

The University of Washington Student Perception
of the Washington Park Arboretum

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Abstract

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The University of Washington co-manages 230 acres of one of the most important arboreta of North America, a botanic garden of thousands of plant collections and ultimately a living classroom with great educational, physical recreation and mental restoration value. This natural garden and forested setting in an urban environment adjacent to the University of Washington campus is the Washington Park Arboretum. University of Washington students have much to benefit by visiting the Arboretum, and conversely, the Arboretum and the University have much to gain from student visitation for long-term survival. The purpose of this research was to provide knowledge that may help University of Washington Botanic Gardens' management facilitate student visitation to the Washington Park Arboretum. Six focus group discussions with University of Washington students were held during 2013-2014. Through these discussions, motivational factors that would encourage students to visit the Arboretum were discovered and barriers that currently prevent student visitation were disclosed. Each of the focus groups agreed that the ideal time to be introduced to the Arboretum would be during an annual UW Orientation event in the fall. In addition to including the Washington Park Arboretum in UW Orientation, directional signage leading to the Arboretum was also strongly suggested by each group. These

are just two of the many conclusions addressed by the focus group interviewees that can easily be addressed by the University of Washington and the University of Washington Botanic Gardens to encourage student visitation to the Washington Park Arboretum.

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Chapter 1: Introduction

Rationale and Purpose of Research

There are over 44,000 students enrolled at the University of Washington (UW Office of Admissions, 2015). However, many students are unaware that the University of Washington (UW) co-manages 230 acres of one of the most important arboreta of North America, a botanic garden of thousands of plant collections, and ultimately a living classroom of great educational, physical recreation and mental restoration value to them as students. This 230 acres is the Washington Park Arboretum (WPA) and it is jointly managed by the University of Washington Botanic Gardens (UWBG) and the City of Seattle's Department of Parks and Recreation, with support from the Arboretum Foundation (UW Botanic Gardens, 2015). I conducted this research because I believe that University of Washington students can benefit greatly from visiting the Arboretum, and in turn, the Arboretum, and ultimately the University of Washington has much to gain from increased student visitation.

I started my studies at the University of Washington in the fall of 2012. One of my first classes was in the School of Environmental and Forest Sciences (SEFS). I sat next to fellow students who were also in the School of Environmental and Forest Sciences. Throughout the quarter as I became acquainted with my classmates, I discovered many of them had never been to the Washington Park Arboretum, and some had never even heard of it. As a student in a department with the words "environmental" and "forest" in the name, this concerned me. The Washington Park Arboretum is part of the School of Environmental and Forest Sciences within the College of

the Environment (UW Botanic Gardens, 2015). I realized students were not benefitting from the many personal benefits they could attain by visiting the Arboretum. Personal benefits such as increases in physical and mental health from being in a natural outdoor setting (van den Berg et al.), would help reduce the University of Washington's resources allocated to dealing with physical and mental health afflictions (2007). The Washington Park Arboretum's forested setting in an urban environment adjacent to the University of Washington campus is not being used and taken advantage of in its fullest sense by many of the school's students, and thus the Arboretum and the University have yet to fully maximize and receive the benefits the students could offer.

During the spring of 2013 in my discussions in a School of Environmental and Forest Sciences's class, I realized only four out of eight of the College of the Environment students had been to the Washington Park Arboretum. The four students who had visited the Arboretum visited because of a class introduction to the gardens. The Arboretum was relevant to their education. A study by Sherburn and Devlin (2004) demonstrated that environmental studies majors were significantly more likely to value and to use an arboretum more than other majors. However, I started to hypothesize that within the College of the Environment, many students had not visited the Washington Park Arboretum, and I generalized this to the entire student body. Yet, the Arboretum offers many benefits to a student whether they are in the UW College of the Environment or the UW Foster School of Business. During Connell's (2003) study of the motivations of garden visitors in Great Britain, she suggested that students of all ages (18-39) can benefit from the the relaxation, enjoyment and restoration that come from visiting an arboretum or public garden. All students, undergraduate or graduate, or of different academic

disciplines outside of environmental studies, would benefit from visiting the Washington Park Arboretum.

Visiting the Washington Park Arboretum for education, recreation, and mental restorative purposes could have many positive outcomes for University of Washington students. An arboretum study by Herbert Schroeder (1991) suggests people find an arboretum enhances their experience in daily life by providing exposure to the natural environment and as an outlet to escape from the stresses associated with our everyday routine and urban setting. College life can be stressful for a student; the Arboretum could be a good place for students to experience the benefits of being in nature for physical health, recreation and good mental health.

Rachel and Stephen Kaplan contributed much to the understanding of nature on mental restoration and health through their theory Attention Restoration Theory in their book, *Experience of Nature* (1989). Attention Restoration Theory describes research by the Kaplans depicting two types of attention: directed and involuntary. Directed attention is used when working on a research paper or studying for a final exam. This directed and focused attention is best recharged through involuntary attention. Natural settings are especially good for stimulating involuntary attention. Beautifully forested natural outdoor settings such as the Arboretum are even better because they catch your attention involuntarily. Interestingly, the foreword in the Kaplan's *Experience of Nature* was written by Charles A. Lewis of the Morton Arboretum in Lisle, Illinois, and he stated, "Nature centers, arboreta, and a host of other institutions serve people's need for nature based on individual experience and intuition, but they lack a solidly

grounded theoretical framework to guide their efforts” (1989, p. vii). The Kaplans provided much needed research about restorative mental benefits that are received from nature.

In addition to personal restorative values, there is also a benefit to our natural environment in having increased visitation to the Arboretum. It has been shown that students who spend time outdoors and appreciate nature are more likely to care about its conservation and future. Vaske and Kobrin (2001) recognized that identification with a local and natural place generally created more environmentally responsible behavior.

As I proceeded in school during my first year, I came into contact with increasing numbers of students who were unaware of the Washington Park Arboretum, and thus, had yet to form place attachment with this natural outdoor resource. Environmental psychologists have established that place attachment is a significant factor influencing people's response to the environment (Altman & Low, 1992; Manzo & Devine-Wright, 2013). Originally understood to be positive affective bonds to place, especially home environments, (Altman & Low, 1992) subsequent theorizing and empirical research demonstrates that place attachments are multifaceted, dynamic bonds that form with a range of places including those outside the home (Manzo 2003, 2005). Thus, non-residential places like the Arboretum are certainly places to which people become attached. Moreover, place attachments form to natural settings which are especially valued for their aesthetic and restorative effects (Williams & Roggenbuck, 1992; Warzecha & Lime, 2001; Kyle et al, 2004). Notably, Scannell & Gifford (2010) describe place attachments with a tripartite model comprised of person, place, and process dimensions. This conceptualization is

relevant for understanding people's usage of natural settings like the Arboretum because it recognizes that both the social and physical features of a place matter in the formation of place attachments and that attachments can catalyze behavioral responses to places that are valued. This, in turn, suggests the potential for visitors to form place attachments to the Arboretum that can help cultivate environmental stewardship (Manzo & Perkins, 2006). A University of Washington student who visits the Arboretum during their time as a student will possibly develop place attachment with the gardens, trails and landscape, and thus will likely have an increased awareness and appreciation of the natural environment.

During my first year at the University and with an interest in the Arboretum, I started to discover the difficulty of fundraising that the Washington Park Arboretum faces annually. State budget cuts continually affect and threaten the Washington Park Arboretum's collections and management. The Washington Park Arboretum, as most public gardens, needs continued support from the state and through additional private funding. As I started to understand this dilemma, I realized that the Washington Park Arboretum's best future support is in the student body of over 44,000 students. If the students were introduced to the Washington Park Arboretum while enrolled, and created place attachment with the Arboretum, they would be more likely to care about the current and future of the Arboretum, as well as our natural environment. Current students are one day the alumni who will be private citizens caring for the environment and natural places such as the Arboretum. Current students will also one day be a part of the leadership of the University of Washington who will be faced with demanding and limited resources. The students who regularly visit the Washington Park Arboretum and participate in

student functions now will be more inclined in the future to donate their time, energy and resources to the Arboretum according to many nature, wilderness, zoo and public park examples explained in *Conservation Psychology* by Clayton and Myers (2009). The Arboretum is a valuable natural legacy for UW alumni, and for the longterm stewardship of these forested gardens, it is essential the UW students are environmentally-minded ambassadors now and in the future.

Arboretum and University History

Before proceeding with the questions and goal of this research, it is important to understand the early connection and long history of the Arboretum with the University of Washington. The University of Washington was conceived in a forest and ultimately was built in a forest from funds derived from the sale of forest land (Schmitz, 1973). In the beginning, the University of Washington served the educational needs of a community largely dependent on the forest for their income. When the University moved to its present location on Union Bay from downtown Seattle on September 4, 1895, the new campus was designated as “Grounds and Arboretum” largely due to one of its original promoters, University of Washington Regent Edward S. Meany (Washington Park Arboretum Historic Review, 2003). Plantings of trees were substantial, and in 1899 the Board of Regents adopted a plan: “One of the main reasons urged for the dedication of this land to University purposes was that in addition to all the other needs of the institution, there could be established here a scientific arboretum for the cultivation, care and study of all kinds of trees and plants that will thrive in this climate. There are now on the grounds large groves of the

original forest trees and many of them are being preserved. Many others have been planted and are now thriving” (Washington Park Arboretum Historic Review, 2003, p. 44).

However, through the next couple of decades, between various campus developments and the need for navy training grounds for World War I, it was necessary to clear large tracts of trees on the new campus. Yet, the idea for a University Arboretum had not been forgotten. Hugo Winkenwerder, Dean of the School of Forestry (1912-1945) was the primary force at the University behind the establishment of the Washington Park Arboretum. During the early 1900s, finding land for the Arboretum was the challenge. Dean Winkenwerder and Dr. Henry Suzzallo, President of the University, tirelessly searched for possibilities. Through Resolution No. 40 by the Board of Park Commissioners of the City of Seattle, the University of Washington was granted the land known as Washington Park as a botanical garden and arboretum on February 6, 1924.

After the 1924 Resolution, lack of funding kept the University from formally creating the Arboretum. The Stock Market crash of 1929 and the Great Depression also prevented fundraising efforts. However, advocates of the Arboretum, including Dean Winkenwerder, the Arboretum and Botanical Society of the State of Washington, the Seattle Garden Club, and individuals such as Mrs. Krauss who organized the potential funding effort, paid off when the University of Washington Board of Regents and the City of Seattle Board of Park Commissioners reached an agreement. Under this December 6, 1934 agreement, it was decided that the park department donates ground in Washington Park as a site for the Arboretum, which is

to be constructed and operated by the University (Washington Park Arboretum Historic Review, 2003).

During the next few decades, the Arboretum was developed, planted, maintained and enhanced year after year. The Arboretum was known during these years as the University of Washington Arboretum. In fact, there is still a stone sign at the South entry of the Arboretum with that name on it. The name change to the Washington Park Arboretum only took place in 1974 after the State's Legislature decreased funding in the early 1970s to the Arboretum (Washington Park Arboretum Historic Review, 2003). The conflicts and lack of funding that developed during the 1970s led to the current agreement that is recognized today: The University of Washington manages the plant collections and the City of Seattle manages the park functions (UW Botanic Gardens 2015). The following information from the 2003 Washington Park Arboretum Historic Review illustrates some of the disagreements along with the resolutions and ordinances created:

“The Legislature, citing the property ownership, criticized the University's support of ‘a public park.’ Responding to the increased difficulty in maintaining its collection, the University formally proposed leasing 120 acres [from the City of Seattle] of the Arboretum and limiting public access. A period of contention followed with battles between private citizens and the administrators of the Arboretum over building a fence, and other operation issues. (Conflicts over fencing the Arboretum date from the first efforts to develop the Arboretum in 1936.) This culminated in two actions in 1974: Passage of Resolution #24646 and Ordinance #103667.

