

May 19, 2010

## **SMC Culture Garden Proposal and Two Year Plan**

### **I MISSION STATEMENT:** Student's priorities as they connect to the college's priorities

We, the students of Santa Monica College, want to learn to grow our own food so that we can make our communities self-sustaining, have access to fresh and healthy food, reconnect to the earth, our food, our traditions, and experience the happiness that comes from being connected to the beauty and wholeness of nature and each other as we work together in our gardens.

Our learning priorities connect beautifully with those of SMC as SMC evolves toward a more sustainable focus, incorporating ecological literacy into the curricula, signing the ACUPCC, providing AA Degrees in Environmental Studies & Science, and defining Institutional Student Learning Outcomes that are specifically designed for students to be mindful of their impact on the environment.

Given the wide range of impacts our food choices and systems have on the health and well being of our planet and its inhabitants, we must make sustainable food education a critical part of any sustainable living agenda.

Furthermore, any sustainable food education program should, indeed must, incorporate an organic food garden into itself to be truly effective. Our ignorance and state of disconnect with the reality of where our food comes from and the impact various forms of food production have on our health and environment is one of the main reasons the current unsustainable practices of our food industry go largely unchallenged. But as these issues become more apparent to people, we see them demanding healthier food grown in environmentally sustainable ways.

As such, an organic food garden on campus is a perfect tool for our education. It will help students relate the abstract concepts they are learning in the classroom to a concrete reality they can see, touch, feel, smell and hear. Furthermore, the experiential, hands-on learning that the students will be able to engage in at the garden will maximize their ability and motivation to apply that learning in their lives outside of the college.

We want the SMC Culture Garden to become a site for gatherings of many kinds: parties, open garden events, feasts that demonstrate use of garden crops, cooking demonstrations using a solar oven and/or cooking cart.

Students can be involved through collaborative efforts to design, build, and install the garden, including the raised beds, fencing, and future design features, including a garden sculpture.

### **II OVERVIEW OF BENEFITS TO THE COLLEGE**

The purpose of the SMC Culture Garden will first and foremost be as a teaching and learning tool. The garden will provide an educational experience in a variety of ways: as a practical academic resource, as a model for a sustainable food system, and as a community asset.

The garden will be a way for the college to express its commitments and priorities. SMC's commitment to helping students learn to live sustainably is stated in its Mission Statement and Institutional Student Learning Outcomes (SLOs) and supporting a student-run garden will allow the college to demonstrate this commitment. We are committed to use of environmentally responsible and low impact gardening methods in all areas of operation, from building to planting to maintaining the garden. Examples of our sustainable practices can be seen in section V of this plan, "Gardening Practices

and Rules.” The Garden will also provide a chance for members of the SMC community to learn about small-scale, environmentally conscious agriculture and to actively practice the principles of sustainability and environmental awareness that SMC already champions in other ways. Finally, many faculty members from diverse departments have already committed to incorporating the garden into their curricula as a valuable educational tool, especially for the year of “FOOD.” Addendum 2 lists these Faculty Alliances.

### **III GARDEN LOCATION & LAYOUT**

The garden will be located between the sidewalk and serpentine wall, which is the boundary of the Art Complex. This space was approved for the garden by Dr. Tsang, president of the Santa Monica College. By placing the garden in a relatively central space on SMC’s main campus, we will increase visibility, the potential for real community-wide involvement, and the success of the project.

The space will be divided into Phase 1 and Phase 2. Phase 1 will include the initial project of raised beds, located on the northern side of the area. Phase 2 will include a meeting space for students to relax and appreciate the garden, and will also include a miniature orchard in the future. For the exact layout, measurements, and drawings of the site, see Addendum 1.

### **IV SHORT-TERM CONSTRUCTION: TIME LINE & LABOR**

This is the time line for construction and details of labor to occur in the summer of 2010 for Phase 1 of the garden. See Section IV for an explanation of the garden phases. Tom Corpus has already reviewed section V of this plan in its entirety and we have incorporated his requests.

