

COMMON GROUND:
Proposal for an Organic Community
Garden at Pacific Lutheran University

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Abstract

Revitalized in the spring of 2006, the organic community garden at the Women's Center is the next great and necessary step for Pacific Lutheran University to stay true to its commitment to sustainability. This paper explains that the garden project has struggled due to the following reasons:

1. Physical and Organizational Isolation
2. Lack of Diversity in Involvement
3. Lack of University Backing
4. Physical Size
5. The Seasonal Calendar

The paper also explores the assets of the University that make it an appropriate place for a community garden, which are:

1. The Parkland Community
2. The Pacific Northwest Climate
3. Availability of Land

Also explored is the current garden project, and the traits that set it apart from previous efforts, including:

1. The Network
2. The Sustainable Foods Movement
3. Integration into the Classroom
4. Purpose of Food
5. A Culture of Sustainability

I argue that three main changes will enhance the likelihood of a garden's success

1. The development of a paid Garden Coordinator position
2. The integration of the garden into University life through student and faculty initiative
3. More physical space for the garden.

This paper argues that PLU needs a community garden, should be committed to greater food sustainability and the improvement of the Parkland/PLU relationship; and should take the proposed steps towards sustaining the garden, in some form, long-term.

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I. Being a Good Neighbor: How a Community Garden fits into PLU's Goals and Mission

“PLU seeks to empower students for lives of thoughtful inquiry, service, leadership and care--for other people, for their communities, and for the earth.”

–PLU's unofficial Mission Statement ¹

“...we must also strive to be good neighbors in the Parkland community.”

–Laura Majovsky and Francesca Lane Rasmus; PLU 2010 Project ²

“By signing the Talliores Declaration PLU pledge[s] to...convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations and outreach activities that support and environmentally sustainable future, ...establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment and sustainable development,...expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

–The Talliores Declaration on Environmental Sustainability³

Sustainability has become the new buzz-word at PLU. By committing to sustainability, PLU has accepted a great challenge and a great responsibility: a challenge to re-analyze how we exist as consumers in this world, with a great impact on our environment and neighbors; and a responsibility to find ways to reconnect the near-severed relationship between ourselves, our communities, and the earth. As the above quotations show, PLU has expressed in writing where its values lie, and we've found numerous ways to materialize these values. We show care for our earth in our recycling program and the building of Morken. We show care for our community in our East Campus programs and public concerts. But there are few places where the two come together—where care for the earth and our Parkland community are coupled in a way that promotes lasting environmental sustainability *through* relationships grounded in mutuality; and an understanding of our responsibility not merely as consumers of the earth's resources, but as co-producers in a more localized community. We can consume with awareness and compassion that upholds the dignity of both present and future life—but in a world of finite resources, how can PLU become a co-producer of some of the essentials for sustaining these lives?

It should start with a garden. A garden is tangible patience. It is a material reality that defies that to which we are accustomed: where our values are packaged in sound bites and sold on E-bay; where motion is progress and stillness, stagnation; where

¹ Pacific Lutheran University. *Catalog Mission Statement*, <http://www.plu.edu/print/catalog/university/mission.html> (August 8, 2006)

² Laura Majovsky and Francesca Lane Rasmus, “Being A Good Neighbor,” *PLU 2010: The Next Level of Distinction*. 2000. <http://www.plu.edu/~plu2010/community_neighbor_paper.html> (August 8, 2006.)

³ Pacific Lutheran University. *Talliores Declaration on Environmental Sustainability*, <https://www.plu.edu/~wildhope/TallioresDeclarationReEnvir.doc> (August 8, 2006)

if we can't microwave it, we don't want anything to do with it. "Be afraid to know your neighbor, and to die," writes Wendell Berry.⁴ And as a culture, we are. Neither a garden nor a community happen quickly, smoothly, or as you plan. But both affirm PLU's mission and should be embraced as real goals of our university. The verbal and written commitment is there, as seen not only in our well-sited mission, but in the signing of the Tallories Declaration and in our planning for the decade that is now nearing its end. We need to start being accountable to our pledge, to the earth and to our community.

A community garden is the starting place for PLU to begin closing the loop in its production/consumption cycle, acting both as a symbol of the PLU's stand to counter our culture's exploitative level of consumption, as well as a practical, hands-on classroom for individuals and classes to learn skills necessary to live more aligned with each other and the earth. "What does being a "good neighbor" mean?" query Majovsky and Rasmus, "As the largest neighbor in Parkland, PLU also has the greatest impact."⁵ We have a responsibility to understand and be intentional about the impact we have. What do we share? What are we missing?

Finding the answers to these questions might mean actually having to talk to our neighbors—but sustainability begs that we re-examine not just how we live, but where we live and how we impact or could impact that area. A garden provides a level playing field for these questions to be explored, while being a site of food production for consumption right in this vicinity. Thus, through its upkeep, PLU commits to service not only for the earth, but also this community—both vital for the well being of ourselves and generations to come.

II. Background: Why It Didn't Work

The idea for a community garden at Pacific Lutheran University was formally begun in June of 1997 with the proposal by Oney Crandall, Director of the Center for Public Service.⁶ Ground was broken for the garden at the Women's Center during Earth Week of 1998, under the leadership of then-student Brian Norman.⁷ Brian graduated in 1999, and since then work on the garden has been sporadic and unorganized, although there have been many interested individuals and groups. Since its inception, however, there has not been a truly integrated and broad-based effort to incorporate the garden into the fabric of the university. Several reasons have led to its haphazard life, each which fed into the others and which as a whole meant that the garden didn't have the resources to be of interest to the University; on the flip side, the University wasn't convinced that the garden was important enough to embrace institutionally.

⁴ Wendell Berry, *Collected poems, 1957-1982*. (San Francisco : North Point Press, 1985.)

⁵ Majovsky et al, "Being A Good Neighbor," *PLU 2010: The Next Level of Distintion*. 2000. <http://www.plu.edu/~plu2010/community_neighbor_paper.html> (August 8, 2006)

⁶ Oney Crandall, *Proposal for an Organic Community Garden at PLU*. June 3, 1997.

⁷ Brian Norman, *Earth Week Garden Project Proposal*. April 8, 1998.

