



Community Gardens

Annual Report 2017

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Annual Report Executive Summary

Over the last two years, the University of Maine at Augusta Community Gardens has been reborn as an educational center and civic engagement project that integrates academic coursework, student organizations, campus events, faculty advisors, action research and outreach to a variety of university and community constituencies.

In 2017, the UMA Community Gardens accomplished much:

- The growth of nearly 1,200 pounds of fresh vegetables for food-insecure Mainers;
- The dedication of 560 hours of summer gardening service by 64 participants drawn primarily from the ranks of students but also from faculty, staff, administration and surrounding community;
- The involvement of 10 campus groups in the new “adopt-a-bed” program to plant and care for vegetables in dedicated raised beds;
- The sponsorship of 9 on-campus social events involving multiple groups, ranging from a spring orientation to a summer scavenger hunt to autumn drum circles and early winter bonfires;
- An array of infrastructure improvements to both gardens to develop long-term sustainability.

As we move forward in 2018, the Community Gardens Project relies on commitment to a number of ongoing activities:

- Continuity in the two-year cycle of SSC 334 coursework offered alternatively on the Augusta and Bangor campuses;
- Invigoration of the Bangor and Augusta student organizations with the organizing energy of students taking the SSC 334 course in 2017 and 2018 respectively;
- Action research by faculty coordinators Kati Corlew and James Cook to track the inputs, actions, outputs and outcomes of work on the garden project, with special attention to the sustaining role of the SSC 334 course;
- Academic research by Corlew and Cook (funded by an external grant) to document the role of student garden participation on the university’s educational environment

The garden faces challenges:

- How can organizational support be effectively channeled from the Office of Civic Engagement and New Ventures Maine to support the garden project?
- How can time commitments for garden leadership be effectively managed?
- How can garden activities be further integrated into academic curricula?
- How can the garden spaces be further integrated into campus facility design?

In meeting these commitments and overcoming these challenges, the importance of the SSC 334 course and the faculty garden coordinators cannot be overstated. We look forward to the reinvigoration that a Spring 2018 section of SSC 334 will bring.

Vision

The University of Maine at Augusta Community Gardens in Augusta and Bangor are *sites of education* in community organizing, *seedbeds for social connection* that sustain and retain students on campus, *testbeds for practical application* of academic social science, *spaces where skills of civic engagement* are learned and practiced, and *programs to serve public need* through the growth of food for Maine families and the growth of leadership for Maine's future.

Introduction

This is the first annual report of the UMA Community Gardens, an educational civic engagement effort involving two spaces on the Bangor and Augusta campuses organized by two volunteer faculty co-coordinators. The Gardens are sustained by a single student organization with two chapters, an annual social science course in community organizing, and the connected efforts of many students, staff and faculty. This report summarizes the history of the community gardens at UMA, describes the activity of the gardens in the 2017 calendar year, and suggests directions for positive development in the gardens' future.

History

The exact origins of the UMA Community Gardens are unclear, shrouded by multiple changes in oversight, a lack of official documentation, and a division in activity between the Augusta and Bangor campuses. However, when looking at the limited history of community gardening at UMA, common themes emerge. When no clear leadership, office, or coordinating structure is explicitly supported by the university, the volunteer pool quickly dries up, leaving the work in the hands of a few quickly exhausted volunteers who are then forced to abandon the garden to lie fallow. Therefore, the *community organizing* activity of the community garden is just as important if not more so than the gardening activity itself.

Also common to the community gardening efforts on both campuses has been a commitment to growing food not for the gardeners' consumption, but for use by food-insecure Mainers on and off campus, with particular attention to food closets and food banks as targets for donation. In this way, the UMA Community Gardens are not just projects for engagement but also for service and justice.

In Bangor, previous iterations of the garden have been developed in various locations around campus, supported by ad-hoc groups of staff and student volunteers who enjoy gardening. Each iteration was much beloved, but ultimately short-lived, with no specific community garden coordinator supported by the university to organize both the

community and the harvest. The current community garden space was developed by student and VISTA Volunteer Jason Foley in conjunction with veterans' outreach in 2016. The gardening responsibility was largely taken over on a solitary basis by staff member Robert Byram once the VISTA program ended early in the harvest season. Gardening activity on the Bangor campus remained ad hoc and absent of community organizing or a volunteer base until 2017.

