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# Outlining a Sustainable Campus Garden: A Proposal to Revive the Bates Garden

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# Outlining a Sustainable Campus Garden: A Proposal to Revive the Bates Garden



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In collaboration with Christine Schwartz, Assistant VP of Dining, Conferences & Campus Events

Bates College  
ENVR 417: Community-Engaged Research

Fall 2016



## Executive Summary

Reviving the Bates Garden on the corner of College and Vale Streets is in the institution's best interest, for a campus garden would synthesize Bates College's ideals of academic rigor, intellectual curiosity, and freedom.<sup>1</sup> Through extensive research, we - students in ENVR 417: Community-Engaged Research - have pinpointed why past attempts at the Garden have failed, and how a revival would succeed. Past engagement with the Garden failed to engage it as a functioning system and put all leadership responsibilities on an existing, full-time staff member, Bill Bergevin the College's Landscape Architect, which led to the Garden's demise. Accordingly, our primary research objective was to outline the core elements of a sustainable campus garden. Our semester of research has proven that successful campus gardens are those that engage with gardens as promising methods of furthering well-being and resiliency on multiple levels: individual, social group, and natural environment.<sup>2</sup> In this proposal, we have detailed the Five Key Elements of a sustainable campus garden: Campus Life Cohesion, Academic Integration, Community of Harvest Beneficiaries, Management & Organization, and Institutional Commitments to Funding. We conclude that a sustainable campus garden is an integral part of campus life and culture, is assimilated into the college curriculum, is integrated into a community of consumers who care, depends on consistent, well-resourced management and organization, and is supported by long-term institutional funding. In order to fulfill the Five Key Elements that would successfully revive the Bates Garden, we need a system in place that institutionalizes a community of investment, most of which already exists. Thus far, we have commitments from Dining Services, The Sustainability Office, The Multifaith Chaplaincy, and the Purposeful Work Initiative. In order to mobilize the community of existing resources, our final and most vital research finding is that Bates must hire a seasonal, part-time staff member to oversee the Garden. We hope that readers of this proposal will understand the vitality of reviving the Bates Garden, an opportunity that would directly carry out Bates College's dedication to holistic education through creative scholarship.<sup>3</sup>

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<sup>1</sup> "About Bates"

<sup>2</sup> Okvat and Zutra, "Community Gardening," 374-387.

<sup>3</sup> "About Bates"



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## Introduction

Bates College is an academic institution dedicated to holistic education through creative scholarship.<sup>4</sup> Accordingly, Christine Schwartz of Bates Dining Services asked us, students in ENVR 417: Community-Engaged Research, to propose a plan to revive the Bates Garden on the corner of College and Vale Streets. We believe a campus garden would be a great opportunity for Bates to continue their commitment to “responsible stewardship of the wider world.”<sup>5</sup> Serving as the initial motivation for this project, a campus garden would increase the percentage of local food in our dining hall, which would assist Dining Service’s commitment to lowering their carbon footprint.<sup>6</sup> In addition to aiding Bates College’s allegiance to sustainability,<sup>7</sup> a campus garden would also be a valuable tool to cultivate communities, diversify pedagogy, and market the College.

Past research has been done on the Bates Garden, however all prior scholarship failed to engage the Garden as a functioning system, see Appendix A for a history of the Garden. Through our research, we found that successful campus gardens were those that engaged with gardens as promising methods of furthering well-being and resilience on multiple levels: individual, social group, and natural environment.<sup>8</sup> As a result, our primary research objective was to outline the core elements of a sustainable campus garden. We identified the Five Key Elements as follows: Campus Life Cohesion, Academic Integration, Community of Harvest Beneficiaries, Management & Organization, and Institutional Commitments to Funding. With this focus, we provide insight into the main elements that must be present for a campus garden to function, elements that must be instilled prior to exploring garden specificities.

We want to extend a special thank you to our Community Partner, Christine Schwartz, the Assistant Vice President for Dining, Conferences and Campus Events at Bates College. With Christine’s guidance, we were able to have a transformative research experience, and we are forever grateful. We believe that agriculture and liberal arts education go hand in hand, and we are eager to lay the groundwork for a space for those hands to join!<sup>9</sup>

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<sup>4</sup> “About Bates”

<sup>5</sup> “About Bates”

<sup>6</sup> “5 Ways Gardening Can Reduce Your Carbon Footprint”

<sup>7</sup> “Sustainability: Home”

<sup>8</sup> Okvat and Zutra, “Community Gardening,” 374-387.

<sup>9</sup> Orr, “Biological Diversity,” 268-270.

## Our Approach

To gather foundational information, we conducted interviews about sustainable garden management in southern Maine, and supplemented our interviews with explorations in scholarly literature. Both our interviews and scholarly literature were directed by the following themes: Funding, Land Details, Level of Production, Human Maintenance, Tools and Materials, Education, and Outreach.

We interviewed eight individuals to gain insight into general gardening procedures, successful campus gardens, and Bates' support for a potential campus garden, more details can be found in Appendix B. The eight individuals were as follows:

- Bill Bergevin, Bates College Landscape Architect
- Thomas Twist, Bates College Sustainability Coordinator
- Jay Leshinsky, Farm Educator at Middlebury Organic Farm
- Jeremy Tardif, Bowdoin College Organic Garden Manager
- Ethan Miller, Bates College Professor & Permaculture Subsistence Farmer
- Bridgette Bartlett, Garden Education Coordinator at Lots to Gardens
- Brittany Longsdorf, Bates College Multifaith Chaplain
- Rebecca Fraser-Thill, Director of the Purposeful Work Initiative.

Once we finished gathering data via interviews and scholarly literature, we organized and condensed our research. As we expected, we found conflicting guidance and suggestions. In order to most effectively synthesize the conflicting research findings, we prioritized those that were most recurring, adamantly stressed, and favored by Christine Schwartz.

After we finished drafting our final report, we presented the draft to the parties related to our suggested plan. Those parties were as follows: Ethan Miller, Rebecca Fraser-Thill, Tom Twist, Brittany Longsdorf, Bill Bergevin, and Sam Boss of the Harvard Center for Community Partnerships. Following, we considered their feedback and revised our final report and final public presentation accordingly.

