

Minutes for CLUC Meeting 3/17/08

Attendees: Mark Kormondy, Kort Jungel, Derek Lathrope, Ken Tabbutt, Roby Herring, Rich Davis, RT Leverich, Paul Smith (4:15pm-5:00pm)

Guests: Mark Lacina, Marty Beagle, Dave Muehl, Martha Rosemary, Melissa Barker, Steve Scheuerell, Paul Przybylowicz

Recorder: Emily Sladek

Introductions & Approval of Minutes: Accepted as written except for a typo. Minutes approved per changes.

Shops Residential & Dining Services (Mark Lacina)

- He is looking for a housing shops area. History: Housing Shops had previously taken over the Driftwood House, but it is not cost effective to stay at that site long-term. Currently they are looking at the MODs. Specifically, MOD 310 we would bulldoze teardown and put in metal manufactured building with adequate space. (the MODs are scheduled to be torn down in Master Plan in 2017) The reasons why MOD 310 was chosen: 309 is a social space that is being redesigned to house more students. The space is not highly desired by students. It has power, water and car access and sewers. DRL looked at space to put office and shops in space and it would fit. Loosing eight beds, but redoing space, so that 16 beds will be opened up as a result. Will also put emergency response equipment in that area, so this would centralize the housing maintenance work. The woodshop would be in there and have adequate ventilation.
- Presently there is no timeline. Hopefully, it will be done by December 2008. It could be designed and built in 2 months. There is nothing going into the ground. It will be a concrete slab. *Will the foundation be curbed?* Unknown. *What's the size of the footprint?* Currently, none of the trees will have to come down as a result of the construction. However, Mark Lacina would like the trees taken down. *Do we agree with the MODs location? Will the building remain after the MODs are torn down in 2017?* Yes, it will be a permanent structure. *Could you use one of the MODs that are on the outskirts of the area? Doesn't new structure have to be approved by Master Plan?* Master Plan is looking at a combined Housing and Facilities Shop location on Driftwood. *Could the Housing Shop be converted to another use after MODs are torn down?* Proposed building can be taken down and moved at a future time. *How much money?* \$325,000 –Mark L. would like it to last 25 years. Discussion of where else the Shop could be placed to be more consistent with Master Plan.
- He would like to present again at the April 21st CLUC meeting with the possibility of another location as well as a discussion on containers.

ACTION ITEM: Mark Lacina will get CLUC a clean copy of the design from DLR.

Hammer Throw & Discus Cage

- Went over dimensions of proposed structure. Committee is against putting the structure in Field #2. *What about the field by the Childcare? If it was in the Childcare field, where would the overflow for graduation parking go?* Childcare site: Mark

doesn't see that as a big maintenance problem just isn't sure if the grounds are good enough for Hammer throwers. There is support for that counter proposal. *Is there a movable structure that could be taken up and down?* No. *Who would maintain the alternate location?* It would probably fall to the Facilities, but Paul would remove it when it was no longer usable. *Can we disapprove something based on a lack of maintenance?* Our recommendation is not to be built on Field 2, but on alternate Childcare location and that the CRC would take care of the maintenance after the structure is installed.

Organic Farm Vision

Introductions with Steve Scheuerell, Melissa Baker, Martha Rosemary, Marty Beagle, Dave Muehl and CLUC Committee.

Discuss Farm Vision and questions: This biennium will see the construction of a greenhouse and an increase of the arable land.

