4	5	<input type="checkbox"/>
m. Vehicle/Equipment exclusion	1	2	3	4	5	<input type="checkbox"/>
n. Prescribed burning	1	2	3	4	5	<input type="checkbox"/>

V. NATURAL RESOURCE ISSUES

Now we would like to ask some general questions about natural resource issues

27. Listed below are statements about the relationship between humans and the environment. For each one, please indicate whether you STRONGLY DISAGREE, MILDLY DISAGREE, MILDLY AGREE, or STRONGLY AGREE with the statement, or have NO OPINION.

	Strongly disagree	Mildly disagree	Mildly agree	Strongly agree	No Opinion
a. We are approaching the limit of the number of people the earth can support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The balance of nature is very delicate and easily upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Humans have the right to modify the natural environment to suit their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Humankind was created to rule over the rest of nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When humans interfere with nature it often produces disastrous consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Plants and animals exist primarily to be used by humans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To maintain a healthy economy we will have to develop a "steady-state" economy where industrial growth is controlled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Humans must live in harmony with nature in order to survive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The earth is like a spaceship with only limited room and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Humans need not adapt to the natural environment because they can remake it to suit their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. There are limits to growth beyond which our industrial society cannot expand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Humankind is severely abusing the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. RESPONDENT INFORMATION

Finally, we would like to ask you a few questions about yourself to help interpret the survey results. (You are almost done! Thanks for your perseverance)

28. How long have you lived in the area of your current residency? (years)

29. What is the zip code of your place of residence? ..

30. In what year were you born?

31. What is your gender? Female Male

32. What is your highest level of education?

- | | | |
|--|--|---|
| <input type="checkbox"/> No formal education | <input type="checkbox"/> High school graduate or GED | <input type="checkbox"/> College graduate |
| <input type="checkbox"/> Grade school | <input type="checkbox"/> Trade school | <input type="checkbox"/> Some graduate work |
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Some college | <input type="checkbox"/> Graduate/professional degree |

33. What is your occupational status?

- Self-employed
- Employed, work for someone else
- Unemployed
- Retired
- Full-time homemaker
- Full-time student

34. What was your approximate annual family gross income in 1996?

- LESS THAN \$15,000
- \$15,000-24,999
- \$25,000-\$34,999
- \$35,000-\$44,999
- \$45,000-\$54,999
- \$55,000-\$99,999
- \$100,000-119,999
- GREATER THAN 120,000

35. Which of the following best describes the location of your current place of residence?

- A farm or ranch
- Rural area, but not a farm or ranch
- Town (less than 10,000 people)
- Small city (10,000-24,999 people)
- City (25,000-49,999 people)
- Large City (50,000-119,999 people)
- Metropolis (over 120,000)

36. Which one of the following environments best describes your upbringing or background?

- A farm or ranch
- Rural area, but not a farm or ranch
- Town (less than 10,000 people)
- Small city (10,000-24,999 people)
- City (25,000-49,999 people)
- Large City (50,000-119,999 people)
- Metropolis (over 120,000)

37. If you would like to make additional comments about the riparian meeting process, please do so in the space below or use additional sheets of paper if necessary. Please be assured that your extra comments will be incorporated into the survey results.

38. After all questionnaires have been returned, the information provided by respondents will be summarized. Would you like us to mail you a summary of these results? (Please indicate your preference below)

- Yes, I would like a summary of the results
 No, I do not wish to receive a summary of the results

THANK YOU very much for your taking the time to complete this survey. Your opinions and recommendations will be a valuable contribution toward influencing future public involvement efforts in forest planning.

If you have any questions or comments, please call or write. Thanks again for your cooperation and input.

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Public Participation and Riparian Area Management on the Jefferson National Forest

This survey is designed to examine public participation and riparian area management on the Jefferson National Forest (JNF). Riparian areas are the lands that border streams, lakes, and other bodies of water. Please answer all of the questions unless instructed to do otherwise. Your answers will help the JNF to gain valuable information about its public involvement efforts. Any additional comments you make will be incorporated into the survey results. **All answers are confidential.**

I. PARTICIPATION IN THE FOREST PLANNING PROCESS

This survey starts with questions about your participation in forest planning.

1. Different types of public involvement methods are used by the Jefferson National Forest. Please check ALL methods in which you have participated for the current or previous forest planning process on the Jefferson National Forest.

- Attended a Forest Service presentation to a civic organization
- Completed and returned a response form
- Attended a private meeting with Forest Service personnel
- Involved in the scoping process
- Read a forest plan
- Sent a personal letter
- Signed a petition
- Signed a form letter
- Had a telephone conversation with Forest Service Personnel
- Helped prepare an organization report which addressed forest planning
- Helped draft a resolution which addressed forest planning
- Attended planning picnic
- Attended an openhouse
- Attended a fieldtrip
- Attended workshop
- Attended annual conference
- Other: _____

The activities listed in the previous question (Q.1) are examples of participation in forest planning. For EACH of the following questions, please mark the appropriate answer.

- | | No | Yes | Unsure |
|---|--------------------------|--------------------------|--------------------------|
| 2. Have you participated in any forest planning activities (such as those listed in Question 1) on the <u>George Washington</u> National Forest? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you participated in forest planning activities on <u>OTHER</u> national forests (other than the Jefferson or George Washington National Forests)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have NOT been involved in any form of forest planning, please go to question 15, Section III, middle of page 3.