The following factors contributed to the instability of the garden:

1. Isolation

Not finding a home anywhere else, the garden project was adopted by the Women's Center. This was good, as it meant the garden could actually exist; however, it was limiting in that knowledge of and involvement with the garden stayed within the Women's Center's sphere of influence. Whereas the organic garden at Whitman College is a stop on the tour for prospective students,⁸ both the PLU garden's physical distance from the center of campus and its near obscurity among campus members made for poor publicity for the community garden.⁹

2. Lack of Diversity

As said in the previous item, the garden depended on a small group of people, and eventually grew around individual student leadership. Individual students and student organizations come and go and when these did, without a coalition of supporters, the garden and the idea of the garden became fallow.¹⁰ What the garden lacked was a broad base of committed people who followed through on their commitments. Although recommending a diverse integration of faculty, staff, and community members around the garden, the networking, it seems, was not actually accomplished, or not accomplished effectively.¹¹

3. Lack of University Backing

The early planners of the garden failed to convince the University that the garden was a worthwhile investment for fulfilling its mission and serving its student body and community, and so it was not granted the resources *from* the University that it needed in order to *become* the worthwhile investment. Relying heavily on student involvement, the garden did not become a permanent part of the fabric of the university. The Women's Center did not have the budget nor the expertise to continue intentional work on the garden once the early student leaders graduated. Without this financial and institutional backing, it was hard to continue the garden project.¹²

4. Physical Size

The garden space has been too small to be of use to the university on a large scale—such as through providing food to the cafeteria, for example, or even to provide enough work for all those who would be interested. In order to become a place that would be useful to a broader number of people, which is necessary for its long-term life, it would have to expand.

⁸ Whitman College. *Whitman College Photo Tour Organic Garden*. <http://www.whitman.edu/tour/display2.cgi?location=Organic%20Garden> (August 10, 2006).

⁹ Oney Crandall, personal interview, Pacific Lutheran University. August 8, 2006.

¹⁰ Erin McKenna, e-mail sent Friday, June 16, 2006.

¹¹ For example, there were many names of professors who were included in the original proposal for the garden as people who would incorporate the garden into curriculum or support the garden in some way. However, on later investigation, many of these professors had little to nothing to do with the garden project.

¹² Oney Crandall, e-mail sent Monday, June 19, 2006.

5. Seasons

The main growing season is from March to October. This means that summer vacation interrupts the growing season, and many students go home. After its inception, there was no “plan” for the summer months, and so the garden lost the necessary continuity from spring to fall.¹³ (See Appendix A for year-round plan of the garden)

III. Learning From the Past: PLU’s Available Assets for a successful Community Garden

The garden was revitalized in April 2006 under the leadership of students Rebecca Mares and Kathryn Fontana, with the following mission statement:

*Parkland Community Garden: Connecting Pacific Lutheran University to Parkland on a personal level through growing and educating about organic, sustainably-grown food in order to re-establish our connection to our earth and our community.*¹⁴

With the knowledge of the past attempts with the garden project, the current effort is one that takes advantage of the many assets that PLU already has for establishing a community garden; and has been intentional about addressing the problems the garden has faced in the past.

Available Assets

1. Community

Although being situated in Parkland is often seen as a strike against PLU, we would do well to recognize our location as one of our untapped resources. How can we maximize our relationship with Parkland? Although we may not recognize it, we are surrounded by such a diversity of people and experiences that rival those encountered on many a study-abroad program. We only need reach out and engage them. Work over the summer showed that there was interest among community members and organizations (see Method, Appendix B). Logistically, it is clear that leadership is going to have to stem from students within the University, at least for the next year; however, the relationships with community members will be very valuable for the long-term life of the garden. Students cycle in and out, and many leave in the summer; professors are always busy and already spread thin; the community members, though, have much greater stability in this area, and could be pillars for the garden for years to come. Two women in particular have already shown great interest and participation. Many community members also have the gardening knowledge and experience that younger students might lack. This garden isn’t intended to be a source of benevolence handed from PLU to the community; rather, it’s a place for mutual exchange, where Parkland and PLU are seen as resources for each other. In this way, the community is a central part of the project.

¹³ Erin McKenna, e-mail sent Friday, June 16, 2006.

¹⁴ Rebecca Mares and Kate Fontana. *The Parkland Community Garden: Mission Statement*. April 10, 2006.

2. Climate

We are also blessed to be living in a climate that's amenable to a nearly year-round growing season.¹⁵ It is just about the easiest thing to grow an abundance of food in this area, and it makes sense to start doing so. Externalities like green-house gas emissions and the humanitarian cost of cheap farm labor included, the price of our food is really quite astounding—especially when so much of it could be grown in our own back yard.

3. Land

It worked out that there had been a garden before at the Women's Center, and though small, the area has great potential for expansion. The garden will be able to stay on that plot for at least the next three years, as promised by Sheri Tonn, director of Finance and Operations. The permanent home of the garden is on the agenda for the Long-Range Planning Committee meeting in the fall. Plans exist for a new sporting complex overlapping the current garden space; however, its construction would shut down the golf course and thus free up a lot of land.¹⁶ The availability of a physical space for either a larger garden space, or even better, a campus farm seems very likely. With a little planning and creativity, much can be grown on just a few acres of land, as numerous organic private and university farms have proven. (See Appendix C)

Improvements and Expansions

1. Networking

A lot of people know about the garden. A good portion of the summer was spent networking with as many people as possible from all areas of the University and the Community. People from the Grounds Crew to the Brookdale Boys and Girls club to numerous students and staff members have been invited to participate with the garden project, coming at it from their field of interest. We received a donation of Tagro from staff member Erin Dana, developed a waiver of liability with Ginger Peck, Manager of Finance and Operations, and planted marigolds with a local Girl Scout troop. This networking has developed a web of support for the garden, while creating a space to serve a more diverse group of people.

2. The Sustainable Foods Movement

The garden currently exists within the campus-wide Sustainable Foods Movement, begun by a coalition of students working on sustainability over the past summer.¹⁷ In

¹⁵ Steve Solomon, *Growing Vegetables West of the Cascades: Steve Solomon's Complete*

Guide to Natural Gardening. (Sasquatch Books: Seattle, 1989), p94.

¹⁶ Sheri Tonn, meeting in person July 3, 2006.

¹⁷ These students include Rachel Esbjornson, Sustainability Fellow 2006-2007, co-president of the student environmental club GREAN and Sustainability Intern in Dining Services; Rebecca Mares, co-founder of the Parkland Community Garden; JP Kemmick, co-president of GREAN; and Kate Fontana, Sustainability Fellow 2006-2007. The four have worked to develop a theme of food sustainability for the 2006-

this way, it has become connected to a coalition of invested people and organizations. Even during the summer months, there were many willing students interested in working in the garden for a few hours a week (see Appendix D for involvement hours). Some of these students lead other student organizations and have committed to involvement for the next year. As garden coordinator, Becky Mares has agreed to begin and lead a student garden club, focused on maintaining the garden, learning/teaching about organic garden practices, and recruiting in the community. JP Kemmick and Rachel Esbjornson, leaders of GREAN, will be in charge of building worm bins for compost that will go to the garden, and will include garden work in their club agenda. Margaret Cox will be heading up the Feminist Student Union, and will be coordinating campus gardening volunteers, as well as organizing programming surrounding food and feminism.

3. Integration into the Classroom

Professors have also been made aware of the garden, and several have committed to including the garden into their curriculum, either as a service-learning opportunity, or as an outdoor classroom. Jim Albrecht will be teaching a freshman inquiry class entitled *Sustainability: Balancing Self, Community and the Environment*. The garden will host three of his students for three hours a week for the semester. Kathlyn Breazeale has also agreed to include the garden as a site for service learning for both her fall and spring religion classes. Biology Professor Julie Smith will be using a patch of the garden to grow clover for an ecology lab, and is planning a few labs involving the garden. Other professors without related curricula have donated materials such as seeds, tools, and even cold frames.