- *How the vision of the organic farm is developing into the curriculum?* Martha –The farm is critical for linking theory and practice. Dave –important for Practice in Sustainable Agriculture (PSA). Marty –important as far a sustainability initiative and practicing experimental techniques. The farm has become a place for sustainability projects. Is the farm the place for sustainability? No, it would need to be larger. The farm is primarily for education, teaching and academic projects that are often student envision and led. Second to education it is used for production. Steve –farm is a good field lab for flower identification, dissection, botany, plant drawing, and nutrition. Melissa –a place that you can learn about nutrition through working with the food.
- Rich Davis –*What about the use projects of the Kiefer House, land clearing, and water supply? Are proposed facilities going to be adequate for building the educational programs?* The Master Plan has 2500 sq ft building instead of 9000 sq ft that Marty thought the new building would have. There wasn't enough money in the budget for all of the proposed square footage. Also if the square footage had been kept, the cost of the building would be over \$2 million, so a pre-sign would have to be completed adding to the overall cost of the project.
- *Can we cut costs by incorporating any part of the project into the curriculum?* A location doesn't yet exist for where to put the building it still needs to be designed that could possibly be planned by a student program. Discussion of how many students the planned space will be able to accommodate.
- *How is maintenance and upkeep being addressed fences, driveway? On Seminar II we get a certain amount of money per biennium for upkeep and repair is the same true for the organic farm?* It is Facilities responsibility as part of the infrastructure. Facility would like students to have the opportunity to fix infrastructure as it pertains to student interest and learning.
- The current farmland needs a rest from production. We need to think about farm layout, so expansion goes along flat land. *Would we start farming already cleared ground on campus to reduce tree clearing?* Farm members say they need more community input before beginning. That's okay just need to get it started by the end of the biennium. Increasing arable land will be in 11-13, but could work it as a SRI in 09-11.

- *Can we switch orientation of the farm?* Yes, the board has approved a change in orientation, using community input.
- *Will the Farm be getting more faculty?* Most likely.
- Robyn's question of separating animal and produce production. *Are there any guidelines for how much and what kind of separation to have between animals and vegetables?* Steve has his PH.D in this area and his information shows no documented research on the Evergreen process being opened to bacteria contamination. *Is ground water runoff from animal area going to cause contamination to vegetables?* There are guidelines in place to make sure that the rotation of animals doesn't impact produce as well as an orchard and grassland buffer. The farm has been certified organic and approved as Salmon friendly, two awards that have stringent standards. Also students get their food handlers permit the first week of class. Risks do need to be identified and procedures and guidelines need to be addressed in Master Plan that covers human and animal procedure and cleaning of shoes and equipment to mitigate pathogen risk.

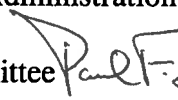
Next CLUC Meeting will be Monday, April 21 from 3-5pm in the Facilities Conference Room

EVERGREEN
THE EVERGREEN STATE COLLEGE

MEMORANDUM

DATE: March 19, 2008

TO: John Hurley, Vice President for Finance and Administration

FROM: Paul Smith, co-chair Campus Land Use Committee 

SUBJECT: Campus Land Use Committee Recommendation

At the meeting on March 17, 2008, the Campus Land Use Committee approved a proposal to provide for a location of a hammer throw area for the Athletic Department. The CLUC did not feel that the proposed location in the northeast corner of the athletic field was appropriate due to aesthetic, safety, and maintenance reasons, but did recommend providing space for the construction of a hammer throw cage per NCAA specifications in the south corner of the field immediately south of the College's Child Care facility. The area will be at the far end of the field and will not present any danger to the Child Care facility or the children.

The Athletic Department and Facilities Services will coordinate to do some minor improvements to the field. The Athletic Department is expecting to receive the cage and accompanying installation as a donation. The Athletic Department must also assume responsibility for maintaining the cage.

Thanks for your consideration.

.c CLUC
Dave Weber
Wendy Endress

TESC Organic Farm—Past, Present, and Future

by (listed alphabetically)

Melissa Barker, Paul Przybylowicz, Martha Rosemeyer, & Steve Scheuerell

Executive Summary

The call for input to the TESC Master Plan inspired us to do some long-term thinking about the future of the Organic Farm. In this document, we propose deliberate and managed growth of Evergreen's Organic Farm. However, our main intent is to begin a campus-wide discussion on the future role of the Farm in Evergreen's curriculum and operations. In order to address the challenges outlined below, we will need to create a master plan for the Farm that considers a variety of potential alternatives and evaluates the possible impacts of proposed actions. As a way to help frame the discussion, we suggest a number of potential solutions and identify the planning that will need to occur before any actions are implemented.

