

2019 - 2020 Willamette University Community Action Fund for Equity and Sustainability Proposal Form

Last updated on 9/10/19

The Community Action Fund for Equity and Sustainability (CAFES) Committee can only consider complete proposals, which include this proposal form with well written responses to each section, and a project budget spreadsheet available on the [CAFES website](#) filled out correctly. The committee will only accept complete proposals via email (community-action-fund@willamette.edu).

As you develop your proposal, please contact the CAFES Committee's Proposal Consultant, Kristin Jradi <kjradi> (please CC CAFES as well) if you have any questions in terms of the planning of your project, determining which application deadline to apply for, or other questions about the application process. We are happy to answer these questions.

Date Proposal Submitted: November 13, 2019

Proposal Lead (main point of contact, may be a student)

Name: <name>

Title & department (if employee):

Email:

Phone:

Student ID (if applicable):

WU graduate student? Y/N: N

The proportion of funds paid in from CLA, Law, or Atkinson will return to that school in the funding of projects. Any Project-Based Proposals coming from a graduate school is required to be collaborative between or beneficial to at least two schools.

Proposal Title:

Please use a descriptive title that clearly promotes the important aspects of your proposal.

Willamette University On-Campus Community Wellness Garden

What need in our campus community is your proposal responding to?

CAFES prioritizes projects, projects that benefit underserved groups on campus, and projects that do not have access to or sufficient funding from other sources.

Accessible, student-centered spaces located on the campus of Willamette University are integral to maintaining a strong, healthy, and interdependent community of learners. We can see the success of such spaces at our institution in looking at student-run organizations like the Bistro, Zena Farm Club, and Community Service Learning. What these groups have in common

is that they all empower members of the Willamette community to engage intellectually and emotionally, feel immersed in place, and connect with one another.

Despite the presence of these groups that serve important purposes within our institution, it is common knowledge that we have a lot more work to do in the realm of improving Willamette student wellbeing and quality of life. For this reason, we believe that developing an accessible space for students to integrate multiple aspects of our interests and identities would further fulfill the mission of our school's liberal arts education. The space we propose will take the form of a community wellness garden, in which sciences, humanities, arts, spirituality, and people will conspire to create something beautiful and regenerative for both our Willamette community and our Earth.

Willamette has access to a few isolated spaces that host gardening, spirituality, and art—Zena Farm, the Japanese Garden, the Martha Springer Botanical Garden, Cone Chapel, the Hallie Ford Museum of Art, and various academic departments, to name some primary resources. However, our objectives for this wellness garden project are not completely fulfilled by any of these spaces on their own. We find irreplaceable value in the concept of a wheelchair-accessible, visibly-located, on-campus, food justice-oriented, academically-engaging, creative, non-denominationally spiritual, and holistic wellness-focused space. Presently, Willamette lacks such a harmonious resource. While our list of goals is extensive, considering our similarly extensive list of stakeholders (both faculty and staff from a number of fields), we believe that our Willamette On-Campus Community Wellness Garden will be a sustainable, long-lasting resource for all students to connect their minds and bodies for generations to come.

Project Description:

Please describe your project in detail. Do not assume that our committee has prior knowledge of your issue, group, or service. Justify requests for specific types of funding listed in the budget.

The purpose of this proposal is to establish an on-campus, wellness-focused gardening space to allow students to engage with one another while exploring topics of food justice, environmental regeneration, and spiritual practices through land stewardship. The development of this space has been a topic of conversation amongst students for over three years, beginning in <name>'s IDS 214 Food Justice class. Students in this course researched and designed a garden for this space as their final project in Spring and Fall 2017. <name> re-initiated this garden project in 2018 as part of his internship in the Chaplain's Office, with help from <name>, Sustainability Institute representatives <name> and <name>, biology faculty, and fellow students <names>. Despite setbacks in funding acquisition, this group worked hard to develop a firm foundation of design plans on which our current proposal is based. This year, <name> has taken over the project with students <names> in hopes to actualize this community gardening space. We believe that both the passing-on of the project to the current and future generations and the distribution of our class standings demonstrates our need for a wellness-centered spiritual gardening area on campus.