4. Purpose

Begun to help strengthen the PLU/Parkland relationship, the current garden project has a specific use for the food. Therefore, although small amounts of food have been gleaned by volunteers throughout the summer, the bulk of the food goes to Parkland Family Support Center, part of PLU's local outreach at East Campus. This provides a purpose for the garden as a place of food production for lower-income families in this neighborhood. Although the Support Center offers education to their clients about nutrition, we supply the only fresh food some of these families, many with small children, will see that week. The food is helping an immediate need (the health of these families) while the garden is digging deeper at the longer-term solutions to hunger and living sustainably in an urban setting.

Each donation of food has included a selection of recipes, as it can't be assumed that people even know what kale is, much less how to use it. Also included in the donation is an invitation to participate in the garden. In this way the "food loop" is slowly being tightened—food is both produced and consumed within Parkland, and no fossil fuels had to transport it. For the size of the garden, this is a reasonable and manageable use of the

2007 school year, through programming and educational outreach, involving many other departments and organizations who have embraced the theme as it relates to them: for example, the Health Center will be hosting a workshop on eating for wellness, the Catholic Student Ministry will be focused on hunger and working towards a spring break trip to the Heifer International Farm in Arkansas, etc.

food, at least for the next year. Future goals would include ways to tighten the loop even more—through the actual participation of the families to whom the food goes, cooking classes, ties back to the Sustainable Foods Movement, etc.¹⁸

5. Culture of Sustainability

PLU has had almost ten years to discuss and develop its role in keeping our planet livable for future generations. We are that much further along in creating a *culture of sustainability*, where living conscientiously to our impact on the earth and each other is a part of the daily lives of all members of the University Community. There are people in all areas of the University who are waking up to sustainability, and momentum is high, particularly with the building of the Morken Center and with the Sustainable Foods Movement in full swing for the next year. This newly forming awareness gives the garden idea more visibility and viability, making the time ripe for reinstating a community garden.

IV. Goals for the Year: Changes in the Making

Much still needs to happen for this garden to become a permanent part of the PLU and Parkland community. These are as follows:

1. PAID GARDEN COORDINATOR POSITION

PLU should now show financial support for the garden project through the creation of a paid garden coordinator position. There is more than enough willing help around campus and the community for a garden to be successful (see Appendix D). However, as with most major projects, it will require one person who can pull all the strings together. A Garden Coordinator would be able to do that, at least for the goals of the next year. This person would have some experience and knowledge in organic gardening, and would be able to direct its care and maintenance. It is far too much work to ask of a volunteer, and if PLU takes both sustainability and community development seriously, it should allot the appropriate funding.

Where the money will come from will depend a lot on the shape the garden takes in the next year (see section 3 below). There are currently two most promising options. The first option of funding would become available with the formation of a gardening student organization. Funds could then be requested from the Appropriations Board of ASPLU. Although there isn't a precedent for funding being used for stipends within a student organization, most university gardens and farms operate as student clubs and organizations¹⁹ and the possibility hasn't been ruled out in our case.²⁰ The second most

¹⁸ Admittedly this isn't the ideal situation—I would love to actually see the faces of the people who eat our food, have them pick their own tomatoes and swiss chard, have them plant the garlic for next year. That, however, will come. For the next year, the garden will provide this service to the community, while plans are made for how more people (the university in particular) can benefit from it.

¹⁹ For example, Cornell University, University of British Columbia, Evergreen and St. Olaf College all run farms as a student organization, and so funding comes from that budget.

viable option at this point would be for the Garden Coordinator to be hired within the Center for Public Service, with Oney Crandall's involvement in the original planning, and the community outreach-oriented mission statement of the garden.²¹ A third option would be to apply for funding through Development Office, either a grant or from a donor. Rebecca Mares and Rachel Esbjornson are already working through Development to explore funding options in order to hire a Sustainability Coordinator. A goal for the next year, then, is securing a Garden Coordinator position, either through the creation of a campus job within a club or department, or through outside sponsorship (See Appendix G for Organizational Goals. For a list of sources of supplies/funding, see Appendix E).

Why would this be a worthwhile job for PLU to create? This garden is intended to provide a service to the PLU community *through* being a bridge to the Parkland community. Consider it a Wang Center on a very local scale. It has already proved to be site for learning, exercise, stress relief, and fresh food, and has the potential for even more. The goal of this position for the next year will not only be to maintain the garden, but to move us towards greater integration into community and campus life, and making long-term plans towards a campus farm. The garden coordinator should have at least some knowledge and experience with both organic gardening or farming and community organizing. The position would be one to two years, similar to the role of the student Volunteer Coordinators. They would also be responsible for training new leadership for the following year.

2. STUDENT/FACULTY INITIATIVE

An important part of the next year's mission for the garden is visibility: getting to all areas of academia and student life so that people are able to use it as a resource. We want people to claim the garden as their own, to attract them to it and give them the space to use their gifts in it. This could mean anything from a chemistry student's analysis of the soil, to a business student's cost-benefit analysis of a bigger gardening area. As discussed, several professors are willing to integrate it into their curriculum for the next year—but even more effective would be a curriculum built around the garden. For example, Evergreen's farm started 25 years ago with a class in Environmental Design.²² We aren't at that stage yet by any means, but conversation has started with

²⁰ In a phone conversation with Rick Eastman, Associate Director of Student Involvement and Leadership, he said that no one had ever been hired through a student organization; however, he indicated that there were few absolute *no's* for SIL, and that he wouldn't rule out the possibility without trying.

²¹ Other options were explored as to where a community garden coordinator might be hired. As the garden was founded at the Women's Center, a job might logically exist under the Women's Center budget. They don't, however, have the money for such a position as of now. Also, if considered part of ground maintenance, the Garden Coordinator could be employed by the Grounds Crew, perhaps with the role as Sustainable Grounds Intern. However, from the onset, Grounds has been hesitant to be involved with the garden. Sara Paz expressed concern that Grounds would be left to either clean up or keep working on the garden once students left, and didn't want that responsibility, already feeling short-staffed.

²² Evergreen. *Center for Ecological Living and Learning*. "Organic Farm History. <http://www.evergreen.edu/cell/organicfarm.htm> (August 11, 2006).

the School of Education about using the garden as an outdoor classroom for student-teachers in science, ecology, or health, for example, to practice lessons with children from area schools. Other ties to academia are endless, if students, faculty and staff are committed to work together. Our job for the next year is to make the garden visible for that possibility.