Today, as never before, the Organic Farm is at a crossroads. The Farm—in its current location and configuration—has run into a number of challenges, which are primarily the result of increased demand for the services that the Farm supplies to the Evergreen and broader community. The demand for these services—hands-on learning experiences, composting on-campus food wastes, research space, and information requests—exceeds our present ability to provide them sustainably.

These challenges are pressing and, with future demands projected to increase, must be addressed in the near future. The sustainable solutions will determine the future direction of the Farm and its role in both the campus and local communities. Current challenges facing the Farm fall into four major categories:

- **Staffing.** Our current farm manager position has been temporarily increased to full-time. To address the issue of the manager working full-time but getting only $\frac{3}{4}$ salary, a permanent increase is needed.
- **Faculty availability for the *Practice of Sustainable Agriculture* (PSA) program.** We currently rely on half-time visitors, which has often resulted in a last-minute scramble to fill the position and places an additional burden on the farm manager, associated faculty and Deans. Student demand is high enough to support a full-time faculty member to serve the PSA program.
- **Limited field space.** Our current field space is about 3.5 acres. Thirty-five years of vegetable production has resulted in a high level of soil-borne diseases that limit the types of crops that can be grown. Resting these fields by rotating them into grazing pasture or other uses for several years will increase the health of our soils. The need to rotate between cropping and resting, as well as demand for field research space creates a need for additional field space.
- **Cramped and limited academic facilities.** The Farmhouse is too small to accommodate a two-faculty program with 50 students; this space needs to be remodeled. Adding additional student-designed and -built facilities such as a greenhouse and attached workshop space would ameliorate existing limitations to curriculum delivery and research. The compost facility is already overburdened, and there is the potential to combine it with recycling of campus landscape trimmings.

The Farm, where sustainable agriculture has been taught for years, has the potential to grow and become a central part of the College's path towards sustainability. Involving students in all aspects of resolving the challenges outlined above would create programs that will be enormously attractive to students. There would be a myriad of opportunities for faculty and students from many different disciplines to be actively involved in all aspects of applying the tenets of sustainability to various projects at the Farm. By linking academic theory with actual hands-on implementation, our students will leave the College prepared to envision and implement positive new directions after graduation.

Introduction

The Organic Farm has a long and respected history at Evergreen. From its inception, the Farm has been a foremost a place of learning, as well as a gathering place, a symbol, and an experience for many individuals interested in agriculture, community food systems, ecological building, group dynamics, hands-on work, and a sustainable future.

This document reviews some of the history and current usage and outlines the current challenges facing the Farm. Integrated with an examination of the challenges/opportunities, we will outline our vision for the Farm that will continue to place Evergreen at the forefront of the sustainable agriculture/ community/food systems movement. **The proposals contained herein are one possible set of solutions and we present them to provide a focal point for the discussions that need to ensue, rather than as a finished blueprint to be implemented.**

Successful resolution of these challenges, combined with our dedication to full-time interdisciplinary programs, will demonstrate our uniqueness and excellence to students, academia, the State of Washington and the U.S. The enhancements and improvements outlined in this document are necessary if we hope to be the “greenest college in the west” (Don Bantz, Summer 2005). Throughout this document, we use “we” collectively to refer to the primary authors, as well as to include the voices of various farm users.

The Organic Farm and its associated programs are nationally recognized and regionally crucial.

Evergreen’s agriculture offerings are among the most recognized and important programs that attract students to Evergreen, particularly out-of-state students. Currently 50% of the students in the *Ecological Agriculture (Eco Ag)* program are paying out-of-state tuition, significantly higher than the percentage of the students in general. In a recent poll, some 70% of the current *Eco Ag* class has said that they came to Evergreen specifically to study sustainable agriculture.