#### **May, 2010 -- Approval of Two Year Plan.**

**June/July -- Preparation of Garden Site and Installation** (June 27-28 (Sunday/Monday) or July 10-11 (Saturday/Sunday) installation of raised beds)

*Summer school starts June 21. Setting a date for installation of the beds is important so that we can promote the garden and begin a campus wide campaign to invite student and faculty volunteers. The specific dates will be chosen once we receive approval from the District. The student/faculty work team will be supervised by Yarrow Collins and Dana Morgan.*

#### **Details of Labor for Preparation of Garden Site:**

SMC Grounds (Tom Corpus) and students (Club Grow) will complete the following work before installation. Specific dates for the following can be established once District approval for the garden is received.

**First or third week of June:** Work Orders will be prepared by Tom Corpus.

1. STUDENTS: Demarcate the north side of the garden from the south side (e.g. paint, rope, etc).
2. GROUNDS: Stop watering north side grass as soon as possible. Do not use Roundup or other herbicides in the garden area at any point.
3. GROUNDS: Remove and transfer the three trees in the garden space (north and south) to another location. Move small tree on north side first. The other two may be moved next year.
4. GROUNDS: North side of garden only: remove lawn with sod cutter, water well, allow grass to re-grow
5. GROUNDS will provide a temporary location for storing materials as they arrive, to be used only for the construction period. Compost, DG, and wood shavings on sidewalk, to be covered. Other materials will be stored in locked area behind Science Building (per Tom Corpus).

**PHASE 1 (NORTH) Third week of June or first week of July:** Some of these tasks will occur simultaneously. Work Orders will be prepared by Tom Corpus.

6. GROUNDS: Remove 2-3" top soil.
7. GROUNDS: Chisel-plow ground to break up hardpan.
8. STUDENTS: Remove rest of grass and rhizomes with spades, pick axes and shovels.
9. GROUNDS: Level the ground.
10. GROUNDS AND STUDENTS: Replace removed top soil with weed free top soil
11. STUDENTS: Demarcate where the planter boxes will be placed.
12. Students: Bury irrigation headers
13. STUDENTS: Cover entire area with landscape fabric/ground cloth except for planter box locations and cover landscape fabric with decomposed granite (1 ½") and a top layer of wet wood shavings as outlined in the garden drawing to scale.
14. GROUNDS: Install spigots for hand watering and shut-off valves.
15. GROUNDS: Turn garden benches 180 degrees to face garden
16. STUDENTS: Construct raised beds with pre-cut lumber and install.
17. STUDENTS: Fill raised beds with soil and compost.
18. STUDENTS: Install weather-based irrigation controller to conserve water resources and drip irrigation system.
19. Electricity for irrigation system will be provided by the college
20. STUDENTS: Construct wire fence with 4x4 posts around perimeter of north area (Phase 1).
21. STUDENTS: Phase 2 will include planting trees and perimeter plants in the south area of the garden.

## V GARDENING PRACTICES AND RULES.

We are committed to having a garden that is as environmentally sustainable and efficient as possible. These practices are educational as an example of a small-scale organic agricultural system, and also as a preserver of biodiversity. The United Nations has designated 2010 as the "International Year of Biodiversity," and establishing an organic garden that incorporates the rules listed below will involve SMC in the vital effort to preserve biodiversity. <http://www.unep.org/iyb/>

**Garden Work Waiver Form:** Before students can work in the garden, they will be required to sign a waiver form, absolving the college of responsibility and reminding students that they are responsible for using tools and supplies safely. Also, students will not work in the garden unless a faculty or staff person is present.

**Example of Waiver:** *I, \_\_\_\_\_, want to work in the garden or be a member of the SMC Culture Garden. I agree to use tools and supplies safely, and to obey all rules and regulations while I am at the garden. I understand that I am working in the garden at my own risk, and that neither the college nor other garden workers are responsible for any act or injury that may occur. I agree to hold the college and other garden members blameless if I am injured.*

Please date and sign this waiver.