3. MORE SPACE

Currently there is not enough food being produced in the garden for it to be useful as a food source for the university, nor is there the mechanism set up for the food to be sold, for example, at a farmers market. It is clear that much more opportunity would exist for the garden if it were only *bigger*. Many people are willing to help, but with our small space, there is not always something for them to *do*. This isn't to say that we should just create more work for people by making the garden larger—but a larger space would give the opportunity of including so many more people within the food loop, from production to consumption. There are lots of models available for how the garden could expand. Our situation is somewhat unique in that there are models of community gardens, created around an established community such as at Tacoma's L'ARCHE community;²³ and there are models of university farms, often primarily closed systems feeding into the university dining services, with tangential offshoots of outreach (see Appendix C). The intention with this *university* garden, however, is *community* outreach *through* sustainable gardening practices, so the morphology of the garden project will be something of adaptation, based on the models of other university and community farms.

Community gardens are typically arranged in the plot system: where the space is divided into individual plots and leased out to community members and students. This is most common for public spaces, like the Metro Parks Community Gardens.²⁴ The strength of this system is that it requires the least broad-based collaboration—each person is responsible for her or his individual plot. The Evergreen State College has involved both students and surrounding community in this way, charging \$10 for student plots and \$20 for community members.²⁵ This starts to break down the community aspect, however—it's not truly communal if everyone is working on their own plots. A version modified for our purposes might still use the plot-rental money as a fund-raiser for the main community garden and the garden club, which would continue to host classes and kids groups, and help produce food for those who may not be able to afford a plot.

The second system has the potential for greater sustainability; however, it would require significantly more space and coordination. In this scenario, the garden would grow food that would be sold directly to dining services. They are already working to become more sustainable through buying more local and organic produce, helped especially by the work of Sustainability Fellow Rachel Esbjornson and Sustainability Intern JP Kemmick. With their ties with Erin McGuiness, and other Dining Service

²³ <http://www.larchethc.org/>

²⁴ Metro Parks Tacoma: Community Gardens, <http://www.metroparkstacoma.org/page.php?id=699> (July 3, 2006).

²⁵ Evergreen. *Center for Ecological Living and Learning*. "Community Gardens," <http://www.evergreen.edu/cell/organicfarm.htm> (August 11, 2006).

faculty, Rachel's pending Sustainability report, and both of their work on the Sustainable Foods Movement, there is great potential for ties between a campus farm and our Dining Services. If it were set up like Bowdoin College, for example, interns would be hired by dining services to run the garden/farm, and the sale of the food would fund garden expenses. Any surplus is then donated to a local soup kitchen.²⁶ Although if taken on fully, this model could start to get away from its roots as a community space, it is a good system because it has the year-round institutional backing, both financially and through providing a market. There are also many incremental steps that could be taken for partial food-sustainability; for example, aim to provide dining services with all of one particular crop, as Unity College did.²⁷

The third system uses the garden/farm space as an outdoor classroom, as has been done in Martin Luther King Jr. Elementary School, in Berkeley, California and the Evergreen State College in Olympia. The schools' curricula are structured around the garden and kitchen/market, so students not only learn to grow the food but put it to use as well. Martin Luther King Jr. has developed the Edible Schoolyard program, which couples garden and kitchen education for elementary school students.²⁸ Evergreen's farm was started 25 years ago first and foremost as a classroom—recently they even downsized their composting facility because “the campus” was relying on it too much as a service. The farm felt they were straying from their mission as an academic facility.²⁹ Hearing this, it seems apparent that the original mission of the garden is a useful document to which to always refer. However, our mission leaves many options for the structure of the garden to be adapted depending on what is working. An incorporation of each of these would probably be ideal, and would probably take several years to develop. One possible vision would be to have a farm that sells 3/4 of its produce to dining services and the last fourth goes to the ‘community pot’—for volunteers, and to families we've adopted through Parkland Family Support Center. It has therefore become the task of this year's Garden Coordinator to assess the interest in the student population about a larger gardening space, and decide on the 5-10 year plan of the garden and the potentiality of a farm. Please refer to the Internship Proposal of Rebecca Mares, who has taken over as Garden Coordinator as an Environmental Studies internship.

V. Closing

What does a garden do? It provides food security. It provides work for many people. It reminds us of the seasons and our basic ties to all things natural. It creates green space. It reduces dependence on fossil fuels. It gives quiet time for reflection and renewal. A garden means sustainability in a very grassroots sense—where the rumblings of people underneath start to squeeze up through the cracks in institutions and hierarchies. A garden is useful and gives back, fosters community and understanding about that from which we come. If we as a university are truly committed to

²⁶ Bowdoin: Sustainable Bowdoin, *The Bowdoin Organic Garden*. www.studorgs.bowdoin.edu/organic. (June 18, 2006).

²⁷ Unity College, *Community Garden*, <http://www.unity.edu/Maintenance/page7.html> (June 18, 2006).

²⁸ The Edible Schoolyard. <http://www.edibleschoolyard.org/homepage.html> May 30, 2006.

²⁹ Claude Mamoot during personal tour of Evergreen's farm and composting system, June 26, 2006.

sustainability, than a garden is a great endeavor—our ideals are there, and my summer work has shown that the interest and people-power is there as well. Money, as always, will be an obstacle, but opportunity is not—there are countless shapes the garden could take in the years to come while being grounded in stabilizing institutions and organizations to keep it sustained. There is still much to do, and people willing to do it—which is a good sign. Parkland's Community Garden is here to stay.

VI. Appendix A: Year-Round Planning Schedule for the PLU Women's Center Garden

September

Before Sept. 15 sow garlic, shallots

Plant in cold frames: looseleaf lettuce, spinach, endive (for Nov-Jan harvest)

October

October 1–Prep half (a), that grew the summer crops. This half will be used for early spring crops

- Spread 2 inches of Tagro/Compost

- Spread 6 inches of leaves (request from Grounds Crew)

OR

- Spread 2 inches of Tagro and 2 inches of leaves

- Sow cover crops (green manure): favas, crimson clover, field peas

*This will be tilled under in the spring

Plant bulbs (onions, garlic)

Plant in cold frames: looseleaf lettuce, spinach, endive (for Feb/Apr. harvest)

November

Last Frost: November 11

Harvest cold frame crops

December

Harvest cold frame crops

January

Harvest cold frame crops

February

Harvest cold frame crops

Feb. 1 Start bulb onions indoors

Feb. 15 Start cabbage, broccoli

Plant in cold frames: looseleaf lettuce, spinach, peas

March

March 1 Start cauliflower, looseleaf lettuce, spinach inside

March 15 Start tomatoes inside; move bulb onions to cold frame

March 20 Move cauliflower, lettuce, spinach to cold frame

Plant in cold frame: lettuce, kohlrabi, broccoli, cauliflower, cabbage, beets, greens, carrots

Prep soil from last year's summer crops (covered in leaves in October–bed (a))

- Till in any remaining organic material

- Let rest for 1 week

- Rake out spring beds

March 17th– St. Patrick's Day: sow potatoes

March 24 (Average last frost)

April

April 1 Start peppers, eggplant inside; transplant cabbage, broccoli, bulb onions

Prep other half for summer crops (bed b)