## Five Key Elements of a Sustainable Campus Garden

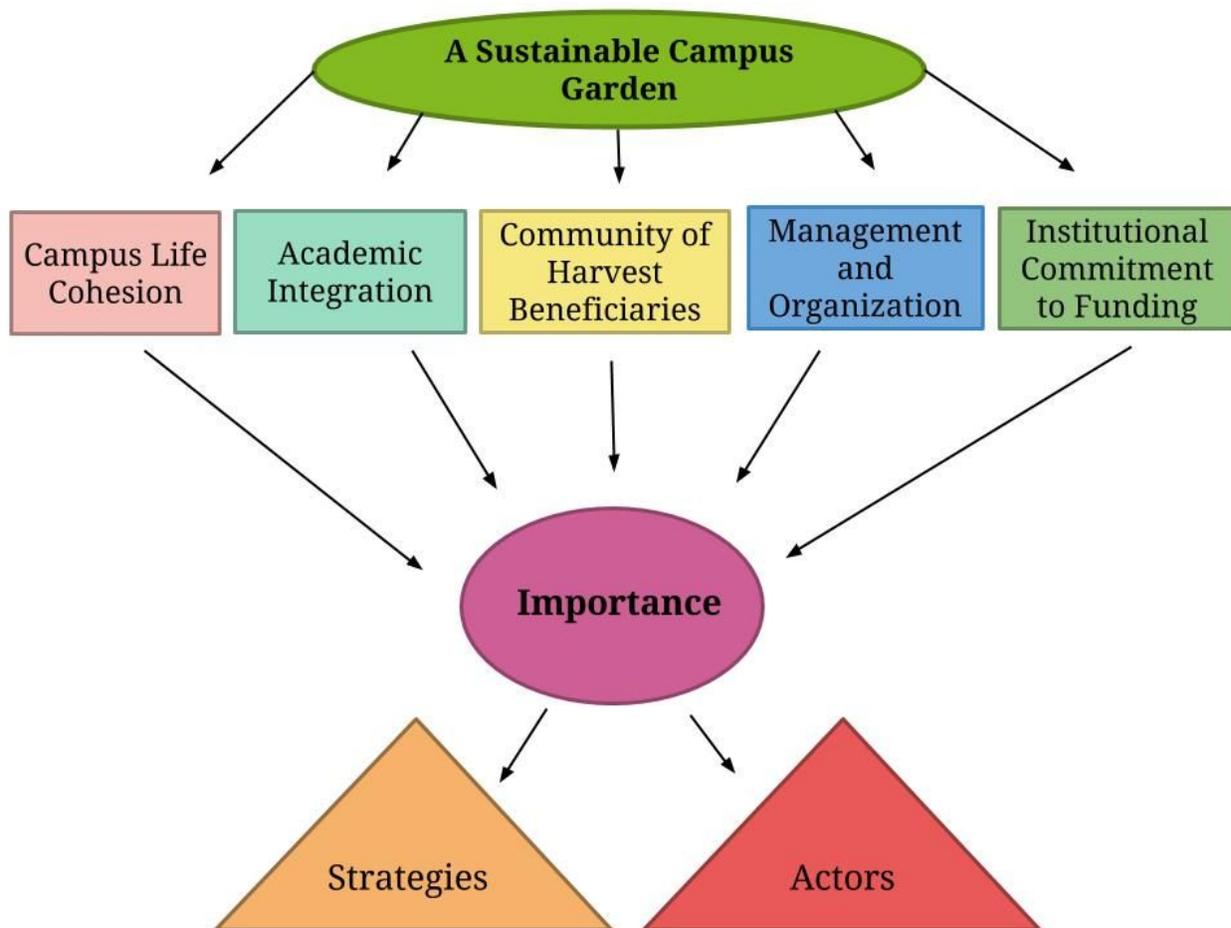


Figure 1: The general format for how we will be detailing our Five Key Elements.

As previously explained, we have organized our research around the Five Key Elements of a sustainable campus garden, displayed above in Figure 1. As we detail each Key Element, we will discuss the Element's importance, followed by the strategies and actors that will ensure the Element is brought to fruition.

## *Campus Life Cohesion*

A sustainable campus garden is an integral part of campus life & culture.

### Importance

The first Key Element is Campus Life Cohesion. In the context of bigger research, we have seen a recurring theme at institutions similar to Bates, such as Bowdoin and Middlebury Colleges, that a garden has to be at the center of campus life.

### Strategies

From looking at these other colleges, we found that events are *the* strategy to promote campus life and culture. Events surrounding the Garden would be a great way to engage students in a comfortable and welcoming atmosphere. In addition, they are also a useful mechanism to expose the Garden to as many students and campus groups as possible. For a more detailed discussion regarding how the Garden should promote diversity and inclusion, please refer to Appendix C.

The great thing about the Garden is that it can easily be incorporated into the individual programming of already existing Bates organizations, clubs, and groups. More importantly, Bates students love events! Some of the specific events that Bates could employ, which other colleges have used to cultivate Campus Life Cohesion, are as follows:

- Open mic nights
- Guest speakers
- Food tastings
- Tortilla pressings
- Canning lessons
- Pizza making
- Mulching and weeding parties
- Writing workshops

### Actors

Through our networking, we have found a series of already committed actors that we envision creating a community of campus life around the Garden. The first actor is the Multifaith Chaplaincy. After various meetings with Brittany Longsdorf, the Multifaith Chaplain, we were able to learn how the Multifaith Chaplaincy might incorporate the Garden into their programming. Brittany was helpful in understanding how a garden means more than just food production, it is also a place to develop the mind, body, and spirit. The Chaplaincy, as an

organization, is already committed to fostering spiritual growth of Bates students and recognizes that the Garden is the perfect space for spiritual connection.<sup>10</sup> Specifically, Brittany, on behalf of the Multifaith Chaplaincy has expressed interest in hosting at least two events per semester around the Garden. An example of what she thinks would fit well into their programming is an event for mindful garden work. Mindful garden work could be an afternoon of weeding, planting, or watering. After this garden work, individuals could write about their experience and thoughts from their time connecting with the earth and the self. Other ideas from this meeting included poetry readings, guided meditations, and garden walks.

The second actor is the Bates College EcoReps. The EcoReps are, “a team of students who work toward promoting environmentally responsible behavior on campus.”<sup>11</sup> Among their other responsibilities, one event they host at the end of April is an annual Eco-Service Day, which organizes Bates students to work on campus and community environmental projects. The Garden could be included in Eco-Service Day in order to help kickstart some of the more laborious preparation, such as weed pulling or soil tilling. What’s more, Tom Twist, Director of Sustainability and overseer of the EcoReps, has offered a new EcoRep position to solely oversee the Garden. More information on this job can be found in the Next Steps section.

The third actor would be student clubs. There are a variety of student clubs that could easily implement the Garden into their programs, even with as little as hosting their weekly club meetings in the Garden’s space. Following is a list of the most promising clubs, but a full list can be found on the Bates website:<sup>12</sup>

- The Environmental Coalition
- Ecojustice House
- The Outing Club
- The Dharma Society
- Bates Student Action
- The Village Club Series
- The Feminist Collective
- Office of Intercultural Education

As with any sort of implementation, it’s not just exciting proposals that get student clubs involved, it’s strong advertising. Please refer to Appendix D for more on how to advertise the Garden.

The fourth actor is the Harvard Center. Part of Bates’ mission statement is that, “[Bates] engage[s] the transformative power of our differences, cultivating intellectual discovery and

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<sup>10</sup> “Multifaith Chaplaincy”

<sup>11</sup> “Sustainability: EcoRep Program”

<sup>12</sup> “Bates College Student Government: Student Clubs”

informed civic action.”<sup>13</sup> If the Bates Garden is going to reflect this aspect of Bates’ mission, the Garden should not only be integrated into the Bates community and campus life, but also into the wider Lewiston community, of which Bates is a part of. We think the Harward Center will be one of the best ways to facilitate Campus Life Cohesion, which includes connection to the Lewiston community. The Harward Center has expressed interest in using the Garden as a space to connect with local Lewiston residents, specifically local students who are interested in learning gardening practices. Bates students, through the Harward Center, can connect with local students, and foster relationships across the plot of land. As previously stated, for a Garden to be effectively revived it must be at the center of campus life. Truly, the possibilities for Campus Life Cohesion are endless, so we have high hopes that future attempts at the Garden will successfully integrate the campus community.