II. INVOLVEMENT IN THE FOREST PLANNING PROCESS.

The following section of questions is designed to assess your interests in Jefferson Forest Planning

Yes No

4. Are you a member of an organization that is participating in JNF planning?

5. For the past year, how many hours per month did you spend on activities related to JNF planning?

6. When participating in public involvement programs for the Jefferson National Forest planning process, I represent: (check ONE answer that applies)

- Personal interests on most occasions The interests of a group or an organization on most occasions

7. With your answer to your previous question in mind, which of the following describes your personal interests or the interests of the group or organization you represent? Please check ALL boxes that apply.

- | | | | | |
|--|---|---|--|--|
| <input type="checkbox"/> Industrial forestry | <input type="checkbox"/> Environmental protection | <input type="checkbox"/> Mountain biking | <input type="checkbox"/> Water quality related | <input type="checkbox"/> Media or communication |
| <input type="checkbox"/> Private, non-industrial forestry | <input type="checkbox"/> Camping | <input type="checkbox"/> Hunting | <input type="checkbox"/> Native plants related | <input type="checkbox"/> Business related |
| <input type="checkbox"/> Other timber related interests (please specify _____) | <input type="checkbox"/> Hiking | <input type="checkbox"/> Angling | <input type="checkbox"/> Mining related | <input type="checkbox"/> Native American interests |
| | <input type="checkbox"/> Off-road vehicle use | <input type="checkbox"/> Other recreational interests | <input type="checkbox"/> Grazing related | |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Horseback riding | <input type="checkbox"/> Fish interests | | |
| | | <input type="checkbox"/> Wildlife interests | | |

8. With your answers to the previous question in mind, please write on the line below which ONE of the above interests is the MOST IMPORTANT to you or the organization you represent on the JNF.

Most important interest: _____

9. What sources of information do you use to learn about forest planning? Please check ALL boxes that apply.

- | | | | |
|---------------------------------------|------------------------------------|--|---|
| <input type="checkbox"/> TV | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Organizational Meetings | <input type="checkbox"/> JNF Newsletter |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Friends | | <input type="checkbox"/> JNF Personnel |
| <input type="checkbox"/> Other: _____ | | | |

10. Of the following reasons for participating in forest planning, please rate the importance of each as a reason for participation.

	Not Important	Somewhat Important	Important	Very Important	No Opinion
a. To learn more about issues on the Jefferson National Forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To have an opportunity to express my opinion(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To influence forest planning decisions ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To defend my economic interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To defend my recreational interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To fulfill my civic responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To preserve the forest for future generations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. To preserve the spiritual value of the forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. To defend my way of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	No	Yes	Unsure
11. Do you think that the time you spend on forest planning is a wise use of your time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Low	High
12. Do you plan to participate in the current forest planning process?	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
13. How would you rate your satisfaction with public involvement in JNF forest planning? (Low to High satisfaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
14. How important is forest planning to you? (Low to High importance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. RIPARIAN AREAS

The following section of questions is designed to assess your values regarding riparian areas.

	Not Important	Little Importance	Somewhat Important	Very Important	No Opinion
15. How important to you is management of riparian areas on the JNF?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Low	Low	Neutral	High	Very High	Don't Know
a. Wildlife habitat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Food sources for wildlife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shade for streams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Water quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Flood control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Erosion control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide large woody debris for streams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Production of high quality timber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Protect stream stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Diversity of vegetation types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Aesthetic appeal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. NATURAL RESOURCE ISSUES

Now we would like to ask some general questions about natural resource issues

17. Listed below are statements about the relationship between humans and the environment. For each one, please indicate whether you **STRONGLY DISAGREE**, **MILDLY DISAGREE**, **MILDLY AGREE**, or **STRONGLY AGREE** with the statement, or have **NO OPINION**.

	Strongly disagree	Mildly disagree	Mildly agree	Strongly agree	No Opinion
a. We are approaching the limit of the number of people the earth can support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The balance of nature is very delicate and easily upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Humans have the right to modify the natural environment to suit their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Humankind was created to rule over the rest of nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When humans interfere with nature it often produces disastrous consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Plants and animals exists primarily to be used by humans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To maintain a healthy economy we will have to develop a "steady-state" economy where industrial growth is controlled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Humans must live in harmony with nature in order to survive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The earth is like a spaceship with only limited room and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Humans need not adapt to the natural environment because they can remake it to suit their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. There are limits to growth beyond which our industrial society cannot expand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Humankind is severely abusing the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. RESPONDENT INFORMATION

Finally, we would like to ask you a few questions about yourself to help interpret the survey results. (You are almost done! Thanks for your perseverance)

18. How long have you lived in the area of your current residency? (years)

19. What is the zip code of your place of residence? ...

20. In what year were you born?

21. What is your gender? Female Male

22. What is your highest level of education?

- | | | |
|--|--|---|
| <input type="checkbox"/> No formal education | <input type="checkbox"/> High school graduate or GED | <input type="checkbox"/> College graduate |
| <input type="checkbox"/> Grade school | <input type="checkbox"/> Trade school | <input type="checkbox"/> Some graduate work |
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Some college | <input type="checkbox"/> Graduate/professional degree |

23. What is your occupational status?

- Self-employed
- Employed, work for someone else
- Unemployed
- Retired
- Full-time homemaker
- Full-time student

24. What was your approximate annual family gross income in 1996?

- LESS THAN \$15,000
- \$15,000-24,999
- \$25,000-\$34,999
- \$35,000-\$44,999
- \$45,000-\$54,999
- \$55,000-\$99,999
- \$100,000-119,999
- GREATER THAN 120,000

25. Which of the following best describes the location of your current place of residence?

- A farm or ranch
- Rural area, but not a farm or ranch
- Town (less than 10,000 people)
- Small city (10,000-24,999 people)
- City (25,000-49,999 people)
- Large City (50,000-119,999 people)
- Metropolis (over 120,000)

26. Which one of the following environments best describes your upbringing or background?

- A farm or ranch
- Rural area, but not a farm or ranch
- Town (less than 10,000 people)
- Small city (10,000-24,999 people)
- City (25,000-49,999 people)
- Large City (50,000-119,999 people)
- Metropolis (over 120,000)

27. If you would like to make additional comments to the George Washington and Jefferson National Forest employees to improve their public involvement techniques, please do so in the space below or on the back of this page. Use additional sheets of paper if necessary. Please be assured that your extra comments will be incorporated into the survey results.