**Tools:** The following tools will be used in the garden include: garden fork, shovels, pick axe, spades, long- and short-handled cultivators, hand trowels, rakes (hard rake and leaf/spring rake), hand pruners, harvesting knives and containers, hoes, irrigation system tools, watering cans, industrial quality spray bottles for foliar spraying, buckets, watering cans, hoses and adjustable hose nozzles, and a wheelbarrow or smart cart. Tools will be stored in a shed located adjacent to the garden site with a combination lock to secure the shed. These items can be purchased, loaned, or donated.

**Calendar:** A schedule for a garden maintenance program will be established with advice of the consultant. A master calendar will include the most appropriate windows for starting seeds, planting, adding compost to the soil, fertilizing, cultivating (weeding), pruning, and seed saving, and harvesting. Also included will be regular maintenance of the drip irrigation system. It is expected that a spring garden and a winter garden will be planted as is typical of gardens in our Mediterranean climate (growing zone 10). Students will do as much of the research, planning, and work as possible under the supervision of SMC faculty, classified staff, and/or the consultant. Work days and times will be established, and the Club Grow blog will be used to announce all events.

**Seeds:** Because this is an organic garden, use of synthetic fertilizers, herbicides, fungicides, and pesticides is forbidden. Buying seed from companies that have signed the Safe Seed Pledge is recommended:

***The Safe Seed Pledge:***

*"Agriculture and seeds provide the basis upon which our lives depend. We must protect this foundation as a safe and genetically stable source for future generations. For the benefit of all farmers, gardeners and consumers who want an alternative, we pledge that we do not knowingly buy or sell genetically engineered seeds or plants. The mechanical transfer of genetic material outside of natural reproductive methods and between genera, families or kingdoms, poses great biological risks as well as economic, political, and cultural threats. We feel that genetically engineered varieties have been insufficiently tested prior to public release. More research and testing are necessary to further assess the potential risks of genetically engineered seeds. Further, we wish to support agricultural progress that leads to healthier soils, genetically diverse agricultural ecosystems and ultimately healthy people and communities."*

The Safe Seed Pledge was created in 1999 by High Mowing Organic Seeds, guiding a coalition of nine other seed companies as a statement about the signers' stance on genetic engineering as well as a resource for consumers wishing to find sources of GE-free seeds. Over 70 companies have signed the pledge, ranging from large seed companies to family-owned businesses.

Native California plants, heritage varieties, and organic seeds are recommended to help improve biodiversity and to preserve heritage plants through wider propagation. U.N. has designated 2010 as the "International Year of Biodiversity" and this is a way for SMC to do its part. <http://www.unep.org/iyb/>

**Seed Starting:** A small indoor growing system with shelving and grow lights to start transplants, such as brassicas (broccoli, cabbages, cauliflower, and kale), cucurbits (cucumbers, squash, melons), Solanaceae (tomato, pepper, chili, eggplant), herbs, and flowers is needed. Use of space in the greenhouse behind CEUS is the most desirable location. Some of these plants will be direct seeded, depending on the weather.

**Plantings:** Our first plantings will depend on the date of installation of the raised beds. In zone 10 (90405) in July we can plant tomatoes, peppers, eggplant, squash, beans, and even corn. Annuals will vary by season. We are committed to using organic seeds and plants, but can use conventionally produced seeds and plants if organic options aren't available for desired cultivars and varieties. Ideally, seed or donated plants will be organic and heritage varieties. In subsequent years, groups can plant almost throughout the year, as we have no frost. Generally, southern California gardeners plant in spring (March-April) for summer/fall harvest and winter for spring harvest (late October-December).

Some plants will be perennials, possibly asparagus, artichoke, rhubarb, etc. An area for perennial herbs is suggested. Rosemary and California bay are suggested perennials. In the south area of the garden (Phase 2) citrus and/or other fruiting trees will be plant using dwarf root stock, to keep the height of the trees to approximately 10 feet. The choice of plants will depend on the interest of the groups who acquire a space in the garden. We will review their choices based on criteria we develop (organic, season appropriate, non-invasive, etc.). Edible flowers will be recommended as well plants that attract beneficial birds and insects, such as bees. The following insectaria plants are recommended aster,

buckwheat, calendula carrot, chervil, chrysanthemum, cosmos, coreopsis, coriander, dill, evening primrose, fennel, mustard, parsley, poppy, elderberry, rosemary, sweet alyssum, tansy, tidy tips, sunflower, yarrow, and zinnia. (California natives are recommended if available.)