Our *Practice of Sustainable Agriculture* program is nationally recognized as one of the best hands-on sustainable agriculture programs in the US. Over the last few years, despite the proliferation of similar programs elsewhere, *PSA* has grown and the number of applicants has almost doubled. Students’ self-evaluations indicate a high level of satisfaction with the direction of the program.

We are recognized leaders in the area of integrating the theory and practice in sustainable agriculture. In the last year, Martha Rosemeyer has been asked to speak on the interdisciplinary and experiential aspects of the program at Iowa State University, Oregon State University, and Cornell, as well as attend an invited networking conference for “shakers and movers” in US food system change. This past January Steve Scheuerell, Martha Rosemeyer, and eight students participated in the International Facilitating Sustainable Agriculture conference associated with the Ecofarm conference in Asilomar, CA. Evergreen was a visible participant:

“I enjoyed learning more about Evergreen’s programs and certainly your school’s enthusiastic contingent was a highlight of the conference. Your program projected a strong sense of coherence and student engagement.” Mark Keating, U of Kentucky faculty

The *Eco Ag* and *Practice of Sustainable Agriculture (PSA)* programs have had a lasting impact on the Puget Sound area and beyond. Our students are well represented at most farmers’ markets in Western Washington and local farmers depend on our interns for labor, and in turn provide training. Other program alumnae work in county, state and federal agencies and operate small businesses such as nurseries.

The Farm is facing challenges resulting from past and current success

Over its long history, the Farm has been extraordinarily successful at inspiring a deep appreciation for and knowledge of organic agriculture. Use of the Farm has increased significantly in the recent past, beginning with the incorporation of *Ecological Agriculture* lab exercises at the farm in 2001 and hiring Melissa Barker as farm manager. The demand for the services that the Farm provides to the students, campus community, and local community has also increased during this time and we expect these trends to continue. This success has manifested a number of challenges and opportunities.

- External competition from other colleges has considerably raised the bar (see <http://www.newfarm.org/features/2006/0506/wsusullivan.shtml> for specific details, especially at the end of the article).
- Lack of full-time faculty teaching in PSA and other personnel issues are limiting utilization
- Current farm facilities are restricting pedagogical approaches

These will be outlined and discussed in the following sections. By their nature, these issues are complex and inter-related. Thus, there will be some overlap in topics in the sections below.

Building on our early success, other colleges have developed similar programs

In the 1970s and 1980s, Evergreen was one of the first colleges in America to offer academic training in sustainable agriculture and as a result, was a cutting-edge institution in the sustainable agriculture movement. The Farm and the academic programs associated with it are nationally recognized and have been for decades. The interest spawned by the success of the early sustainable agriculture programs has resulted in numerous competing programs. While Evergreen is still a leader in terms of agriculture-related curriculum, our facilities have been somewhat eclipsed by other programs throughout the country.

The reality is in the last three years, many colleges have surpassed our facilities for teaching about sustainable agriculture and food systems. For example, the University of Guelph is the first college in North America to offer an accredited undergraduate degree in organic farming. Washington State University has had their organic farming major approved for fall, 2006.

“John Reganold, the WSU professor who has spearheaded the plan for the Organic Agriculture major says that organic agriculture appeals to many students who would not otherwise consider a degree in agriculture. Enrollment in WSU’s traditional agriculture programs has dipped in the past 10 years, but Reganold says he gets “a call at least once a week from someone who wants information about the organic ag major.” Many of those calls come from people living and working on the West side of the Cascades.”
(<http://csanr.wsu.edu/Organic/TeachingFarmTukeyOrchard.htm>)

WSU will be tapping our traditional student base, along with the 70 other United States colleges listed as having organic farming coursework and farm internships available to students (*New Farm* magazine’s “Farming for Credit Directory” (<http://www.newfarm.org/depts/student-farm/directory.shtml>)).