Resolution #24646 clarified the 1934 Agreement, and recognized that, ‘The University with the cooperation of the City has established, operated and maintained a public arboretum in Washington park... the Arboretum will be essentially a display area fulfilling the public service aspect of the university’s overall arboretum program...’ In this resolution the city made firm financial commitments to support maintenance of the property.

Ordinance #103667 was passed by the Seattle City Council after a successful citizen's initiative. It set down the ‘principle that public parks are public trusts, to be maintained for present and future generations. It is the specific purpose of this ordinance to hold and preserve Washington Park and the Arboretum therein as open space park lands, freely accessible to all the citizens of Seattle.’ The ordinance required that public access remain unimpaired and not restricted, that there be no admission charge levied, and that the city not allow ‘non-park uses of any portion’ of the park lands, specifically for university classrooms, office, laboratory or administration buildings.”

In response to this ordinance, the Center for Urban Horticulture (CUH) was opened in 1984 and contains a library and herbarium that were originally located at the Arboretum. CUH includes a 16-acre landscaped site of gardens and buildings for modern research by faculty, staff and students, and the 74-acre Union Bay Natural Area, which provides publicly accessible bird and wildlife habitat along with an outdoor laboratory for UW research (UW Botanic Gardens 2015). In 2005 the University of Washington Botanic Gardens was established to unite the gardens and programs of the Washington Park Arboretum and the Center for Urban Horticulture (UW Botanic

Gardens 2015). Both the Washington Park Arboretum and the Center for Urban Horticulture, are located around the shoreline of Union Bay on Lake Washington (UW Botanic Gardens Master Plans and History 2015). The map below shows the Center for Urban Horticulture north of Union Bay and the Washington Park Arboretum south of Union Bay.



As demonstrated by the history of the Arboretum with the University of Washington, the Arboretum and University have always been linked together. The very nature of the University being a part of a community that thrived on its natural forested resources required a natural laboratory for the advancement of forestry, botany, and horticulture. Through the University of

Washington Botanic Gardens, encompassing the Washington Park Arboretum and the Center for Urban Horticulture, the University continues to provide education, recreation and restoration to UW students.

Questions of Research

- 1) What motivates and what will motivate University of Washington students to visit the Washington Park Arboretum?
- 2) What will motivate students to return to the Arboretum?
- 3) What are the barriers or constraints preventing students from visiting the Arboretum?
- 4) What can be done by the UW Botanic Gardens' management to encourage students to visit the Arboretum?

Goals of Research

My goal for this research was to understand what motivates students to visit the Washington Park Arboretum, and to discover why students do not visit the Arboretum, so ultimately the University of Washington Botanic Gardens can increase student visitation. Through my research, I wanted to understand not only what motivates students to visit once, but what about the Arboretum enhances enjoyment enough for a student to want to return for their own personal benefit.

To discover what motivate students to visit, it was necessary first to determine why they currently do or do not visit. It was also essential to understand the barriers that prevent them from visiting. My objectives were to determine what motivated a UW student to visit the

Washington Park Arboretum and to discover the barriers a UW student faced when visiting the Arboretum.

As a student visits the Arboretum, they are hopefully connecting to it and creating place attachment that will one day help ensure the Washington Park Arboretum's future, and even possibly conservation of our natural environments. Student personal benefits such as improved physical and mental health through recreation, restoration and education ultimately benefit the University of Washington, and help demonstrate some of the many values of the Arboretum to the University of Washington.

Chapter 2: Methods

Focus group discussions were chosen as the data collection instrument due to their ability to capture qualitative observations, feedback and opinions on a wide range of topics. “This method assumes that an individual’s attitudes and beliefs do not form in a vacuum: People often need to listen to others’ opinions and understandings in order to form their own” (Marshall and Rossman, 1999).

This research project was submitted to the University of Washington Human Subjects Division for review and approval. The “Interview Script for Focus Groups” was included in the Exempt Status Request application. The UW Human Subjects Division determined that this activity was not subject to 45 CFR 46.102(d), and thus did not require review by the Institutional Review Board (IRB). Appendix 1 shows a copy of the letter from the UW Human Subjects Division regarding Exempt Status Request #45935.

Although the UW Human Subjects Division did not require review by the IRB, I still sought interviewee consent. I explained to interviewees the voluntary nature of their participation, their rights as interviewees, and the steps I had taken to maintain confidentiality of their participation. I then provided two copies of consent forms, containing these explanations, to each student for their signature. One copy was retained for research records and the second copy was for the interviewee’s personal records. Appendix 2 shows the “Focus Group Discussion Consent Form.”

Student Recruitment:

Six focus groups were conducted from October 2013 through April 2014, and each focus group consisted of UW students who agreed to participate in a 90-120 minute-long discussion. Focus group participants were recruited through a variety of ways by using the networking method known as snowball sampling (Atkinson and Flint, 2004). Chaim Noy best defines a sampling procedure as snowball sampling “...when the researcher accesses informants through contact information that is provided by other informants. This process, is by necessity, repetitive: informants refer the researcher to other informants, who are contacted by the researcher and then refer her or him to yet other informants, and so on. Hence the evolving ‘snowball’ effect captured in a metaphor that touches on the central quality of this sampling procedure: its accumulative (diachronic and dynamic) dimension” (2008, p. 330).

During Focus Group #1, I had my first experience with the challenges of recruiting students to participate. Students in Focus Group #1 were recruited by being personally approached in the lobby of the Odegaard Library and on Red Square. I also extended the invitation to a class I was enrolled in during Autumn Quarter 2013. This class consisted largely of undergraduate students in a senior level Psychology course. I then invited these students to refer me to other students who would be willing to participate in a focus group. Eleven students agreed to participate on Friday, October 11, 2013 from 12:00-2:00 in an Odegaard Library group study room. Six students actually arrived and participated. I predetermined that five students would be my minimum to conduct a focus group.

Focus Group #2 student participants were recruited in a similar fashion as Focus Group #1.

However, the personal class I recruited from was an environmental science writing seminar I was enrolled in during Autumn Quarter 2013. This class included graduate students within the College of the Environment. In addition to their own participation, I asked these students to help recruit other students through their own personal networks at UW. I recruited eleven students to participate in Focus Group #2 and five participated on Wednesday October 16, 2013 from 3:30-5:30 in a classroom in Parrington Hall.

Once exhausting my personal classmates in the two classes I was enrolled in during Autumn 2013, I reached out to an Academic Advisor of American Indian Studies for Focus Group #3 recruitment. I had met this advisor through a previous UW class. She connected me to several American Indian Studies faculty and one professor allowed me to visit his class and make a personal invitation to his students to participate in my graduate research. Three students were recruited through this class as well as two from Odegaard Library. Initially, I had recruited nine students for Tuesday, October 22, 2013 from 12:30-1:30 for Focus Group #3.

During Focus Group #4 and #5 I contacted a professor within the English Department whom I personally knew as a friend and neighbor. He then connected me to other English professors via e-mail. I requested permission through e-mail to visit their class and make an announcement about my research and invite student participation. The professors who responded accepted my request to visit their class and allowed me to invite students to participate in a focus group, or they personally made the announcement for me. For example, I was accepted into eight

classrooms during the first week of November 2013. I visited each of these classrooms with approximately twenty-five students per class. During Focus Group #4, I had a total of five students participate. Four out of five of these students were from the eight class room visits. These class room visits consisted of approximately a pool of 200 students. For additional reference, Appendices 3-6 illustrate my correspondence with various professors, advisors and/or teaching assistants. Focus Group #4 was held on Friday, November 8, 2013 from 12:30-2:30 in an Odegaard Library group study room with five student participants. Focus Group #5 was conducted in a Suzzallo Library group study room on Tuesday, November 26, 2013 from 1:30-3:30 with a total of six participants.

For the sixth and final focus group, I continued to recruit students by using the snowball sampling method; however, this time I started by randomly selecting UW colleges and schools, and academic departments within the colleges and schools. I did not personally know the professors or academic advisors whom I contacted from the list of academic departments. I chose the departments I contacted randomly. Seventy professors and departmental advisors were contacted via the phone or e-mail within forty schools and departments. There are approximately 150 University of Washington academic departments. The colleges, schools and departments contacted are shown in Appendix 7. The professors and advisors who responded to my request posted announcements on Facebook or on their departmental web site and/or sent mass e-mails to their classes. Four students responded through this method. Due to the lack of response, I personally made an announcement to all students (approximately seventy) in the School of Environmental and Forest Sciences 331 Landscape Plant Recognition class. This class met in

the Washington Park Arboretum for over half of their class time during Spring Quarter 2014. Six students responded and participated in the final focus group. These students were either Landscape Architecture or Biology students. I obtained several additional participants by personally asking fellow climbing students from The Mountaineers who were also University of Washington students to participate. The Mountaineers is an outdoor education nonprofit organization (The Mountaineers 2015). Four UW students from The Mountaineers participated.

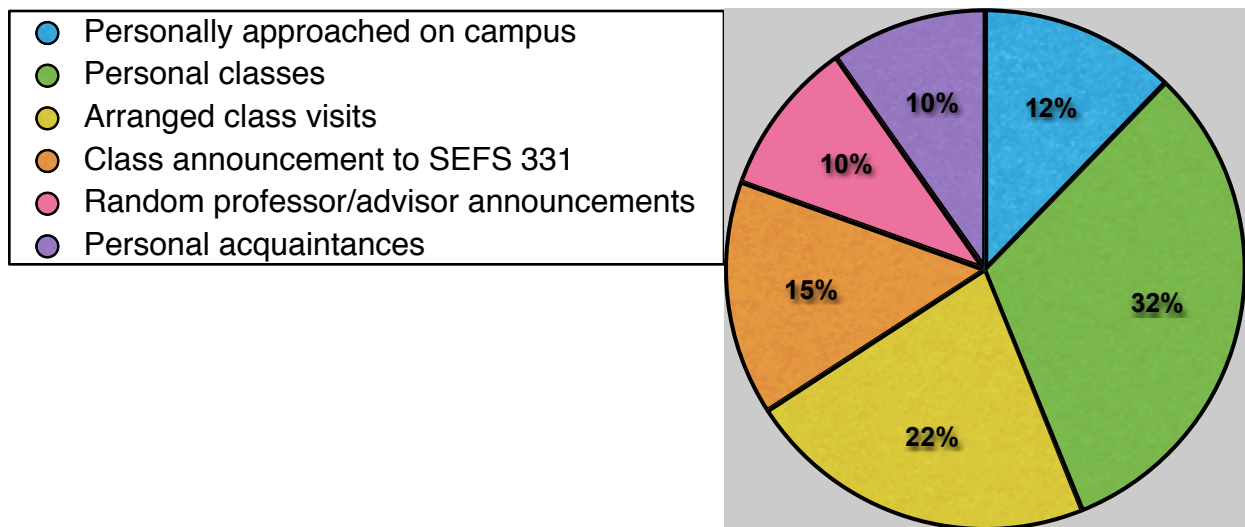
Additional students were recruited for the sixth focus group because of prior experience with the first five focus groups. I discovered that approximately half of the students who responded and said they would attend the focus group actually attended and participated. Therefore, if ten students agreed to participate, it was likely only five would actually arrive at the designated time and place for the focus group discussion. A total of 41 students participated in the six different focus groups. The first five focus groups averaged five students per group. The sixth focus group surprisingly had fourteen participants. The extra recruitment of students through personal networking increased participation.