The current spaces for students to be immersed in these topics at Willamette, such as the Zena property and the Martha Springer Botanical Gardens, have limited capacity and utility for students. Unfortunately, constraints for students with physical disabilities and students without access to transportation prevent the inclusive potential of these spaces. Spiritually, our campus also lacks completely non-denominational spaces, as Cone Chapel is adorned with crosses and is, by name, tied to the Christian faith specifically. Thus, the community wellness garden, as a student-stewarded, dedicated space for this type of holistic engagement, will encourage student wellbeing and provide a place to transform student ideas into action.

The garden will not only appeal to students interested in plants, however; this space is designed to harmonize multiple student and faculty initiatives across disciplines, both in and out of academia. The garden will be used by professors in the Biology department as an outdoor classroom, and professors <names> are interested in using the area specifically for research in ecology and growing native plants, as well as Professor <name> in her Food Justice course. Students in classes and clubs related to food justice will use the site for programming, events, and education. The design of the garden is intended to provide a welcoming space for spiritual reflection and wellness activities, with an active website under the Sustainability Institute including a calendar displaying ongoing programs, activities, volunteer opportunities and places for submission of student artwork and poetry. The space will also provide an on-campus place to publicize the Zena property, which will be highlighted by the use of Zena's wood in the construction of the raised beds, acquired through collaboration with forest restoration and thinning projects occurring at Zena under the guise of Professor <name>. The wood will be a conduit between Zena and the campus community garden, creating and exemplifying a sustainable relationship between the two, which will be reviewed on an informational sign about Zena's involvement in the project.

We are proposing to develop this new garden space along the east wall of the Hatfield library, next to Sparks Gym and the Martha Springer Botanical garden. This space is ideal for a number of reasons. Currently, the main development in the area is the hoop house, an underutilized greenhouse that has lots of potential through this project to be renovated and repurposed. The space around the hoop house is vacant, and establishing a garden will create room for growth not only in the location but also for the university as a whole. Furthermore, because the space is located centrally between the Hatfield Library and Sparks Athletic Center, the garden will have a comforting feeling of enclosure that emphasizes the merging of the body and mind. Additionally, due to its location on a main campus tour path, this space allows a natural point for tour guides to describe Willamette's work towards environmental justice including student projects and co-curricular education.

Operational Logistics:

Below, in Figure 1, is a map of the garden space as it currently exists above our proposed design of the space in Figure 2. In our renovation of the space, we will construct two sets of raised beds for planting, a small potting area, and a community gathering space built to allow for accessible programming and events in the garden. The Hoop House will be fitted with doors on the ends, as well as other minor improvements as needed.

This map was designed in consultation with <name> and was reviewed by Librarian <name>. Our plan fulfills the requirements for Facilities to access the emergency exit behind Hatfield Library and for Grounds to access their equipment storage. Additionally, the Space Committee has fully approved the garden design. The sole notable landscape change we have planned involves moving the current retaining wall forward eight feet and horizontally two feet, which will significantly increase room for raised beds. Otherwise, the garden's features will all be movable and removable as needed without a significant lasting impact on the space. The spiritual space is designed to be largely open and changeable, allowing students to work with its flexibility as they please year-to-year. Current plans for the spiritual space include room for small labyrinths and spirals, areas for meditation, and places to display student art and writing. Additionally, after consulting with <name>, we've accounted for an accessible, non-denominational ritual area, including an altar for offerings and prayers as well as incorporations of elements like wind (chimes) and water.

The maintenance of the space will be managed primarily by Zena Farm Club, which has experienced two strong years of growth and whose current membership base is enthralled about this project. CSL is also planning to organize volunteer work in conjunction with Farm Club through their Service Saturdays in order to provide more on-campus volunteering for students who prefer lower-commitment opportunities. Volunteers will be coordinated through Farm Club and CSL in a similar style to the work parties that Farm Club hosts regularly on the Zena property. We expect that these on-campus work parties will increase the number of volunteers available as compared to off-campus volunteer events because this model requires less commitment in terms of time and transportation. Casually interested students will be encouraged to participate in the construction and maintenance of the space as well.

Over the summer, the garden will be maintained by a paid intern selected by Farm Club leadership and supervised by the Sustainability Institute Director. This expansion of the established Farm Club Intern position will ensure that the space will thrive over the summer and be active before Fall 2020. For the past two growing seasons, this internship has been funded with revenue paid by Bon Appetit to Farm Club for produce grown at Zena. We have considered a position for school-year student coordinator of the garden as well. This position would involve unpaid, for-credit work in maintaining the garden as supervised by <names>.