- spread compost/Tagro 1/4 in. thick

-till in, rake out beds for summer garden

*This bed will then become the spring garden next year. Oct. 1,
cover with leaves as before. The two halves rotate seasonally

April 10 Transplant earliest cauliflower, loose-leaf lettuce, broccoli, cabbage

April 15 Transplant bulb onion seedlings; move tomatoes into cold frames; start
summer squash inside

Safe Date April 20—all things can be planted outside now

Outside sow peas, radishes, scallions, oriental greens, chard, seed potatoes, strawberries,
chives, oregano, parsley, thyme, arugula, root crops (onions, beets, carrots), kohlrabi,
cauliflower

*Stagger plant—1/3 of seeds/seedlings each week for three weeks, for example

April 25 Move summer squash to cold frames

May

May 1 Transplant summer squash, tomatoes

May 5 Move peppers, eggplant to cold frames

Through May 15 Transplant tomatoes

May 20 Start cucumbers, melons, summer squash inside

Continue sowing of choy, kale, radishes, lettuce, onions, beets, chard, cauliflower,
cabbage;

Sow sweet corn, snap beans, summer and winter squash.

Harvest early spinach, lettuce

Water every three days, more if it's hot

June

June 1 Move cucumbers, melons, summer squash to cold frames

June 10 Transplant cucumbers, melons, summer squash

Harvest lettuce, kale, choy

Plant more chard, lettuce, broccoli

Outside sow snap beans, beets carrots, lettuce, broccoli, fall/winter cabbage,
cauliflower, scallions

June 15th—transplant peppers and eggplant

June 21st—Summer Solstice!

Water every other day

July

Prep soil in bed (a) for fall, winter crops

-spread ½ inch Tagro, till into soil

Keep sowing lettuce

Before the 15th sow carrots, bush snap beans, fall cauliflower

Sow fall/winter crops: beets, kale, spinach, overwinter broccoli

Harvest kale, chard, peas, beans, green onions,

Water daily

August

Sow spinach, endive

Before 15th sow overwinter cauliflower, looseleaf lettuce

After 15th Sow overwinter bulb onions

Over winter species

STARTING FROM SEEDS

Growing starts indoors

This can be accomplished several ways: fill plastic seedling containers with potting soil; for small containers, plant one seed per container. For larger containers, plant 3-5 seeds. Cover with plastic to form mini greenhouse. Once it's warm enough, bring outside a few days before transplanting. Seeds can also be planted

Fun alternatives to plastic containers:

- Plant in egg shells, that will decompose when transplanted.
- Plant in wet, used tea bags

Sowing in the soil

1. Sow lots of extra seeds, thin three to four times over three to five weeks
2. With large seeds (beans, corn) plant three to four seeds for each plant wanted
3. With small seeds (carrots, radishes) plant five to ten seeds for each plant wanted.
4. Once they are a few inches tall, pull out the weakest .

A few notes about some of the plants we grew this year:

- Peas—Plant early! There's a regional disease called enation that kills most home garden varieties. Plant in one long row. Place two stakes on either end with 2 or 3 strings of rope tied to each stake as a 1-1 ½ ft. ladder that will support the peas as they grow.
- Peppers—need lots of warmth, water—water individually
- Lettuce—can harvest per leaf, or cut off head (better)—makes room for others
- Corn—not ideal for this area, but possible. Needs days of successive heat for seed production. Plant in blocks at least 4 rows wide, 10 feet long for proper pollination via wind. Thin to stand 8 inches apart.

COMPOST BIN

Materials: 3ft. 2" x 4" wiring, 15' long, in a circle

1. Make 2-3, at different stages
2. After filled, give 2-3 weeks
3. Fork into new ring in 2/3 inch layers, spraying with water
4. Spray fertilizer or urea on core if not rotted
5. After 1-2 months, heap has settled to half size
6. Move again, like before, for finer soil

Items to Compost

- Weeds that haven't gone to seeds.
- Grass clippings
- Black and white shredded newspaper
- All non-meat food scraps
- Organic material (peels, egg shells, tea bags, coffee grounds)

What to do about bugs?

A well-planned garden has little to worry about bugs, and planted together, certain plants offer protection for each other:

Complementary planting

- Snap beans (bush/pole): carrots, corn, chard, cucumber, peas, strawberries
- Carrots: beans, pepper, tomato
- Kale: tomato, garlic, beet, bush bean, cucumber, lettuce, peas, spinach
- Lettuce: beet carrot, cucumber, lettuce, peas, spinach
- Peas: bean corn, cucumber, spinach
- Beets: brassicas (broccoli, cauliflower), bush (not pole) beans, head lettuce
- Corn: sweet potato, cucumber, pumpkin, squash
- Cucumber: peas, sunflower, tomato
- Onions: lettuce, pepper, spinach, strawberry, tomato
- Pepper: basil, carrot, tomato
- Spinach: beans, brassicas, onions, peas
- Squash: corn
- Tomato: brassicas, carrot, chive, cucumber, marigold, onion, pea, pepper

Ally planting

- lettuce: chive, garlic
- kale: tomato, sage, rosemary, garlic, mint
- peas: tomato, carrot, chive, mint
- cucumber: corn
- onions: carrots
- spinach: strawberries
- squash: corn, marigold, onion, oregano
- tomato: basil, marigold, mint, sage

AVOID:

- garlic/onions and peas/beans
- marigolds and beans/cabbage
- peppers and beans
- pumpkin and potatoes

Some organic solutions to the more common bug problems:

- Nematodes—most common garden pest; live in roots, cause knots in roots, stunted yellow plants. Hard to detect, and once infested, can be minimized, but not gotten rid of. Remove damaged plants, till area well, repeat as necessary. Plant rye in unused areas of garden in the fall—nematodes can't fully develop; turn under in the spring. Plant marigolds around tomatoes, potatoes to deter nematodes
- Slugs—sprinkle coffee grounds and eggshells around choy, chard, lettuce
- Aphids—set out lady bugs at the beginning of the season to eat aphids. If they become a problem, spray off with high setting on hose.

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Thorngate, Steve. "Food for Thought." *Sojourners Magazine*. May 2006, p36-40.

VII. Appendix B: Method

My work on the garden began before my work on the Sustainability Fellowship. Work on the garden began in April, 2006, with initial discussion by myself and Becky Mares with Bobbi Hughes, director of the Women's Center; Beth Kraig, chair of the Women's Studies department; and Sumerlin Larson, Resident Director. We brought a proposal to Ginger Peck of Finance and Operations, in order to address issues of liability and other operating concerns. After drawing up a waiver for which community members would sign, approval was given for the project. We spent about a week calling local businesses for donations, but ended up getting enough from Carrie Little at Mother Earth Farm and a few staff donations. We planted on April 24th, and took turns watering every other day. Meanwhile, we started calling and sending flyers to schools and children's organizations who we wanted to host at the garden over the summer (for complete list of contacts, see Appendix F).