Prior to the focus group and once students confirmed they would like to participate in the focus group, I confirmed their participation with an e-mail reminder twenty-four hours prior to the meeting. During the initial announcement and in the reminder e-mail, I announced I would provide pizza, salad, chocolates, fruit and drinks to all the participants to show appreciation for their involvement in my research. After each focus group, the participants were thanked for their

time and insight through a follow-up e-mail that afternoon or following day. This e-mail also invited students to share any additional thoughts they had after the discussion.

Figure 1 demonstrates the percentage of students recruited through various personal contacts and snowball sampling methods.

Figure 1: Student Recruitment Methods



There were advantages and disadvantages of using the snowball or chain referral sampling method. The obvious advantage was that the sampling method was uncomplicated and was not a financial consideration. The disadvantage was the fact that I did not have control over the representativeness of my sample and it was therefore not completely representative of the UW student population. Snowball sampling does not allow for each unit of the population to be sampled. Instead, by using snowball sampling, I relied on individual faculty and advisors who were willing to share my focus group invitation with their students. I also relied on individuals

whom I met through class visits and whom I felt were approachable in the university libraries and on campus to accept my invitation to participate in my research. Therefore, this method could be considered to have sampling bias. Nonetheless, snowball samples are an excellent way to conduct exploratory work to identify some of the main issues that could be further explored in later research.

Data Collection:

Focus groups were conducted in-person on the Seattle campus in group study rooms in the Odegaard and Suzzallo Libraries that ensured privacy, but were public. Focus groups were also conducted in a classroom in the Evans School of Public Affairs. It was best to conduct the focus groups in rooms without outside distractions since the data collected would need to be understood in the context it was spoken (Marshall and Rossman 1999). All focus groups were asked similar questions from a pre-determined script. Appendix 8 displays the “Interview Script for Focus Groups.” During the focus group, I used open-ended questions to discover what motivates the student interviewees to visit the Arboretum and what prevents them from visiting the Arboretum. I gave the student interviewees plenty of time to respond. If the interviewees did not respond, I proceeded with more questions that would help probe their memory or thought-process about what they liked and/or did not like about park, public garden and/or arboretum visits of their past. Due to the nature of a focus group, I allowed the time spent on each topic to vary in response to the group’s needs and nature of their particular discussion, and I also allowed for deviation away from the initial question as long as it was relevant to the study. The challenge in a focus group setting was to facilitate an organic conversation while ensuring quality data was

being collected (Marshall and Rossman, 1999). I did not have a way to measure the student interviewees' understanding of the question or if their response was truthful. However, the hope was to create an environment in which each of the student interviewees felt comfortable expressing their views openly and honestly.

While conducting the focus groups, I recorded the discussions with two digital recorders. Two recorders were used in case one of the recorders failed and did not record the session. The focus group discussions were recorded so that each could later be transcribed verbatim by listening to the recordings multiple times. Each focus group lasted approximately 90-120 minutes.

Data Analysis:

All focus group discussions were recorded, transcribed and the identity of the participants removed before analysis. The data were read several times through their entirety prior to initial coding to understand the student participants' use of descriptive language and words to articulate their motivations and constraints of visiting the Arboretum. A code in qualitative inquiry is a word or a short phrase that symbolically assigns meaning of the qualitative data (Saldaña, 2010).

I used prior research categories as to why a student would be motivated to visit a park, public garden and/or arboretum. These categories included: recreation, restoration/relaxation and education. However, I used a different approach to disclose the constraints and barriers keeping students from visiting. I did not want to have pre-defined understandings or prior assumptions

of why students did, or did not, visit parks, public gardens, and/or arboreta, and specifically, why they did not visit the Washington Park Arboretum.

Once motivating factors were distinguished from constraining factors, I focused on filtering the motivating factors and constraining factors into themes. For example, barriers and constraining factors were organized according to reoccurring comments during the focus group discussion. Examples of reoccurring comments constraining student visitation included: unknown location of the Arboretum; accessibility from campus perceived as difficult; signage limited or non-existent; and/or the lack of a cafe or coffee shop on the Arboretum grounds.

Finally, the frequency of each theme was counted and recorded for motivating and constraining factors. However, I did not count the number of times an exact activity or reference was mentioned. For example, if “being near the water” was discussed, I did not count the number of times the word “water” was said, but rather how many times an individual or group chose to reference “being near the water” during the focus group session.

While tallying the number of times motivating and constraining factors were expressed, I also made a list of all the suggestions and ideas students recommended to improve their motivation to visit the Washington Park Arboretum. These recommendations are discussed in detail in Chapter 4: Management Implications.

Chapter 3: Results

Participation

Forty-one undergraduate and graduate students of the University of Washington participated in this research. Eighteen (44%) students were male and twenty-three (56%) were female. Twenty-six (63%) students were undergraduates and fifteen (37%) were graduate and professional students. Figure 2 shows the breakdown of undergraduate students by year enrolled and graduate students by degree in the research sample. The 2013 enrollment for the Autumn Quarter for the Seattle Campus was 43,762 students (University of Washington, 2015). Of these students, 47.9% were male, 52.1% were women, and 65.7% were enrolled as undergraduate while 31.3% were enrolled as graduate and professional students.

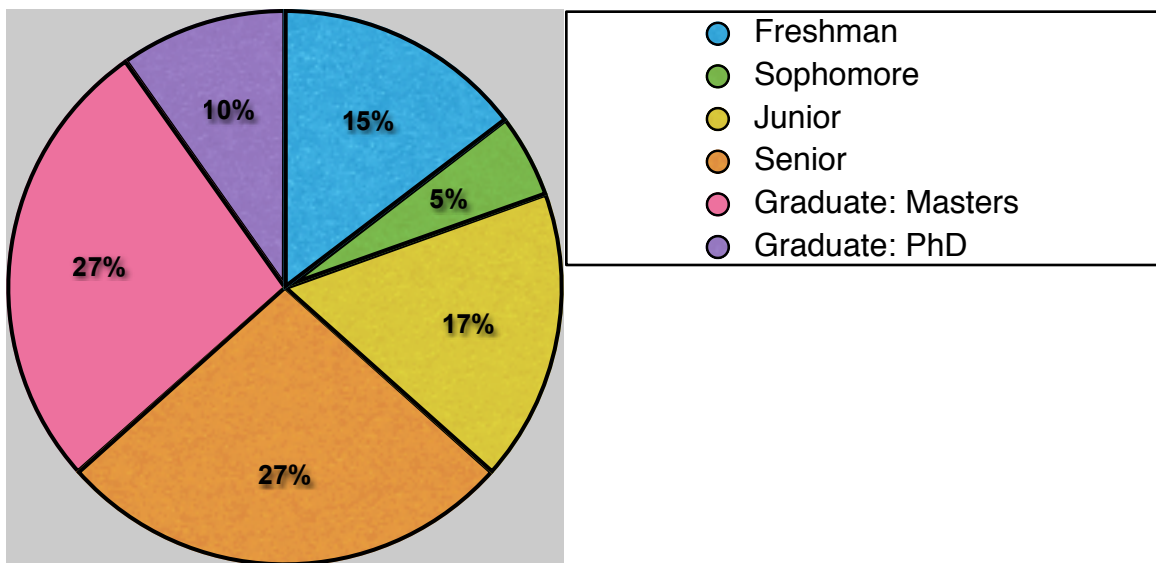


Figure 2: Undergraduate and Graduate Students in Research Sample

Participation by Major

The participants represented a variety of departments on the UW campus. The largest representation was from the College of Arts and Sciences with 16 total students or 39% of the sample. The College of the Arts and Sciences is divided into two divisions: Natural Sciences Division and the Social Sciences Division. The Natural Sciences Division included 13 students or 32%: Statistics (2 students), Psychology (5 students), Physics (1 student) and Biology (5 students). The Social Sciences Division included 3 students or 7%: Sociology (1 student), American Indian Studies (1 student) and Geography (1 student).

The College of Built Environments had two majors represented by 7 students or 17%: Landscape Architecture (6 students) and Urban Design and Planning (1 student). The College of the Environment included 6 students or 15%: Aquatic and Fishery Sciences (1 student), Oceanography (2 students), Earth and Space Science (1 student), Atmospheric Sciences (1 student) and the School of Environmental and Forest Sciences (1 student).

The following majors were represented each by one student: Education, Global Health, Public Health, Social Work and Business. The College of Engineering had three students, one in each department: Computer Science and Engineering, Civil and Environmental Engineering, and Mechanical Engineering. Four students (10%) were unsure of their major and claimed “undecided.” Figure 3 illustrates the percentage of students’ major by school or college within the research sample.

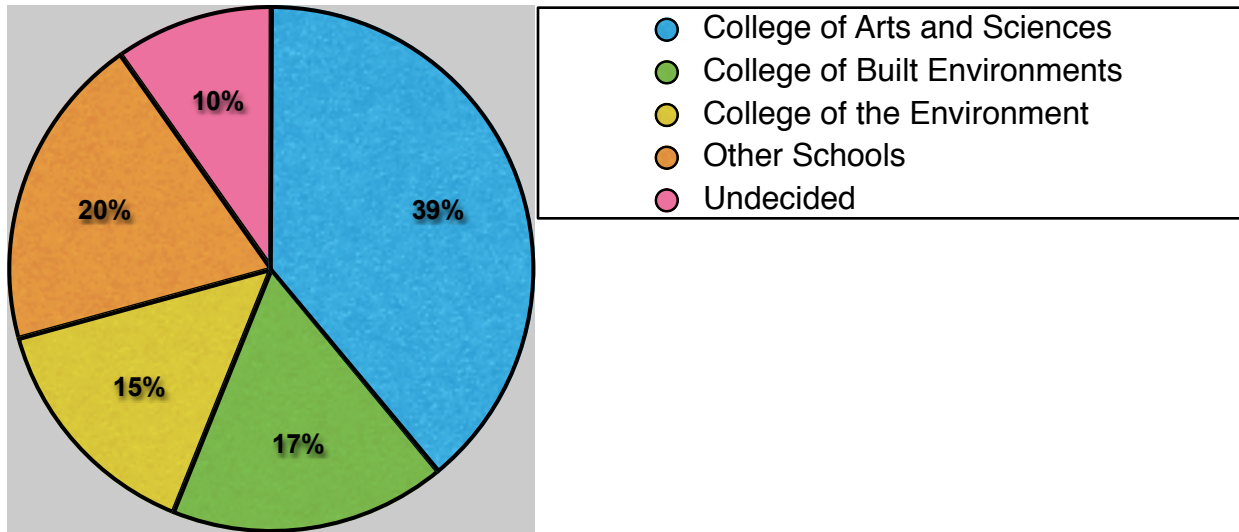


Figure 3: Major by School or College in Research Sample

Student Visitation of the Washington Park Arboretum

About half (19 or 46%) of the research participants had visited the Arboretum. Of the students who had visited the Arboretum, most (15 or 79%) of the students were in the following three colleges/schools: College of Built Environments, College of the Environment and the Natural Sciences Division of the College of Arts and Sciences.

Slightly more than half of the students in the sample had not visited the Arboretum (22 or 54%). Some students had not heard of the Washington Park Arboretum (14 or 34%). The remaining 8 students, or 20% of the student participation, had heard of the Arboretum, but had chosen not to visit.

Motivating Factors to Visit Parks and the Arboretum

The students in the research expressed several reoccurring themes that motivated them to visit a park, and specifically, the Washington Park Arboretum. The following themes were repeated throughout the six focus groups: recreation; relaxation/restoration; and education/learning. Of these three main themes, specific activities and reasons developed that can be further divided.

