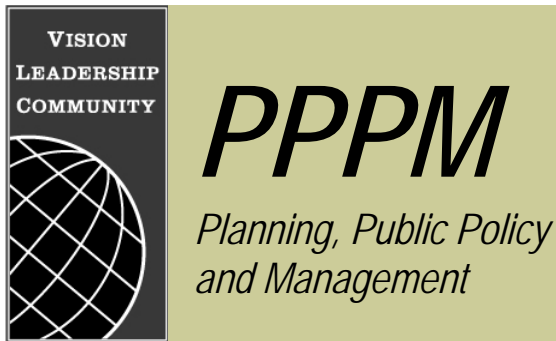


**PPPM 643: COLLABORATIVE PLANNING AND MANAGEMENT
FALL 2004**



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Office Hours: Mon 3:30 – 4:30 (or by appt.)

Class time: Mon / Wed 10:00 pm – 11:20 pm
Classroom: 100 Hendricks

Aims and Objectives

Welcome to Collaborative Planning and Management! Collaboration is one of the most important new concepts in planning, public policy, environmental studies, and management; many people have called it a new paradigm. This class addresses collaboration in a range of settings, but there is a particular focus on environmental and natural resource examples.

Collaborative approaches emphasize that many modern environmental problems are complex, multi-jurisdictional, dynamic and dispersed. They require a wide range of expertise to understand the problem, and an even wider range of stakeholder and public support to develop a solution and implement it. Other terms that also describe similar principles (but with different emphases) are: Ecosystem Management, Integrated Environmental Management, Watershed Management, Grass Roots Environmental Management, and Collaborative Planning. Over time, I have come to prefer the term “collaborative” because it is short and descriptive. I have included the terms “planning and management” in this class to emphasize that it is not just about producing a plan, but also translating the plan into actions “on the ground.”

Aims and Outcomes

The aim of this class is to explore both the theory and practice of collaboration. We will explore these issues using the literature, research findings, case studies, and your research and contributions. I have designed the class to cover the issues that I believe are important to understanding and working in collaborative settings. However, I am flexible and open to changes and we will discuss your goals at the beginning of the semester. By the end of the semester my goals are that you will:

- Understand the principles of collaboration
- Understand the criticisms and weaknesses of collaboration
- Develop an understanding of criteria for evaluating the effectiveness of collaboration
- Develop some personal skills and understand the tools that you can use in collaborative settings

Format

The class will be run to produce maximum discussion and interaction. There is a heavy reading load with this class, and I will expect that you will come to class prepared to discuss the readings. I will provide short “talks” to introduce concepts and answer questions, and then we will dive into discussions, exercises, role-playing and other interactive scenarios. Remember what you get out of this class depends in large part what you put into it.

Class Contract

It is important that we create an atmosphere conducive to learning. Therefore, while I encourage debate and discussion, you should be respectful of others, and maintain a professional tone at all times. Language or action that is abusive or discriminatory will not be tolerated and is against University policies. Plagiarism, cheating, and other conduct contrary to University policies will not be tolerated.

About the Instructor

A little background about me: I earned my Ph.D from the University of Wisconsin–Madison, which I completed in 1994. I worked for the Wisconsin Department of Natural Resources for several years on watershed management and land use planning. I have also worked for the Santa Barbara County, California planning department, but have not worked in private practice. In 1995, I went to Australia to research watershed planning under a Fulbright grant. Since 1996, I have taught planning and landscape architecture classes at the Queensland University of Technology in Brisbane Australia. I have also written over 10 articles on integrated and collaborative approaches to environmental planning.

Required Texts

Required Book: Dukes, E. Franklin, and Karen E. Firehock. 2001. Collaboration: A Guide for Environmental Advocates. Charlottesville, VA: University of Virginia. [Listed as Dukes and Firehock in Reference list]

Required Reading Packet: I warned you there would be a lot of readings! These readings are designed with a solid grounding of materials for the class and a set of resource documents for your future academic or professional work. I have included several of my articles. This is not meant to “push” my views, but to provide my analysis as a starting point for discussion and debate.