Once my fellowship began, my time was split up fairly equally between the following activities: researching organic gardening practices and planning our garden; researching the operations of other university gardens and farms and past gardening projects at PLU; networking with university and community members regarding the garden and the Sustainable Foods Movement; and actually gardening.

I spent approximately 8 hours a week on gardening research and planning, either reading (see bibliography, Appendix A), on-line research, and visits to nearby farms and gardens; and gathering supplies for the actual gardening sessions. Approximately 9 hours a week was spent examining the methods that have made campus farms and gardens successful, as well as studying the history of successes and struggles of our own garden. This latter part blended into the approximately 14 hours per week spent contacting potentially involved people through phone, e-mail, or in person; this was unexpectedly time-consuming, but particularly important. In this way, we recruited people who wanted to garden and learn how to garden; professors who wanted to integrate the garden into their class; clubs who wanted to participate in the garden; community groups who wanted to come visit the garden; community groups who could use the food from the garden. We offered use of the food to Trinity Lutheran Church, Our Lady Queen of Heaven Catholic Church, Second Wind, and the Parkland Family Support Center. The latter finally got back to me, and we began packing bags of our harvest for families at the Support Center. The remaining 9 hours were spent gardening, hosting groups, and preparing and delivering food donations. In late June we started regular gardening parties Monday nights and Thursday mornings. These were primarily attended by students. (For a more detailed listing of hours of work, see appendix D).

Our method for engaging the community had an important evolution. We originally set out to get community involvement *through* some existing organization, like schools and churches. Through this we were able to set up visits and garden parties with a class from the Head Start program the Boys and Girls Club, and a local Girl Scout troop. However, we realized we weren't reaching PLU's immediate neighbors, and began going door-to-door inviting people to a Dessert Night at the garden and to our Monday night garden parties. People on the whole seemed interested—but more than that they were *interesting!* Parkland has a culture, if we'd only recognize it.

VIII. Appendix C: Organic University Community Garden Models

College/University Organic Gardens

Bowdoin College www.studorgs.bowdoin.edu/organic

Half-acre farm started in 2004. Two to four students hired as interns by dining services (year round). Food is sold to dining services. Produced \$12,000 worth in vegetables. Extra is donated to local soup kitchen. Donated \$1,500 worth. Created a 1-5 year plan. Goal is to “close the environmental loop”

Dartmouth www.dartmouth.edu/~doc/organicfarm/

200 acre farm started in 1996. Pre-farm surveying of student interest, planning study. The farm hires student interns and a farm manager. It is organized under the Dartmouth Outing Club (Outdoor Recreation).

Unity College <http://www.unity.edu/Maintenance/page7.html>

Started to improve food on campus—farm to cafeteria model. Uses hoop houses for winter growing. Started out just growing three crops: supplied all the red onions, spinach and basil for cafeteria. Two gardeners hired for summer by sustainability committee. Planned large workdays, rather than small regular scheduled days. Got a good turnout through advertising, and eventually convinced more regular volunteering.

Eagle Heights Community Gardens @ U. of Wisconsin
<http://ehgardens.rso.wisc.edu/index.html>

One of the oldest, biggest community gardens in the U.S. Started in 1962 for campus and surrounding community. Multicultural involvement. People apply, pay for separate plots. Good info on organic pest management, fall soil prep technique, other organic gardening resources.

Cornell www.hort.cornell.edu/dilmen/

Twelve acre, student run farm designed as experiential learning center. Produce is sold to students every Thursday, June through October.

Evergreen <http://www.evergreen.edu/cell/organicfarm.htm>

One acre farm designed as outdoor classroom for sustainable agriculture, chemistry, art programs. Run by Farm Manager and two hired student interns. Weekly cell meetings open to anyone with interest/involvement (profs, students, etc). Instituted in proposal to President and Board of Trustees. Extensive composting system, run by two student interns. Community garden plots available for students and community members, overseen by Community Garden manager.

WSU Organic Farm at the Tukey Horticulture Orchard

<http://smallfarms.wsu.edu/crops/TeachingFarmTukeyOrchard.html>

Three acre organic farm, as part of organic agriculture program, one of the first in the nation. Provides hands-on experience for students, research opportunities. Not so connected to community, however. Web-site has lots of resources about organic farming.

Fairhaven Outback Farm, WWU <http://www.wvu.edu/depts/fairhaven/about/faqs.html>

Five acre site known, part of Outdoor Educational Learning Site (OELS) containing a one-acre Class II wetland and licensed organic farm, provides a hands-on environmental education site for students and classes from college of education, environmental studies, and local public schools.

Center for Sustainable Food Systems @ UBC Farm

<http://www.landfood.ubc.ca/ubcfarm/index.php>

22-acre, student-run farm, started in 2000. “The ultimate goal of the farm is to retain and re-create existing farm and forest lands at the University of British Columbia into an internationally significant centre for sustainable agriculture, forestry and food systems.” Revenue comes from selling food at a Farmer’s Market and school workshops/camps, as well as university/community sponsors. Community gets involved with seasonal festivals, weekly market, and monthly potlatches. Staffed by student/recently graduated employees (5-7).

Middlebury College Organic Garden–Slow the Plow

<http://segue.middlebury.edu/sites/mcog>

Two acre farm started in 2002 by students, faculty, and community members. Produce is sold to dining services at market value. Aims to integrate academic curriculum and residential life while creating a sustainable model for local food production. Run by hired non-student Farm Advisor, hired student interns, Farm Committee.

*Has thorough constitution–very good

Yale Sustainable Food Project Farm <http://www.yale.edu/sustainablefood/farm.html>

One acre organic farm started in 2003 by students and faculty. Used as a refuge by students and community members, academic tool by faculty. Grows over 200 varieties of vegetables year-round for sale at the local farmers market, local restaurants, for volunteer use, and for occasional use in the Yale dining hall. The farm focuses on developing good soil and ecologically sound gardening practices while producing beautiful, nutritious food.

Stagrow Farm: St. Olaf Garden Research and Organic Works

<http://www.stolaf.edu/orgs/stogrow/>

Created in 2005 by two students wanting to provide a practical skills and experience with which to apply theoretical knowledge of the students. Creates “closed food production cycle” through growing food for consumption in the school food services, and using the food waste for farm compost. Interactions with community include developing relationships through local business exchanges. Enhanced by campus ecology course. Sustainability is currently a major theme of the university.

Community Gardens

GruB–Garden Raised Bounty, Olympia WA grub@goodgrub.org

“Nourishing community by empowering people to grow good food.” Partnership with schools to empower youth who come from low-income families, have learning disabilities, behavior challenges, other obstacles; teaches about nutrition, self-esteem, community connection, academic enthusiasm; gives academic credit, employment program

Seattle Youth Garden Works, Seattle WA <http://www.sygw.org/home.shtml>

Garden-based education for homeless and under-served youth. Vocational, job-placement. Founded in 1995, serves 40+ students each year.