Recreational Motivations

Focus group participants who had either visited the Arboretum and/or their favorite park described a wide range of different recreational activities for going there such as walking, jogging, cycling and kayaking. For example, walking, walking dogs and hiking were regularly mentioned at the beginning of each focus group when I asked participants, “Why do you visit a park and/or the Arboretum?” A student in Focus Group #5 discussed her reason for walking and jogging in the Arboretum:

“When I think of parks it has to be this space where you can go for a walk, go for a jog, and you can bring your dog, too. I like the narrow trails in the Arboretum. They are trails you can walk and wander along. I like multi-uses in a park. I also get tired of running on the Burke Gilman Trail. It’s nice if you have something to look at while running and I like being on grass trails sometimes.”

Closely following walking and hiking, focus group participants commonly spoke about the water in parks, and specifically the shoreline in the Arboretum. Conversations including walking and

hiking occurred 33 times during six focus groups, and kayaking and canoeing were brought up during the discussions 30 times. Students are very interested in the Union Bay waterfront along the Arboretum. However, they are hearing about the waterfront through their friends and they did not mention any kind of event, activity or promotion through the University or Arboretum. It is by word of mouth. This particular quote during Focus Group #2 highlights these observations:

“Yes, a friend told me. I wouldn’t have known without being told. But a friend told me you could get to the Arboretum by the water and how to rent a kayak or canoe from the WAC (Water Activities Center). The Arboretum is a lot prettier to me than the open water, and the boats on the open lake are a lot, too many boats, but not around the Arboretum. So I made a point to go to the Arboretum after my friend told me.”

Students also spoke regularly about enjoying cycling whether for transportation or purely for recreational purposes. A student during Focus Group #2 expressed their experiences cycling in the Arboretum:

“I’ve biked through the Arboretum and I’ve biked in the Arboretum. The first time I saw a sign for the Arboretum, like... I really didn’t even know what an Arboretum was, but I thought I’ll check it out. I was with a friend. So we biked through and we really liked it. I’ve biked there a number of times since then. It’s a pretty area.”

As students spoke about their experiences in parks and the Arboretum, students mentioned they like to be in spaces that are large enough to throw a Frisbee or a ball. One of the first opening statements during Focus Group #1 was, “Big open spaces... places where you can play ball. In high school parks were where it’s at. I still like a place where I can throw a Frisbee.” Students also reminisced how they enjoyed playgrounds when they were children or how they enjoyed holiday celebrations such as hunting for Easter eggs in a park. The following example is from a student in Focus Group #5:

“The park most vivid in my memory is Summer Ridge Park which is a neighborhood in Sammamish. It’s not really a big park at all and not necessarily with big trees, but when you are a young kid, seeing trees and pathways is kinda fun. There are lots of playgrounds there. So kids used it as a meeting spot. Older kids did, too. Or at Easter, hunting for Easter eggs. Oh, that was my favorite. It was a perfect park for a residential area. It had playgrounds and open spaces and cool paths.”

From walking or running, cycling through the Arboretum or paddling by the Arboretum’s waterfront, students regularly enjoy taking advantage of parks and the Arboretum for recreational activities that also include playing on playgrounds and playing sports. Table #1 shows the breakdown of different recreational activities students pursue either in a park or the Arboretum. The number of conversations includes all six focus groups.

Table 1: Recreation in parks and the Arboretum

Recreation in WPA and general parks	Number of Conversations
Walking, Walking Dog(s), Hiking	33
Kayaking, Canoeing	30
Biking, Skateboarding, Rollerblading	25
Running, Jogging	16
Playing sports, Throwing a ball/Frisbee, Climbing	11
Playing on Playgrounds for Children	7

Relaxation/Restoration Motivations

Students enjoyed recreational activities in various parks and in the Arboretum; however, they also go to relax and to feel restored after a busy day or week in school. The most discussed reason to go to a park or the Arboretum was to be near water. Students described being near water as peaceful and soothing. The following quotes from Focus Group #2 illustrate the desire to be near water:

“It’s really spectacular that the water is right next to the Arboretum. That’s where I go when I need to unwind from class.”

“I loved wandering through the Arboretum and ending up by the water, and there are all these paths that go to the marshy areas into the water, that was really cool, and I didn’t even expect to find something like that.”

“Wait, is the Washington Park Arboretum like that series of islands where you go on the walkways? Oh yes, I’ve totally been there and I love that area with the water and the floating bridges. I felt really removed from Seattle and peaceful out there.”

Students also enjoyed being in nature at parks and in the Arboretum. They also mentioned how much they like being in a forest and that the Arboretum feels like an urban forest of the Pacific Northwest. The following quotes from Focus Group #6 validated the love of nature, being outside in a natural area, and being in a forest:

“Confession, I’ve never been to the Arboretum, but I like Discovery Park. And, from what you guys are saying, I’d like the Arboretum. I like how rugged Discovery Park feels. I grew up near Central Park, and it’s obvious as anyone knows, very contrived, but it is designed to feel rugged, feel natural.”

“I like the feeling of a forest. I like those features in a park. I like trails in the forest. What I enjoyed about the Arboretum is that feeling of the forest, being in a forest. When I think of ‘park’ I think long playing fields, green lawns, so I like the Arboretum and parks with trails, places where I feel like I’m in the forest.”

Student participants also talked about how they like being in a garden for the natural setting or being there to relax. Some students in Focus Group #4 articulated this very well when they stated:

“I just want to sit there, find a bench and be in a quiet setting.”

“I like to be in a garden and just listen to all that noise die away. It is really calming. I even found this to be true in Central Park.”

“Yes, I really like the Japanese Gardens. I think they are relaxing and fun....”

“I like pretty gardens. They are usually very quiet.”

During Focus Group #2, students focused some time on wildlife viewing. This following participant from the College of the Environment expressed:

“I feel like the wildlife in the Arboretum is a lot better than other parks in Seattle, and maybe because it’s on the water. I saw a turtle lay eggs. I see blue herons, ducks and other water fowl that you don’t see in other parts of Seattle, so, yeah, the wildlife is awesome.”

There are many ways to find peace and restoration in parks, and particularly in the Arboretum.

The following quote is from a student in Focus Group #6. This student summarizes many of the values of the Arboretum that pertain to relaxation:

“I grew up next to the Arboretum and it is one my favorite places in Seattle. In the Arboretum there are different pockets of the park you can visit. And, it seems there is always something new to discover there. You can be alone. You can be around people. You can experience different aspects of it for whatever mood you are in. You can find peace.”

The following quote even illustrates the benefits of being outside by a Global Health graduate student during Focus Group #6:

“There’s a lot of faculty in my major who know the benefits of being outside in natural areas for good health. It would be something for our department to take advantage of and use the Arboretum.”

Table 2 exhibits the number of conversations around the restorative values of parks due to their proximity to the water, the variety of space, the chance to view wildlife or just a chance to sit and be in a quiet, garden setting.

Table 2: Relaxation/Restoration in parks and the Arboretum

Relaxation/Restoration in WPA and general parks	Number of Conversations
to be near Water	30
to be in Nature, to be Outside	20
to be in a Forest	16
to be in a Garden	15
to be in a Japanese or Asian Garden	12
to Sit, to Meditate, to be Calm	11
to be in a Big Space with Variety	11
to Watch Wildlife	11
to be in a Secret/Private/Unknown Space	3
to be Home, a Sense of Place, Belonging	2
to View Art	2

Educational Motivations

The participants did not stress education as their top priority when choosing a park; however, they also did not overlook the educational and learning opportunities parks and the Arboretum provide. Students mentioned and discussed their assorted educational interests in each focus group. Table 3 and the following quotes from multiple focus groups show the variety:

“I really value a place when I can learn something about it, rather than just be there. So where people can interact with the environment. Learn more about. Learn how to take care of it.”

“I was there last year in Soils and Land Use Management class. But, if it’s not on purpose, you don’t just happen upon the Arboretum.”

“I really like signs under trees or flowers. I also like to know the history of where they came from. And, also, it would be cool to say this plant grows in the Olympic Rain Forest or on Mount Rainier.”

“I’ve got a question. Are the plants there in the Arboretum being studied? Or are they there just to look at? I’m curious.”

“I like signage and labels, not every tree, but it’s one of my favorite parts. I also enjoy seasonal things. I think the winter garden is energizing. It makes you want to go, but you need motivation to walk or take the bus there.”

“Oh, I definitely like the history of an area. It makes it a richer and more enjoyable experience. I like to know the natural history of a park. I stop and read the signs.”

Table 3: Education in parks and the Arboretum

Education and Learning in WPA and general parks	Number of Conversations
See Specific Plants in Bloom	13
Attend a UW Class in the WPA	12
Learn and Identify Plants outside of a UW class	11
Learn about the History of the Area	10
Learn about Environmental Stewardship	5
Attend a High School Field trip	3
Learn about Garden Ideas for Personal Garden	2

There were a few additional factors outside these three main themes that motivated students to visit a park, or specifically the Washington Park Arboretum. Seven students mentioned they would go to the Arboretum or a particular park if someone told them to go and that it was a good experience. Therefore, word of mouth is an important factor. The following two quotes convey this message:

“Yeah, I like to know what I’m looking at and then, if it’s nice, I’ll tell people about it. That’s how places pick up and get known.”

“I didn’t know I was on the shore next to the Arboretum. My fraternity told me about how you can rent a canoe and paddle around the area. And, that’s what we do and where we go.”

Safety was not a concern and was expressed during all six focus groups. However, the students did say they do not go to parks alone at night even if they have heard the parks are safe. The following quote was from a student in Focus Group #4:

“Like Greenlake, I wouldn’t go to the Arboretum at night. Not alone at least. It’s been enforced in my head since childhood to stay in groups when walking around at night.”

Many of the student comments could not be confined to one area: recreation or relaxation. Nor could the comments be confined to recreation, relaxation and education. The students spoke of how the Arboretum can serve multiple functions simultaneously in most of their comments. They conveyed social bonding by spending time with family and friends in parks while discussing the water, walking trails, natural areas and park accessibility. The following two quotes illustrate how a park and, particularly the Arboretum, can have numerous motivating factors:

“I like taking the dogs for a romp and *running*, and it really gives me a sense of *reprieve* from urbanity, cars and people.”

“I spent tons of time with my *family in parks*. I grew up where there is a *river valley* through the town and there are tons of *walking trails* through parks and *natural areas*. There are little parks with picnic tables right on the river, and

people *canoe*, and because it is right in the middle of the city, it's really *accessible*.”

Barriers and Constraining Factors Preventing Visitation to the Arboretum

Students were also asked to express the barriers they perceived which prevent them from visiting the Washington Park Arboretum. Accessibility to the Arboretum by riding the bus, biking and/or walking was perceived as difficult and being too far from campus. On average, each group discussed this seven times. The following quotes illustrate accessibility from campus to the Arboretum:

“You go to the closest parks. I don't know. Accessibility. That's why I haven't gone back. It was hard to find.”

“I've seen a sign on Montlake, but if you asked me how to get to the Arboretum, I couldn't tell you.”

“It needs to feel more accessible. It's not that far, but it seems too far.”

“If you have to transfer more than once on the bus, it's frustrating.”

“Well, if there were a shuttle that just hits the Arboretum, that wouldn't be practical, but what about a shuttle that hits all the highlights on campus and just

loops and loops, you always know it's going in a loop... Arboretum, University Village, the IMA, Hall Health. Wouldn't that help! I'd jump on and off that thing all the time."