28. After all questionnaires have been returned, the information provided by respondents will be summarized. Would you like us to mail you a summary of these results? (Please indicate your preference below)

- Yes, I would like a summary of the results
 No, I do not wish to receive a summary of the results

THANK YOU very much for your taking the time to complete this survey. Your opinions and recommendations will be a valuable contribution toward influencing future public involvement efforts in forest planning.

If you have any questions or comments, please call or write. Thanks again for your cooperation and input.

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Appendix D

Comments from the first meeting in Blacksburg, New Castle, and Wytheville.

Comments are listed in the order they were recorded on flipcharts.

Blacksburg

- Riparian areas should be timber industry's contribution to ecology and society
- Maintain or establish buffer zones
- Value to fishery and aquatic resources
- Upkeep of trails
- Preserve/Encourage rich biological systems
- Protection of water quality
- Biological integrity
- Conservation of riparian zones so people can use them into the future
- Protect/enhance wildlife habitat (including invertebrates & bugs) [lepidoptera - butterflies]
- Balance between ecological destruction and repair - repair of riparian areas should be equal to or greater than the rate of destruction
- Species diversity.
- Reduce flood impacts - protect impact to private lands. Protect riparian areas on NFS lands to reduce flood impacts.
- Spiritual values - protect as lifeblood of the earth
- Heavy use of trails - erosion - too much use now
- Enhance the human experience
- Protection of stream banks and vegetation - avoid erosion , maintain shading
- Erosion - control - upfront thought
- Wide buffer zones
- Preserve aesthetic values of riparian areas
- Trail development that minimizes erosion impacts
- Multiple (sustainable) use of riparian areas without degradation
- BMPs - forestry and aquatic related - more of them and implement them
- Protect and maintain because they are a small area and very productive and relate to everything
- Riparian areas as areas for education - personal and group outdoor classroom
- Environmental stability to support species diversity, native plants
- Leave 'em alone - Nature does it best
- Riparian areas important because of increased diversity compared to other areas
- Acid deposition - maintenance of buffer zones to minimize
- Diversity of access types - including handicapped, young, and old.
- Aquifer maintenance to rebuild our natural systems
- Value for flood control
- Manage by compromise
- Wildlife corridors
- Maintain water quality from an ecological perspective
- Maximize plant/animal species diversity through vegetative manipulation
- Recreational uses
- Attempt to avoid fragmentation of systems
- Value their wildness - include as Wild and Scenic rivers to protect this.
- Ban logging in riparian areas
- Restore native structure and process where appropriate
- Bring back/maintain beaver populations for flood control, natural structure and function.
- Hunting - safety in heavily used areas.
- Study and understand the species in this habitat in order to return to natural condition
- Waterfowl hunting - provide opportunities
- Minimize all impacts on riparian areas by humans and domestic animals
- Define riparian areas based on solid science
- Special emphasis on unique riparian habitats for T/E species

- Maintain all functions of riparian ecosystem
- Protect forested riparian areas to maintain stream channel stability
- Riparian areas multifunctional as ecosystems
- Aesthetic value is important. Simple beauty .. the comforting sound of the water
- Riparian area management should fit into a bioregional plan (at a minimum defined as a drainage basin) - don't look at riparian areas in isolation
- Naturally functioning ecosystems - representative of region, self-maintaining
- Public riparian areas can serve as a good example for private lands
- Input of large woody debris.
- Good place to teach what a natural areas can look like
- Develop new planning process that will allow development of bioregional plan
- Keep trash out of streams
- Maintain native species
- Protect bands of trees for beavers
- Remove/control invasive pest species
- Ecologically friendly canoe access
- Manage to restore areas damaged by exotic insects, diseases, species, plants, etc.
- How to decide when action needs to be taken - how much variation is acceptable? When to take action? -Take action when needed - don't wait too long [who's responsibility is it to take action?]
- Wild trout are good! (Slow the spread)
- All riparian areas should be regarded as high priority - we have none to spare.
- Riparian area interpretation, education should be readily accessible
- Designate some riparian areas as models/reference areas.
- Mechanism for local farmers to water their livestock and protect (e.g. fence) riparian areas - it's expensive
- Biological control rather than pesticides when feasible
- All wild fish and invertebrate species are good - encourage
- Protect the viewshed
- To keep America's riparian areas beautiful for other people to see and enjoy.