Because this design has incorporated an open space for community gatherings, there is much capacity for further programming in the space. Some possibilities include outdoor classes, guided meditations, yoga, club meetings, and displays of student artwork in a natural setting.

Figure 1 - Current Map of Space

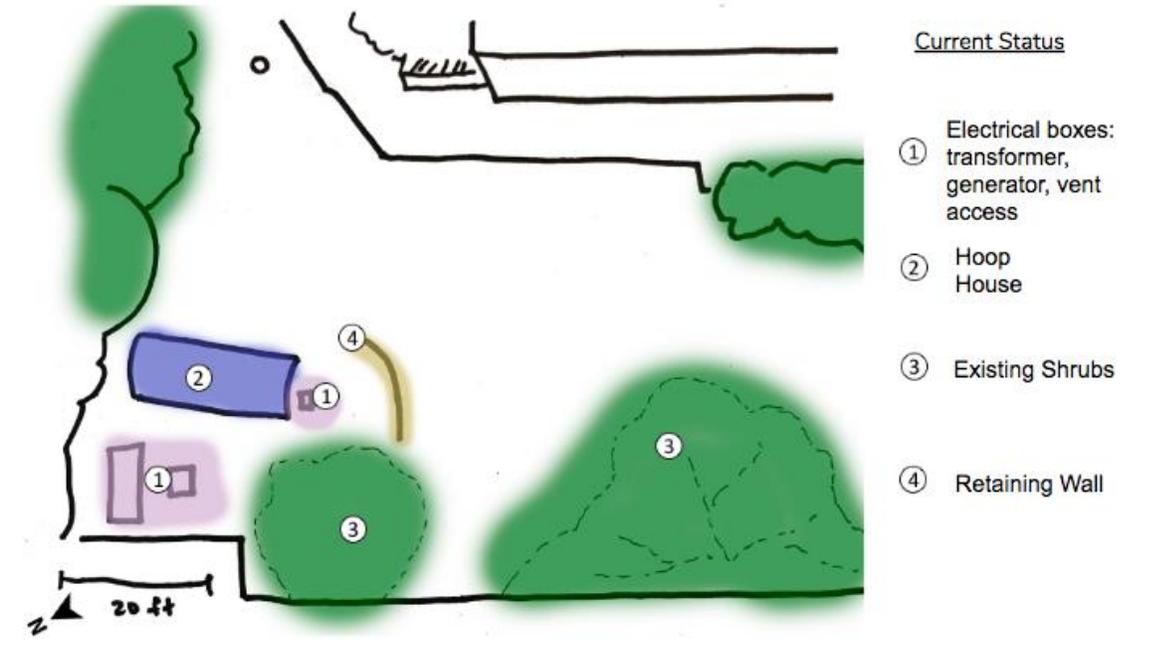
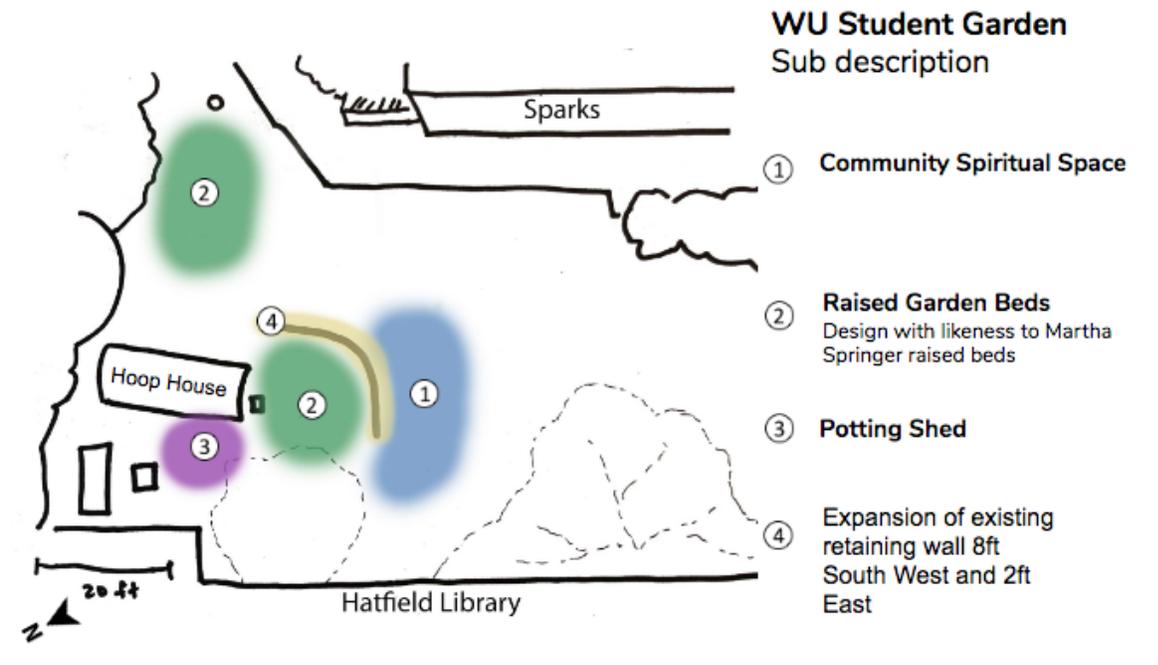