**Water:** A weather based irrigation controller will be installed to conserve precious water resources. The drip irrigation system will be designed and installed for the raised beds with pressure compensating emitter tubing. It will be maintained by students after training by a consultant. It will require maintenance and regular monitoring, work that can be done by students. Student will prepare an operation manual for the irrigation system and train others.

**Fertilizing:** Various plants have different needs; research on the needs of plants for light, water and soil will be done by students with the assistance of the consultant and/or experienced gardeners. The SMC vermitech's worm castings can be used as fertilizer. Compost from other sources can be acquired. We recommend Agromin in Ventura County, which offers an OMRI certified compost as well as a USCC STA certified compost. Malibu Compost and Jack McAndrew make biodynamic compost. The City of Los Angeles and the City of Santa Monica make free compost available to gardeners. Researching the quality of compost we use for growing vegetables is necessary. Enclosed compost bins will be located within the garden for green waste from the garden.

## **VI TASKS FOR STUDENTS & MAXIMIZING STUDENT INVOLVEMENT**

**All students at SMC are invited to participate in the garden design, construction, and maintenance. Club Grow meets every Tuesday 11:15-12:30 at the Center for Environmental and Urban Studies. All students, faculty and staff are welcome to participate in the garden and attend club meetings.**

The SMC garden has been, and will continue to be, a student-run project. Since 2009, Club Grow has lead and nurtured this initiative. We have been successful in planning the garden; however, we will need a much larger group of students to carry on the work that will be required to sustain it. Students will be fulfilling ongoing tasks such as:

- Daily garden maintenance and garden tours for visitors
- Holding workshops, lectures, and other events on anything garden-related (see below)
- Creating instruction and maintenance manuals for incoming participants (Section VII).
- Creating signage in the garden to educate through plant identification and cultural, geographical, and historical context
- Recruiting more students and promoting events through tabling, fliers, posters, and announcement in classrooms and meetings.

**Club Grow will help organize a series of free workshops taught by local garden experts.**

**Master gardeners** (UC Cooperative Extension) are available to provide workshops/lectures to help trains students in sustainable organic gardening. Club Grow, in association with Association Students, Sustainable Works, and SMC's Environmental Affairs Committee, plans to sponsor and promote a series of free gardening workshops geared toward beginning gardeners who want to grow their own food. Yvonne Savio is the Common Grounds Program Manager/Master Gardener Coordinator. Her specialties: community gardening, school gardening. Email: ydsavio@ucdavis.edu; Phone: (323) 260-3407; Fax: (323) 881-0067

**SMC Faculty and Staff** can also offer gardening workshops in the garden or in classrooms. A suggestion by our club president is a lecture on the history of the Victory Garden movement. We especially encourage botany and biology instructors to speak on topics that can help us learn more about plant propagation.

## **Students from many groups on campus can become involved in the garden:**

**Classrooms.** Many faculty members from diverse departments have already committed to incorporating the garden into their curricula (see addendum 1). For example, this summer Organic Gardening 101 will be taught by Christy Wilhelmi [[www.gardenerd.com](http://www.gardenerd.com)] in the Art Building adjacent to the garden. She looks forward to having a garden space at SMC where her students can have hands-on experience.