New Castle

- Aesthetics - riparian areas are unique areas - enjoy uniqueness of them
- Preservation of natural state -or- repair to natural state -> strive for natural riparian areas
- Development of recreational facilities - manage for a diversity of recreational opportunities
- Riparian areas most productive land on Forest - manage for mix of resources - quality timber, fish, wildlife, recreation.
- Provide for quality habitat instream for 1) endange red, 2) threatened, and 3) rare species [this is in ranked order]
- Quality habitat for 1) native trout, 2) wild trout, 3) stocked trout, 4) coldwater fisheries, and 5) warmwater fisheries [this in ranked order]
- Remediation progress on sediment sources (reducing sediment inputs)
- Support management (not preservation) of riparian areas - provide management of habitat for terrestrial species, dependent or partially dependent on riparian areas.
- Interpretative signs at recreational areas to improve knowledge of riparian Areas
- Preservation and neglect management should be lowest priority management strategy.
- Appropriate designation of streams: Federal - 1) wild 2) scenic 3) recreational
- Also state designation - Tier 3
- Stabilize banks
- Buffer strips - what's in effect and are they working?
- Single species management (e.g. woodcock), woodduck - habitat improvement for RA dependent species - including artificial enhancement [e.g. woodduck boxes]
- Liming of acid-sensitive streams
- Wide wildlife corridors
- Meeting federal and state standards
- Maintain hemlocks (by spray for adelgid) when appropriate - to maintain hemlocks for recreational and biological values
- Remove roads from riparian areas
- Apply habitat enhancement techniques (terrestrial)
- Protect municipal and private water supplies
- Maintain trails in riparian areas - important avenues of recreation, scenic quality
- Appropriate storm damage clean-up
- No powerline crossings
- Keep cattle out of streams
- Maintain instream flows - opposed to agricultural values
- Remove hydro power dams not used for hydropower
- Importance of riparian areas as aquifer recharge areas
- Emphasis for headwater and intermittent and ephemeral watercourse = downstream areas
- Look at rivers as ecosystems (including headwaters)
- Integration of streams and terrestrial areas e.g. wildlife partially dependent on riparian areas - ecosystem interaction
- Include seeps, springs, waterholes as riparian areas
- Look at aquatic and terrestrial resources as parts of Southern Appalachian ecosystem
- Look at results of Southern Appalachian Assessment - as driving planning for RA management
- Buffer strips - wide enough to be effective filters
- Prevent mine drainage - damage to streams
- Riparian areas important natural erosion control areas - maintain this function
- Monitor acidic depositions
- Lakes as important recreational sites
- No cattle in identified riparian areas - not just water courses
- Existing and planned linear facilities (e.g., transmission and power lines) and utility corridors are specific land use values that must be considered
- Riparian area management must be mindful of and be developed in concert with the multi-disciplinary planning efforts of the Forest Plan update and with other forest lands management concerns and land uses.

Wythe

- Ownership of land - FS owned vs. proclamation boundaries
- Variability between riparian areas must be recognized - flexibility in management - not rigid zones
- Think locally - e.g. endangered species concern
- Standards and guides must be clear and explicit - including definitions (perennial, ephemeral, etc.)
- How to recognize which areas should be "managed" vs. left alone
- Human ecological responsibility to habitat - on and off site (and forest)
- Approaches that improve H2O quality, habitat diversity
- Timber harvest - cove hardwoods
- Riparian grazing - riparian areas as part of a total grazing system for proper management .
- Practical and implementable
- Nothing more or less than to achieve quality H2O
- Need to capture value of all resources (i.e., recreational, aesthetics)
- Factual info should be the basis of management - need to know current conditions to set DFC's
- Riparian areas should remain accessible to users - not set off limits
- Roads - effect of roads on rip-area function - we don't know how it is being affected
- Get all interests involved in determining DFC's
- Pasture- stream interfaces - forest for better nutrient filtering
- Need knowledge of extraneous influences - flexibility required to adjust to new pests, floods, etc.
- Relative weight of values input should be explicit
- Economic value of riparian areas and their use
- Base decisions and actions more on scientific facts than environmental wants
- Powerlines may be appropriate in riparian areas
- Recognize two general zones, one being the zone of absolutely necessary protection and another being the zone of optimum or maximum protection.
- The idea that large trees need to be "salvaged" from riparian areas is misguided. While alive, the large riparian trees provide shade and cover; dead, they provide structure and habitat.
- The values of streams and their riparian areas should be considered in terms of replacement costs, not merely the short term benefit that can be gained from resource extraction.

Appendix E.

Management Strategies and Issues identified from Meeting and Scoping Comments

Comments from the meetings and scoping process were "grouped" into similar categories. Please note this does not include all scoping comments - just those that were different from the meeting comments.

RD = Ranger District/source of values: BB = Blacksburg; NC = New Castle; WY=Wythe; SC = Scoping Comments

C#= comment # = record keeping numbers from the brainstorming session at the first meeting, does not indicate ranking

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
1	Classification	Riparian	Wetlands	Include seeps, springs, waterholes as riparian areas	NC	33
2	Classification	SMZ	Fixed	Least 300' of "No disturbance" buffer zones	SC	6
3	Classification	SMZ	Variable	Increase size of protective buffers around riparian areas and wetlands to include underlying water tables, transition forests between riparian areas and drier forests, and other unique parts of the ecosystem. Think in terms of whole watershed ecosystem.	SC	9
4	Classification	SMZ		Maintain or establish buffer zones	BB	1
5	Classification	SMZ		Define riparian areas based on solid science	BB	23
6	Classification	SMZ		Wide buffer zones	BB	9
7	Classification	SMZ		Buffer strips - what's in effect and are they working?	NC	14
8	Classification	SMZ		Buffer strips - wide enough to be effective filters	NC	36
9	Classification	SMZ		Riparian areas need to be clearly disclosed to the public - their site specific location and the extent and nature of the criteria used to delineate them.	SC	49
10	Classification	SMZ		Consider that tree blowdown rates are greater near edges, up to three tree heights into a forest, and that regeneration, growth, density, and mortality of trees all are affected by their distance from the edge.	SC	8
11	Classification	SMZ		Recognize two general zones, one being the zone of absolutely necessary protection and another being the zone of optimum or maximum protection.	WY	23
12	Classification	Streams	Federal	Value their wildness - include as Wild and Scenic rivers to protect this.	BB	19
13	Classification	Streams	Federal	Appropriate designation of streams: Federal - 1) wild 2) scenic 3) recreational	NC	11
14	Classification	Streams	State	Also state designation - Tier 3	NC	12
15	Management	Education		Riparian areas as areas for education - personal and group outdoor classroom	BB	12
16	Management	Education		Public riparian areas can serve as a good example for private lands	BB	27
17	Management	Education		Good place to teach what a natural areas can look like	BB	28
18	Management	Education		Riparian area interpretation, education should be readily accessible	BB	34
19	Management	Education		Interpretative signs at recreational areas to improve knowledge of riparian Areas	NC	9