L’ARCHE Community Garden <http://www.larchethc.org/>

“A non-profit faith based organization that utilizes Horticulture and Art to instill confidence and build life skills within the population of individuals with developmental disabilities.” Sells at Tacoma Farmers Markets, supported by full-time assistants and volunteers, donations. Part of international L’ARCHE community.

Martin Luther King Jr. Elementary: The Edible School Project
<http://www.edibleschoolyard.org/homepage.html>

A one-acre organic garden and kitchen classroom founded in 1994 by chef/author Alice Waters and former principal Niell Smith. Students grow, prepare, and eat the food. The program focuses on finding value in place, utilizing all the senses, and developing ecoliteracy for its students.

IX. Appendix D: Hours of Student/Community Participation

Date	# of people	Hours	Activity
4/5	9 (Vol. Center—Service in Action week)	2	Weeding—prepping soil
4/23	8 (Env. Stud. class service learning)	3	First plant!
5/16	15 (Head Start Class)	1.5	Just an intro/activity—no work
5/31	2	2	Succession planting, weeding
6/12	3	1.5	More planting, watering
6/15	4	2	Weeding, winding beans, dug corn patch
6/19	6 (Girl Scout Troop)	2	Marigolds, watering, organic workshop
6/22	5	2	Compost bin, weeding
6/26	7 (incl. family with 3 kids)	2	Expanding, picking peas
7/3	6 (incl. family)	2	Harvesting, weeding, watering
7/10	6 (incl. family)	2	Tying up tomatoes, weeding
7/17	1 (student)	1.5	Watering while Becky and Kate attended SPROG*
7/20	1 (student)	1.5	Watering while Becky and Kate attended SPROG
7/24	4	2	Harvesting, weeding, putting together bags for donation
7/26	14 (Boys and Girls Club)	2.5	Planting, aphid control, sign-making, weeding, harvesting
7/31	6	2	Harvesting, weeding, putting together bags, door-to-door outreach
8/2	12 (10 students, 2 community members)	2.5	Dessert and Discussion about the Parkland Garden

Total Hours of Work Parties (4/5-8/2): 29 Hours

Total Hours times People Involvement (4/5-3/2): 3,103 People Hours

Hours of Garden Coordination by Kate Fontana

Week number-starting 4/2/06 (week 1) and ending 8/8/06 (week 19)	Average Hours per week	Activity
1-7	5	Networking with local groups to participate in the garden over the summer, meeting with PLU faculty
	6	Gardening: prepping the soil, watering, planting
	3	Paperwork: mission statement, liability waiver, internship work
8	3	Watering
9-14	8	Research on organic gardening, visits, planning for our garden
	9	Research on success of other farms/gardens, past PLU projects
	14	Networking on/off campus: recruiting, finding use

		for food, involving community groups /students, meetings with PLU administrators,
	9	Gardening: watering, weeding, hosting groups, preparing food for donation
15	---	Vacation
16	40	SPROG Environmental Leadership Training
17-19	8	Research on organic gardening and development of year-round plan for our garden
	9	Research and interviews on past PLU projects; work on final proposal
	14	Door-to-door recruiting, organizational recruitment and planning for fall, preliminary development of website
	9	Gardening: watering, weeding, harvesting, prepping food

Total Hours: 643

Hours of Garden Coordination for Rebecca Mares

Week number-starting 4/2/06 (week 1) and ending 8/8/06 (week 19)	Hours per week	Activity
1-7	5	Acquiring tools and donations for garden, meeting with PLU faculty
	7	Gardening: watering, prepping soil, planting, hosting groups
	2	Paperwork: waiver, mission statement
8-13	--	Vacation
14-15	7	Internship work, organic gardening research
	8	Gardening: watering, weeding, hosting work parties, donating food
	7	Networking: contacting professors for fall involvement
16	40	SPROG
17-19	8	Internship work, organic garden research
	6	Gardening: watering, weeding, hosting work parties, donating food
	7	Networking: door-to-door recruitment, community forum
	5	Organizational planning for fall, formation of garden club

Total Hours: 290

Combined Hours of Garden Coordinators: 933

Total Hours of Student/Community/Coordinator Work in the Garden: 3989.5

Note: I formally ended work in the garden on August 8, although work is still being done in it. Measured by the hours of work parties, the garden required relatively little time. Considering the numbers who were involved, however, we got quite a bit of help

from people—multiplied out, that’s over 3000 hours! It should also be said, though, that involvement in the garden was educational as much as participatory; and the children’s groups we hosted “accomplished” a lot less per person in terms of the actual gardening work. Growing a garden doesn’t take this much time; however, growing a community garden just well may. Note, too, that hours worked as Garden Coordinator were considerable, due to 1. fulfillment of the Sustainability Fellowship and 2. starting almost completely from scratch. This preliminary investment of this time, great as it was relative to the involvement of other people, was done to make all future involvement in the garden easier, developing a structure in which people could work. Also note that time spent by the coordinators at work parties overlaps in the Student/Community Hours chart. These hours, though, are only counted once in the Total Hours of Student/Community/Coordinator Work in the Garden.

**SPROG is an environmental leadership training program put on by the Sierra Student Coalition, a branch of the Sierra Club. Kate, Becky, JP and Rachel were sponsored by the Sustainability Committee, the Environmental Studies Department, and the Wild Hope Project to attend. Focused on developing skills to run effective environmental campaigns and organize environmental activism, this week-long conference provided many tools for the Sustainable Food Movement, as well as the garden project, and is therefore included in the tally of hours.*

X. Appendix E: Supplies and Funding

SUPPLIES

Tagro <http://www.cityoftacoma.org/page.aspx?nid=306>
tagro@cityoftacoma.org
205-2150

*Made large donation–may donate more in future?

Carrie Little: 253.691.4921 purplebeanz@earthlink.net

FUNDING

Women's Studies Department: \$200
Development Office: See Appendix H for application for project funding
Appropriations Board for Student Clubs and Organizations
Environmental Studies Department

Community Food Projects Competitive Grants Program
Through USDA
Due date past–abstracts for 2007 grants due in January
Extensive–more than we need right now, but possibility in the future
http://www.csrees.usda.gov/funding/rfas/community_food.html
<http://www.foodsecurity.org/funding.html>

XI. Appendix F: Contacts

Established Relationships

Campus

Professors with relevant classes, service learning, other interest

Micheal Hillis (School of Education)

William Teska (Biology, on sabbatical this year)

James Albrecht (English):teaching Writing 101 class on Sustainability, will send group to garden for service learning

Kathlyn Breazeale (Religion): will offer service learning component in fall/spring—incl. garden

Erin McKenna (Philosophy): will offer service learning component for Philosophy, Animals and the Environment; has lots of straw, manure for compost; was a founding member in 1997; wants to help, but is currently busy with Chair responsibilities

Kathryn I. W. Sparks (Communications): wants to use garden for student art projects

Staff people

Allison Stephens (SIL)

Meghan Volk (On the Road Coordinator) x7195

Campus Ministry

Andrea, Elisabeth

*would love to have garden as campus ministry vol project

*in the process of planning garden blessing program

Sumerlin Larsen

Volunteer Center

Emily Hockart

*has provided some supplies, would love to have garden as volunteer center project

Community

Trinity Lutheran Church: 537-0201

Pastor Bill Pearch ext. 103

Food bank, Tu and Fr 10-3

Posted Flyer in bulletin

Dana Perry (until Aug): 686-6653

Carrie (after Aug.)