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<sup>13</sup> “About Bates”

## Academic Integration

A sustainable campus garden is integrated into the college curriculum.

### Importance

For the Bates Garden to become a valued part of campus, it must be integrated into the College's curriculum.<sup>14</sup> This integration would not only cultivate institutional support, but also promote experiential learning across interdisciplinary studies.<sup>15</sup>

### Strategies and Actors

Integrating the Bates Garden into the College's curriculum can be accomplished in a myriad of ways, as shown in Figure 2.

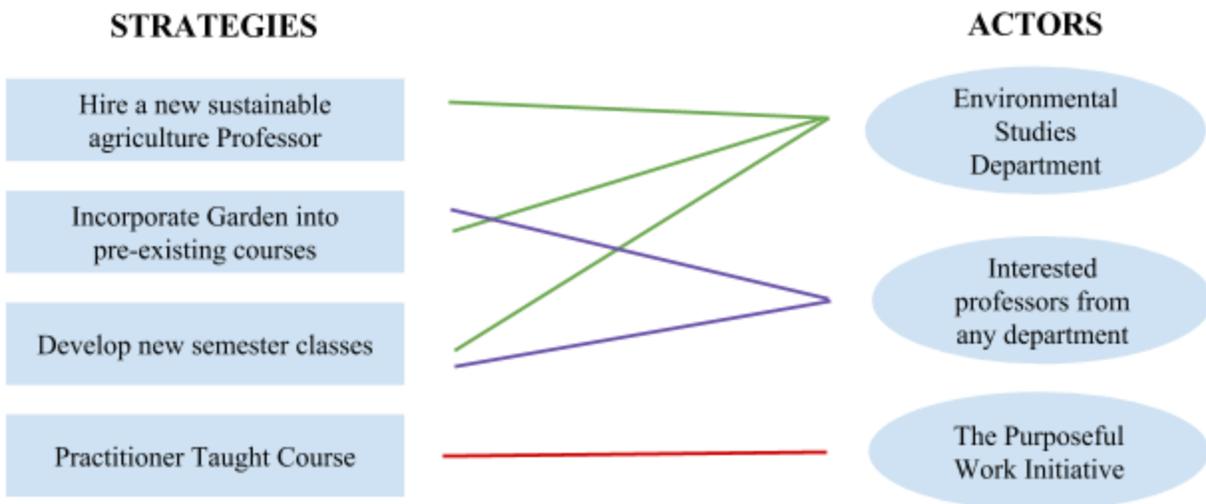


Figure 2: Possible strategies and actors to integrate the Garden into the College's curriculum.

The first strategy is hiring a new professor in the Environmental Studies Department to teach sustainable agriculture. While hiring a new professor would be the most effective way of ensuring the Garden is integrated into the College's curriculum, this strategy would require a two to three million dollar gift to the endowment. If we are being pragmatic about our expendable resources, we suggest trying the latter three strategies before attempting to hire a new professor.

The next strategy is incorporating the Garden into pre-existing courses. The Environmental Studies Department as well as any interested professor could execute this strategy. The Garden could be incorporated into pre-existing courses by a professor simply by changing their course calendar, by the Purposeful Work Infusion Initiative, or by the Community

<sup>14</sup> Noto, "Student Farms in America," 24.

<sup>15</sup> "College Farm"

Engaged Learning Program. A professor altering their course calendar to include the Garden could follow any sort of format, however one example is “Introductory Psychology” including a section on Ecopsychology, which studies the relationship between human beings and the natural world. Next, the Purposeful Work Infusion Initiative could use the Garden as a tool for classes to see how their in-class learning could be applied outside of the classroom. Lastly, the Community Engaged Learning Program designates certain courses to have a community-engaged learning component, which could easily be a project surrounding the Bates Garden, since this is the very way we came to this research.

The third strategy to integrate the Garden into the College’s curriculum is creating new classes that engage the Garden, which is how Bowdoin College immerses their campus garden into the academy.<sup>16</sup> New classes engaging the Garden could be created in nearly any department. In our research, we found that Dickinson College uses their garden in classes centered around food production, sustainable agriculture, energy, complex mathematics, global politics, Buddhist philosophy, and even art.<sup>17</sup> We hope whomever revives the Garden follows in Dickinson’s footsteps and create classes around the Garden, for it would be a great way to expose a diverse group of students.

The fourth and final strategy is creating a Practitioner-Taught Short Term Course that is centered around the Bates Garden. Practitioner-Taught Courses (PTCs) are classes that expose Bates students to practical and applied areas of study that are not typically available within the liberal arts curriculum.<sup>18</sup> At this moment we have spoken extensively with Rebecca Fraser-Thill, the director of the Purposeful Work Initiative which oversees the PTCs, who has informed us that the program has been looking to offer a PTC around gardening. At this time, we would suggest the most effective way of integrating the Garden into the curriculum is with a PTC for Short Term 2018, which is currently in the works. Please find our recommended practitioners in Appendix E.

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<sup>16</sup> Noto, “Student Farms in America,” 24.

<sup>17</sup> “College Farm”

<sup>18</sup> “Purposeful Work: Practitioner-Taught Courses”

## *Community of Harvest Beneficiaries*

A sustainable campus garden is integrated into a community of consumers who care.

### Importance

The third Key Element is to coordinate a Community of Harvest Beneficiaries. The harvest beneficiaries are essentially those who care about the food from the Garden, about what and how it is being grown. Campus gardens across the country direct their produce in a variety of ways. Some donate, some attend community farmer's markets, some contract CSA's, some sell to their dining hall.<sup>19</sup> In Bates' case, we think it is in the institution's best interest, in order to secure longevity, that the garden produce be harvested solely for Dining Services at least for the first few years.

As we have said before, the main reason for having a Garden cannot and should not solely be about food production. Similarly to the previous elements, a Garden is an effective way of embodying and amplifying certain values of the College, particularly sustainability. Here at Bates we take pride in Dining Services' commitment to sustainability and environmental consciousness. Their mission statement comments that "the environment must be taken into consideration when purchasing, creating, delivering and serving [their] products."<sup>20</sup> Accordingly, we believe Dining Services would care deeply about localizing food via the Bates Garden.

### Strategies

Some of the strategies to ensure a community of consumers who care with Dining Services includes firstly, to cultivate relationships with chefs. Secondly, to cultivate relationships with students. Thirdly, to host special events that celebrate the harvest, such as banquets, similar to the Harvest Dinner.

### Actors

The actors involved with building these relationships and creating special events to ensure a community of consumers who care includes firstly, Dining Staff. As previously stated, Dining Services already prides itself as being one of the most environmentally sensitive departments on campus. Therefore, their values align perfectly with the potential revival of the Bates Garden. In order for Dining Staff to carry out these values, one idea we suggest is that once harvested, the produce be integrated into Dining Service's every day menu with a marker on the labels. These labels now currently exist to indicate if the food in Commons is dairy free, gluten free, or a vegan item, but a new label could signal that the meal contains produce from the

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<sup>19</sup> Noto, "Student Farms in America."