Assessment (subject to change)

The assessment is designed to be challenging and interesting; see the syllabus for due dates. **Please read the assignment descriptions carefully—they contain important criteria that will affect your grade.**

Case Study Paper and Presentation	30%
Mini-Essays (3 x 5%)	15%
Topic Paper	45%
Participation (class discussion; exercises)	10%
Total	100%

General Notes on Writing

I believe that writing is a very important medium for Planning and Public Policy and I place an emphasis on written communication (see the attached criteria sheets). In particular I emphasize:

- A document with a clear logic flow. Take your reader step by step through your arguments
- A document that makes appropriate use of sections and paragraphs to organize the structure.
- A document that supports assertions with evidence, particularly citations
- A document that is carefully written and thoroughly proofread

It is usually better to summarize literature or paraphrase key points. Only use quotations when the wording is so good that you want to capture exactly how the author stated it. Failing to cite your source when you summarize, paraphrase or quote is plagiarism. Furthermore, it’s bad writing, because you are failing to provide evidence for your information. When in doubt cite your references, but you can signal sources in other ways: [Jones (1999) argues that....She goes on to say...Finally, the important lesson from this research is that people should “smash their TVs” (Jones 1999, 34)].

I accept two options for citations: (1) The author-date system (see previous example); (2) Footnotes (bottom of page only).

Mini-Essays (3)

15%

These mini-essays are meant to be thinking pieces. The purpose is for you to use the readings to explore some difficult and complex dilemmas faced in collaborative planning. For each essay, you will be given a question that relates to the readings for one of the class sessions. You will have to answer the question **in one page**. Any text over the one page limit will be returned to you unread. If you refer to readings in the reading packet, you do not need to list the reference at the bottom of the page. If you use other sources, you will need to leave room for that reference on your one page.

- Product:
- Paper **no more than one page**: name at the top, single-spaced, minimum font size 11pt.
 - Document should read like a paper or article, not a list of points.
 - Mini-essays are due at the beginning of class on the dates indicated on the syllabus
 - Late essays will not be accepted, except in special circumstances

Question for Essay #1 (question subject to change with sufficient notice)

McClosky, Kenny and Coggins list a number of criticisms about collaboration and attempt to dampen the enthusiasm of other authors. We can easily say that we need collaboration *and* other forms of decision-making, but we usually cannot sustain both practices. How do we judge when collaboration is necessary or when some other form of decision-making is more appropriate?

Question for Essay #2 (question subject to change with sufficient notice)

In the first part of this class we reviewed the concept of collaboration. The readings by Strauss, Fisher and Ury, Kaner, and Firehock and Dukes all discuss various “ideal” principles about group process. Identify and explain the one principle of group process that you think is most difficult to achieve in a collaboration setting.

Question for Essay #3 (question subject to change with sufficient notice)

Watershed councils and other collaborative groups are said to offer new options for addressing complex and diffuse problems. The implementation readings offer a number of views about how plans are translated into action. How do you think collaboratives bring about change?

Case Study Assignment

30%

The purpose of the case study paper is for each of you to explore an example of collaboration in practice so you can see the range of settings, applications, and approaches. The structure for the case study paper is somewhat strict. The goal is to have a common structure that will allow us to compare and contrast the cases. Each of you will turn in a paper copy and an electronic copy. The electronic copies will be posted in a class “case study database” that you will all be able to access. The assignment includes both a paper and an overhead. **To prevent duplication, I will review and approve all case studies. Many of these groups get inundated with requests for information and surveys, so please check with me before from contacting coordinators.**

Ways of finding case studies:

- Database compiled by William Leach (I will make a copy available)
- Collaboratives Consortium (click on Resources Database): <http://www.cbcr.org/>
- Oregon Watershed Enhancement Board (click on Groups): <http://www.oweb.state.or.us/index.shtml>

The paper should be 6-8 pages in length (double spaced, 11 pt font or larger; can add extra pages for photos and diagrams). The paper should address the following issues

- **Define Collaboration** (2-3 pages): Use the literature to summarize collaboration and its principles
- **Case Description** (3-4 pages)—Provide an overview of the case study, with such information as:
 - Name: Name of the group
 - Location: description of location, including maps if available

- Participants: who is involved, what are the rules for becoming involved (if available)
- Government: what is their relation to government, legislation, regulations
- Purpose: what is their focus
- Funding: how are they funded
- Plan: do they have a plan, strategy or other document
- Accomplishments: what have they achieved, implemented
- Notes and observations: other notes about the group and how it operates
- **Case Discussion** (1-2 pages)—Based on the limited information that you have, how is the collaborative similar to or different from the definitions in the literature?