**Clubs.** Phi Theta Kappa (PTK), dedicated to scholarship, leadership, and service has expressed interest in joining with Club Grow to volunteer hours of service in the garden. And because this is the SMC Culture Garden, we will encourage international students and student clubs with specific cultural ties to work in the garden and apply for a club managed space. For example, the Kapisanang Pilipino Club could decide to grow popular vegetables from their country: talong (eggplant), bitter melon, Pechay (Bok choy), and cilantro). Club Grow will research and select plants that reflect its own members' interests. Club Grow members will promote the garden with various clubs, such as the Anthropology Club, ALAS (Assoc. of Latin Amer. Students), Chemistry Club, Eco-Action Club, Environmental Protection Club, German Club, History Club, IDEAS Club, Iranian Student Club, and the Pico Neighborhood Student Association.

**Sustainable Works.** Students can gain community service hours by working in the garden or supporting the garden at specific events and by assisting with promotion. Most topics discussed in the Sustainable Works Workshops--water conservation, chemicals, foods, waste--can be demonstrated in the garden through organic gardening and use of drip irrigation.

**CEUS (Center for Environment and Urban Studies).** Club Grow will collect materials to support an Urban Gardening resource library at the center. Resources and instructional materials for students working in the garden will be available in hard copy. Instruction manuals will also be stored electronically on the Club Grow blog for reference.

**Work Study** students can have a paying job in the garden.

**Internships** that will help the garden grow can involve student placements at secondary or elementary school gardens, botanical gardens, plant nurseries, Tree People, farmer's markets, and other farm/garden related employers. These positions can help students develop contacts, career skills, and life skills.

**Independent Studies** can be arranged with any professor who wants to support a student project using the garden as part of their research. Some possibilities: science classes, English/composition, social science classes, environmental studies, early childhood education classes, art.

**Visitors to the SMC Culture Garden:** The garden can become a popular stop on the SMC tour. We welcome preschool, elementary students and secondary students to our garden, providing them with a tour and workshops on gardening. We expect that the garden, which is centrally located near the Art complex, will be a rewarding stop for visitors, confirming SMC's commitment to sustainability and global citizenship. Many Los Angeles and SMMUSD schools have gardens, including John Adams Middle School, and SAMOHI. We can invite students to visit our garden as part of field trips to the worm composting bin, which has been in service since December 2001.

## VII: TRAINING INCOMING PARTICIPANTS

As a two-year institution, we must insure that participants in the garden educate new and incoming students so that the garden will be well-maintained in future years. In addition to consistent promotion of the garden, the writing of student-created instruction and maintenance manuals will address this issue.

**Instruction and Maintenance manuals:** Students will be involved in writing instruction manuals to train students in future years. For example, the drip irrigation system, which will be designed by our consultant, will be accompanied by a maintenance and repair manual written by students for students. This process of students learning gardening skills, planning and writing manuals, and using the manual to train their peers, can be integrated by professors in several classes—English and business classes, sociology with a service learning focus, etc.

For this process of students teaching students to be effective, we need to see the garden as evolving over time based on the interests and skills of students involved. A garden is never finished; it is always growing and changing. As season gives way to season and more efficient strategies are established, these manuals will be revised as needed. Students can participate in the following garden activities:

- Composting, worm composting, preparing soils, cultivating and fertilizing
- Propagating plants, including seed selection, planting, transplanting seedlings
- Controlling pests and weeds: Integrated Pest Management, which includes Cultural practices, physical controls, and biological controls. Worm tea made from SMC's worm composting bin is an example of a foliar spray that has been shown to discourage harmful insects, and nettle tea can also be used as a foliar drench. Other organic methods will be explored to grow healthy plants, create fertile soil, and control pests.
- Soil testing by (A&L Laboratory <http://www.al-labs-west.com> ) can be used if deemed necessary.

## VIII FOOD PRODUCTION AND USE OF HARVEST

Some options for use of the food: Gardeners can have pot luck and prepare foods for a harvest party on campus. Gardeners can collaborate with the EcoAction Club's annual Feast. Produce can be given to local food banks and retirement homes. We can produce edible crops year round, and though the harvesting will be concentrated during various periods, it will be necessary to pick vegetables and fruits when ripe. Demonstrations and workshops on cooking, preservation and dehydration are also are options. Schools and Community gardens use their produce in multiple ways. It is common for students to eat food from the gardens in classrooms or even on site. Some schools are growing food on campus, or nearby, to use in their cafeteria.