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
20	Management	Knowledge		Evaluate management and protection options for coldwater streams whose watersheds might suffer widespread canopy loss due to hemlock woolly adelgid and gypsy moth or due to frequent or large-scale timber harvests.	SC	5
21	Management	Knowledge		Need knowledge of extraneous influences - flexibility required to adjust to new pests, floods, etc.	WY	18
22	Management	Legislation		BMPs - forestry and aquatic related - more of them and implement them	BB	11
23	Management	Legislation		Meeting federal and state standards	NC	18
24	Management	Legislation		The Weeks Act was passed to protect river basins by maintaining forest cover in sensitive parts of watersheds. The aggressive clearcutting & road building practices of the FS carried out in the last 3 decades has not kept to the basic premise of WA	SC	13
25	Management	Monitoring	Develop	Continue to develop and deploy a macroinvertebrate stream sampling program.	SC	22
26	Management	Monitoring	Model	Designate some riparian areas as models/reference areas.	BB	34
27	Management	Monitoring	Volunteer	Establish a public volunteer program to aid in stream monitoring	SC	17
28	Management	Monitoring		All commercial activities should be preceded by an analysis of all water resources	SC	27
29	Management	Monitoring		Require that land disturbing activities not occur unless the budget and manpower for monitoring and for enforcement of protective S&Gs are available	50	50
30	Management	Planning		Riparian area management should fit into a bioregional plan (at a minimum defined as a drainage basin) - don't look at riparian areas in isolation	BB	26
31	Management	Planning		Develop new planning process that will allow development of bioregional plan	BB	29
32	Management	Planning		Riparian area management must be mindful of and be developed in concert with the multi-disciplinary planning efforts of the Forest Plan update and with other forest lands management concerns and land uses.	NC	ltr
33	Management	Planning		Look at results of Southern Appalachian Assessment - as driving planning for RA management	NC	35
34	Management	Planning		Factual info should be the basis of management - need to know current conditions to set DFC's	WY	13
35	Management	Strategy		"Road access Management", "Optimum sustained yield", and "balanced fish populations" all need to be dropped from the management of natural streams, ponds, and lakes. What is this, a forest or a fish farm?	SC	14
36	Management	Strategy		Leave 'em alone - Nature does it best	BB	13
37	Management	Strategy		Manage by compromise	BB	16
38	Management	Strategy		How to decide when action needs to be taken - how much variation is acceptable? When to take action? Take action when needed - don't wait too long [who's responsibility is it to take action?]	BB	32
39	Management	Strategy		Preservation and neglect management should be lowest priority management strategy.	NC	10

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
40	Management	Strategy		Support management (not preservation) of riparian areas - provide management of habitat for terrestrial species, dependent or partially dependent on riparian areas.	NC	8
41	Management	Strategy		Adopt special management standards for reference stream watersheds such as the "sensitive forestry" prescriptions.	SC	34
42	Management	Strategy		Develop 2 sets of S&Gs which limit size, spacing, and frequency, one for watersheds with little defoliation and one for watersheds with widespread canopy loss.	SC	35
43	Management	Strategy		Develop S&Gs to determine habitat suitability for different forms of recreation based on soil erodibility, proximity to sensitive resources, maintenance costs, and exclusivity of use.	SC	40
44	Management	Strategy		Ownership of land - FS owned vs. proclamation boundaries	WY	1
45	Management	Strategy		Practical and implementable	WY	10
46	Management	Strategy		Get all interests involved in determining DFC's	WY	16
47	Management	Strategy		Relative weight of values input should be explicit	WY	19
48	Management	Strategy		Variability between riparian areas must be recognized - flexibility in management - not rigid zones	WY	2
49	Management	Strategy		Base decisions and actions more on scientific facts than environmental wants	WY	21
50	Management	Strategy		Standards and guides must be clear and explicit - including definitions (perennial, ephemeral, etc.)	WY	4
51	Management	Strategy		How to recognize which areas should be "managed" vs. left alone	WY	5
52	Management	Strategy		Approaches that improve H2O quality, habitat diversity	WY	7
53	Management	Strategy		The idea that large trees need to be "salvaged" from riparian areas is misguided. While alive, the large riparian trees provide shade and cover; dead, they provide structure and habitat.	WY	24
54	Management	Strategy		Fisheries should be managed without artificial structures or stocking	SC	53
55	Management	Strategy		Keep trash out of streams	BB	29
56	Management	Strategy		Removal of forest canopy and fishing pressures [?]	SC	15

Appendix F

Riparian Values Identified from Meetings and Scoping Comments

Comments from the meetings and scoping process were "grouped" into similar categories. Please note this does not include all scoping comments - just those that were different from the meeting comments.

RD = Ranger District/source of values: BB = Blacksburg; NC = New Castle; WY=Wythe; SC = Scoping Comments.

C#= comment # = record keeping numbers from the brainstorming session at the first meeting, does not indicate ranking

Comments in [] are my notes to clarify the statement.