Girl Scout Troop

Our Lady Queen of Heaven

Jean Foster jeanfoster@nventure.com

Posted Flyer-possible interested elderly

Mother Earth Farm

15208 102nd St. E.

Puyallup WA 98373

Carrie Little: 253.691.4921 purplebeanz@earthlink.net

Parkland Family Support Center (Retanya): 798-6557

Rhiannon (caseworker): 798-7670

*Food goes here! Bring to Rm G7 whenever we have some.

Second Wind: 535-7389

Verna: 884-7779

*Has posted ad/photos on website; possibility of getting elderly people involved.

Boys and Girls Club at Brookdale Elementary

Park and 132nd

Carrie Ching (Director of Outreach): 683-5411 carriec@bg-clubs.com

Janay Mose (Brookdale Coordinator) mosej@bh-clubs.com

Possibilities for future involvement

Campus

Lorri Turner (Fitness Coordinator @ Names)

School of Education

School of Business

Dining Services

Community

Washington State University 4-H

Nancy K. Basket (4-H Youth Development) 798-3258 nbaskett@wsu.edu

*Possibility of training for environmental educator, environmental curriculum

Head Start–Franklin Pierce School District (at East Campus)

Sandy Dickson (Head Start Center Coordinator): 535-8825

Suki (teacher): 535-8825

* Brought class last May, was interested in coming again in the fall

Parkland Lutheran School

123rd and Pacific Ave.

Larry Rude (principal): 537-1901

* Met with Mr. Rude April 26th: expressed interest in fall involvement; would we come to classrooms and do workshops?

Midland Elementary

Nancy Prentice/ Linda Toreh: 535-9898

Metro Parks

Julie Danes: julied@tacomaparks.com

*expressed interest, but never got back to me.

XII. Appendix G: Organizational Plan and Goals for Year One

Year-One Garden Goals

Short Term: Build Cold Frames; Expand garden

Mid-term: start over-winter garden

Long Term: Establish year-round or almost year round garden

Year-One Organizational Goals

Short Term: Formulate Student Garden Club under SIL

Mid-term: Meet with Long-term Planning Committee; start discussion about campus Farm

Long-term: Apply for grant for Garden Coordinator position; Assess student interest in a

campus farm; Set up Garden Committee

Meanwhile:

1. Continue Growing Garden; Donate to Parkland Family Services
2. Continue making contact with community members (door-to-door)
3. Set up one regular community relationship (Girl Scouts, etc)
4. Keep track of amount of food produced

Budget

- Garden Coordinator Stipend Year 1: \$3500
- Seeds \$100
- Tools \$500

Programming Calendar/Ideas

September 3: On the Road Freshman Orientation Trip

September 5: Involvement Fair–Get 100 contacts

September 30: Sustainable Food Fair

October: Anna Lappe Garden Luncheon

November: Blessing of the Harvest with Campus Ministry/Hunger and Homelessness Program

December: De-stress at the Garden–Tea and Poetry Reading

January: Get J-term chem/bio class to test the soil

February: Spring planning meeting–all-campus/all community

March: Blessing of the garden/Religious symbols of the earth program; School of Ed/Head Start joint planting program

April: Alternative Spring Break to Heifer International Farm

May: Join with Harstad for Food and Feminism program; hire summer intern

June: Summer intern takes over

WORKSHOPS/ENVIRONMENTAL EDUCATION

Seasonal lessons with work parties, lessons for children:

- indoor gardening (in eggshells, in old shoes)
- crafts
- nature writing/reading
- how to garden
- tour of PLU
- organic food–what it means
- food tasting
- Special spots–journaling about a place watched over time, changes
- Themed garden–pizza, stir-fry, rainbow, Peter Rabbit

Management Structure

Garden Student Initiative (Student Organization)

Garden Coordinator—stipend internship:

- Establish other leadership positions, train in organic gardening (5)
- Develop Garden Committee
- Guide gardening decisions
- Guide overarching movement towards a campus farm

Volunteer Coordinator (FSU/Volunteer Center member):

- Recruit student volunteers
- Arrange work parties

Community Outreach Coordinator:

- Arrange for Food Deliveries
- Recruit community member involvement, leadership
- Organize monthly potlucks

Education Coordinator (FSU member)

- Set up monthly garden workshops/programs for students (cooking classes, etc)
- Network with profs for integration into PLU classes
- Recruit students to do academic garden projects
- Invite local gardeners/farmers to teach demos

Budget Coordinator

- Fund-raise: departments, alumni, appropriations board
- Keep track of funding
- Gather donations
- Apply for grant

Public Relations Coordinator

- Advertise all activities

Garden Committee

2 faculty members: Beth Kraig

2 staff members: Sumerlin Larsen, Bobbi Hughes

3 students (from Student Garden Initiative): Julie Kerrigan, Margaret Cox, First-year student

2 community members

XIII. Appendix H: Application of Funding Support through the Office of Development



Office of Development
Request for Funding Support

Send completed form to:
Teri A. Tingvall Moore
Director, Corporate and Foundation Relations
[tmoore@plu.edu/](mailto:tmoore@plu.edu)
(253) 535-7422

Instructions: This form should be used if a department, division or program of Pacific Lutheran University is interested in seeking the assistance of the Office of Development for current or expanded projects and programs, and/or capital funding. Please complete the form and send it to Teri Moore in the Office of Development (contact information above). Once received, it will be reviewed by one or more development directors, along with the executive director of development, who will determine what assistance, can be provided in the time desired. Thank you.

Thank you for your interest in pursuing grant (or other funding) support for your project, program or department. We value your efforts. In an effort to manage such requests fairly and in a timely manner, we have developed this form in an effort to help us assess whether or not our department is able to support your request at the present time. Please try to limit your responses to a total of two pages. You can expect a response within two weeks. Thank you.

Name:

Department:

Project/program name and brief description:

Amount of funding to be sought:

Rooms –

Programming –

Total project cost:

Timeline for project and when funding is needed?

Has this project received private funding in the past?

What, if any, marketing benefits could you offer a prospective funder?

What, if anything, is unique about this project (i.e. are other universities performing this service or program or would PLU be the only university that you are aware of performing/offering this program or service?)

Please check the appropriate response:

- This request has the approval of my dean and/or division chair**
- This request is consistent with my department's vision**
- I am willing to meet with prospective funders**
- I am prepared to provide a one-page budget**
- I am able to provide up to five desired outcomes**
- Are there any volunteers involved, in particular, are there any corporate volunteers?**
- I am aware of any potential funders. If yes, who are they?**

Thank you.