<sup>20</sup> "Dining Services: Who Are We"

Bates Garden. This idea would help to demonstrate the Dining Staff's commitment to the harvest.

Another actor is the community of consumers. Bates students are notably mindful of what they are eating. Often, the food at Bates is one of the deciding factors for prospective students, as they are looking for healthy food options. Having the Garden be incorporated into Dining Services is a great way to further the appeal of Bates. Along with the idea of labels, there are even more ways to get students to care about the produce they are eating. One idea would be working with Commons Healthy Eating & Wellness Society (CHEWS). In the past, CHEWS has hosted a month long awareness program spreading the word about the local fare available in our dining hall.<sup>21</sup> Similarly, they would provide information about the Garden, such as how the crops are grown or how the harvest is incorporated into the food they are eating. This information could be spread with a fact sheet in the napkin containers, which are currently set at every table. Other options might include handing out flyers, or having an information table in the Dining Hall to inform students about the Garden and the greater importance of eating local, environmentally sustainable food.

The final actor is the community of producers. In order to cultivate a community with consumers who care about the Garden, the producers must be committed to fostering strong relationships with whomever is benefitting from the harvest. The producers of the Garden harvest must contract a formal relationship with the harvest beneficiary. This relationship should be cultivated and maintained by a seasonal, part-time staff member. For more information on this position, refer to the Management & Organization section, and Appendix J. As various Garden Managers at other colleges have informed us, communication is absolutely vital for a smooth relationship with the harvest beneficiary. In essence, making sure that the staff member, interns, and volunteers have great rapport with the Dining Service's managers and general crew is of utmost importance. Please refer to Appendix F for more information about the harvest payment sequence.

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<sup>21</sup> "Dining Services: Organic"

## *Management & Organization*

A sustainable campus garden depends on consistent, well-resourced management & organization.

### Importance

The fourth Key Element is Management & Organization. A campus garden depends on consistent, well-resourced management and organization. When we pursued research across various campus gardens, we found that successful gardens were thriving because of their commitment to the less appealing parts of gardening, such as marketing, outreach, budgets, timelines, design, etc. A campus garden can only thrive if the garden program recognizes the necessity of prioritizing management and organization.

### Activities

For a campus garden to have strong management and organization, whoever is managing and organizing must be committed to a variety of activities. Those activities are as follows: coordinate campus activities, integrate academics, relate with the harvest beneficiary, secure funding, plan a seasonal calendar, create a landscape design, and organize laborers. Please note here that the first three activities listed are our first three Elements. For a suggested seasonal calendar see Appendix G, for a suggested landscape design see Appendix H, and for a suggested labor distribution see Appendix I.

### Actors

Considering the extensive list of activities, we must next consider the actors that will be managing and organizing. Various methods include student clubs, student interns, a campus-wide committee, an existing staff member, a new full-time staff member, and a new part-time staff member. In the past attempts at the Garden we tried putting all responsibilities on an existing staff member, Bill Bergevin, the Bates College Landscape Architect. Conversations with Bill as well as the current state of the Garden has demonstrated how unsustainable it is to have an existing staff member take on a campus garden. In conversations with other successful campus garden programs across the country as well as Patricia Noto's thesis, we have found that the most effective way of reviving the Bates Garden is with a hybrid of actors managing and organizing the garden.<sup>22</sup> The hybrid would be a seasonal, part-time staff member supplemented by four rotational student interns -- one in the fall, one in the spring, and two in the summer -- all of whom would answer to a campus-wide committee on the garden.

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<sup>22</sup> Noto, "Student Farms in America."

To see the necessity of a hybrid, we will describe the inefficiency of all other options. If we are to reasonably consider student commitments and turnover, a solely student-run garden is not an option. Similarly, a campus-wide committee alone is not enough to ensure consistent, well-resourced management and organization, since it is a voluntary, low-level commitment. In the context of bigger research, a recurring theme we found was that successful campus gardens require that the individual managing and planning have that be their only responsibility at the College. Accordingly, putting the responsibility on an existing staff member is not feasible, as we discussed earlier in the context of Bill Bergevin. Next, Bates must be realistic about available resources. Since Bates does not have thousands of dollars for a full-time staff member, that is not a possible option. Finally, we recognize hiring a seasonal, part-time staff member is a big commitment, however we ask that those interested in reviving the Bates Garden recognize that it is vital at this juncture, in order for an effective revival, to hire a seasonal, part-time staff member, who would be supplemented by four interns, all of which answering to a campus-wide Bates Garden Committee. See Appendix J for more about a seasonal, part-time staff member.

## *Institutional Commitments to Funding*

A sustainable campus garden is supported by committed, long-term institutional funding.

### Importance

The fifth and final Key Element to a sustainable campus garden is Institutional Commitments to Funding. Without financial support, none of the four previous Elements cultivate.

### Strategies & Actors

There are a variety of strategies to ensure Institutional Commitments to Funding, first being mobilize existing resources, which we have already done by way of Dining Services. Dining Services has promised to offer a stipend, housing, and meal plan to two summer student interns, as well as a small amount of money to allocate however necessary.

The second strategy is to expand existing budgets, which is underway with both the Sustainability Office and the Purposeful Work Initiative. The Sustainability Office has committed to trying to expand their next budget to allocate two new Ecoreps to serve as Garden interns, one serving in the Fall and the other in the Spring. As discussed previously in the Academic Integration section, we have talked numerous times to the Director of the Purposeful Work Initiative, Rebecca Fraser-Thill, about implementing a Practitioner-Taught Short Term course around local food systems as a way of kick starting the garden. See Appendix E for recommended practitioners.

Thirdly is fundraising, which would be executed by the Office of College Advancement. A conversation around the potential revival of the Bates Garden has already begun in Advancement, specifically with Richard McNeil '10, a Bates Gift Officer. Zsofia works with Richard in advancement as an Annual Giving Student Intern, and the two of them have engaged in various conversations regarding garden fundraising, which has motivated Richard to bring up the Bates Garden in various conversations with alumni.

The final strategy we foresee is grants. Students could apply for on-campus grants such as the Otis Fellowship or Internship, the various Harvard Center student grants, and the Green Innovation Grant. Also, Bates' Office for External Grants could apply for any off-campus grants to fund the campus garden. In conclusion, there are various pathways to go about securing committed, long-term institutional funding for the Garden.