Providing hands-on training in sustainable food production systems is a widely recognized necessity for the future of biodiversity protection and indeed civilization since 75% of the world’s arable land use is dedicated to food production (crops and livestock). How we grow food is critical to goals of environmental stewardship. We need to capitalize on our unique curricular structure and facilities to continue in our role as a national leader. The creative possibilities are endless and the potential for campus and community involvement at a multitude of levels is an opportunity we must develop fully.

Current demands on the Farm are straining our abilities to manage them.

Activities on the Farm fall into two major categories—academic and operational. At some points these categories overlap and mesh well, for example in the *Practice of Sustainable Agriculture (PSA)* program, students learn academic disciplines needed for successful farm management while simultaneously working on the Farm and providing much of the necessary labor for Farm operations. Students also complete a variety of internships and individual contracts on the Farm, which can provide both operational labor and academic learning.

The management of Farm operations, along with supervision of various academic activities on the Farm, has a long and varied history. In the recent past, the Farm manager occupied both a staff and a part-time faculty position (teaching the academic portions of *PSA*). This arrangement “worked” for a number of years but also created a number of problems. With the hiring of the current Farm manager, Melissa Barker, the Farm manager position reverted back to a strictly staff position and we have been hiring visiting half-time faculty annually to teach *PSA*.

The current Farm Manager position needs to be increased to full time.

With the increased operational demands of the Farm, the Farm manager (currently a temporary full-time position) has a full-time job managing operations and overseeing student interns. A number of these operations, such as the composting and biodiesel facilities, have campus-wide importance and deserve campus-wide support. We have been surviving by exploiting our manager’s dedication to the Farm and willingness to “volunteer” the extra hours needed. This is not a sustainable or equitable situation. To address this, the Farm manager position needs to be increased to full-time.

While the Farm is a natural center for community outreach to TESC students, homeowners/organic gardeners and farmers, this community need cannot be met by the current farm manager schedule. The farm manager is constantly barraged with requests for information on organic agriculture that she is unable to respond to due to lack of time. Many have proposed that we offer an extension type service, and TESC could always benefit from good community relations that would result.

Adding a full-time faculty person to *PSA* and increasing the farm manager to full time, would strengthen our connections with the local agricultural community, which would result in increased internships and cooperative arrangements with local farmers, WSU, and other agricultural organizations.

We need to hire a full-time faculty to teach in *Practice of Sustainable Agriculture*.

PSA is taught every year and enrollment has been limited because the visiting faculty position has been only half-time. There is clearly enough student demand for sustainable agriculture offerings to justify a full-time position. Currently, there are over 40 applicants for the 20 available *PSA* slots. This is partially responsible for the numerous sustainable agriculture contracts that are sponsored by other faculty (for example, in 2005 there were about 28 additional contracts). This resulted in increased demands on Melissa Barker (Farm manager) to provide contract support that the sponsoring faculty were unable to provide. A full-time faculty member teaching at the Farm also would provide an advisory presence for students outside the *PSA* program.

Continued staffing of this position with visiting faculty is not desirable. We have just recently had to deal with yet another “situation” that continued reliance on visitors has created—our visitor took a full-time position elsewhere, leaving us to scramble to pull together some resources and people at the last minute to attempt to meet the students’ needs. This situation resulted in unanticipated demands on faculty, deans, and the Farm manager during spring break, as well as creating a great deal of stress for the students registered in the program. It has been difficult to find a half-time visitor to staff this program in the past. If we are committed to having a sustainable agriculture academic program on campus, we need to have the academic support for the program that keeps the Farm working. There is the danger of damaging our reputation in sustainable agriculture through repeated last-minute changes and staffing issues.

