



Instructionally Related Activities Report Form

SPONSOR: RJ Daniel Maher

PROGRAM/DEPARTMENT: ESRM

ACTIVITY TITLE: "GROWING AWARENESS: PATHWAYS TO SUSTAINABLE FOOD SECURITY AND COMMUNITY DEVELOPMENT THROUGH THE CREATION AND OPERATION OF STUDENT GARDENS"

DATE (S) OF ACTIVITY: Spring, 2017

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
- (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
- (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
- (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
- (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
- (6) WHAT DID YOU LEARN FROM THE PROCESS?
- (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
- 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C. IMAGES FROM ACTIVITY:



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C H A N N E L

Please embed 3-5 images in this document (or attach in .JPEG format) that demonstrate student participation with captions/titles.

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

The primary objective of this project was to heighten awareness of accessible, meaningful sustainable and concrete campus resources that could be used to mitigate CSUCI student food insecurity. For example, the development of a campus-based student community garden(s) ultimately managed by and for CSUCI students.

To this end, students were taught basic organic gardening techniques and given opportunity to participate in the rehabilitation of the historic 'Therapy Garden' beside Potrero Field.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Environmental Science and Resource Management students were given opportunity to apply class lecture materials (e.g., soil science, organic pest control, botany) to the rehabilitation of the Therapy Garden. And while faculty and staff initially guided student efforts and training via onsite workshops conducted by subject matter experts, students took increasing control of the project and its coordination with related efforts on campus. This included assessing student community food needs and developing plans for future garden developments along revealed lines.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

Student participation on the ground and attendance to related lectures catalyzed broader community engagement around pertinent issues. Large scale issues (e.g., renewable natural resource use and management, nutrient cycles, biodiversity and ecosystem balance) were demonstrably better understood by students who in some cases had no prior direct experience with gardening. The training provided also inspired some students to embrace the idea of developing and maintaining their own gardens.

Added benefits include the fact that students were engaged in physical activities suitable for all, and this provided a focus for social gatherings that fostered meaningful exchanges across cultures, genders and ages.

As a result, many participants commented on a marked increase in self-confidence in regards to their understanding of food systems, their ability to grow their own food, and significantly contribute in efforts to improve the related circumstances of others.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

The Therapy Garden is not set up to grow readily recognizable vegetables in meaningful quantities, so the goal of having students help themselves and others by growing fresh, healthy, low cost food remains unrealized.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Integrating hands-on experience with field trips to local agribusinesses would certainly help take the experience to the next level of understanding. And, while important volunteer and stipend-based inputs from local subject matter experts made the project the success it was, more could be done to solidify MOUs that would sustain the assets developed over break periods and expand its overall capacities until it was able to truly provide for some of the student community's nutrient and energy needs.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

There is likely a broad section of the general public that seeks active volunteer engagement with projects like this, and their increased participation in general and specific garden planning and gardener training is available for the asking. Conversely, the training and demonstrations developed for the students of CSUCI would be welcomed at many off campus locations (e.g., assisted living facilities, low income housing community residents, and otherwise undeserved rural and urban communities), and thereby readily dovetailed with the application of allied sciences and disciplinary outreach programs.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

"I feel at peace and relaxed after spending a few hours at work in the garden. I never expected that."

"I spend more time with my parents since starting to help them more in the family garden. I was not all that interested in what they were doing out there before."

"I love the smells and the coolness of the dirt on a warm morning."

"There should be more of this on campus so people have a better understanding of their connection to the health of the land around them."



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INSTRUCTIONALLY RELATED ACTIVITIES
CHANNEL ISLANDS

"I learned a lot, and really enjoyed listening to the Master Gardeners talk about what they were doing while they were doing it."

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

- Six (6) stipends in the amounts of \$300 were awarded (\$1800 total) to invited subject matter expert speakers.
- ~\$100 was expended on event posters that were deployed on hallway bulletin boards throughout campus and on 'sandwich' boards in pathways.
- the remainder of the award, intended for advertising and other event promotion related expenses detailed in submitted budget, was not required thanks to media donations, student project initiatives (e.g., social media campaign), and effective use of free campus resources (e.g., 'sandwich' boards).

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

See attached.

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION



**SUSTAINABLE LIVING
PANEL DISCUSSION**

April 20, 2017 SIERRA HALL ROOM 2411

Everything we know about growing food is based on conceptions about the climate. But the climate is changing.	Are our assumptions keeping up?	With Special Guest: Lucas Meyer on Seeds, Soil and Doxley: Labor Migration on Agriculture	How Will we live on Agricultural Control? Pat Drenth on Community Garden Development and Administration
	Discussion:	Special Co-Chair: on Regenerative Agriculture and Health	5:30-7:00 PM on Food Forward

Funded by an Instructionally Related Activities Grant

CSU Channel Islands is committed to equal educational opportunities for students regardless of race, ethnicity, or origin. The University of California System is committed to equal educational opportunities for all students. The results of diversity research programs in the field of education are used to improve the quality of education and to provide a more equitable and effective learning environment for all students. The University of California System is committed to equal educational opportunities for all students. The results of diversity research programs in the field of education are used to improve the quality of education and to provide a more equitable and effective learning environment for all students.



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ATTENDEE LIST
"Growing Awareness"
(IRA Grant #826)
RJ Daniel Maher

Student Participants:

Arteaga, Tania Annette	[REDACTED]	Sophomore
Blat, Valerie Mary	[REDACTED]	Sophomore
Bowers, Emma Elizabeth	BS: Health Science	Sophomore
Cerda Jr, Arturo Cuevas	BS: ESRM	Freshman
Cowan, Brian Joseph	BA: Poli Sc	Junior
Dederick, Taylor Kendalln	BS: ESRM	Freshman
Dela Cruz, Nicole Marie	BA: Anthropology	Junior
Dominguez, Alyssa Lorryne	[REDACTED]	Freshman
Gonzalez, Mario	[REDACTED]	Sophomore
Hansen, Kersten Susan	BA: History	Freshman
Hauman, Claire Elizabeth	BA: English	Freshman
Huerta, Andrea	BS: Biology	Sophomore
James, Monica Marina	BS: ESRM	Senior
Krajeck, Hannah Elizabeth	BS: Chemistry	Sophomore
Lee, Paul Kyongwook	UG Extension (Credit)	Freshman
Lopez, Ivan	BS: Business	Freshman
Magana Valdovinos, Jennifer	BS: Biology	Sophomore
Martinez, Haley Morena	BS: Business	Senior

McKnight, Molly Xi	BS: ESRM	Senior
Reyes, Lourdes Daniella	BS: Business	Sophomore
Rios I, Delila Celeste	BS: Business	Freshman
Saxey-Santillo, Yasmin Rose	██████████	Freshman
Schwab, Megan Kelly	BS: Biology	Freshman
Son, Katie	BA: Psychology	Senior
Yela, Kaitlyn Samantha	BA: Economics	Sophomore

Invited Subject Matter Expert Speakers:

Jill Santos (Food Forward)
Laine Mactague (Permaculture)
Laura Maher (no relation - Soil, Seeds & Society)
Patricia Brown (Community Garden Administration)
Susan Cousineau (Ethnobotany)
Ron Whitehurst (Natural Pest Control)