On the Augusta campus, the Honors Club had engaged in some community gardening in the past. Garden activity was re-initiated in 2012 when the Office of Civic Engagement took over supervision for two seasons. Under the Office of Civic Engagement's leadership, the Augusta garden space was expanded to its current 9,000 square feet with the installation of posts and deer fencing. The garden featured strongly in the university's strategic planning effort for civic engagement in 2013. In early 2014, money for a greenhouse had been secured and plans for the greenhouse had been drafted by architecture students, but these plans were scuttled when funding for the Office of Civic Engagement was withdrawn at the end of the 2013-2014 academic year, with the position of a full-time coordinator of civic engagement being eliminated.

Community garden activity was maintained for the summer of 2014 when then-Assistant Professor Cynthia Dean agreed to serve as its stop-gap faculty sponsor and help coordinate the activity of interested students. Because the Office of Civic Engagement remained

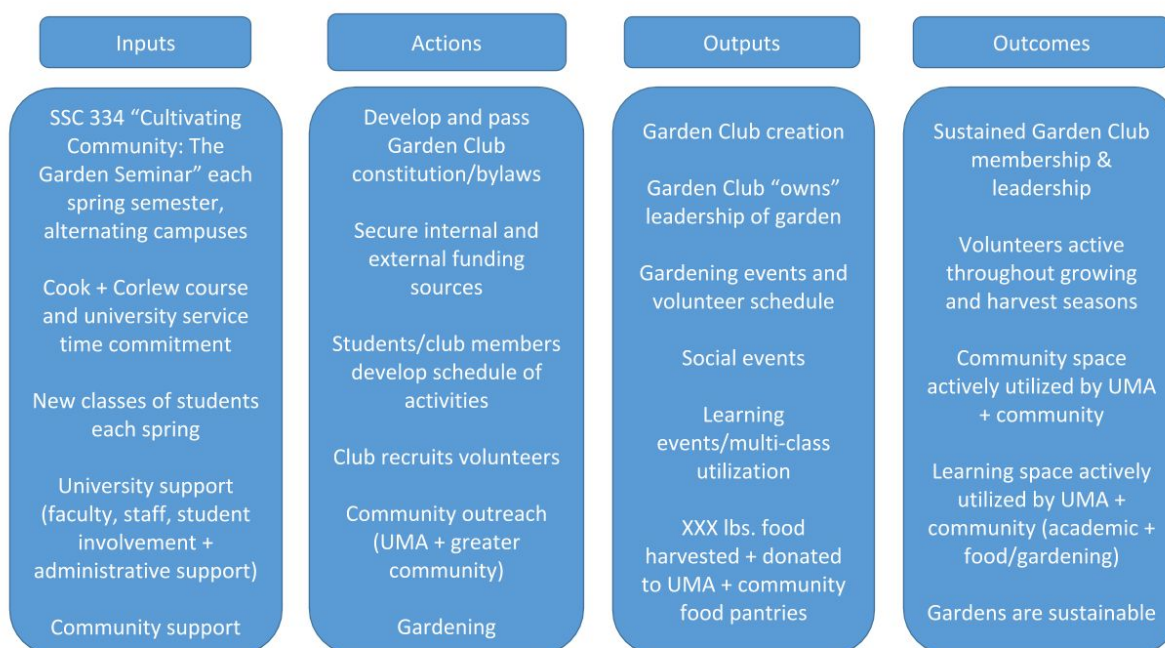


unfunded and no replacement civic engagement coordinator was hired after 2014, the community of the community garden was no longer organized or mobilized. The community garden on the Augusta campus lapsed into inactivity in 2015 and the garden lay fallow. The prominently visible space was quickly overtaken by tall grasses, burdock, thistle and other invasive, unsightly weeds.