## Next Steps

In order for Bates to meet the Five Key Elements detailed, Bates must have a system in place that allows for all of the actors to employ all of the strategies. Right now, some of that system is already in place. Various members of the Bates staff, faculty, and students have agreed to serve on a Bates Garden Committee. In addition, as mentioned previously, Christine Schwartz, Assistant VP for Dining, Conferences, & Campus Events, has promised some of Dining Service's resources to offer a stipend, housing, and meal plan to two summer student interns, as well as a small amount of money to allocate however necessary. Similarly, also mentioned previously, Thomas Twist, the Sustainability Coordinator, has committed to trying to expand the Sustainability Office's budget to allocate two new Eco reps to serve as garden interns, one serving in the Fall and the other in the Spring. In addition, Brittany Longsdorf, the Multifaith Chaplain, has committed to the Multifaith Chaplaincy organizing two garden events per semester. Finally, as detailed above, Rebecca Fraser-Thill, the Director of the Purposeful Work Initiative, has expressed promising commitment to implement a Practitioner-Taught Short Term course around local food systems focused in the garden.

### SYNTHESIS A

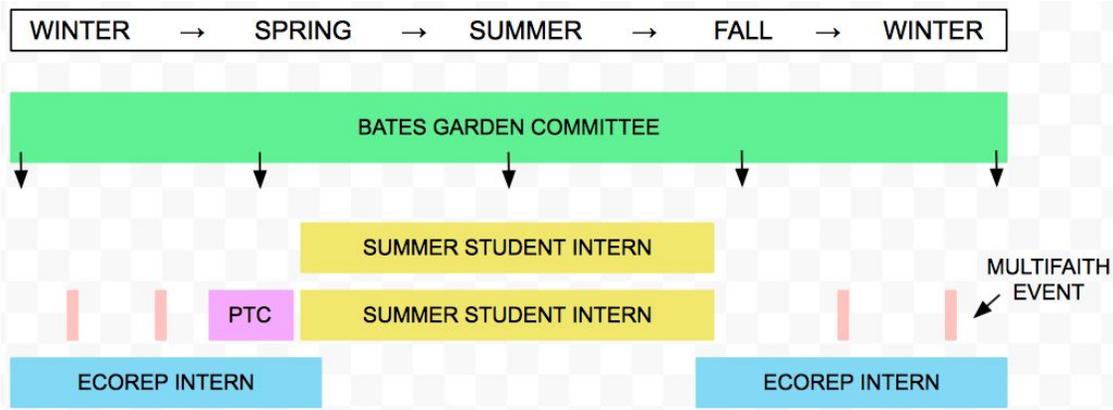


Figure 3: Synthesis A, the existing and potential resources ready to mobilize around the Garden.

As shown in Figure 3, there is a large community of existing and potential resources that are ready to mobilize if we have a committed, connecting link, more details about this community can be found in Appendix K. Without a committed, connecting link, this community will dissipate. The connecting link is a seasonal, part-time staff member, as displayed in Figure 4. For the Bates Garden to be effectively revived, it is absolutely vital at this juncture for Bates to hire a seasonal, part-time staff member.

## SYNTHESIS B

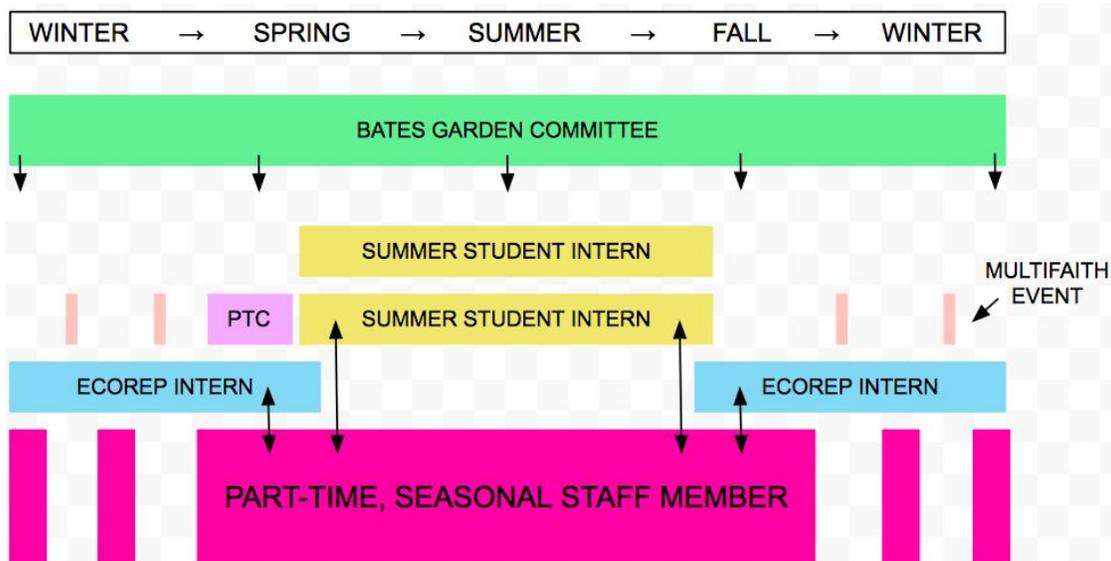


Figure 4: Synthesis B, the suggested community for the Garden to be revived effectively.

Finally, Table 1 is a timeline for how we hope the Bates Garden will be revived.

<b>Winter Semester 2017</b>	<ul style="list-style-type: none"> <li>- Garden Committee is formed</li> <li>- Institutional planning begins</li> <li>- Hire student interns for Summer 2018</li> </ul>
<b>Summer 2017</b>	<ul style="list-style-type: none"> <li>- Student interns start work</li> </ul>
<b>Fall Semester 2017</b>	<ul style="list-style-type: none"> <li>- Garden Committee starts hiring process for staff member</li> <li>- Solidify Practitioner-Taught Course for Short Term 2018</li> </ul>
<b>Winter Semester 2018</b>	<ul style="list-style-type: none"> <li>- Hire staff member</li> <li>- Hire student interns for Summer 2018</li> </ul>
<b>Short Term 2018</b>	<ul style="list-style-type: none"> <li>- Conduct Practitioner-Taught Course</li> </ul>
<b>Summer 2018</b>	<ul style="list-style-type: none"> <li>- Staff member begins work</li> <li>- Student interns begin work</li> </ul>
<b>Fall Semester 2018</b>	<ul style="list-style-type: none"> <li>- Fall Ecorep Intern is hired</li> <li>- Staff member works with Fall Ecorep Intern</li> </ul>
<b>Winter Semester 2019</b>	<ul style="list-style-type: none"> <li>- Winter Ecorep Intern is hired</li> <li>- Staff member works with Winter Ecorep</li> <li>- Hire students for Summer 2019</li> </ul>

Table 1: A timeline to revive the Bates Garden.

## Appendix A: History of the Bates Garden

The Bates Garden was originally started in 2009 by Dining Services as part of the Year of Food, see Figure 5. The goal of the Garden was to increase the percentage of local food available in the Dining Hall. It was run by Dining Services, but was managed by Bill Bergevin in addition to his full time job as Bates College's Landscape Architect. Unfortunately, the Garden has fallen into a state of disarray, as shown in Figure 6. The Garden failed because Bill couldn't sustain the extra responsibility, and there was no community of investment surrounding the Garden.



Figure 5: Bates Garden circa 2009.



Figure 6: Bates Garden circa 2016.