Working with visiting faculty also places additional demands on the Farm manager at the busiest time in the agricultural calendar to orient a new visitor. Visiting faculty cannot effectively be involved in the advance planning required for academic and practical endeavors (for example early season crops). The lack of continuity eliminates the possibilities of students participating in multi-year research projects, such as breeding new crop varieties, which would be both exciting and give context to their work. Receiving the legacy of the previous program in the form of seeds, evaluating them, and creating new ones would be exciting for the future students. Continuity in this position would also strengthen our ability to connect with the local agricultural community and regional institutions, as well as creating the possibility that PSA could expand to a two-faculty program that explored other academic disciplines while still meeting the operational needs of the Farm. These academic offerings would attract many students that are currently interning on farms in the area or enrolling in courses elsewhere.

Having a full-time PSA faculty member is integral to having the Organic Farm be one of the focal points for sustainability on campus—both in terms of learning and applied practice—and there is the potential for greater involvement and integration of the Farm in the near future. With the increasing interest in sustainability, both on campus and in society, the Organic Farm and associated academic programs have experienced a recent upsurge in student demand; all signs indicate future student demand will continue to increase. The Farm and its associated programs continue to be one of the very strong attractors for students from all over the U.S. We have the opportunity to become a regional center for organic and sustainable agriculture for small farms in western Washington. This position facilitates the opportunity to develop cutting edge models of campus food system sustainability.

The constraints of the agricultural season make the timing of this position unique. The academic calendar evolved from the seasonality of agriculture and the need to have students out of school during the summers to work on farms. Thus, there is a structural dissonance in the needs of *PSA* with the traditional academic year. This, coupled with the inability to put all the organisms on the Farm “on hold” every other year, means that *PSA* needs to be offered every year, spring through fall. This unique situation deserves considering a unique faculty arrangement, either having one faculty member serve for a number of consecutive years, such as in the Deanery, or hire a faculty member that is dedicated to the Farm and *PSA* similar to the Quantitative Resource and Writing Center directors.

The Farm is currently too small to be truly sustainable

In the campus Master Plan, 24 acres are dedicated to the Farm. However, much of this land is forested and the soils and topography indicate that it would be better left in forest. In its current manifestation, the Farm uses about 2 acres of cleared land to run a very successful farm program (The additional 1.5 acres are occupied by the community garden and the permaculture site for the student club, DEAP). The intensive use of the cleared areas at the Farm over the last 35 years has increased the incidence of soil-borne diseases and pests such that a rotation out of vegetable crops is crucial. Yet, growing vegetable crops is integral to student learning in the *PSA* program. In order to continue effectively teaching *PSA*, additional field space is needed to permit crop rotation.

In most traditional sustainable farming operations, long-term soil health is maintained by periodically converting fields used for vegetable production to pasture for grazing animals. This rotation between different types of farm production restores soil fertility through manure application and lowers the incidence of soil pests and diseases. In addition, there is increasing demand from *PSA* and *Ecological Agriculture* students to learn diversified farming, which includes integration of animals into the farming system. Adding field space to permit crop rotation and including animals as part of the Farm is a critical step towards sustainability. The recent hire of a large-animal veterinarian in a new health sciences faculty position expands the possibilities for additional teaching opportunities at the Farm.

Besides expanding field acreage to sustainably meet the educational goals of the *PSA* program, more area is needed to provide dedicated field space to meet hands-on learning objectives of other recurring academic programs such as *Eco Ag* and *Farm to Table*. For example, the *Eco Ag* program could include a

number of activities to demonstrate cover cropping systems and the feasibility of winter vegetable production in the Pacific Northwest. Students from *Eco Ag* are currently planning an experiment that students in next year's *Food Program* will analyze for nutritional status. In addition to the expanding use of the Farm by agriculture programs, other TESC programs have increased their use of the farm, e.g. Peter Pessiki's *Organic Chemistry* and Frederica Bowcutt's medicinal plant courses.