On nine occasions, students mentioned they need an actual reason to go to the Arboretum. Twice students discussed they were too busy with school work to visit, and two students willingly admitted they do not go to parks and prefer to be inside. Student comments such as the following one from Focus Group #1 stresses the importance of wanting an actual reason to go to the Arboretum, and this statement also illustrates the lack of awareness:

"I just didn't know about it. But I like parks and would check it out sometime. I'd go if there was something to do there. Like, maybe an outdoor play being performed."

Another concern was the lack of awareness of the Washington Park Arboretum. Signage was noted to be lacking on campus and was brought up in the conversation of six focus groups twenty-seven separate times, or at least four times in each group. The following quotes indicate the importance of awareness on campus and signage on campus pertaining to the Arboretum:

"If there were some signs, or a route, but I'd still want to know what it looks like before I go."

“You have to first know about the Arboretum to want to get there. You have to be aware of what it is. But, then how do you get there from campus? There should be signs pointing the way.”

Of the students who were aware of the Washington Park Arboretum and had visited, very few knew the Arboretum was part of the University of Washington. Two graduate students from Focus Group #2 disclosed:

“I didn’t know it was part of the U. Well, not until I googled it just now and then found it on the Washington.edu page, but until then I had no idea it had anything to do with the University. I’ve been here for four years, and I go to the Arboretum a lot.”

“I didn’t know it until you just said it. I’ve been here for six years. I did my undergraduate here, too.”

In each focus group, I asked two specific questions if the subjects were not brought up naturally through the discussion. The first regarded a cafe or coffee shop at the Washington Park Arboretum. Almost all of the students communicated favorable opinions about a place to buy drinks and/or food. However, of the forty-one students asked, five voiced that they do not view a cafe or coffee shop as a positive amenity to a park or the Washington Park Arboretum. Three students specifically disclosed they would be opposed to Starbucks or a national chain restaurant.

The following conversation took place during Focus Group #1 and stresses the different values of a cafe or coffee shop:

Interviewer: “What do you think of a cafe or coffee shop in the Arboretum?”

Student Interviewees: “Oh yes!”

“Definitely”

“I get thirsty, so yes!”

Interviewer: Feel free to differ. Any other thoughts?

Student Interviewee 1: “If there was a coffee shop with a bunch of cool coffees, I’d be down there way more. You go get a coffee and you walk around with your coffee. That’s awesome.”

Student Interviewee 2: “It wouldn’t draw me. I don’t care about coffee.”

Student Interviewee 1: “I disagree. Attach it to the gift shop, make it a destination.”

Student Interviewee 2: “Just don’t outsource it.”

Student Interviewee 3: “Just no Starbucks!!”

Student Interviewee 4: “People are going to walk around and get thirsty. Hungry. They are going to want a snack. I bet people who run, jog and bike in the Arboretum would want a protein shake or fruit smoothie.”

Student Interviewee 3: “When I go to a coffee shop, I don’t go there for coffee. I pay my \$5 for the atmosphere, to sit down, and have wi-fi for free.”

Interviewer: “Any other views?”

Student Interviewee 5: “I agree with some sort of drink establishment. A small footprint, a small feature, but a good one. They need a reason other than that they just like trees.”

Student Interviewee 1: “So for the people that just like trees, I don’t think they are going to stop going to the Arboretum because of a coffee shop. But how many more people would it attract if there is a coffee shop or cool cafe?”

Student Interviewee 2: “Okay, so for the environmental, granola-like people that don’t want a cafe or coffee shop or the intrusions, pitch it this way.... an environment that supports life needs food and drink. If you want me to go there for something other than Mother’s Day to see the azaleas, or whatever, I need to survive there with a snack or meal. I don’t want to get hungry or thirsty and have to leave the Arboretum just to go find something. I will not come back.”

In addition to the question about a cafe or coffee shop, I asked students their personal opinion of the Washington Park Arboretum web site. Most students accessed the web site through their laptop computers or smart phones. The Arboretum web site was seen as a barrier because it did not inspire students to want to visit the Arboretum. Table 5 displays Washington Park Arboretum web site comments and is located in Chapter 4: Management Implications. However, the following quote is a summary of many of the critiques of the web site. This student in Focus Group #2 was viewing the web site of the Washington Park Arboretum and made these direct statements:

“There is just a lot of listing of stuff on this page. I don’t think I would know what the Arboretum was by looking at this page. If I didn’t know better, I would think it’s just a greenhouse because it says garden, plant collections... so I don’t think I would even realize it’s a park you can just go and hike around in. Yikes. So many words that mean nothing to me. It feels unapproachable. It would only attract people maybe who have been to the Arboretum and know what it is, but it doesn’t attract me. Oh, wow. I almost imagine people do research here, but I’m not welcome. It says there’s a visitor center. Is that the only place for visitors? There’s too much to read and I’m just looking for the Arboretum and how to get there.”

The students clearly demonstrated they had recreational motivations to visit the Arboretum. They also valued the Arboretum’s restorative and educational values. However, it became very obvious that awareness, signage, accessibility and the Arboretum web site need to be addressed to increase visitation and ultimately, repeat visits by students. These concerns will be addressed in the following chapter (Chapter 4: Management Implications).

Chapter 4: Management Implications

Discussion of Results and Suggestions for UW Botanic Garden Management

The results demonstrate there is an interest among students in visiting the Washington Park Arboretum as a University of Washington student. While there are barriers keeping students from visiting the Arboretum, there are many more motivating factors that could encourage more student visitation by students who already visit the Arboretum, and ultimately, by students who have never visited. This chapter will attempt to cover the numerous clever and creative ideas each of the six focus groups expressed to create awareness on campus about the Arboretum and to improve visitation. It will also give practical low-cost suggestions to the management of the University of Washington Botanic Gardens on how to overcome some of the obstacles preventing student visitation.

For students who had not visited, one of the main barriers was they had not heard of the Washington Park Arboretum and were unaware the University of Washington had an arboretum. During Focus Group #1 this exchange took place between three students:

Student interviewee 1 (freshman): “Well, I haven’t heard of it.... I became interested when you came up to us and talked about it. But, where is the Arboretum? Even the word “arboretum” is a brand new word to me. Honestly, I thought the Arboretum was specifically for birds and stuff.”

Student interviewee 2 (senior): “I didn’t even know about it. I didn’t know the campus had one....”

Student interviewee 3 (senior): “His reason is why I haven’t been either. I didn’t know about it.”

The students were in agreement on several ideas for creating awareness on campus for the Arboretum, but the most resounding idea was the Washington Park Arboretum needs to be included in UW Orientation for all students: freshman, transfer students, and graduate students. All agreed this is the best place to introduce students to a University of Washington resource that is in many cases, as one Landscape Architecture student exclaimed during Focus Group #6, “...too much of a hidden gem on the shores of Lake Washington!” Students suggested the Arboretum host an event for orientation. Some students suggested an “Orientation Scavenger Hunt” in the Arboretum, and some students suggested an “Ice Cream Social” featuring local ice creams such as Molly Moon’s Ice Cream or Snoqualmie Ice Cream, or both for taste testing. The following is a description of Dawg Daze on the UW campus.

“Dawg Daze has been a longstanding tradition of the University of Washington and is one of the nation’s largest weeks of welcome! Annually, Dawg Daze is host to more than 250 events, from more than 60 departments and student organizations, representing a diverse array of resources and opportunities” (University of Washington Dawg Daze, 2015).

During Focus Group #1, I asked the six students if they were aware of any events at the Washington Park Arboretum during Dawg Daze. A student responded with this statement that covers the importance of an annual event either through Orientation or Dawg Daze:

Student interviewee: “No, the Arboretum wasn’t. So what I’m saying is that if they have mini-tours for coffee stands, maybe have one for hikers, or some kind of social thing at the Arboretum that is a real reason to go there. One really good establishing event at the beginning of the year. So then later if there is ever another event at the Arboretum, I’ll be more inclined to go again because I’d been there before. And, now I know where it is and how to get there and everything else. But as of right now, I’ve never been there so it just feels so far out and somewhere else that I just don’t care. If they somehow established it when students first arrive, and you are introduced to it right away, you would be more inclined later....”

Interviewer: “You will now! Right? Your interest has been piqued. You want to run out the door right now....”

Student interviewee: “But there are no signs, so how will I get there?”

laughs

The final statement by this student in Focus Group #1 illustrates another important way to make students on campus aware of the Arboretum: directional signage. Students expressed multiple times the Arboretum was not accessible and they are confused about where the Arboretum is in

relation to campus. The solution would be signage on campus near frequented student sites such as the HUB, Red Square, and the IMA (Intramural Activities Center). Currently, signage is almost non-existent. A graduate student in Focus Group #4 suggested Husky paw prints painted on the sidewalks in intervals starting from the Drumheller Fountain or from the UW Husky Stadium. He compared his idea with the Paul Revere walking trails in Boston, Massachusetts. Either through paw prints leading the way or directional signage pointing in the correct direction, the Washington Park Arboretum would be more visible and more accessible to students on campus with signage. In addition to signage, several students suggested UW banners that not only feature UW Athletics and UW Academics, but also the Washington Park Arboretum in different seasons to integrate the Arboretum with the University. A student in Focus Group #6 suggested:

“I think there should be seasonal posters or banners posted around in different locations. If they look like the other UW posters and banners... that way the Arboretum does really look like part of the University.”

A perceived barrier that came up regularly was the need for faster transportation than walking to the Arboretum. Several groups suggested a UW shuttle bus that only goes around campus and could include stops such as Hall Health, University Village, the IMA and the Washington Park Arboretum. Directional signage on campus to the Arboretum, UW banners promoting the Arboretum and a UW shuttle bus that included a stop near the Arboretum are all ways to eliminate the perceived barrier that the Washington Park Arboretum is too far to visit. However,

a shuttle bus would be an extremely difficult item for the UW Botanic Gardens' management to implement. It is not the UW Botanic Garden's domain, but if conversations arise on campus during senior management meetings about transportation, it would be beneficial to mention and promote the Arboretum.

A free way for the UW Botanic Gardens' management to create more awareness about the Arboretum would be to include the Arboretum in the UW Daily newspaper's *Welcome Edition*. *The Daily* newspaper published on August 26, 2013 included a map of campus and a map showing the UW campus as part of a "Guide to Seattle." I showed this map to several focus groups and asked them to find the Washington Park Arboretum. These maps are Appendices 9 and 10. During Focus Group #6 this exchange took place between two students who expressed disbelief that the Gum Wall in Fremont took precedence over the Arboretum being included on the map:

Interviewer: "Here is a newspaper, *The Daily's* Welcome Edition. Can you find the arboretum on the map?"

Student interviewee 1: "Nope."

Student interviewee 2: "Not there."

Student interviewee 1: "Who made this? Is this from the school? *The Daily*?"

Student interviewee 2: "The Gum Wall in Fremont is on the map and not the Arboretum? Expletive! Expletive!"

When I asked if students read *The Daily* newspaper, the response was largely negative.

However, some students in the focus groups expressed interest in the school newspaper and felt it would be appropriate for articles to be published periodically about what is in bloom or in season, such as fall color or azaleas blooming. In *The Daily* Welcome Edition on August 25, 2014, an article was titled “A day in the park - See the city for the trees.” Two pictures were featured of Gas Works Park; however, the park that is a part of the University of Washington only received two paragraphs in the article which also highlighted Green Lake Park. Even though the Washington Park Arboretum was not shown in the pictures, the reporter, Chris Kaperak, of the article did positively state “The Arboretum is the perfect place to go kayaking, hiking, or have a picnic in the forest, all without leaving Seattle.” For reference, see Appendix 11.