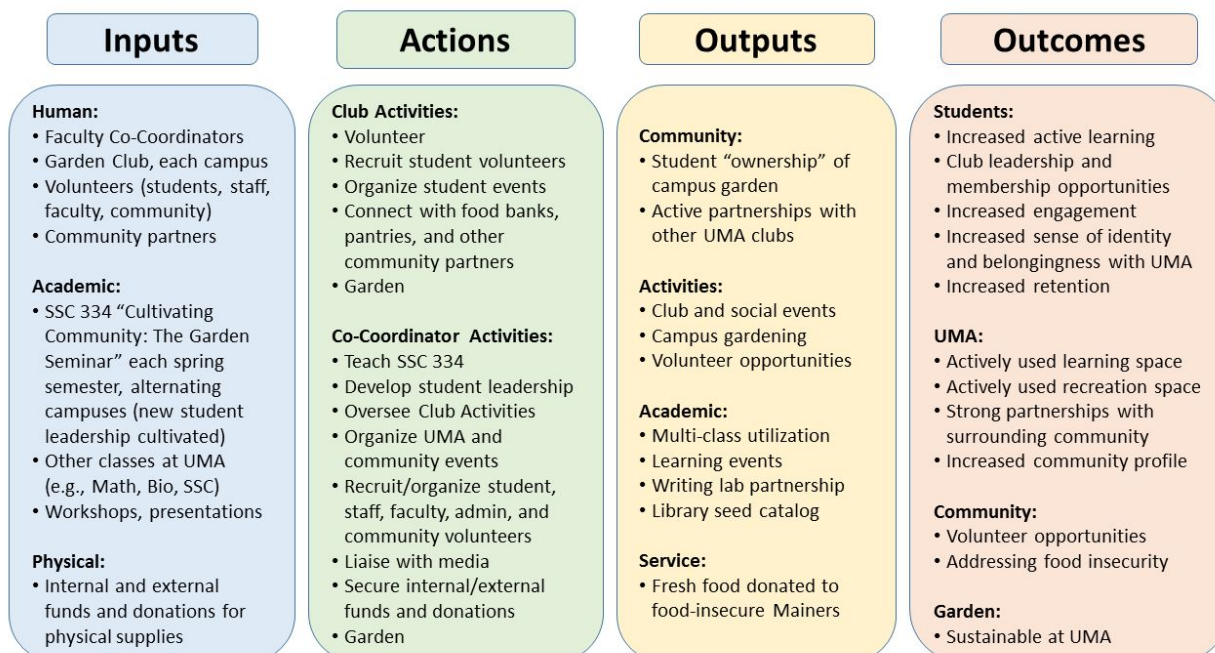
In response to the challenges of both the Augusta and Bangor campus gardens, Assistant Professors Kati Corlew and James Cook of the Social Sciences program developed a new strategy in the 2015-2016 academic year to sustain the community gardens. Recognizing the need to organize not just the physical space of the gardens, but also the social, community, and academic spaces, we developed a plan that actively harnesses the community building principles of our academic fields. In this strategy, community gardening is no longer thought of as a civic engagement activity in isolation. Instead, we are working to support community gardening on campus with academic, curricular and co-curricular scaffolding of community organization.

To best apply our expertise in the social sciences to secure the sustainability of UMA's community gardens, we began an action research process in which we systematically apply

evidence-based practices, assess their outcomes, and adjust accordingly. The initial logic model for action through the garden, the garden course, garden research and the garden club was developed for the first year of the project (2016):



The updated Year 2 (2017) logic model was refined as follows:



In this model, we recognize that community gardening activity does not *just happen*. Volunteers do not simply appear out of nowhere and remain consistently engaged despite other responsibilities and demands on their time, simply because they are interested and value the mission of the garden.

Rather, we seek to develop and sustain garden activities directly through the coordinated community building venues such as academic course, a student organization, a series of campus events, and actively cultivated partnerships across UMA and with the surrounding community. These venues are informed by social science research and are designed to sustain one another.

Following implementation in 2016, we evaluated and adjusted the logic model for Year 2 according to successes (e.g., the “Garden Club creation is no longer an output goal, but an input) and ongoing challenges (e.g., we recognized the SSC course needed to include explicit leadership training, and that despite the creation of a Garden Club we as coordinators needed to continually recruit and organize volunteers and events). The Year 2 logic model also includes our vision of longer-term outcomes based on the successes and outcomes we have already seen. (Apparently in our Year 1 dreaming, we actually did not dream hard enough.)

It is our intention that with this scaffolded, iterative, and evidence-based approach, the UMA Community Gardens will not only prove more sustainable in their own right, but will in turn sustain the academic, educational and institutional missions of the university itself.

The remainder of this annual report describes activity of the UMA Community Gardens in each of these thematic areas during the year of 2017. We conclude with a consideration of infrastructure developments in 2017 and directions for future work.