Another growing demand for field space at the Farm comes from the need for student and faculty experimentation in sustainable agriculture and other areas. Currently, students and faculty members negotiate with the community garden coordinators for space in the community garden, and research temporarily occupies half of the community garden area. Research projects, such as Navazio and Rosemeyer's tomato breeding for late blight resistance have occupied 6000 square feet of farm space in 2004 and 2005, about half of the available research space, leaving little for others. Steve Scheuerell is interested in developing a research program that utilizes both the campus composting system and food production zones on the farm. Dylan Fischer is interested in creating a tree nursery for research and restoration work. In addition, there are several programs currently in the planning phase—an MES program in sustainable agriculture and community-based research projects—that would necessitate expanded acreage for research.

While it is clear that there is a need for additional field space at the Farm to meet the projected demands of current, recurring programs as well as planned future programs, the exact size, location, and extent of expansion still needs to be determined. Integrating agroforestry into Farm operations is one potential interesting direction that could be considered. Whether this proposed expansion would occur immediately adjacent to the existing fields or at another site would be decided in a planning process that includes campus-wide discussions (which could be the focus of a program in land-use planning). The balance between impacts and benefits would need to be carefully evaluated for all potential solutions to this challenge.

The available built facilities are inadequate for current and future demand

At the present time, there is a great deal of hands-on and experiential teaching occurring at the Farm. There is also an anticipated future increase in demand for the types of services and experiences that uniquely happen at the Farm. The Organic Farmhouse is the only indoor heated space available for academic use on the Farm. The size and organization of this space is better suited to small group activities (occupancy is 40); nevertheless, fifty+ students from the *Ecological Agriculture* program regularly squeeze in there. Additional teaching space at the Farm is needed to accommodate current use and provide for future opportunities.

We see this happening in several ways, which include:

- **Remodeling the Organic Farmhouse** to create a more flexible space. Expanding and reconfiguring the Farmhouse to accommodate three-faculty programs would increase its utility. A combination of teaching, gathering, and social place would maintain the Farmhouse's central role. Another possible addition could be a commercial kitchen.
- **Creating a commercial kitchen** for teaching food processing to create added-value products directly from the farm. Value-added grants are the way that the government is currently stimulating farming and food processing entrepreneurs. A cutting edge sustainable agriculture course might also offer traditional food processing (e.g. butter and cheese-making) for value-added and/or as a lab.
- **Building a laboratory/teaching facility** that will facilitate working with soil and large-group teaching activities. The lab facility could be broadly utilized by "dirty" learning activities that are critical hands-on components of botany, mycology, forest ecology, limnology, hydrology, soil and compost science, and all agricultural-related programs.

- **Building an integrated greenhouse facility** with the lab/teaching space to give our students crucial research and analysis skills, and allow hands-on activities during the winter. In addition to the traditional uses of a greenhouse, it would permit research and pilot demonstrations of innovative wastewater treatment using the outflow from the commercial kitchen.
- **Expanding the compost facility** that is currently over capacity processing about 2.5 tons of food waste per week. There are additional food wastes generated on campus that could be processed together with other organic materials from the campus including landscape trimming, wood waste and sawdust. Developing another composting site that could efficiently process a range of organic materials is necessary to work towards the goal of zero waste on campus as is recommended by the campus Sustainability Task Force and in the current draft of the campus Strategic Plan that is undergoing revision. The *Eco Ag* program is currently analyzing options for expanding composting on the campus; a report to the campus will be finished and placed on the CELL web site by June 16th.

The current lack of these facilities, especially the greenhouse, greatly impacts the types of teaching that can be done. In *Ecological Agriculture* and other classes taught by the authors, we have learned that growth chambers do not work adequately for student research. *Eco Ag* students would greatly benefit from greenhouse access for experimentation, or to start plants for research plots. Additional space to start plants for the Farm operations is also needed. Newly hired Forest Ecologist, Dylan Fischer, has stated his desire for a greenhouse and plant nursery location to propagate and grow tree seedlings for class use. Frederica Bowcutt has been requesting research greenhouse space for a number of years. In addition to greenhouse space, this would include suitable area for soil preparation, potting and other tasks.