The presentation is meant to provide a quick snapshot of the case study. You should prepare 3-4 powerpoint slides that help us understand the context and issues of the case. The overhead is a snapshot (**do not attempt to cram everything onto it**) and it does not need to be in color. You should include:

- At least one map, diagram or photo to help orient us to the case study
- Font in 18 pt. or larger listing some key points about the case

Topic Analysis Paper: **45%**

The topic analysis paper allows you to delve into a topic of interest in some depth. The paper is a chance for you to explore some of the concepts and principles related to collaboration. The topic should be focused—so you have an opportunity to explore the issues in depth. In particular, I would like to you explore literature from other areas and fields that will extend your understanding beyond what we are covering in class.

Some ideas for paper topics are:

- Power issues in collaboration
- The localism movement in collaboration
- Public involvement and collaboration
- Deliberative democracy versus collaboration
- Consensus in diverse groups
- Minority views in consensus processes
- Approaches to resolving environmental conflict
- The roles and functions of coordinators
- Coordination issues in implementation
- Organizational relationships to collaboration
- Implementation barriers
- Funding issues in structuring collaboration
- National versus regional approaches to environmental management

I am not concerned about the exact number of pages that you hand in, but for reference sake, it should be around 10-15 pages (double spaced, 11 pt font or larger). I have attached a criteria sheet that spells out in greater detail the way I will evaluate this paper. The paper should address the following issues:

- Explain what the concept means (or is interpreted to mean) and how it is defined
- Synthesize the findings from the literature
- Compare and contrast the views of different authors

Class Participation: **10%**

Attendance, participation in class discussion, in-class presentations, participation in exercises and debates. At the end of the semester you will be asked to provide a self-assessment of your own work.

PPPM 643: Term Schedule
(subject to change)