Figure 2 - Proposed Map of Garden



How would your project be briefly described on our website?

The Willamette community wellness garden will balance the spiritual, the creative, the restorative, and the educational to offer an accessible and captivating meeting place on campus in a setting that can address topics of food justice and environmental regeneration. This garden will beautify the space behind Hatfield Library with the addition of raised garden beds, greenhouse renovations, displays for student art and poetry, and a gathering space for spiritual practice and reflection. The space will be established and managed by students to maintain an experiential garden to be used by the greater Willamette community, while also being used by faculty as an outdoor classroom. Not only will this garden benefit Willamette students wellbeing, but it will also provide some much needed resources for native pollinators and wildlife. The cumulative nature of the community wellness garden will influence students' minds, bodies, and spirits for years to come.

Project Timeline

Describe the timeline for your project. Be as specific as possible, and include an anticipated date when spending of funds would be completed. Please apply at least one month before you need funding.

November 15th: Submit Proposal

December: Receive funding, pre-order perennials for planting in late winter/early spring

January-February: Meet with stakeholders, finalize garden design and plan wall expansion project.

Early March: Acquire remaining materials and plants needed and plant perennials while still dormant. Host volunteer event to expand wall. Seed plants in greenhouse to prepare for planting in raised beds later in season.

Late March-May: Build raised beds and paths, create community spiritual space, plant remaining plants. Establish potting shed and construct hoop house wall ends. Develop programming for Fall 2020. Celebrate the hard work of stakeholders and volunteers!

Supplementary Materials (optional)

Below is a short list of informational resources that expand upon the mental, spiritual, and physical health benefits of community gardens. We find that the literature strongly support the notion that diverse gardens bolster physical, mental, and spiritual health.

- <https://www.publicgardens.org/resources/healing-mind-how-public-gardens-colleges-and-universities-can-promote-student-mental>
- <https://muse.jhu.edu/article/605295/pdf>

- <https://onlinelibrary.wiley.com/doi/pdf/10.1007/s10464-010-9404-z>
- <https://link.springer.com/content/pdf/10.1007%2F978-3-030-02318-8.pdf>

Benefit for WU Students

Please describe in detail how your project would benefit the University community including undergraduate, LAW and/or MBA Early Career students. Please consider the following in your description:

- *If your project is happening off campus, how will you share your experience with our community?*
- *Does your project benefit historically underrepresented individuals or groups on campus?*

In your final project report, you will be asked to describe outcomes, e.g., the number of people who actually participated, lessons learned, and other qualitative benefits. Please estimate here in as much detail as possible what you hope to accomplish.

Our completed community wellness garden will provide a welcoming and beautiful outdoor space for students to gather, reflect, garden, and practice mindfulness. Our campus lacks nondenominational spiritual spaces that are inclusive of all forms of religion and spirituality. Currently, the main spiritual space on campus is Cone Chapel. However, its title (as a “Chapel”) and its adornment with crosses show that it is not inclusive of all students of varying religious backgrounds. The Zen Garden also offers spiritual shelter to some; however, it is neither wheelchair-accessible nor student-maintained. Our garden intends to address all of the limitations that Willamette’s current spiritual spaces have in order to support students in their continual journey toward holistic wellness.