On the Westside of Los Angeles:

**VENICE LEARNING GARDEN:** This garden is unusual because the space is shared by Venice H.S. horticulture classes, ULCA students, and other institutions. In the last few years, it has become a vital community of gardeners, beginners and experienced. Each Friday at 12:30 volunteers and students gather for a potluck at the VLG. It is hosted by the garden master, David King. Often food is prepared from the Learning Garden. Also, food is brought from home gardens to share with attendees. Everyone brings utensils (plates, cups, etc). Because they are currently raising money for a new greenhouse, plants are being sold at the Mar Vista Farmers Market and at the Learning Garden. VLG has also donated surplus lettuce to a local retirement home.

**SANTA MONICA HIGH SCHOOL:** Students at SAMOHI and Olympic H.S. have been growing heirloom lettuces to sell to the Fig restaurant in Santa Monica. At one time they sold food items made with their produce to students at a veggie snack bar. They used these sales to support the garden.

THE COMMUNITY GARDEN AT HOLY NATIVITY CHURCH has a work day each Thursday afternoon to harvest food for the LAX food bank from their garden. Members of the community are invited to drop off produce from home gardens or pantries and it is delivered to the LAX Food Pantry on Friday mornings.

**IX PROSPECTIVE BUDGET: (An itemized proposal for funding will be submitted to the Associated Students this semester.) Prices that follow are estimates:**

Raised Beds (Phase 1): \$750

Fence of 4x4s and wire. Gate for Fence with lock. \$1,300

Storage Shed with lock (TUFFSHED to match current shed \$2,000

Dumpsters for waste disposal (grass removal) \$1200 (Estimate by Tom Corpus)

Small indoor growing system/shelving and grow lights \$300

Ground cloth \$225

Top soil (to replace soil removed during sod cutting and grass removal) \$250

Decomposed Granite \$150

Wood shavings \$100

Compost \$250

Compost Bin (3 levels) \$75.00

Garden Tools: garden forks, spade shovels, hand trowels, long handle and short handle cultivators, hand pruners, leaf rake and hard rake, pick axe, smart cart or wheelbarrow, harvesting knives, hoes, buckets \$300

Irrigation System and Weather-based irrigation controller, irrigation system tools \$1500

One 75 foot, ¾" diameter garden hose and nozzle. \$50.00

Solo handheld 2 gallon sprayer for foliar spraying of plants, \$43.00

Watering can (for mixing fertilizer) \$25.00

Organic seeds, plants, and supplies for starting seeds, 2010-2011 \$300

Phase 2 south area perimeter plants, herbs, and flowers \$200 Dwarf citrus trees (Phase Two), south area perimeter (See Addendum 1) To be Determined, approx. Donations will be solicited. for spring planting in 2011.

Professional Consultation Fee (Yarrow Collins, Organic Garden Designer) \$5,000

Garden signage to identify plants. \$100

Decorative Plaque recognizing the inaugural year and major donors. \$300.00

Miscellaneous Costs \$250.00

A request for donations will be posted through the SMC Culture Garden Google group <http://groups.google.com/group/smc-culture-garden> and the Club blog <http://smclubgrow.blogspot.com>. Requests for donations to the SMC Culture Garden will also be made to suppliers. The Associated Students (as stated in the document "Associated Students Goals & Objectives" and in the revised position description for the Director of Sustainability and respective Garden Commission position) with the support of Club Grow has taken responsibility for maintaining the SMC Culture Garden and providing funding for required purchases and future maintenance.

## X SMC CULTURE GARDEN SUPPORTERS

**Dr. Chui L. Tsang, Santa Monica College President**

**Eric Oifer, SMC Academic Senate President**

Santa Monica College Global Council, Pete Morris (Chair)

Academic Senate Environmental Affairs Committee, Amber Katherine (Chair)

Sabbaticals and Fellowship Committee, Esau Tovar (Chair)

### **District Planning and Policies Committee**

**SMC Board of Trustees:** Judge David Finkel, (Ret.), Chair; Dr. Andrew Walzer, Vice Chair; Dr. Susan Aminoff; Dr. Nancy Greenstein; Louise Jaffe; Dr. Margaret Quinones-Perez; Rob Rader; Seth Smith, Student Trustee.