## Appendix B: Interview Process

Framework of Inquiry:

- **Funding**
  - From whom, how much, long term feasibility, etc.
- **Land details**
  - Soil, crops, water, etc.
- **Level of production**
  - What, how much, for whom, and with what exchange to harvest, etc.
- **Human maintenance**
  - Staff, committee, interns, students, etc.
- **Tools and Materials**
  - What to acquire, storage, etc.
- **Education**
  - Course implementation, Lewiston/Auburn community education events, etc.
- **Outreach**
  - Who do we want to care, who do we want involved, how will we do that, etc.

Interview Synthesis:

### **Funding**

- Dining and Events has money to fund interns (Christine)
- The Sustainability Office has extra money for small initiatives (Tom)
- Middlebury gets funding from a combination of donations and grants (Jay)
- Work out an arrangement with the development office so that the donors can give directly to the garden (Jay)
- Cultivate a relationships with advancement (Ethan)
- At Bowdoin all the money (planting, maintenance, harvesting, etc.) goes through dining, but student activities (speakers, picnic tables, etc) are paid for via a second budget that is from student clubs (Jeremy)
- PW has a structure for giving summer interns \$4000 for the summer, and the Bates Garden fits perfectly with the Purposeful Work Internship Program (Rebecca)
- Marian Callen knows the alumni database and can send names of alumni who might be who would be good avenues for fundraising (Rebecca)

## **Land details**

- Soil needs to be built up by adding 60 yards of compost the first year, and every year put one section into one sort of cover crop (Bill)
- Compost used for past attempts at the Bates Garden came from Rickers, about \$20 a yard (Bill)
- Create a hang out space in the garden (Tom)
- At Middlebury they have 26 small plots, laid out in various triangles, squares, and trapezoids (Jay)
- At Middlebury they farm Bio-intensively, so they use raised beds that are 3 or 5 feet wide and put in a ton of plants. It is a form of permaculture, but pure permaculture is the next step. (Jay)
- At JED they use a continuous mulching system, so they operate under a no till form of gardening (Ethan)
- Use a diverse distribution of Lewiston leaves to mulch (Ethan)
- Make sure you have a good composting system, and practice organic farming even without the certification (Ethan)
- Don't ever have bare soil in your garden, for it is the biggest waste of water (Ethan)
- Have an hour-long mulching party to mulch the entire garden. At the party have a big bin of water for the leaves to soak in, then stick the soaked leaves in the bed, and place stalks or poop over the leaves. (Ethan)
- Lease nearby greenhouse space (Jeremy)
- Organic certification is great for the college image, however it takes about 3 years for certification, and it costs around \$300 (Jeremy)
- Do not underestimate the aesthetics of a garden, for good aesthetics draw the largest community (Jeremy)
- Have a soil tests done every couple of years (Bridgette)
- Set up a hoop house, since it is crucial for there to be a period of time in the Spring when there are little seedlings (Bridgette)
- Put up signs on how to practice gardening or how to care for the garden (Brittany)

## **Level of production**

- In past attempts at the Bates Garden, everything went to Dining (Bill)
- The Harvest Meal could all be sourced by the garden (Bill)
- Consider preserving for later seasons (Bill)
- Add logo onto Dining's label indicating the food is from the Garden (Ethan)
- Plant crops that are cost effective and take care of themselves (Tom)
- Tomatoes, corn, squash, bean, and lettuce can all be harvested in the Fall (Tom)
- Consider edible garden stands, like the ones in city parks (Tom)
- If Christine is willing to buy the food back, then there would be some revenue (Tom)

- There is no way you can generate enough revenue alone from selling to your dining hall, so money from sales should go to smaller supplemental projects (Jay)
- To harvest in the Fall, start mid-summer, and plant: cabbage, cauliflower, broccoli, brussel sprouts, kale, chard, fruits, zucchini, cucumbers, all the mustards, and all the cold weather crops (Jay)
- Use row cover to keep moisture in the ground, keep frost off plants, and keep bugs off (Jeremy)
- Keep in mind that people romanticize gardens, and in reality growth is slow (Brittany)

### **Human maintenance**

- Bill Bergevin wants no responsibility (Bill)
- In the past attempts at the Bates Garden, three interns worked the garden over the summer (Bill)
- The Bates Garden failed because the people in charge didn't have enough time to work on it, so make sure the people maintaining the garden really have the time to do so (Bill)
- Garden only needs two interns (Tom)
- Garden needs one person who has kept in contact with the garden, for check-ins and history and garden expertise (Ethan)
- Tom is willing to help with hiring the summer interns and check-in with them, since he is here during the summer (Tom)
- Tom would definitely be interested in having someone underneath him to be his assistant, and one of their primary roles could be garden manager (Tom)
- After the Middlebury garden was up and running for a year they realized there *needs* to be someone there that is consistent year to year since institutional memory is necessary. So, they have a Farm Manager with is a college position. The Farm Manager works around 40 hrs/week from June - September, 8 hrs.week in the Spring and Fall, and has interns working under him from December - March (Jay)
- Start the garden as a student activity (Jay)
- The students do not run the garden, they work there, and making that distinction clear is vital (Jay)
- Depending on volunteers is really spotty and not encouraged (Jay)
- Add Spring and Fall interns for short hours (Jay)
- Make sure to hire someone to be a part-time consultant on a seasonal basis, someone available to come and work with student interns at certain key points in the season. (Ethan)
- The part-time consultant could be one of the many people in our larger community who have gardening and teaching experience (Ethan)
- The part-time consultant must be siked about part-time work with interns (Ethan)
- The part- time consultant person could be hired to work with Tom (Ethan)

- Bowdoin has two interns each summer, paid \$10/hour, and their garden manager works full time, 40 hours/week (Jeremy)
- Record keeping is crucial, so make sure you have someone that likes spreadsheets (Jeremy)
- Relational development is crucial before you can grow a program. Be sure to engage people one on one and then invite them personally to program events. (Brittany)

### **Tools and Materials**

- There is faucet on the house (Bill)
- The Garden workers could borrow tools from Bill (Bill)
- Lots to Gardens relies on locked boxes with tools and rain barrels to catch rain water (Bridgette)

### **Education**

- Do not bank on course infusion to keep our structure going since faculty shift around and there is quite bit of course inconsistency (Ethan)
- To rely on course infusion we would have to go to advancement and create an endowed professorship in sustainable ag in Environmental Studies Department (Ethan)
- Consider modelling off of spiritual resurgence, which are seminary farming courses (Brittany)
- Have a Practitioner Taught Course makes a lot of sense (Rebecca)
- Gloria wrote to Rebecca last Spring about wanting to be involved in Purposeful work, and Gloria has previously taught courses with Myron Beasley (Rebecca)

### **Outreach**

- Put the jobs and internships on Handshake (Bill)
- The Middlebury garden is less of a place to grow vegetables, but more of a place to develop the body, mind, and spirit (Jay)
- The Middlebury garden has built social spaces there with a shade house for classes, speakers, and social events to meet; a fire pit, and a pizza oven (Jay)
- Create community around the garden via planting and harvesting events (Ethan)
- A student garden club would create an advisory relationship (Ethan)
- Bowdoin has had a variety of outreach events, some being tortilla pressing, cider pressing, hot pepper tasting, and a plant sale (Jeremy)
- We could partner with the local Lewiston schools that have community gardens (Bridgette)
- Poetry readings at the space, food gathering either at the garden or a big meal outside of commons that is a garden meal will bring ppl together (Brittany)