We emphasize the need for an on-campus space that is inclusively spiritual and community-focused. This garden will additionally offer room for formal learning, as multiple faculty members have expressed their desire for an outdoor classroom so that students can engage in experiential learning in the realms of biology, environmental restoration, and food justice. All of the paths throughout the garden will be wheelchair accessible so that all students may have the opportunity to connect to the space and the community it supports. We have researched path slope regulations from the Americans with Disabilities Act, and our construction plans will follow them.

Currently, there are limited opportunities for students to engage in gardening outside of a small selection of classes and Zena Farm Club. This new space will give students who wish to garden—but have little prior experience—the opportunity to learn and practice on-campus. They will be supported in by our highly experienced Greenhouse, Farm, and Garden Coordinator as well as other experienced student-gardeners.

Collaboration across departments and student groups is necessary to initiate and sustain the form and function of this project, which will connect students and contribute to the wellbeing of all who work to establish the garden. The space will also become an area in which the creativity of students can be showcased. Poetry and visual art will be featured to further establish vibrancy and openness in the location. We also anticipate that both caretakers and visitors of the garden will deepen their understanding of the connectedness of art, spirituality, biology, and food through the use of this cumulative space.

Year after year, students at Willamette continually face the growing pressures of preparing for uncertain futures on personal to global levels. We propose this garden as an area of refuge and regeneration from these pressures so that students may not only rest but also channel energy into gardening practices that benefit the people in our proximity as well as the planet as a whole.

Marketing

What is your marketing plan (if appropriate to your proposal)? How will you communicate about your project to others? (If your project is funded, please use the CAFES logo or note that we are a funder on all marketing materials)

In order to communicate this project and gain more student interest in the garden, we will use on-campus marketing opportunities including the Toilet Paper, Today at Willamette emails, and social media. Advertising will be implemented early next semester to build excitement about the garden as volunteer opportunities arise. We will be partnering with CSL for their Service Saturdays, and CSL will promote these volunteer events and information about the project. We will also have a sign in front of the garden while it is being built with information about the garden, contact information to allow students to get involved, and a grateful acknowledgement of CAFES' role in funding and otherwise supporting the project.

Once the garden is established, it will be advertised under the Sustainability Institute web page with information about the garden and community space as well as events and volunteer hours. Additionally, the Chaplains' office will promote the space on their social media and webpage, as we expect to frequently work directly with the Chaplains to offer spiritual and wellness-focused events in the garden.

Project Sustainability (optional):

If this is intended as an ongoing project, how will you sustain it when the grant period is over? Both in terms of (1) financial resources and (2) campus stakeholders who will carry this project forward in the future?

Many of our stakeholders, including our faculty lead, <name>, have expressed interest in teaching classes annually in the community garden, which will introduce students of all class standings to the garden's spiritual and intellectual opportunities. These courses will not only sustain the garden's use academically but will also provide avenues for interested students to maintain the garden's mission for generations to come. Farm Club has sustained continual, growing interest in gardening on our campus over the past two years, and the members of this student organization are eager to participate in on-campus work parties in the garden that are more accessible to students without cars or multiple hours of weekend free-time than Zena work parties. According to a recent survey administered by Farm Club, 18 out of the 20 respondents expressed interest in working with the garden project. Many of these students are first- and second-years who would continue this work throughout their remaining years at Willamette. There is also potential for new club formation specifically in relation to the garden's upkeep, student outreach, and activity planning, which would be funded by ASWU once the initial cost of building the space is covered by CAFES. CSL will also benefit by meeting their goals of providing students with more on-campus and therefore more accessible volunteer options.

Weeding, planting, and construction parties could be held within the garden continuously. Resources from Zena will provide building materials for raised beds, furniture, and potential artistic ventures consistently through the years as restoration and thinning projects within the property continue.

By offering a tangible space to lead, create, reflect, and flourish interdependently, the community wellness garden works holistically to fulfill the needs of students. We believe that the remarkably integrative nature of our plans for the garden will sustain student and faculty involvement in the space for years to come.