DUKES AND FIREHOCK: refers to ordered text available at the bookstore

# Date	Topic	Reading
1A Mon Sep 27	Introduction to the Class Interviews	No readings yet...
Introduction		
1B WED Sept 30	What is Collaboration Definition and Principles DISCUSSION: Definitions of Collaboration	Julian, David A. 1994. "Planning for Collaborative Neighborhood Problem-Solving: A Review of the Literature." <i>Journal of Planning Literature</i> 9: 3-13. Selin, S., & Chavez, D. (1995). Developing a Collaborative Model for Environmental Planning and Management. <i>Environmental Management</i> , 19(2), 189-195. Wood, D. J., & Gray, B. (1991). Towards a Comprehensive Theory of Collaboration. <i>Journal of Applied Behavioral Science</i> , 27(2), 139-162. Dukes and Firehock: Chapters 1-2 (pp. 1-8) Supplementary Reading (available in the Hearth): Margerum, Richard D. 1999. "Integrated Environmental Management: The Foundations for Successful Practice." <i>Environmental Management</i> . 24, 2: 151-166.
2A MON Oct 4	Why has collaboration emerged? Historical and Ideological Roots DISCUSSION: Epochs and Themes	Cortner, H. J., & Moote, M. A. (1999). Chapter 2: "The Evolution of Ecosystem Management." pp. 11-35 In <i>The politics of ecosystem management</i> . Washington, D.C.: Island Press. 179pp. Mazmanian, Daniel A and Michael E. Kraft. 1999. "The three epochs of the environmental movement." Pp. 2-41 in Daniel A. Mazmanian and Michael E. Kraft (Eds.) <i>Toward sustainable communities : transition and transformations in environmental policy</i> . Cambridge, Mass. : MIT Press. 323 pp. Rich, Michael J., Michael W. Giles, and Emily Stern. 2001. "Collaborating to reduce poverty: views from city halls and community-based organizations." <i>Urban Affairs Review</i> 37: 184-204.
2B WED Oct 6	Why does collaboration work? EXERCISE: The Prisoner's Dilemma	Walker, Kenneth J. 1994. Chapter 9: "Strategic Games." Pp. 151-168 in <i>The Political Economy of Environmental Policy: An Australian Introduction</i> . Kensington, New South Wales: University of New South Wales Press. 349pp. Innes, Judith E. 1996. "Planning through consensus building: A new perspective on the comprehensive planning ideal." <i>Journal of the American Planning Association</i> 62: 460-472. Innes, J. E., & Booher, D. E. (1999). Consensus building and complex adaptive systems: a framework for evaluating collaborative planning. <i>Journal of the American Planning Association</i> , 65(4), 412-423. Supplementary Reading (available in the Hearth): Gray, B. (1985). Conditions Facilitating Interorganizational Collaboration. <i>Human Relations</i> , 38(10), 911-936.
3A MON Oct 11	Context: The Criticisms of Collaboration DEBATE: Collaboration Advantages and Faults Mini-Essay #1 Due	Wondolleck, Julia M. and Steven L. Yaffee 2000. "Chapter 2: Why Collaboration?" McCloskey, M. (May 13, 1996). The skeptic: collaboration has its limits. <i>High Country News</i> , Article from on-line archive: http://www.hcn.org . Kenney, D. S. (2000). "Collaborative Groups in Context" pp. 28-40 in <i>Arguing about consensus: examining the case against Western watershed initiatives and other collaborative groups active in natural resources management</i> . Boulder, CO: Natural Resources Law Center, University of Colorado. 82pp. Available on-line: www.colorado.edu/Law/NRLC/Publications/RR23.pdf Coggins, G. C. (1998). Of Californicators, quislings and crazies. <i>Chronicle of Community</i> , 2(2), 27-33. Dukes and Firehock: Chapters 3-4

# Date	Topic	Reading
3B WED Oct 13	Context: Collaboration and Scale DISCUSSION: The effects of scale	Helling, A. (1998). Collaborative visioning: proceed with caution! Results from evaluating Atlanta's Vision 2020 project. <i>Journal of the American Planning Association</i> , 64(3), 335-349. Margerum, Richard D. 2002. "Evaluating collaborative planning: an empirical analysis of growth management." <i>Journal of the American Planning Assoc.</i> 68: 179-193. Curtis, Allen. 1998. "Agency-community partnerships in Landcare: Lessons for state sponsored resource." <i>Environmental Management</i> 22(4): 563-574.
Case Study Presentations		
4A MON Oct 18	All Case Study Papers Due Case study presentations	
4B WED Oct 20	Case study presentations	
5A MON Oct 25	Case study presentations	
5B WED Oct 27	Case study presentations	
The Consensus Building Process		
6A MON Nov 1	Consensus: Overview of the process EXERCISE: Distributive Versus Integrative Bargaining Mini-essay #2 Due	Straus, David A. 1999. "Designing a consensus building process using a graphic road map." Pp. 137-168. In <i>The Consensus Building Handbook</i> . Susskind, L., S. McKearnon, and S. Carpenter (Eds) Thousand Oaks CA: Sage. 1147 pp. Fisher, Roger, and William Ury. 1981. Chapter 1: "Don't bargain over positions." Pp. 3-14 in <i>Getting to Yes: Negotiating Agreement Without Giving In</i> . New York, N.Y.: Penguin Books. 200 pp Kaner, Sam. 1996. Chapter 12: "Principles for Building Sustainable Agreements" pp. 139-149. in <i>Facilitator's Guide to Participatory Decision Making</i> . Gabriola Island, BC Canada: New Society Publishers. 255pp Dukes and Firehock: Chapter 5
6B WED Nov 3	Consensus: Coordination and Facilitation Roles ROLE PLAYING: The Facilitator	Schwarz, Roger M. 1994. Chapter 1: "Group facilitation and the role of the facilitator." Pp. 3-18 in <i>The Skilled Facilitator: Practical Wisdom for Developing Effective Groups</i> San Francisco: Jossey-Bass. 313 pp. Susskind, L., & Ozawa, C. (1983). Mediated negotiation in the public sector: mediator accountability and the public interest problem. <i>American Behavioral Scientist</i> , 27(2), 255-279. Dukes and Firehock: Chapter 6
7A MON Nov 8	Consensus: Group Communication ROLE PLAYING: Viper Falcon Scenario Part 1	Innes, J. E. (1998). Information in communicative planning. <i>Journal of the American Planning Association</i> , 64(1), 52-63. Justice, Thomas and David W.. Jamieson. 1999. "Facilitator Resources: Getting Started Right." Pp. 122-137 in <i>The Facilitator's Fieldbook: Step-by-Step Procedures</i> . New York: AMACOM. 461 pp. Dukes and Firehock: Chapter 7 Supplementary Reading (available in the Hearth): Johnson, D. W., & Johnson, F. P. (2000). Chapter 4: "Communication Within Groups." Pp. 141-175 In <i>Joining Together: Group theory and group skills</i> (Seventh ed.). Boston: Allyn and Bacon. 641pp.
7B WED Nov 10	Consensus: Group Conflict Resolution ROLE PLAYING: Viper Falcon Scenario Part 2 IF TIME: Debriefing	Lord, William B. 1979. Conflict in Federal Water Resource Planning. <i>Water Resources Bulletin</i> . 15, 5: 1226-1235. De Vries, Nanne K., and Cartsten K. W. De Dreu. 2001. "Group consensus and minority influence: introduction and overview." Pp. 1-14 in <i>Group Consensus and Minority Influence: Implications for Innovation</i> . Nanne K. De Vries and Cartsten K. W. De Dreu (Eds) Oxford: Blackwell Publishers. 324 pp.