## Appendix C: Diversity & Inclusion

As was discussed in the Community Cohesion section, we envision the Garden to be a space that is accessible to all members of the Bates community, not an exclusive one. We are proclaiming this so strongly because we recognize that a garden can easily become a space where only specific identities feel comfortable, most-often white, upper-class identities. We want to ensure that all identities can reap the benefits that a garden provides. Like all public and community spaces, it is important to consider what the implementation means for all those involved.<sup>23</sup> Shinew et. al believe that a garden in its own right is already the perfect space for these types of beneficial interracial interactions.<sup>24</sup> They consider a garden to be a space of leisure, which is exactly how we envision a Bates Garden to be. As a space of leisure, Shinew et. al say that a garden allows individuals “the opportunity to freely choose their companions without the restrictions that often exist in work and other formal settings.”<sup>25</sup>

To ensure the Garden reflects identities from all class and racial backgrounds, the seasonal, part-time staff person must host events that welcome diverse realities. Furthermore, the staff person must be sure to successfully advertise these events across the various sub groups at Bates College, see Appendix D for advertising suggestions. We strongly suggest working closely with the Office of Intercultural Education (O.I.E) to make sure that the Bates Garden is a safe space for all those in the community. In outlining a sustainable campus garden, we agree with the O.I.E.’s mission to “provide students with a sense of belonging in their social and intellectual communities elevate students’ awareness of their personal power and effectiveness; catalyze and educate allies among students, faculty, and staff by serving as a community hub that harnesses our differences.”<sup>26</sup>

Finally, it is important to recognize that having a Bates Garden is a privilege.<sup>27</sup> It takes a great deal of resources, time, and effort to put a garden into effect. Along with this privilege, comes the responsibility to understand how to actively push back at the potential exclusivity by means of knowledge, education, and action. Work must be done to create the Garden as an inclusive space. Similar to the effort necessary to grow vegetables, is the effort necessary to cultivate a diverse community.

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<sup>23</sup> Payne, “Listening with Respect,” 40-41.

<sup>24</sup> Shinew et. al, “Leisure Spaces,” 336.

<sup>25</sup> Shinew et. al, “Leisure Spaces,” 338.

<sup>26</sup> “Office of Intercultural Education: Mission and Values”

<sup>27</sup> Schmelzkopf, “Urban Community.”

## Appendix D: Advertising

Information surrounding the Garden as a whole should be advertised to as many students, faculty, and staff members as possible. Some current effective methods of advertising on campus include:

- Social Media platforms such as, Facebook, Instagram, and Snapchat - Creating a Bates Garden profile on each of these platforms would be an efficient way to connect members of the Bates community and beyond, such as locals, prospective students, parents, and even other colleges looking to implement their own gardens.
- Handshake<sup>28</sup> - A professional networking platform that informs students about job listings. This could be especially important in advertising the student intern positions, which we discuss in further detail in the Management & Organization section. Along the same lines, LinkedIn could be used to connect students professionally with the Garden.
- A Bates Garden Website - The Bates Garden could have its own section under Sustainability at Bates<sup>29</sup> with general information, how to get involved, upcoming events, etc.
- Bates Today<sup>30</sup> - The daily news email that all Bates students, faculty, and staff receive regarding College events. Similarly to above, this could be a means to post Garden events and information.
- A Bates Garden Listserv - Students could create an email listserv to contact those interested in the Bates Garden. With this listserv, meetings, events, and information surrounding the Garden could be sent out to predetermined contacts easily and efficiently.
- The Activities Fair - The Fair occurs every Fall, and is a great medium to advertise campus life.
- Flyers - These could be posted in popular and well traveled areas on campus such as, on the backs of bathroom stalls, in the Dining Hall, in dorm rooms, and in academic buildings.

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<sup>28</sup> “Handshake”

<sup>29</sup> “Sustainability: Home”

<sup>30</sup> “Bates Today”

## Appendix E: Recommended Practitioners

We have been in contact with two possible Practitioners to teach a Practitioner-Taught Short Term including:

1. Kate Boverman, Permaculture Subsistence Farmer at the JED Collective. With her extensive farming, education, and community-organizing background, she would be a wonderful practitioner.
2. Shana Wallace '15, Lewistonian and Foodcorps employee. Her familiarity with the College and line of work make her a great option for the position.

## Appendix F: Harvest Payment Sequence

We suggest that the Garden's crop evolution be funded by the Dining Hall's existing food budget, which is how the Garden operated in the past. In this case, Dining provides the funds for the seedlings, and then "purchases" the produce from the Garden. Purchases is in quotations because no money was actually exchanged, but rather held as credit against which the Garden could purchase necessary items through Dining Services. With this model, Dining Services is essentially replacing food normally bought from a distributor with the Garden's produce. In other words, it does not cost Dining Services any more to buy the Garden's produce than it would to buy it from a distributor. We envision using the following crop evolution:

1. Using Dining Service's food budget, purchase the necessary seeds from Johnny's or Fedco, both Maine-based companies
2. Harvest into black plastic totes provided by Dining Services
3. Walk the totes to Dining Services
4. Dining Services "pays" gardeners per pound
5. Rinse and brush clean produce in Dining Services, and use Dining Services' sterilized bins to hold produce in the refrigerator

## Appendix G: Seasonal Calendar

Crop suggestion, based on our research on the local climate: onions, leeks, garlic, salad greens (kale and chard), brassicas (broccoli and cabbage), root crops (carrots, beets, and radishes), tomatoes, summer and winter squash, and marigolds. Our proposed seasonal calendar, outlined in Table 2, is informed by Bowdoin College’s Organic Garden,<sup>31</sup> since Bowdoin’s campus garden faces a similar climate as the Bates Garden.

November	<ul style="list-style-type: none"> <li>- Season recap data collected, analyzed, and presented by staff member</li> <li>- Staff member starts planning for the next season</li> </ul>
December - January	<ul style="list-style-type: none"> <li>- Planting schedule finalized</li> <li>- Seed order placed</li> </ul>
February - March	<ul style="list-style-type: none"> <li>- Start onions and leeks in greenhouse</li> </ul>
April	<ul style="list-style-type: none"> <li>- Compost added to all plots</li> <li>- Plant salad greens and root crops under crawl-in plastic tunnels</li> <li>- Start brassicas and tomatoes in the greenhouse</li> </ul>
May	<ul style="list-style-type: none"> <li>- Second round of salad greens and root crops seeded outside</li> <li>- Seedlings potted up in greenhouse</li> <li>- Summer and winter squash are directly seeded with chard and kale</li> <li>- Beds are prepped</li> </ul>
June	<ul style="list-style-type: none"> <li>- Directly seed salad greens and root crops every 1-3 weeks</li> <li>- Lay more mulch</li> <li>- Transplant out braising greens and seed more inside</li> <li>- Plant marigolds</li> <li>- Root crops are directly seeded</li> <li>- Begin harvesting salad greens and root crops</li> </ul>
July	<ul style="list-style-type: none"> <li>- Harvesting picks up</li> <li>- Transplanting, direct seeding, and greenhouse seeding happen weekly</li> <li>- Bug patrol daily</li> </ul>
August	<ul style="list-style-type: none"> <li>- Harvesting, delivering, transplanting, and direct seeding of fall greens and root crops are main focus</li> <li>- Brassicas and braising greens are transplanted</li> <li>- Weed and insect control happen weekly</li> </ul>
September	<ul style="list-style-type: none"> <li>- Major harvest of hot crops, winter squash, greens, and root crops</li> <li>- Cleared areas are cover cropped</li> <li>- Squash, onions, and garlic are cured in the greenhouse</li> <li>- Small leeks are pulled</li> </ul>
October	<ul style="list-style-type: none"> <li>- Harvests continue until the end of month</li> <li>- Seed garlic is planted and mulched</li> <li>- Crop residues are removed and composted</li> <li>- Soils are tested</li> <li>- Rock powders/amendments applied where necessary</li> </ul>