Project Stakeholders

*The CAFES Committee may share your proposal with administrators, faculty, student leaders, and others it deems to be 'stakeholders' for the proposed project. Please list all staff, faculty, and other individuals not identified above but who have been involved in developing and/or reviewing this proposal or previous versions, or who you believe will likely be involved in its implementation if funded. Copy the section below as needed to list multiple stakeholders. **Please note:** any stakeholder you list should be someone who is already aware of your proposal, and in some instances has given preliminary approval to certain aspects of the proposal when required.*

Stakeholder Name: <name>

WU department (or organization name if outside WU): Greenhouse, Farm, and Garden

Coordinator

Contact email and phone:

Describe this person's role in the development of this proposal?

Helped develop garden design and researched components to include in budget.

Likely role in implementing project (if any): Aiding students in the final design and helping direct building raised beds, planting, and maintenance.

Stakeholder Name: <name>

WU department (or organization name if outside WU): History Department

Contact email and phone:

Describe this person's role in the development of this proposal?

Provided information about past projects related to the garden and helped edit the proposal.

Likely role in implementing project (if any): Additional guidance for upkeep and programming of garden throughout the year. Use of space as an outdoor classroom in Food Justice course.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Sustainability Institute

Contact email and phone:

Describe this person's role in the development of this proposal?

Assisted with thinking about the logistics of the garden's programming and considering how Zena will be reflected and advertised in the garden.

Likely role in implementing project (if any): Will offer guidance and oversight, as well as connections between this garden and the Zena property. May supervise school-year garden intern if said position interests students.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Office of the Champlains

Contact email and phone:

Describe this person's role in the development of this proposal?

Offered guidance in forming the spiritual component of the garden, including how it will be a non-denominational space.

Likely role in implementing project (if any): Helping students develop the community, spiritual aspect of the garden.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Building and Grounds

Contact email and phone:

Describe this person's role in the development of this proposal?

Provided information about what Building and Grounds needs access to in the garden space.

Likely role in implementing project (if any): Consultant with helpful information on building the garden and maintaining the landscape of this area on campus.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Biology

Contact email and phone:

Describe this person's role in the development of this proposal?

Provided references for biodiversity's role in positively impacting physical and spiritual wellbeing and helped edit the proposal.

Likely role in implementing project (if any): Is interested in involving his Behavioral Ecology course in the construction and implementation of wildlife habitats for the garden.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Biology

Contact email and phone:

Likely role in implementing project (if any): Professor Lindh will use the hoop house to grow native plant starts in order to benefit local ecosystems and make life easier for native pollinators!

Stakeholder Name: <name>

WU department (or organization name if outside WU): Environmental Science

Contact email and phone:

Describe this person's role in the development of this proposal?

Offered guidance in construction of raised beds as well as provided a sustainable option for materials.

Likely role in implementing project (if any): Using the garden as an example of sustainable practices when teaching ENVS 120 and Environmental Policy. Donating tools and knowledge to cut, transport, and treat the Zena wood for raised beds.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Community Service Learning

Contact email and phone:

Describe this person's role in the development of this proposal?

Sophie Bunch is the lead coordinator of CSL, and she provided information about CSL's need for more on-campus volunteer opportunities and is providing CSL's full support behind this project.

Likely role in implementing project (if any): CSL will directly help build the garden during Service Saturday volunteer opportunities next semester as well as garden maintenance in the future.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Bishop Wellness Center

Contact email and phone:

Describe this person's role in the development of this proposal?

Supported our proposal to have a community garden to improve student well being.

Likely role in implementing project (if any): Potentially offer information to improve student wellness through the garden.

Stakeholder Name: <name>

WU department (or organization name if outside WU): Theater

Contact email and phone:

Describe this person's role in the development of this proposal?

Offered support for the garden's construction, and provided ideas and guidance for uses within the theater department.

Likely role in implementing project (if any): Teaching the theater thesis class, directing classes, design classes within the garden to give students an education in installation in an exterior space.