# Date	Topic	Reading
8A MON Nov 15	Consensus: Consensus Difficulties ROLE PLAYING: Viper Falcon Debriefing and Discussion	Gray, B. (1989). Chapter 11: "Overcoming Obstacles to Successful Collaboration." Pp. 246-267 In <i>Collaborating: Finding Common Ground for Multiparty Problems</i> . San Francisco, CA: Jossey-Bass, Inc. 329 pp. Margerum, R. D. (2002). Collaborative planning: building consensus and building a distinct model for practice. <i>Journal of Planning Education and Research</i> , 21(2), 237-253. Smith, L. G., Nell, C. Y., & Prystupa, M. V. (1997). The Converging Dynamics of Interest Representation in Resources Management. <i>Environmental Management</i> , 21(2), 139-146. Dukes and Firehock: Chapter 8
8B WED Nov 17	Consensus and Public Participation EXERCISE: Degrees of Participation	Arnstein, Sherry R. 1969. "A Ladder of Citizen Participation." <i>Journal of the American Institute of Planners</i> 35: 216-224. Weeks, Edward C. 2000. "The practice of deliberative democracy: results from four large-scale trials." <i>Public Administration Review</i> 60: 360-372. Lane, M. B. (2003). Participation, decentralization, and civil society: Indigenous rights and democracy in environmental planning. <i>Journal of Planning Education and Research</i> , 22(4), 360-373. Supplementary Reading (available in the Hearth): Huxham, C., & Vangen, S. (2000). Ambiguity, complexity and dynamics in the membership of collaboration. <i>Human Relations</i> , 53(6), 771-806.
Implementation		
9A MON Nov 22	Implementation: Leverage Points EXERCISE: Strategic Planning and Leverage Points Essay #3 Due	Margerum, R. D., & Hooper, B. P. (2001). Integrated environmental management: improving implementation through leverage point mapping. <i>Society and Natural Resources</i> , 14(1), 1-19. Elmore, R. F. (1982). Backward Mapping: Implementation Research and Policy Decisions. In W. Williams (Ed.), <i>Studying Implementation: Methodological and Administrative Issues</i> (pp. 18-35). Chatham, NJ: Chatham House Publishers, Inc. Smith, C. L., & Gilden, J. (2002). Assets to move watershed councils from assessment to action. <i>Journal of the American Water Resources Association</i> , 38(3), 653-662.
9B WED Nov 24	Implementation: Changes and Effects DISCUSSION: TBA	Potapchuk, W. R., & Crocker, J. (1999). Implementing consensus-based agreements. Pp. 527-556. In <i>The Consensus Building Handbook</i> . Susskind, L., S. McKernon, and S. Carpenter (Eds) Thousand Oaks CA: Sage. 1147 pp. Stone, Melissa M. 2000. "Exploring the effects of collaborations on member organizations: Washington County's welfare-to-work partnerships." <i>Nonprofit and Voluntary Sector Quarterly</i> 29: 98-119. Gray, G. J., Enzer, M. J., & Kusel, J. (2001). Understanding community-based forest ecosystem management: an editorial synthesis. In G. J. Gray & M. J. Enzer & J. Kusel (Eds.), <i>Understanding community-based forest ecosystem management</i> : Haworth Press.
10A MON Nov 29	Implementation: Coordination EXERCISE: Designing a Coordination Structure	Margerum, Richard D. 1999 "Integrated Environmental Management: Lessons from the Trinity Inlet Management Plan." <i>Land Use Policy</i> 16, 3: 179-190. Alexander, E. R. (1993). Interorganizational Coordination: Theory and Practice. <i>Journal of Planning Literature</i> , 7(4), 328-343. Bardach, Eugene. 1998. "Craftsmanship Theory Applied and Appreciated" pp. 306-323 In <i>Getting Agencies to Work Together</i> . Washington, DC: The Brookings Institution.
10B WED Dec 1	Implementation: Challenges DISCUSSION: Barriers and Approaches	Margerum, Richard D. 1999. "Implementing Integrated Planning and Management in Australia: Approaches in Practice." <i>Australian Planner</i> . 36,3: 155-161. Margerum, Richard D. 1999. "Getting Past Yes: From Capital Creation to Action." <i>Journal of the American Planning Association</i> 65: 181-192. Supplementary Reading (available in the Hearth): Conley, A., & Moote, M. A. (2003). Evaluating collaborative natural resource management. <i>Society & Natural Resources</i> , 16(3), 317-386.
F	Final Papers Due: Monday December 6th	