Much of the planning, design, and construction of these facilities could be done by students in academic programs. The Sustainable Building/Eco-Design program is a natural fit to focus on some of these projects. Evening and Weekend faculty, Darryl Morgan, has expressed an interest in creating a facility at the Organic Farm where trees that are removed on any part of campus could be milled and dried. He is particularly interested in using this wood with his classes to create furniture to be used on campus—sustainability in action!

The Farm has the potential to grow and become a central part of the College's path to sustainability.

The current demands on the Farm exceed our present ability to sustainably provide them. With future demands projected to increase, it is apparent that we must take steps now to grow in a sustainable manner. This planning has already started with the formation of the Center for Ecological Learning and Living (CELL), which includes the Organic Farm. CELL's mission statement is "to provide students and the broader community with experiential learning opportunities that link theory to practice through the development of evolving models of sustainable agriculture practices, ecological design, and holistic living in the Pacific Northwest Bioregion." The CELL has the potential to expand in many directions. By keeping the Farm at the center of its planning, we can create an integrated learning facility where students can get academic and practical experience with a wide range of approaches to sustainability.

Central to our vision for the Farm is the expansion of both the agricultural area and the on-site built teaching facilities.

Successful implementation of this vision will require support from the entire campus community.

The current emphasis on campus sustainability illuminates the need for strengthening the connections between the Farm and the broader campus community. Sustainable food systems are at the heart of the definition of sustainability. There is great interest on behalf of the campus food provider to utilize more food that is produced on campus. Implementation of this vision will provide opportunities for a wide

range of learning opportunities that will give our students concrete experience with sustainable development. There are endless possibilities for involving faculty from all over campus in this vision.

A few examples of possible program activities are: developing a master plan for the Farm, compiling a history/ethnography of the Farm community, creating a documentary film of the entire process, a survey of the campus community to determine the values attached to all the services from the Farm, economic modeling of Farm operations, and an examination of the pastoral aesthetic appeal combined with nature-focused art. The proposed expansion of the field space could be used as a program project where GIS skills, community surveys, forest ecology, and sustainable forestry all intersect to identify the most suitable area for expansion. Exploring water-use technologies and alternative wastewater systems could be a theme for another program.

The proposed remodel of the Organic Farmhouse and the new lab/teaching/greenhouse facility could all be designed, planned, and built using state-of-the-art green building techniques. In addition to providing the space to meet the demands on the Farm, these expansions will provide a myriad of opportunities to involve students in all aspects of the various projects.

The proposed additional buildings and remodel could be the focus of our *Sustainable Design* programs over a number of years. If funding is procured, students could actually build it. This blend of academics with hands-on experience will continue to attract students nationally. An Extended Education summer offering dedicated to a sustainable building practicum could round out the offerings. This will give our students critical experience with conceiving, designing, planning, and creating sustainable systems.

These possibilities and other exciting programs with a real-world project connection to the Farm will be enormously attractive to students throughout the U.S. and will further strengthen our reputation as a unique, dynamic and practical learning community.

Making this vision a reality

To realize the vision contained herein, we need community involvement and support at all levels, from the students to the top levels of the administration. There are many steps on the path towards integrating the Farm into a campus-wide sustainability strategy. A Master Plan for the Farm needs to be developed. A campus dialogue is urgently needed to discuss the need to dedicate existing open space or clear more land to meet the agricultural and food systems educational needs of our students.

With both grassroots support and administrative commitment, we can create new learning opportunities that will both challenge and sustain us for the foreseeable future. Solid support from the administration to make this vision a reality would attract and permit faculty to commit to making these projects a central part of their teaching. In addition, non-traditional funding opportunities outside of legislative appropriations, such as foundation support, should be explored to fund infrastructure improvements (again, this could be part of a program).

This document is the first step along what could be a long path. The world values what we propose to do, and there are donors willing to help make this vision a reality. Lets walk our talk and invest in the people and facilities that can make this vision a reality!

"It [the Organic Farm] is a special place and its impact on students that pass through is irreplaceable."
—Tom Gilbert, who as a student, started the compost facility.