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
1	Aesthetic	Beauty		Preserve aesthetic values of riparian areas	BB	10
2	Aesthetic	Beauty		Aesthetic value is important. Simple beauty .. the comforting sound of the water	BB	26
3	Aesthetic	Beauty		To keep America's riparian areas beautiful for other people to see and enjoy.	BB	39
4	Aesthetic	Beauty		Aesthetics - riparian areas are unique areas - enjoy uniqueness of them	NC	1
5	Aesthetic	Spiritual		Spiritual values - protect as lifeblood of the earth	BB	7
6	Aesthetic	Spiritual		Enhance the human experience	BB	8
7	Aesthetic	Viewshed		Protect the viewshed	BB	38
8	Biodiversity	Aquatic	Habitat	Protect forested riparian areas to maintain stream channel stability	BB	25
9	Biodiversity	Aquatic	Habitat	Provide for quality habitat instream for 1) endangered, 2) threatened, and 3) rare species [this is in ranked order]	NC	5
10	Biodiversity	Aquatic	Habitat	Quality habitat for 1) native trout, 2) wild trout, 3) stocked trout, 4) coldwater fisheries, and 5) warmwater fisheries [this in ranked order]	NC	6
11	Biodiversity	Aquatic	Habitat	Protection of stream banks and vegetation - avoid erosion , maintain shading	BB	8
12	Biodiversity	Aquatic	Habitat	Stabilize banks	NC	13
13	Biodiversity	Aquatic	Habitat	Restore degraded riparian habitat, such as restoring brook trout waters	SC	26
14	Biodiversity	Aquatic	Species	Value to fishery and aquatic resources	BB	2
15	Biodiversity	Aquatic	Species	Wild trout are good! (Slow the spread)	BB	33
16	Biodiversity	Aquatic	Species	Phase out stocking programs and stop impacting (in a so-called non-significant way) wild trout streams. Naturally functioning wild fisheries and aquatic ecosystems should be the goal.	SC	19
17	Biodiversity	Aquatic	Species	Implement the new "Bring Back the Natives" program, which emphasizes watershed health and recovery of native fish, mussels, and other aquatic species.	SC	20
18	Biodiversity	Aquatic	Species	All fisheries should be managed for wild, native species and not exotic species.	SC	21
19	Biodiversity	Control Pest	Bio Control	Biological control rather than pesticides when feasible [of what?]	BB	36
20	Biodiversity	Control Pest	Bio Control	Develop control measures for streamside habitats which do not use herbicides.	SC	7

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
21	Biodiversity	Control Pest	Herbicides	Maintain hemlocks (by spray for adelgid) when appropriate - to maintain hemlocks for recreational and biological values	NC	19
22	Biodiversity	Control Pest		Remove/control invasive pest species	BB	31
23	Biodiversity	Control Pest		Manage to restore areas damaged by exotic insects, diseases, species, plants, etc.	BB	32
24	Biodiversity	Species	Diversity	Riparian areas important because of increased diversity compared to other areas	BB	14
25	Biodiversity	Species	Diversity	Maximize plant/animal species diversity through vegetative manipulation	BB	18
26	Biodiversity	Species	Diversity	Bring back/maintain beaver populations for flood control, natural structure and function.	BB	21
27	Biodiversity	Species	Diversity	Study and understand the species in this habitat in order to return to natural condition	BB	22
28	Biodiversity	Species	Diversity	Preserve/Encourage rich biological systems	BB	3
29	Biodiversity	Species	Diversity	Maintain native species	BB	30
30	Biodiversity	Species	Diversity	Protect bands of trees for beavers	BB	30
31	Biodiversity	Species	Diversity	All wild fish and invertebrate species are good - encourage	BB	37
32	Biodiversity	Species	Diversity	Biological integrity	BB	4
33	Biodiversity	Species	Diversity	Species diversity.	BB	6
34	Biodiversity	Species	Diversity	Restore native species to their historical range.	SC	24
35	Biodiversity	Species	Diversity	Maintain genetic and habitat diversity	SC	46
36	Biodiversity	Species	Diversity	Think locally - e.g. endangered species concern	WY	3
37	Biodiversity	Species	T/E/S	Special emphasis on unique riparian habitats for T/E species	BB	24
38	Biodiversity	Terrestrial	Habitat	Wildlife corridors	BB	17
39	Biodiversity	Terrestrial	Habitat	Input of large woody debris.	BB	28
40	Biodiversity	Terrestrial	Habitat	Protect/enhance wildlife habitat (including invertebrates & bugs) [lepidoptera - butterflies]	BB	5
41	Biodiversity	Terrestrial	Habitat	Single species management (e.g. woodcock), woodduck - habitat improvement for RA dependent species - including artificial enhancement [e.g. woodduck boxes]	NC	15
42	Biodiversity	Terrestrial	Habitat	Wide wildlife corridors	NC	17
43	Biodiversity	Terrestrial	Habitat	Apply habitat enhancement techniques (terrestrial)	NC	21
44	Biodiversity	Terrestrial	Habitat	After being told elsewhere (3-47,49,50,55) that trees are dying right and left, now we are told that there are “no species available to replace” chestnut LWD in headwater channels.	SC	10
45	Biodiversity	Terrestrial	Species	We advocate the use of native plants to revegetate road surfaces and expose slopes	SC	11