**PPPM 643: Collaborative Planning and Management
Topic Analysis Paper**

Explanation

- This criteria sheet explains the type of criteria that I will use to evaluate the topic analysis papers. Please refer to this list as you draft and edit your paper, so you can critically evaluate your own work
- Note: your paper sections don't have to match the categories below

Criteria	Description	
Background	<p>The paper:</p> <ul style="list-style-type: none"> • Introduces the topic to the audience • Explains the context of the topic in the wider public policy setting 	
Research	<p>The research:</p> <ul style="list-style-type: none"> • Provides a sound basis for explanation • Uses a range of good quality sources: <ol style="list-style-type: none"> 1. Best: journal articles and books (refereed and edited) 2. Good: Government/Academic reports and papers (variable quality depending on organization and effort) 3. Highly variable: web sites and documents by individuals (could be very good or terrible—be careful if citing facts and figures) 	
Explanation and Synthesis of Research	<ul style="list-style-type: none"> • Explain what the concept means (or is interpreted to mean) and how it is defined • Explain what the concept or principle is trying to achieve • Uses different sources and compares / contrasts different views • Synthesizes the findings from literature • Paraphrases and summarizes the key ideas from the research 	
Evaluation of Findings	<ul style="list-style-type: none"> • What findings are revealed by your work? • What do you conclude from your research? • What advantages and problems do you see with collaboration? • What research do you see is necessary? 	
Bonus for Creativity and Innovation	<p>No exact criteria, but it might be:</p> <ul style="list-style-type: none"> • How you argue your point, • Stories and perspectives you might use to support (not replace) an argument • Unique integration of information • Creative exploration of different views <p>NOTE: Creativity should not override fulfilling the other criteria listed above</p>	
Writing	See the back of this sheet for details	
Total		

Feedback Sheet
Written Communication

Note: these criteria are listed under “written communication,” but the quality of your writing often affects the criteria listed on the other side of the paper. Use this sheet as a checklist to help you edit your paper.