Table 2: Suggested season calendar for Bates College On-Campus Garden.

<sup>31</sup> “Bowdoin Organic Garden: Our Seasonal Calendar”

## Appendix H: Landscape Design

We urge those running the Garden to draft a design of the landscape, paying specific attention to the aesthetics that typically excite the Bates community. Conversations with other campus gardens illuminated the importance of garden aesthetics. Aesthetics are often an afterthought, but if prioritized, can really accelerate interest in the garden. We think the best idea is to create a layout with modern shaping, where students can enter into and be encompassed by the garden, as captured in Figure 7. Please note this design is not based on the specific dimensions of the plot of land on the corner of College and Vale Streets.

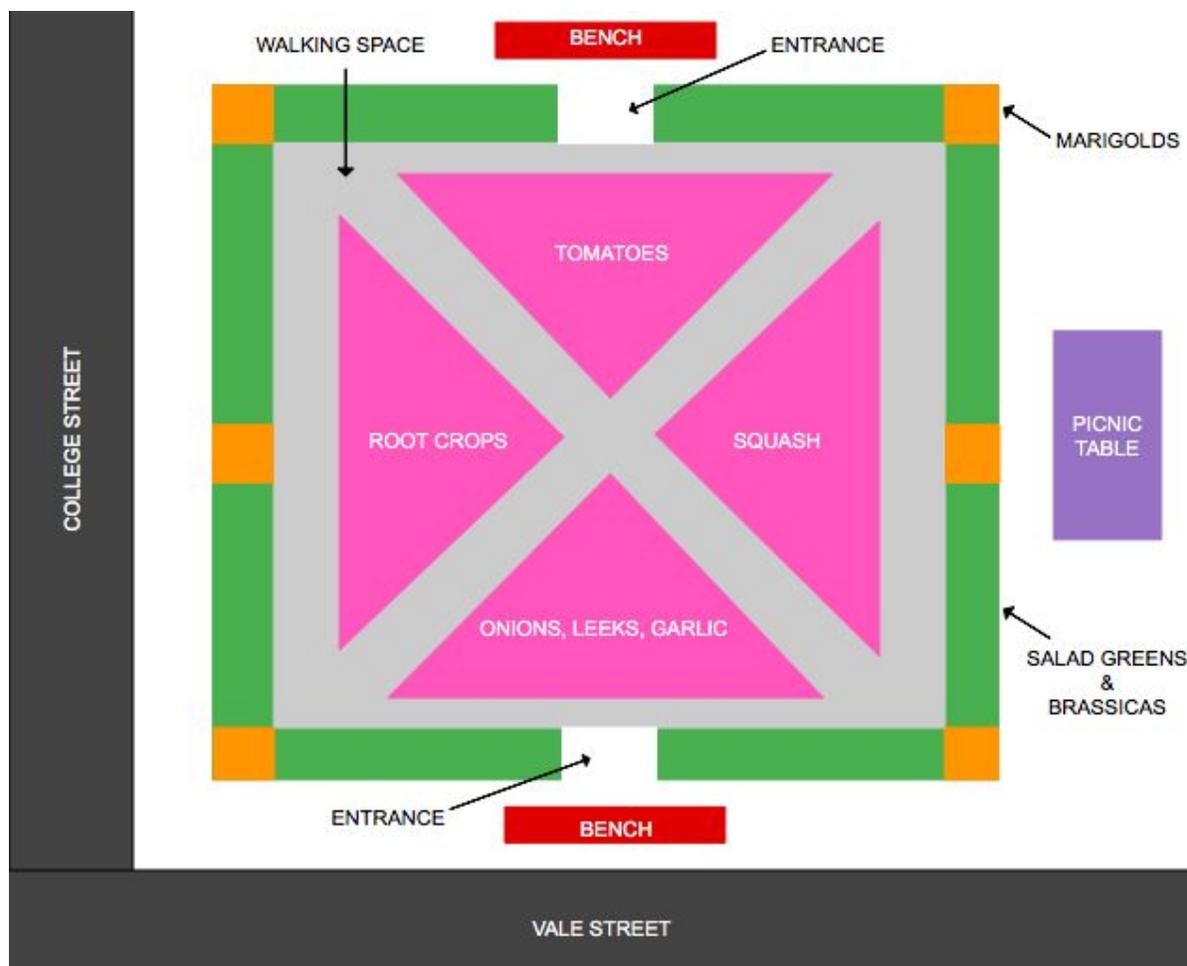


Figure 7: Suggested landscape design for the Garden. Note, every orange box is for marigolds, and every green space is for alternating between salad greens and brassicas.

## Appendix I: Labor Distribution

Below is the suggested labor distribution for the seasonal, part-time staff member, student interns and campus organizations, informed by research across various campus gardens, and conversations with the overseer of past attempts at the Bates Garden, Bill Bergevin:

### September - November

- Staff member (10 hours/week)
- Fall intern (5 hours/week)
- Campus orgs. (1 hour/week)

### December - January

- OFF

### February - April

- Staff member (10 hours/week)
- Spring intern (5 hours/week)
- Campus org.s (1 hour/week)

### May - August

- Staff member (20 hours/week)
- Summer intern A (20 hours/week)
- Summer intern B (20 hours/week)

## Appendix J:

### Seasonal, Part-Time Staff Member

We suggest the seasonal, part-time staff member have the following job qualifications:

- Gardening experience
- Management experience
- Communications experience
- Event planning experience
- Community-organizing experience

Additionally, we request the following responsibilities be detailed in the job description:

- Intern & volunteer management
- Crop management
- Pest management
- Landscape design
- Record keeping
- Budgeting
- Event planning
- Community outreach

## Appendix K: Community of Interest

Christine Schwartz, *Assistant Vice President of Dining, Conferences, & Campus Events*  
contact: [cschwart@bates.edu](mailto:cschwart@bates.edu)

Bill Bergevin, *Bates College Landscape Architect*  
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Sam Boss, *Assistant Director of the Community-Engagement Learning & Research Program*  
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Brittany Longsdorf, *Bates College Multifaith Chaplain*  
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Richard McNeil '10, *Bates Gift Officer*  
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