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
46	Biodiversity			Forest should be managed to optimize overall watershed health and emphasize the recovery of native aquatic species	SC	23
47	Biodiversity			Emphasize watershed health	SC	29
48	Commodity	Economics		The values of streams and their riparian areas should be considered in terms of replacement costs, not merely the short term benefit that can be gained from resource extraction.	WY	25
49	Commodity	Economics		Economic value of riparian areas and their use	WY	20
50	Commodity	Livestock		Minimize all impacts on riparian areas by humans and domestic animals	BB	23
51	Commodity	Livestock		Mechanism for local farmers to water their livestock and protect (e.g. fence) riparian areas - it's expensive	BB	35
52	Commodity	Livestock		Keep cattle out of streams	NC	26
53	Commodity	Livestock		No cattle in identified riparian areas - not just water courses	NC	41
54	Commodity	Livestock		Riparian grazing - riparian areas as part of a total grazing system for proper management.	WY	9
55	Commodity	Mining		Prevent mine drainage - damage to streams	NC	37
56	Commodity	Mining		Withdraw from leasing for mining areas allocated to develop recreation, wilderness, backcountry recreation, old growth, mature forest/interior bird habitat, PETS habitat, bear habitat, and riparian zones	SC	47
57	Commodity	Power		No powerline crossings	NC	25
58	Commodity	Power		Existing and planned linear facilities (e.g., transmission and power lines) and utility corridors are specific land use values that must be considered	NC	ltr
59	Commodity	Power		Powerlines may be appropriate in riparian areas	WY	22
60	Commodity	Timber	Soils	Evaluation suitability of short rotations by reviewing long term studies of soil productivity and loss	SC	36
61	Commodity	Timber		Riparian areas should be timber industry's contribution to ecology and society	BB	1
62	Commodity	Timber		Ban logging in riparian areas	BB	20
63	Commodity	Timber		Appropriate storm damage clean-up	NC	24
64	Commodity	Timber		Concerned about the negative effects of not logging	SC	33
65	Commodity	Timber		Sick and dying trees occur all the time and they fall to the ground and enrich the soil for successive trees	SC	37

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
66	Commodity	Timber		The steep headwaters of all watersheds on public lands in the region should be removed from commercial timber considerations.	SC	42
67	Commodity	Timber		The management of timber for harvest should be the focal point with outdoor recreation, watershed, wildlife, and fish as a by product	SC	48
68	Commodity	Timber		Harvest systems such as shelterwood, modified shelterwood, deferred removal, small clearcuts, and thinnings can be conducted in RAs without adverse environmental impacts	SC	50
69	Commodity	Timber		All harvest systems can be used in intermittent stream drainages without any adverse environmental impacts if proper mitigation measures are employed	SC	51
70	Commodity	Timber		Timber harvest - cove hardwoods	WY	8
71	Ecosystem	Connectivity		Attempt to avoid fragmentation of systems	BB	19
72	Ecosystem	Connectivity		Integration of streams and terrestrial areas e.g. wildlife partially dependent on riparian areas - ecosystem interaction	NC	32
73	Ecosystem	Connectivity		Look at aquatic and terrestrial resources as parts of Southern Appalachian ecosystem	NC	34
74	Ecosystem	Connectivity		Human ecological responsibility to habitat - on and off site (and forest)	WY	6
75	Ecosystem	Drainage		Look at rivers as ecosystems (including headwaters)	NC	31
76	Ecosystem	Drainage		The management of waterways should encompass whole drainage systems	SC	1
77	Ecosystem	Drainage		Emphasis for headwater and intermittent and ephemeral watercourse = downstream areas	NC	30
78	Ecosystem	Environmental Stability		Environmental stability to support species diversity, native plants	BB	13
79	Ecosystem	Environmental Stability		Balance between ecological destruction and repair - repair of riparian areas should be equal to or greater than the rate of destruction	BB	5
80	Ecosystem	Multifunctional		Protect and maintain because they are a small area and very productive and relate to everything	BB	12
81	Ecosystem	Multifunctional		Maintain all functions of riparian ecosystem	BB	24
82	Ecosystem	Multifunctional		Riparian areas multifunctional as ecosystems	BB	25
83	Ecosystem	Multifunctional		Conservation of riparian zones so people can use them into the future	BB	4
84	Ecosystem	Multifunctional		Need to capture value of all resources (i.e., recreational, aesthetics)	WY	12
85	Ecosystem	Multifunctional		All riparian areas should be regarded as high priority - we have none to spare.	BB	33
86	Ecosystem	Multifunctional		Multiple (sustainable) use of riparian areas without degradation	BB	11

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
87	Ecosystem	Multifunctional		Riparian areas most productive land on Forest - manage for mix of resources - quality timber, fish, wildlife, recreation.	NC	4
88	Ecosystem	Natural		Restore native structure and process where appropriate	BB	20
89	Ecosystem	Natural		Naturally functioning ecosystems - representative of region, self-maintaining	BB	27
90	Ecosystem	Natural		Preservation of natural state -or- repair to natural state -> strive for natural riparian areas	NC	2
91	Recreation	Accessibility		Development of recreational facilities - manage for a diversity of recreational opportunities	NC	3
92	Recreation	Accessibility		Diversity of access types - including handicapped, young, and old.	BB	15
93	Recreation	Accessibility		Riparian areas should remain accessible to users - not set off limits	WY	14
94	Recreation	Hunting	Safety	Hunting - safety in heavily used areas.	BB	21
95	Recreation	Hunting		Waterfowl hunting - provide opportunities	BB	22
96	Recreation	Trails	Angling	Coldwater angling opportunities are an integral and important part of recreation use and contribute to the travel and tourism industries.	SC	52
97	Recreation	Trails	Canoe	Ecologically friendly canoe access	BB	31
98	Recreation	Trails	ORV	FS has shown that they do not have the resources to control ORVs and keep them off closed and revegetating temporary roads and skid trails, out of streams and out of restricted areas.	SC	39
99	Recreation	Trails	ORV	ATVs also create air and noise pollution.	SC	45
100	Recreation	Trails		Trail development that minimizes erosion impacts	BB	10
101	Recreation	Trails		Upkeep of trails	BB	2
102	Recreation	Trails		Heavy use of trails - erosion - too much use now	BB	7
103	Recreation	Trails		Maintain trails in riparian areas - important avenues of recreation, scenic quality	NC	23
104	Recreation	Trails		Careful recreation site and trail design and management	SC	43
105	Recreation			Recreational uses	BB	18
106	Recreation			Lakes as important recreational sites	NC	40
107	Water	Quality	Acid Deposition	Monitor acidic depositions	NC	39
108	Water	Quality	Acid Deposition	Acid deposition - maintenance of buffer zones to minimize	BB	14
109	Water	Quality	Acid Deposition	Liming of acid-sensitive streams	NC	16
110	Water	Quality	Maintain	Water quality for drinking, stream quality, and recreation should be emphasized as primary uses of our forests.	SC	32