Criteria	Needs work	Fair	Good	Very Good	Comments
Logical document structure <u>VERY IMPORTANT</u> <ul style="list-style-type: none"> • Clear flow of paper • Clear structure to sections 					
Logical Argument <u>VERY IMPORTANT</u> <ul style="list-style-type: none"> • Clear topic sentences • Links between paragraphs • Links within sections 					
Appropriate tone <ul style="list-style-type: none"> • Objective: paper avoids bias and prejudice • Assertions: supported by evidence (references, clear information, stories) and not just opinion 					
Appropriate voice <ul style="list-style-type: none"> • Appropriate use of active and passive voice • Awareness of audience 					
Grammar <ul style="list-style-type: none"> • Noun verb agreement • Complete sentences • Appropriate punctuation • No run on sentences 					
Referencing <ul style="list-style-type: none"> • Consistent use of references • Preferred format: (author date) system 					
Also <ul style="list-style-type: none"> • Don't overuse bullets (use for lists only) • Use graphics and pictures to support text, but not replace it • Proofread, proofread, proofread 					

Optional Task

The best way to understand a collaborative is to see one in operation or participate in one. I strongly urge you to observe a group in action. I have listed some of the watershed councils that you could observe. I am a member of the Long Tom Watershed Council Steering Committee, so I have provided detailed information about this group. There may be other groups meeting in town that you could observe; please let the class know if you are aware of other groups that are meeting.

Long Tom Watershed Council

Council Meetings

Council meetings are held on the *last Tuesday* of every month (except in August and December), and usually start at 6:30 pm except when outdoor tours are a part of the program. All residents of the watershed who attend the meeting are considered voting members.

October 26: Monroe High School Commons:

1. Monroe is located on Highway 99W, between Corvallis and Junction City.
2. The High School is at the north end of town, on the east side of Highway 99W.
3. The Commons is the building on the north side of the main school building - it has orange doors and you can't miss it. The parking lot is in between the two buildings.
4. Address is 365 N. 5th St., Monroe (Highway 99W is 5th St in Monroe).

November 30: Veneta Community Center, Veneta:

1. From Eugene, travel west on W.11th/Hwy 126, passing Fern Ridge Reservoir, to the signal light at Territorial Road. (There is a small shopping center on the NW corner (with a great sub shop for before-the-meeting sandwiches).
2. Turn left/south at the signal toward Veneta, cross the railroad tracks, take the next left turn onto East Broadway.
3. Drive almost to the end of the street and take a right into the last driveway before you'd otherwise enter the park. The Veneta Community Center is tucked back from the street - we'll have the lights on for you!
4. Parking is available in the Community Center parking lot.
5. Address is 25192 East Broadway St., Veneta.

Steering Committee

Steering Committee meetings are usually held the *second Thursday* of every month at the Council office (Thursday October 14th, Thursday November 11th). Meetings start at 6:30 pm. There is limited seating at these meetings; please let me know if you are interested in attending so I can arrange for seating.

Location: Council office on South Danebo Ave., Eugene:

1. From I5, take exit 195, Beltline Road, west toward Florence until it ends at W. 11th, also known as Hwy 126. Continue directions from #3 below.
2. From Eugene, travel west on W. 11th Street. Pass the signal at Beltline Road.
3. Continue west to the next signal, Danebo Ave, and turn right (north)
4. Take the first driveway on the right to the BLM West Eugene Wetlands Project office, and travel through the open green gate up to the office, which looks like a red ranch house.
5. Address is 751 South Danebo Ave. (however note that if approaching from north on Danebo, the addresses are misleading so travel to Beltline Road and start from there).
6. Parking is available.

Other Groups

OWEB Page listing watershed councils: <http://www.oweb.state.or.us/groups/index.shtml>

McKenzie Watershed Council: <http://www.mckenziewatershedcouncil.org/>

Coast Fork Willamette Watershed Council: <http://www.geocities.com/coastfork/>

Marys River Watershed Council (Corvallis area): <http://www.marys-river-wc.peak.org/>

Mid Fork Willamette Watershed Council (Coordinator is PPPM grad): <http://www.mfwwc.org/mfwwc.html>