The Arboretum is on the shores of Lake Washington, and for many of the 46% of the students who had previously visited the Arboretum, they reasoned that the water along the Arboretum was why they first visited. Many students declared they knew the Arboretum from kayaking or canoeing. They cited the Waterfront Activities Center (WAC) and Agua Verde Cafe as two places they rent kayaks and/or canoes. For students who did not know about this activity, their interest was piqued, and in several focus groups the students asked each other questions so they could then go paddle at their next opportunity. This demonstrates the need to promote paddling in the Arboretum either during Dawg Daze or by creating an annual event during spring, summer or fall specifically for UW students. In 2014, a Dawg Daze paddle with the University Kayak Club around the Arboretum was offered. In the future, the UW Botanic Gardens could contact

the University Kayak Club for a co-hosted event and the Washington Park Arboretum could be represented by a knowledgeable student-staff member. Another student in a focus group suggested a kayak/canoe event could be called the “Fall Float” during Dawg Daze. This would be an economical opportunity for the UW Botanic Gardens’ staff to promote the Arboretum around the popular waterfront to students.

Kayaking with a knowledgeable student-staff member is not the only way to involve students teaching in the Arboretum. During Focus Group #2 an Education graduate student interested in environmental teaching, and having just completed an IslandWood Graduate Residency in Education, Environment and Community, admitted she was unaware of the Arboretum. During the focus group discussion I had the opportunity to share with her that other IslandWood graduates worked in the Arboretum as University of Washington Botanic Garden staff and educators. This interested student then proceeded to connect with the UW Botanic Garden staff and worked during the summer of 2014 as a Summer Education Staff member in the Arboretum.

Students can be introduced in a variety of ways to the Washington Park Arboretum. The Foundation for International Understanding Through Students (FIUTS) is an excellent avenue for reaching international students. Interestingly, FIUTS was only mentioned when I left the room to pay for the pizzas that had been recently delivered during Focus Group #5. I learned about the conversation about FIUTS by listening to the recorded transcription of the focus group. I would recommend the UW Botanic Gardens staff contact FIUTS and perhaps an event could be planned at the Washington Park Arboretum to coincide with the fall color of Japanese maples or

during the festive time of the cherries blooming. These two ideas focus on the Japanese culture; however, creative ideas abound when considering the international collections of plants and trees at the Arboretum and how this could be a way for international students to connect to the Arboretum and create a sense of place far from home. The following quote from Focus Group #4 conveys the idea of increasing international student awareness of the Arboretum and even the interest of other students:

Student interviewee 1: “I didn’t know the Arboretum had cherry blossoms there. I’m Japanese and it’s very traditional for us to visit parks with cherry blossoms in our formal traditional gowns. Usually, I would just go to campus and visit those cherry trees. I didn’t know about the Arboretum.”

Student interviewee 2: “Oh, cool. I’d love to see your traditional gowns and the cherries blooming at the same time.”

One of the concerns of the students that kept them from visiting the Washington Park Arboretum was a lack of a physical attraction other than the park-like qualities that consisted of trees, plants and trails. Students in Focus Group #1 were very passionate and adamant about an actual attraction. A senior student majoring in Psychology commented that the attraction “needs to be something people would want to visit from miles away.” His suggestion was a tree house built in a Douglas fir. The group continued with this thought and enthusiastically suggested ideas for the tree house. Some felt it would be ideal just to have a natural tree house from which you could have a bird’s eye view of the Arboretum, or perhaps even a canopy walkway in the Arboretum to

feel like you are elevated and high in the trees. Others suggested a unique café in the tree house where you could get specialty items nowhere else in Seattle. One student went as far to name the tree house. Instead of the Space Needle, the student suggested “The Pine Needle.” This comment received a lot of laughs and excitement. The student who originally suggested the idea of tree house commented:

“As much as it is a joke because I’m sure it will never happen, the Arboretum seriously needs an interesting and unique attraction to pull people in and then they see how amazing the Arboretum is, but you need that initial draw. Some sort of café will help. But, a café in a treehouse, wow! The numbers would skyrocket. They would have food, drink, a park....I guarantee you students would check out a treehouse in the Arboretum. Something like that is a much bigger draw....”

The students in the focus group agreed with this student. However, one student spoke up and stated:

“So I guess I’m a bit close minded, because at first, in my opinion, I expect a park to not necessarily be pristine, but I also don’t expect a restaurant with food. But after listening to you guys, it’s a huge park, so one little section could help draw more people.”

This statement encouraged another student to express their feelings about the idea of an attraction in the Arboretum:

“People who don’t want a coffee stand or treehouse because it ruins the environment, well we can ruin a small bit of the environment to create a draw and create awareness of the environment, natural places, arboretums and parks, or we can keep it pristine and then one day pave and develop the whole dang thing because it doesn’t matter to anyone. You need awareness now! So give up a little bit to make it matter to people and then you will actually have more longevity and more people to care and preserve it. Whereas now, there are few who have even heard of it. So when it’s on the front page of the newspaper that it’s being paved over, few will care. Build something small ultimately to save the big picture – the Arboretum.”

Continuing with the idea of a café in the Arboretum, each focus group had ideas about what would be ideal in the Arboretum in terms of food and drink. Out of forty-one students, only five students expressed a negative reaction to food being offered by a restaurant in the Arboretum.

Most discussions about a café sounded similar to this student in Focus Group #1:

“If you want to go to the Arboretum for the day, or just the morning or afternoon, you have to plan for your food and water. It becomes more of a hassle to want to go. I’d rather go to a park where I can just go and then if I’m hungry, I eat

somewhere in the park or near the park. If I know something is at the Arboretum, and it's good, I rather go to a place like the Arboretum.”

In addition to an attraction or a café in the Arboretum, other students in each focus group touched on some very interesting ideas. A seemingly simple and basic thought was to promote the Arboretum in the dorms on campus. This discussion was brought up as students were leaving Focus Group #3. A student asked another student where they lived and which dorms they had lived in previously. The student responded and then said, “You know, you need to reach out to the dorms.” Another student in Focus Group #5 commented honestly about her experience living in the dorms:

“I think there should be signs in the dorms. If there is not a football game and you are living in the dorms, you are always looking for something to do. So if there are signs for the Arboretum, and seasonal ones, that would be a good place.... It may seem second nature to people who grew up in Seattle, but if you didn't, the Arboretum is new, you've never heard of it.”

Just like dorm promotion of the Arboretum was brought up at the end of Focus Group #3, other last minute, but excellent suggestions came at the very end of Focus Group #6. The following is the conversation between students at the end of the formal discussion as they were walking out the door, pausing to grab extra pizza for their roommates, and continuing to brainstorm ideas:

Student interviewee 1: “You said something about having the Arboretum in the newspaper. It if just said, “Hey come to the arboretum,” I’m not sure I would. But if it was for some kind of class, like watercolor painting, or maybe a list of cool drawing classes with dates, then I would.”

Student interviewee 2: “Combining transportation from campus that actually walks you to the Arboretum and then you have an event while you are there. Like a running group through Foster Island and the Arboretum. So it’s like this is “how you get here and this is how you can have an incredible experience in a short period of time this close to campus.” Or just some kind of fun tour, not necessarily a running group.”

Student interviewee 3: “Hey what about doing something in the *Experimental College*? A listing there. People intentionally flip through those looking for something to do.”

Student interviewee 4: “A yoga class in the Arboretum!”

By mentioning art classes and yoga classes, I perceived the students to realize they benefit from the quietness and peaceful space the Arboretum provides. Opposite of art and yoga classes, was the idea of a music event and/or food festival. However, several students expressed concern for the natural environment in response to these ideas. One student immediately spoke up and stated she felt big events would be detrimental to the Arboretum. Another student later commented that she agreed in having events with a lot of participants and one where you can interact with nature, but she also stated, “people need to learn how take care of it.” Observing the students

having this discussion was insightful for me as the observer. I realized there are students who want to learn and care for the environment, and the focus group discussion facilitated the opportunity for students to share their thoughts with their classmates.

Upon completion of the focus groups in 2014, different suggestions from additional students have emerged as well as different ideas I have noticed in *The Daily* newspaper. For example, Freshman Interest Groups, commonly known as FIGs, were featured in the August 25, 2014 edition of *The Daily* newspaper. According to reporter Katie Sturtevant, “A FIG consists of 20-25 freshmen who are in the same exact boat.” The article states there are over 200 FIG clusters, “each of which features a curated set of classes that every member of that FIG takes together” (The Daily, 2014). After speaking to students studying at the Center for Urban Horticulture about FIGs, they eagerly recommended a FIG should be created to bring more awareness to the natural world and the Washington Park Arboretum could be featured during a field trip. The students titled this potential FIG, “Flora and Fauna of the Pacific Northwest.” The FIGs are aimed at freshmen and transfer students; therefore, this is another excellent path to introduce students to the Arboretum.

In each focus group, unintentionally, there was a student who was well acquainted with the Washington Park Arboretum. Without even realizing it, these students became “Arboretum Ambassadors” by having a positive effect on the students who had yet experienced the natural world and physical pursuits available in the Arboretum. The focus groups themselves were a means of creating awareness for the Washington Park Arboretum. A satisfying conversation at

the end of Focus Group #5 on November 26, 2015 demonstrates the awareness created by the focus group. The exchange was between three students, one who was a regular visitor with two students who had never visited the Arboretum:

Student interviewee 1: “I’m still so surprised people don’t know about the Arboretum. So I hope this does lead to more awareness.”

Student interviewee 2: I’m actually going to go now to the Arboretum.

Student interviewee 3: I’m going to go, too. The water sounds cool around there.

Student interviewee 2: Agreed! I didn’t even know about that.

Table 4 below lists the activity or recommendation by the students followed by the appropriate department, organization or individual to contact along with the ideal time of year to plan the activity, announcement or event.

Table 4: Recommendations for UW Botanic Gardens' Staff

Recommendation:	Contact:	Timing:
Dorm Posters/Brochures aimed at students with activities at WPA: kayak, view wildlife, seasonal color	UW Botanic Gardens Staff	print before fall and spring quarters
The Daily student newspaper: Maps need to be updated to include WPA, also articles	editor@dailyuw.com 206-543-2700	contact the spring before fall quarter
Orientation: an event at the WPA, and/or a WPA booth on Red Square promoting the WPA and WPA's activities	Undergraduate Academic Affairs 206-543-4905	contact the spring before fall quarter
Dawg Daze: Event in conjunction with University Kayak Club	UAA: 206-543-4905 http://students.washington.edu/ukc/wordpress/officers/ (UW Kayak Club)	submissions between April 1- July 1 prior to fall
Experimental College: students offer classes such as yoga, photography, painting, native plant identification	office@exco.org 206-543-4375	June 28, 2015 for fall 2015
FIUTS (Foundation for International Understanding Through Students): internationally themed events	www.fiuts.org	dependent upon event
FIGS (Freshman Interest Groups)	cluster@uw.edu	requires further research and coordination
Movie nights at Arboretum during summer on a big lawn - organize with City of Seattle and particular departments for themed movie nights	City of Seattle Parks and Recreation and UW Botanic Gardens Staff	dependent upon event

Washington Park Arboretum Web Site Discussion:

In the initial interview script I prepared for the focus group discussions, I did not include a question about the Washington Park Arboretum web site. However, during Focus Group #1, I noticed a student who appeared seemingly bored during a part of the discussion about what is on the UW web site and if students use their phone for directions. In an attempt to engage her in the conversation, I asked everyone to go to the Washington Park Arboretum web site if they had a laptop or smart phone. The student who appeared uninterested spoke up and said “That’s where I am and I don’t like it.” This was fascinating to me. She looked like she did not care about the discussion of parks and arboreta, but in reality she was doing her own research about a place that was unfamiliar to her. This sparked a discussion with all the students in Focus Group #1. They each seemed motivated to give me feedback about their thoughts of the Washington Park Arboretum’s web site. After this initial experience, I included a question in the remaining five focus groups about the Washington Park Arboretum web site. The results were compiled and are shown in Table 5 below.