### **CSEA (Classified Union)**

Disabled Students Center

[Marcy M. Wade, Vice President, Human Resources](#)

[Mike Tuitasi, Vice President, Dean Student Affairs](#)

Tom Corpus, [Grounds and Landscape Supervisor](#)

### **Santa Monica College Associated Students:**

Tiffany Inabu, President, 2010-11

Cameron Henton, President, 2009-10

David Chun, President, 2008-09

Heidi Hoeck, SMC Associated Students President, 2007-08

Justine Rembac, Director of Sustainability, 2010-11

Natasha Gorodnitski, Director of Sustainability, 2009-10

Wendy Hermosillo, Director of Sustainability, 2008-09

Melody Overstreet, Vice President, 2007-08

Natasha Vokshoori, Director of Academic Support, 2007-08

### **SMC Garden Clubs:**

Dirt farmers, David Phillips, Club Advisor 2006-07

Club Grow, Dana Morgan, Club Advisor

Hilary Andrew, President 2010

Carolyn Canterbury, President 2009

All club officers and members.

### **Addendum 1: Drawings and specifications for constructions of Phase 1 and 2**

**Phase 1 Material Specifics of Garden Beds:** Beds will be installed in the north area of the garden. Beds will have hoop supports built in for providing shade and protection from insects. Beds will be spaced 3 feet apart to allow wheelchair access. They will be constructed using redwood, deck screws, and 4x4 corner pieces. The lumber will be cut off site in preparation for construction.

- Three 8'Lx3.5'Wx18"H beds. Built with 2"x6" redwood
- One 6'Lx3.5'Wx18"H bed.

**Fence:** 4x4 Redwood posts 3.5'in height sunk 3' deep with Sakrete. 12.5 gauge wire @ 6", 12", 18", 24" 30", 36". Wires will be made visible by hanging well-designed, educational signs. As plants grow on the wires, the fence will be easily visible.

- Signage on Garden Fence will read: "Students may work in the garden only under supervision or with permission." A locked Gate to the garden area will be installed.
- The Free entrance "yoga area" will be in the north area of the garden, with a perimeter fence with an opening on the west side.

**South Phase 2 Material Specifics of Miniature Fruit Orchard and Recreational Space:** Citrus and/or other fruit trees on dwarf stock will be planted in the southern area of the garden. This area will be designed based on discussions within the active garden community. We will request donations from various sources: individual gardeners within our community, members of the West LA Rare Fruit Growers, Tree People, City of LA, City of Santa Monica, and the Arbor Foundation. The fence border in this area will be planted with perennials and vines.

## Addendum 2: Faculty Alliances and Letters of Support

### Faculty Alliances:

--**AMBER KATHERINE:** Course Title: Intro to Philosophy, Philos 1=Capra's holism suggests to understand reality students need living examples of life cycles, i.e. gardens at all schools.

Course Title: Philos 1Environmental Politics, Course Number:, Polsci 22: Description of garden's relevance to your course: Env. Politics= Local action for sustainable future

\*will incorporate garden trips/work into class assignments

--**ERIC MINZENBERG:** Course title: Cultural Anthropology, Course number: Anthro 2

Description of garden's relevance to your course: As a course that fulfills the Global Citizenship requirement, we discuss the interconnectedness of human cultures with the natural environment. Subsistence strategies are integral to the development and maintenance of human cultures tied with the development and maintenance of a sustainable planet (of which organic foods are but one element in this process.) :)

--**DAVID PHILLIPS:** Course Title: Psych 1, Course Number: 1

Description of garden's relevance to your course: I have an environmental emphasis to all of my psych classes & will stress the connection of gardening and sustainability.