Designated P-Card Holder (staff or faculty only)

For the purposes of accounting and transparency the CAFES Committee requires projects to spend approved non-wage funds using a university credit card ("p-cards") whenever possible. P-cards are only issued to non-student employees who, if listed below, have already agreed to be a party to this proposal for the purposes of using their p-card to spend approved non-wage funds. The p-card holder may also be the project coordinator. If this proposal is being developed by a student or student group unaffiliated with an academic or business unit, please contact Lisa Holliday, Associate Dean of Student Affairs, to determine if a Student Activities administrator can provide this service for your proposal.

P-Card Holder Name: <name>

Title & Department: Sustainability Institute Director

Email Address:

Contact Phone Number:

Student Employee Supervisor

Please contact the CAFES Committee's Proposal Consultant should you have questions regarding student wages. Currently, student wages can only be paid if students are hired by a supervisor and report hours. Please identify the university employee who has already agreed to hire and supervise student employees and approve timesheets. The supervisor may also be the project coordinator and/or the designated p-card holder.

Name:

Title & Department:

Email address:

Contact Phone Number:

Project Budget

Describe and justify your budget on Google Sheets, download a copy then edit. For the 2019-2020 project year we have standardized student wages at \$11.75/hour (the living wage in Marion County), please use that amount on your budget spreadsheet if your project includes student wages.

Optional: Use the space below to describe other sources of funding (or "in-kind" support) for your project or for further explanation of budget needs that do not fit into the Google Sheet.

Requested Funds:

The largest single source of costs in the proposal allot for irrigation and the retaining wall adjustment project. The irrigation budget (\$800) will be used for hoses and drip irrigation systems, put in place to conserve water and prevent excess water usage. With an added \$250 for labor and materials, Willamette's Grounds Crew has agreed to install a water coupling near the garden space, so water will be easily accessible to all who use it. Irrigation systems will be put in place with advising from Jordan Uth and Jim Andersen. The retaining wall project (\$700) budgets for costs of new bricks and dirt to fill out the enlarged surface area, and it will be constructed through volunteer work parties. Additionally, we are asking for \$200 to construct wheelchair-accessible pathways that would cover the cost of material and delivery.

Raised bed construction is another source of cost for this project. While the wood will be donated from forest thinning operations at the Zena property, we request \$300 for hardware cloth to be placed at the bottom of the beds to protect against rodent damage and \$100 for nails and other structural needs. Furthermore, with considerations to the size and volume of the raised beds, we expect to allot \$700 for soil and soil amendments.

We also are requesting \$150 for renovations to the hoop house. These renovations will include basic upkeep work as well as fitting doors to both ends to protect from the cold in the winter months. Next to the hoop house will be a potting bench and tool shed. Our research tells us that we should allot \$100 for the potting bench and \$200 for the tool shed. Tools will cost roughly \$200. Next, we expect to spend \$400 for seeds, plants, and plant starts for the garden to ready it for the growing season. The garden will emphasize sustainable, native, and edible plants. Many of the plants will benefit from trellising, and to provide more education from the garden, we will also be adding signage throughout. Thus, we are requesting \$350 for the materials for both of these. Additionally, we will obtain some plant donations from Native Grounds Nursery.

For the spiritual and community space, we will be requesting \$300 for benches and seating to ensure it is a comfortable space to exist and relax. In addition, we plan to purchase river stones (\$150) for decorative purposes, and to allow students to lay them down to construct labyrinths and spirals for meditative reflection. We are also asking for \$300 for spiritual components of the garden such as wind chimes, a non-denominational altar/offering space, and a water feature. Lastly, we request \$220 for miscellaneous needs that may arise as construction and maintenance progress with the project and \$50 to print posters with information about garden volunteer events to use during construction next semester.

Additional costs, resources, and in-kind support:

The construction of the project will primarily be driven by student volunteer work. For the construction of the garden, we expect over 30 combined hours of student volunteer time. After this point, we expect roughly 5 hours of volunteer time per week for maintenance, upkeep, management, and coordination of the garden space throughout the following semesters.

Over the summer, we will draw upon work from the Farm and Garden internship funded by Zena Farm Club to maintain the space. Summer maintenance will not require a significant number of work hours, but we expect to need at least one to two hours of care per week. This internship represents another connection this project has with the Zena Farm Club.

This project has benefited and will continue to benefit greatly from the guidance, wisdom, and support of <name>. Her work, funded by the Biology department and what used to be the Green Fund, will intersect a great deal with this garden.