Table 5 lists critical comments made about the Washington Park Arboretum web site; however, three students mentioned they liked the virtual tour on the web site because it gave them a feel for what the Arboretum looks like. Students who had visited the Washington Park Arboretum felt the web site did not serve or represent all of the many recreational and relaxation opportunities the Arboretum has to offer, and tried to express to the students who had not visited that they should visit regardless of what they see on the web site.

Table 5: Washington Park Arboretum web site comments

Comments regarding WPA Website	Number of times repeated
“The web site is confusing to find. Where is the Arboretum home page? Is it the one with the map of the Arboretum?”	20
“There is too much text on the home page.”	12
“There are no vistas. There are just a lot of close ups of flowers.”	10
“There are no pictures showing the current season.”	10
“It seems the web site just focuses on people who already know about the Arboretum and not for new visitors.”	7
“There are too many articles on the home page.”	5
“The map on the home page is not facing true north. That’s confusing.”	4
“The map on the home page does not show the Arboretum in relation to the UW campus or downtown Seattle.”	2

Since the completion of the focus group discussions, I have shared with the University of Washington Botanic Gardens’ staff the suggestions the students gave from October 2013 - April 2014. Changes have already been made to the UW Botanic Garden’s Washington Park Arboretum web site, and additional redesigns are being planned.

Chapter 5: Conclusion

Through six focus groups consisting of forty-one University of Washington undergraduate and graduate students, my hope is that the Washington Park Arboretum will become more accessible to all students and will no longer be “a hidden gem on the shores of Lake Washington” (UW Botanic Gardens, 2015). The students shared their park experiences with me and while sharing those experiences they stated why they visited parks, and specifically the Washington Park Arboretum if they had visited. The students visited the Arboretum for a variety of reasons that included educational, recreational, and restorative motives. They also discussed the reasons they do not go to the Washington Park Arboretum. The perceived distance and/or accessibility from the campus to the Arboretum, and a lack of clear information and signage were the main reoccurring barriers for the students.

Whether seen as a motivating factor or a constraining factor, the students made suggestions and recommendations to improve their motivation to visit or to eliminate their barriers from visiting the Arboretum. The data that was gathered from the focus groups will be shared with the UW Botanic Gardens’ staff. Perhaps if the students just notice the modest, inexpensive seasonal posters in campus dorms that direct them to the Arboretum for fall color this fall, there will be a greater chance the Washington Park Arboretum will be protected and cared for now and in the years to come, all while giving back to the students an educational, recreational and restorative experience.

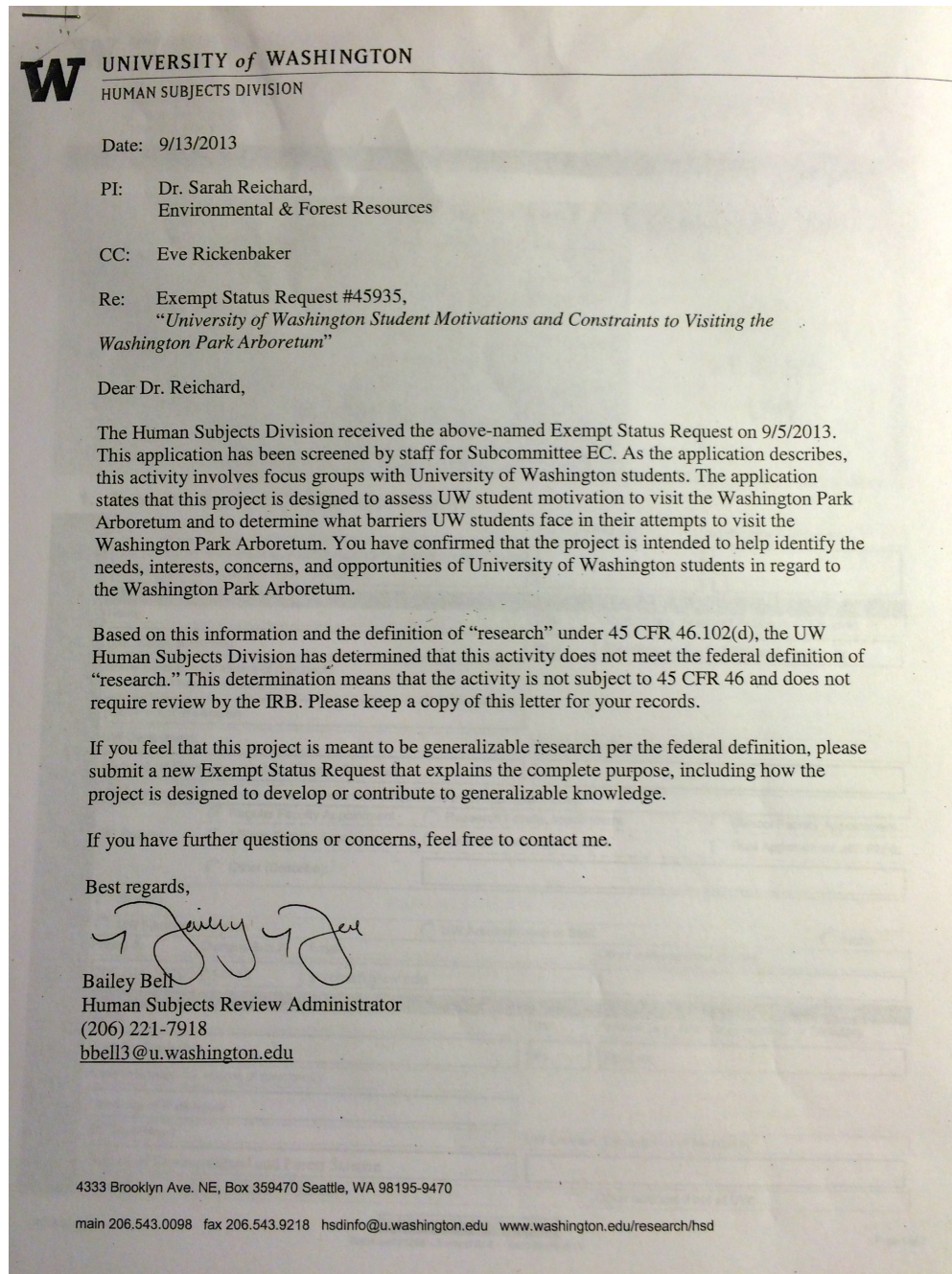
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Appendix 1

Letter from Human Subjects Division September 2013



Appendix 2

Focus Group Discussion Consent Form

(Please sign two copies, keep one for your records)

Understanding University of Washington student motivations and constraints to visiting the Washington Park Arboretum

You are invited to be in a research study that will explore the University of Washington student's visitor experience at the Washington Park Arboretum. You have been selected as a potential participant because of the insight that you may be able to provide on this particular subject as a University of Washington student. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Eve Rickenbaker, graduate student in the School of Environmental and Forest Sciences, under the guidance of Dr. Sarah Reichard, Professor in the School of Environmental and Forest Sciences at the University of Washington.

Background Information:

In this study, we aim to understand your opinion and hear your voice about what may make you want to visit the Washington Park Arboretum if you have never visited, and if you have visited before, what motivated your visit. We also want to know why you have not visited the Washington Park Arboretum before, and for those of you who have visited before, we would like to know why you do not visit the Washington Park Arboretum more often. We are also interested in what the Washington Park Arboretum could do for you to visit or to visit more.

Procedures:

By agreeing to participate in this study, we will ask you to do the following things:

- In a focus group interview, you will be asked questions regarding what you see as your motivations and constraints of visiting the Washington Park Arboretum.
- We will ask for your suggestions to improve your Washington Park Arboretum student visitor experience.

We will conduct a series of focus group interviews with approximately 6-8 University of Washington students per group.

The focus group interviews will take place on the University of Washington campus.

The focus group interview will be recorded.

The entire session is anticipated to take roughly one and half to two hours.

Risks and Benefits of being in the Study:

The benefits include contributing to knowledge that may help the Washington Park Arboretum staff and stakeholders improve the visitor experience for a University of Washington student.

There are no foreseeable risks in participation with this study.

Confidentiality:

The records of this study will be kept in a locked file cabinet in Dr. Sarah Reichard’s office. Information that would make it possible to identify you will not be included in any report or publication that may result from this study and the audio-records will be destroyed as soon as they are transcribed. Information will be stored securely and only researchers will have access to the records.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Washington. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researchers conducting this study are: Eve Rickenbaker and Dr. Sarah Reichard. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact them at (206) 543-8616, or via email at: eve25@uw.edu (Eve Rickenbaker) or reichard@uw.edu (Dr. Sarah Reichard).

Printed name of research staff obtaining consent	Signature	Date
_____	_____	_____

Printed name of research staff obtaining consent	Signature	Date
_____	_____	_____

Subject’s statement

This study has been explained to me. I volunteer to take part in this research. I have had a chance to ask questions. If I have questions later about the research, I can ask one of the researchers listed above. If I have questions about my rights as a research subject, I can call the Human Subjects Division, of the University of Washington, at (206) 543-0098. I will receive a copy of this consent form.

Printed name of Subject	Signature	Date
_____	_____	_____

Appendix 3

Example of recruitment e-mail to personal class: Psychology 443 October 6, 2013

Dear Fellow Classmates in Psychology 443,

My name is Eve Rickenbaker and I'm a graduate student in the School of Environmental and Forest Sciences. I'm conducting research for my thesis under the guidance of Dr. Sarah Reichard. My research involves understanding the University of Washington students' motivations and constraints to visiting the Washington Park Arboretum. I will conduct a series of focus groups with approximately 6-8 University of Washington students per focus group. All undergraduate and graduate students are eligible and welcome to participate even if you have never visited the Washington Park Arboretum. I'm attaching the consent form that explains the study in more details.

Are you interested in a focus group on **Friday, October 11th, after class from 12:00 to approximately 2:00?**

Lunch will be provided as my way of saying thank you for your time and participation.

The focus group will take place in Odegaard Team Room 131B.

If you are interested in being part of this focus group, please let me know:
everickenbaker@yahoo.com

I greatly appreciate your help.

Cheers!
Eve

Appendix 4

Example of recruitment e-mail exchange English Department, October and November 2013

On Nov 5, 2013, at 9:54 AM, Ned Schaumberg <schaumeg@uw.edu> wrote:

Eve -

I am happy to announce this to the class. Hopefully a bunch of them show. Good luck!

Ned

On Tue, Nov 5, 2013 at 9:31 AM, Eve Rickenbaker <everickenbaker@yahoo.com> wrote:

Hi Ned,

No worries. I'm not available on Thursday. Any chance you would announce this invitation to your class...?

Free pizza lunch and snacks to help out a grad student with her research?

Focus group discussions on either this Friday, November 8th, from 12-1:30 in Odegaard room 117A, or next Tuesday, November 12th, from 12-1:30 also in Odegaard room 117A. If you have the time and would like to help a grad student while enjoying pizza, join us for one of the focus group discussions.

We will be chatting about parks and arboretums and what you like or don't like about your park experiences. My specific research is to understand why students go or do not go to the Washington Park Arboretum. We would like to improve the student experience at the Washington Park Arboretum. Even if you have never heard of the Washington Park Arboretum, your insight and opinions are valuable. Please join us. Your participation would be greatly appreciated!! e-mail Eve at eve25@uw.edu

Thank you!