David Phillips, Psychology Department. April 6, 2010

--**ELAINE ROGUE:** Course title: Kin PE 58A – Beginning Yoga, Course number(s): 581

Description of garden's relevance to your course: Our yoga classes promote a holistic environment! I would use the garden as a place to practice, have students participate for extra credit, etc.

Elaine Rogue, Kinesiology Department, April 1, 2010.

--**CHRISTY WILHELMI** Course title: Organic Gardening 101, Course number(s): 16215/130016

Description of garden's relevance to your course: I've been teaching the basic organic gardening class for over two years and each time I ask for feedback, the students ask for more hands on and a field trip. I think having a space for demonstration and observance at SMC would greatly improve the class.

Christy Wilhelmi, Continuing Education, April 21, 2010.

--**STEVEN ZUCKER:** Course title: Social awareness, Course number: 13h

Description of garden's relevance to your course: A place for my students with disabilities to work with their hands and hearts. Nurturing young plants is healing for students whose own youth was fairly traumatic. Also a place to practice their meditation which is part of this class!!

Steven Zucker, DSPS, March 30<sup>th</sup>, 2010

**DANA MORGAN:** Course title: English 21A/B (English Fundamentals I and II), English 1 College Reading and Writing:

Description of the garden's relevance to your course: In our assigned text, *The Earth Knows My Name: Food, Culture, and Sustainability in the Gardens of Ethnic Americans* (Patricia Klindienst), students read about the history and importance of agriculture and gardening to immigrants to the U.S. Planting and cultivating crops of special interest to these immigrants, such as radicchio, the three sisters (corn, beans, and squash), *aji dulce* (pepper), tomatillos, etc. will make the experiences of these immigrants more understandable. My students will be able to become better advocates for growing their own food in writing through experiencing the process. I don't expect to turn them into gardeners, but into writers who care about their food, their culture, and the resource that is our soil. April 15, 2010

**JACKIE LANUM:** Course title: Psych 1 (General Psychology) and Psych 16 (Mind and Metabolism)

Description of the garden's relevance to your course: All of my courses are taught from the perspective of how humans relate to the planet, each other, and other beings. A garden is our most direct connection to what matters for our survival, a metaphor for time and a direct demonstration of connections between all elements. It has specific relevance for Psych 16 because nutrition, natural balance, pollution, and biomimicry are all considered.

Jackie Lanum, Psychology, April 28, 2010

## Letter of Support:

May 10, 2010

To Whom It May Concern:

The Santa Monica College Global Council continues to enthusiastically support the establishment of an educational Culture Garden on campus.

Such a garden will embody the intercultural and environmentally sustainable spirit of SMC's global citizenship. The garden will be an inspirational addition to our campus landscape, and it would provide a space for new, interactive educational opportunities across multiple disciplines.

It would be especially welcome to see our Cultural Garden ready to go for the start of the 2010-11 academic year, during which our global-citizenship theme will be Food.

On behalf of the SMC Global Council,

Pete Morris  
 Faculty Leader, Global Citizenship  
 Professor, Geography and Urban Studies  
 Earth Science Department  
 Santa Monica College  
 (310) 434-8654

**Addendum 3:**

**APPLICATION FOR SMC GARDEN PLOT (FACULTY)**

**PERSONAL & CONTACT INFORMATION**

Full Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone Numbers: \_\_\_\_\_

Department: \_\_\_\_\_

Course Title(s): \_\_\_\_\_

**PREVIOUS EXPERIENCE:**

Have you signed a Faculty Alliance? **Yes No**

**Approximately how many square feet of garden space do you need?** \_\_\_\_\_

Have you ever held a plot in the SMC garden (if so, when): \_\_\_\_\_

Do you have previous gardening experience (e.g. at home, community garden, etc): Please explain: \_\_\_\_\_

**PLANS FOR YOUR PLOT:**

Please describe, in as much detail as possible, how you will incorporate the garden into your classroom\*:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*\*All levels of gardeners are welcome. If you are unsure of which plants you would like your students to grow or need any guidance whatsoever, Club Grow has a list of resources for inspiration. List any ideas, questions, or concerns you have here.*