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
111	Water	Quality	Maintain	Maintain water quality from an ecological perspective	BB	17
112	Water	Quality	Maintain	Protection of water quality	BB	3
113	Water	Quality	Maintain	National Forests streams should be protected as the highest quality waters in the regions. Nominate their highest quality streams for tier-three outstanding national resource waters ("no discharge" designation during statewide classification reviews.	SC	2
114	Water	Quality	Maintain	Nothing more or less than to achieve quality H2O	WY	11
115	Water	Quality	Municipal	Protect municipal and private water supplies	NC	22
116	Water	Quality	Municipal	Produce overlays of all the public water supply watersheds found on national forest lands.	SC	31
117	Water	Quality	Nutrients	Pasture- stream interfaces - forest for better nutrient filtering	WY	17
118	Water	Quality	Sediment	Erosion - control - upfront thought	BB	9
119	Water	Quality	Sediment	Remove roads from riparian areas	NC	20
120	Water	Quality	Sediment	Riparian areas important natural erosion control areas - maintain this function	NC	38
121	Water	Quality	Sediment	Remediation progress on sediment sources (reducing sediment inputs)	NC	7
122	Water	Quality	Sediment	Sediment from roads can be a major source of lowered water quality in the SAA region, especially unpaved roads near tributary streams.	SC	12
123	Water	Quality	Sediment	Areas where existing roads or past logging activities are continuing to cause sedimentation problems.	SC	25
124	Water	Quality	Sediment	I strongly feel there should be a written limit on the numbers of roads that will be acceptable in your forest plan. Roads contribute significantly to erosion, stream sedimentation, and wildlife decimation. Bear react quite negatively to roads.	SC	38
125	Water	Quality	Sediment	Prevent soil erosion	SC	4
126	Water	Quality	Sediment	Multipurpose graveled roads, not logging roads, are the main source of sediment and the heavy recreational use of these roads causes most of the sedimentation problems.	SC	41
127	Water	Quality	Sediment	Small rural and forest access roads that timer harvesters typically use have particularly adverse effects on water supplies; penetrate far into wildlife habitats and often do not comply with road building standards intended to avoid such problems	SC	44
128	Water	Quality	Sediment	Roads - effect of roads on rip-area function - we don't know how it is being affected	WY	15
129	Water	Quantity	Aquifer	Aquifer maintenance to rebuild our natural systems	BB	15
130	Water	Quantity	Aquifer	Importance of riparian areas as aquifer recharge areas	NC	29
131	Water	Quantity	Floods	Value for flood control	BB	16

#	Grouping 1	Subgroup 1	Subgroup 2	Statement	RD	C#
132	Water	Quantity	Floods	Reduce flood impacts - protect impact to private lands. Protect riparian areas on NFS lands to reduce flood impacts.	BB	6
133	Water	Quantity	Floods	Natural flood control	SC	3
134	Water	Quantity	Instream Flows	Maintain instream flows - opposed to agricultural values	NC	27
135	Water	Quantity	Instream Flows	Remove hydro power dams not used for hydropower	NC	28
136	Water	Quantity	Instream Flows	No dams	SC	16
137	Water	Quantity	Instream Flows	Recognize that dams water diversions, and excessive erosion from logging and road-building can cause a decline in trout population due to reduction in the frequency and effectiveness of high water flows needed to produce clean gravel beds for spawning	SC	18
138	Water	Quantity	Instream Flows	Oppose the interbasin transfer of water	SC	30
139	Water			Groundwater/aquifer recharge, quality of water in streams for drinking water sources, quality of water in streams for aquatic resources, and riparian/stream condition for recreation should be emphasized as fundamental management objectives.	SC	28

VITA

Heather Anne Pert was born in San Francisco, California in 1962. She graduated from Illinois Valley High School in Cave Junction, Oregon in 1980. From 1980 to 1989 she worked for the Redwood Sciences Lab, USDA Forest Service on Caspar Creek Watershed project initially as a Y.A.C.C. crew member and finishing as a crew leader and fisheries biologist. She graduated from Humboldt State University in 1987 with a double major in fisheries and oceanography. On June 24, 1989 she married Edmund Joseph Pert. In August 1989 she entered the Master's program in the Department of Wildland Resources Sciences at the University of California, Berkeley. While living in Virginia and working for the Coldwater Fisheries Research Unit, USDA Forest Service, she completed her Master's degree from UC Berkeley with an emphasis in fisheries in 1993. She then entered the fisheries and wildlife program at Virginia Polytechnic Institute and State University to pursue a Ph.D. in fisheries. On January 6, 1998 her son Emmitt Kellum Pert was born. She is a member of the American Fisheries Society, the Ecological Society of America, Sigma Xi, and the Society of Wetland Scientists. She currently resides with her husband and son in Elk Grove, California and is expecting a second son in September, 2001.