Eve

From: Ned Schaumberg <schaumeg@uw.edu>

To: Eve Rickenbaker <everickenbaker@yahoo.com>

Sent: Monday, November 4, 2013 10:25 PM

Subject: Re: Visiting Class for Research

Eve -

Sorry for the non-response. I actually have someone coming in tomorrow to teach a workshop. Would Thursday work?

Ned

On Thu, Oct 31, 2013 at 11:55 AM, Eve Rickenbaker <everickenbaker@yahoo.com> wrote:

Hi Ned,

Would Tuesday, November 5th, at 12:30 be okay to drop by and extend the invitation for focus groups to your class?

Mary Gates room 076?

I really appreciate your help.

Thank you,

Eve

On Wednesday, October 16, 2013 9:50 AM, Ned Schaumberg <schaumeg@uw.edu> wrote:

Eve -

My name is Ned Schaumberg, and I teach an environmentally-themed composition class at the University of Washington. My program director emailed me asking if my colleagues and I would be willing to have you drop in and explain your research to us. I am happy to have you stop by. I teach from 12:30 - 2:20 on Tuesdays (Mary Gates 076) and Thursdays (Mary Gates 074). Let me know if/when you want to drop in, and I can schedule you some time.

--

Ned Schaumberg
TA, English Department
University of Washington
Padelford B404

Appendix 5

Example of recruitment e-mail exchange English Department, October 2013

Thank you Vincent.
Would 1:45 be okay?
I'll be in other classrooms at 1:30 and 2:00.
I'll be brief.

From: Vincent Oliveri <thetrain@u.washington.edu>
To: Eve Rickenbaker <everickenbaker@yahoo.com>
Sent: Thursday, October 31, 2013 2:40 PM
Subject: Re: An opportunity for EWP and IWP students to participate in a UW research project

Hi Eve,

My students will be in class on 11/4. However, on 11/6 and 11/8 we won't be having class because I will be conferencing with my students those days.

My class meets at 1:30-2:20 in PAR 206. 11/4 is good, but 11/13 and 11/15 would work as well.

- Vincent

On Wed, 30 Oct 2013, Eve Rickenbaker wrote:

Hi Vincent,
I am hoping to visit classrooms next week. When does your class meet and where?
I really appreciate your help.
Thank you!
Eve

On Oct 22, 2013, at 1:20 PM, Vincent Oliveri <thetrain@u.washington.edu> wrote:

Okay.

From: Eve Rickenbaker
Sent: Thursday, October 17, 2013 5:53 PM
To: Vincent Oliveri

Thank you Vincent!
I'll be in touch around the first of November to schedule a time for the week of November 4th.
Many thanks and I appreciate your help,
:)
Eve

On Wednesday, October 16, 2013 8:26 PM, Vincent Oliveri <thetrain@u.washington.edu> wrote:

Hello Eve,

I could give you a few minutes of class time to talk to my students about your project and the focus groups.

Best,

Vincent Oliveri
English Department
University of Washington

On Wed, 16 Oct 2013, Diana Borrow wrote:

Dear EWP and IWP teachers,

Please consider inviting UW grad student researcher Eve Rickenbaker to make a 2-3 minute presentation during your class sometime the week of November 4. Rickenbaker is a graduate student in the School of Environmental and Forest Sciences who is conducting research for her Master's thesis. Her research involves understanding the University of Washington students' motivations and constraints regarding visits to the Washington Park Arboretum. This quarter her research will involve focus groups of students (graduate and undergraduate) to gather data for her project. Each focus group will have 6-8 students, and each session will last approximately 1 1/2 to 2 hours. She will provide food and drinks as a way of thanking the students for their time and participation.

Your students might be interested in this issue, or in the free food and drink, and perhaps, in relation to research methods you may be teaching in your sections, in the opportunity to experience this type of qualitative focus group research from a participant's perspective.

If you are willing and able to allow Eve 2-3 minutes of your class time to explain her research and invite your students to participate in a focus group, please contact her directly at <everickenbaker@yahoo.com>

Thanks so much,

Elizabeth Simmons-O'Neill
Associate Director, Expository Writing Program
Principal Lecturer, Interdisciplinary Writing Program

Appendix 6

Example of recruitment e-mail exchange Nutritional Sciences Program, April 2014

On Apr 16, 2014, at 9:17 AM, Lacey Henderson <[laceyhn@uw.edu](mailto:laceynh@uw.edu)> wrote:

Done. Good luck!

Lacey Henderson
Student Services Coordinator, Graduate Coordinated Program in Dietetics
Nutritional Sciences Program | School of Public Health
University of Washington
324 Raitt Hall, Box 353410
Seattle, WA 98195-3410
206.221.8111 (office)

On Tue, Apr 15, 2014 at 12:14 PM, Eve Rickenbaker <everickenbaker@yahoo.com> wrote:

Hi Lacey,

Do you have a list of students within the Nutritional Sciences Program you would be willing to share this invitation with via e-mail? I greatly appreciate your help.

My name is Eve Rickenbaker and I'm a graduate student in the School of Environmental and Forest Sciences. My research involves understanding the UW student perception of the Washington Park Arboretum. The ultimate goal is to create a better visitor experience for you. I need approximately 6 students to participate in each focus (discussion) group in Suzzallo Library.

All undergraduate and graduate students are eligible and invited to participate even if you have never visited or heard of the Washington Park Arboretum. Each student's perspective is valuable.

Pizza and drinks will be provided as my way of thanking you for your time and participation. Ask a fellow UW student friend to join you!

There are two upcoming focus groups and if you are interested in participating in one, please respond to me soon!
everickenbaker@yahoo.com

Monday, April 21, 12:30-2:30, Suzzallo Library, Room 334
or
Thursday, April 24, 12:30-2:30, Suzzallo Library, Room 335

I'm grateful for your help. Thank YOU!!

Thank you,
Eve Rickenbaker

Appendix 7

University of Washington Colleges, Schools and specific Departments

Applied Mathematics
Architecture
Asian Languages and Literature
Astronomy
Atmospheric Sciences
Bioengineering
Biology
Chemical Engineering
Chemistry
College of Engineering
Communication
Computer Science and Engineering
Dental Hygiene
Disability Studies
Drama
Early Childhood and Family Studies
Electrical Engineering
Finance and Business Economics
Foster School of Business
French and Italian Studies
Geography
Global Health
History
History and Philosophy of Science
Information Management and Technology
Jackson School of International Studies
Linguistics
Marketing and International Business
Mathematics
Museology
Music
Neurobiology and Behavior
Nutritional Science
Philosophy
Physics
Political Science
Program on the Environment
School of Art and History and Design
Spanish and Portuguese Studies
Statistics

Appendix 8

Interview Script for Focus Group

Goals:

1. What motivates and what will motivate students to visit the Washington Park Arboretum?
2. What are some of the constraints to visitation by UW students to the Washington Park Arboretum?
3. What can we do to facilitate visitation?

“Hi, let’s go around and introduce ourselves. Your name, major, and anything you would like to share about yourself..

We will have a conversation about arboreta, parks, and specifically, the University of Washington Botanic Garden's Washington Park Arboretum.

Define an arboretum: An arboretum is a special place to grow and display a wide variety of different kinds of trees and shrubs. More commonly, today, an arboretum is a botanical garden containing a living collection of trees and shrubs. Some arboreta are used for scientific study.

Thinking about parks and arboreta that you have been to, what do you like about those parks and arboreta? Do you have a favorite park here in Seattle? Why do you like it?

Have you visited the Washington Park Arboretum before?

If so, why did you visit?

What did you enjoy about your visit to the Washington Park Arboretum?

What would you change about your visits to the Washington Park Arboretum?

If you have not visited the Washington Park Arboretum, is there something that would motivate you to visit?

If you have not visited the Washington Park Arboretum, are there things that are keeping you from visiting?

What could be done to eliminate these concerns or barriers?

Topics to cover (if conversation needs guidance):

Transportation to the Arboretum from UW campus?

Directional signage?

Student music/theater events, student art events... any student event at the arboretum?

Classes at the arboretum?

Orientation events?

What about safety? A concern?

Tours? Maps?

Coffee shop? Cafe?

WPA web site?

Before we finish, is there anything else about your experiences in parks and arboreta that we haven’t had a chance to talk about, but you think I should know? Your participation is greatly appreciated!

Appendix 9

The UW Daily Newspaper Welcome Edition Guide to Seattle August 2013



Appendix 10

The UW Daily Newspaper Welcome Edition Guide to Campus August 2013



Appendix 11

The UW Daily Newspaper Welcome Edition A day in the park - See the city for the trees August 2014

Monday, Aug. 25, 2014 The Daily Welcome Edition // 9

A day in the park

See the city for the trees

By Chris Kaperak *The Daily*

Seattle does not get its nickname, the Emerald City, from buildings bedazzled with jewels, but instead for the brilliant greens seen in the hundreds of parks within the city limits. This list features some of the more popular and conveniently located Seattle parks.

Gas Works Park

Located along the Burke-Gilman Trail, a little more than a mile from the UW's west campus, Gas Works Park is one of the most popular parks in Seattle. The land originally held a manufacturing plant used to create natural gas from coal, the rusted remnants of which still stand today. The land was ultimately converted into a park after imports of natural gas made the plant relatively useless.

The park sits at the top of Lake Union, offering views of downtown Seattle and beautiful insets. Gas Works Park's terrain varies, switching from road fields to wooded areas throughout the park. For the everyday park-goer, Gas Works Park features picnic shelters and a playground for children. However, the park is used for many purposes, including weddings and a wide variety of recreational activities. Kite flying is especially popular here, earning the name for Gas Works Park's famous sundial.



Gas Works Park sits in the remnants of a gas manufacturing plant. Andrew Tat *The Daily*

Green Lake Park

Commonly just referred to as Green Lake, this park is located about two-and-a-half miles from the UW. Smack dab in the middle of North Seattle, this park offers countless amenities. Green Lake's most popular feature is its 2.8-mile multi-use path encircling the lake, used avidly by walkers, runners, bikers, and skaters.

Green Lake features some Seattle history. A remnant of the former Green Lake Aqua Theater, a grandstand that held 5,000 people and featured a floating stage with a full orchestra pit, still stands at the south end of the lake. Many notable acts performed there, including Led Zeppelin and The Grateful Dead, until the stage was deemed unsafe and removed. Seattle's summer Seafair festival used to hold its annual hydroplane races at Green Lake. It still holds the annual Milk Carton Derby.

Washington Park Arboretum

The UW and the City of Seattle manage this massive park, located just to the southeast of campus. Covering about 200 acres, the Arboretum is one of the larger parks in Seattle. While some people prefer to start their day in this park at the Graham Visitors Center, where staff provides information about the thousands of trees and other large plants present in the park, others will prefer just getting lost in the maze of trees. The plants in the Arboretum are labeled for easy identification to aid the amateur botanist. The Arboretum is a perfect place to go kayaking, hiking, or have a picnic in the forest, all without leaving Seattle.

The Seattle Japanese Garden is also located in the Arboretum, but unlike the other parks and amenities mentioned, there is a six dollar charge associated with it. The garden features a wide array of Japanese plants, a koi pond, and holds events throughout the year. In addition to that, they also hold traditional Japanese tea ceremonies on a regular basis, so visitors can gain some cultural knowledge in addition to botanical.

Reach reporter Chris Kaperak at specials@dailyuw.com.
Twitter: @ChrisKaperak



This is named for its optimal kite-flying conditions. Alexandra Feldman *The Daily*