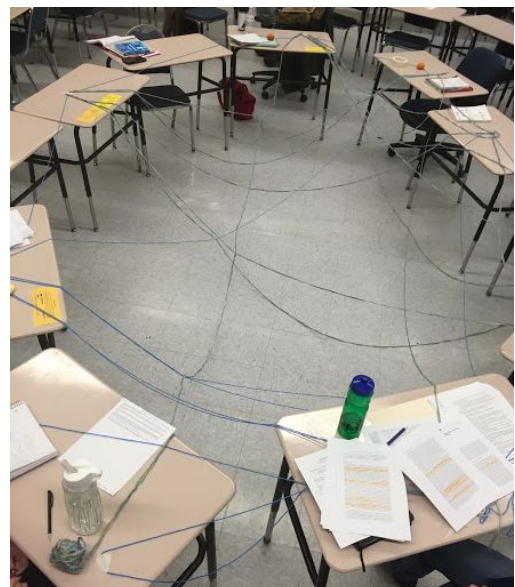
Academic Coursework and the Gardens

Spring of 2016 marked the first offering of SSC 334, Cultivating Community: The Garden Seminar. This course is team-taught by Dr. Corlew (a community psychologist) and Dr. Cook (a sociologist) and uses the object and activity of the garden for students to learn and practice social science principles of community building and community organizing. Areas of academic study include principles of organizing and mobilizing (Han 2014), social movement framing (Benford and Snow 2000), social capital (Putnam 2000), the capabilities approach to leadership (Schischka et al 2008), eco-identity and eco-development (Bronfenbrenner 1994), in addition to the substantive subjects of food insecurity (Coleman et al. 2017) and community gardening (Draper and Freedman 2010) themselves. While honing their academic skills, students learn to identify interest in and cultivate strength in areas of capability of personal and professional relevance to them, while also gaining skill in various forms of leadership within the class, within a student organizational setting, and on campus among their student peers.

In 2017, SSC 334 underwent two aspects of innovation. First, the plan to alternate venues for teaching the course on a yearly basis was implemented. While in 2016 the course was taught in Augusta, in 2017 the course was taught in Bangor. In 2018, the course will return to Augusta, and will move back to Bangor in 2019. The idea is to provide academic impetus to boost organizational strength in the UMA Community Garden Club chapter on each campus in Year 1 of a 2-year cycle, while allowing space, time and autonomy for that club to grow and change independently in Year 2. In 2018, we have recruited the Augusta chapter leadership to visit the SSC 334 course to help inspire and guide current students in their own development of new student leadership for the club.

Second, in response to student feedback requesting a more scaffolded approach to applying social science theory through practical community actions, we developed a four-part rhythm to each class session. Through these four steps, students regularly practice leadership and organizing in the context of the classroom before taking their learning into the UMA community:

1. An introductory exercise to encourage activity, build community among the students, and each week demonstrate a new social science principle of community organizing;
2. Sharing and reflection of the Personal Out-Of-Class Activities (POOCAs) homework, which clarify and encourage personal application of academic principles from the previous week. The POOCAs and the



discussion time were more strongly guided than the previous approach for open-format “reflections” on readings;

3. Discussion and application of academic readings for the current week;
4. Collective Action Sessions in which students become the joint decision-making and action-planning body, following the University of Kansas’ Community Tool Box (Holt et al. 2017). Students led these sessions as both scribes and facilitators, and made decisions that affected the development of both the community garden and the Garden Club for the season.

Students responded to these teaching innovations with more individual communications of satisfaction regarding the course. Additionally, students were more productive in organizing and mobilizing the community garden and the UMA student community with it.

Student Organizations and the Gardens

In 2017, the Community Garden Club continued to exist in its original form as a chapter on the Augusta campus, with engagement from four members of the original 2016 course. 2017 also saw students in Bangor successfully organize a new Bangor chapter of the Community Garden Club.

Here the necessity and success of the guided leadership development activities in the garden course became evident. Through targeted use of the Community Tool Box, students in the Bangor campus SSC 334 course were able to practice and apply community organizing principles among the the student body on the Bangor campus, leading to an unprecedented success in mobilizing and organizing other students to join activities and events.

In a particularly encouraging sign, the UMA Community Garden Club’s Bangor chapter successfully liaised and coordinated multiple events with multiple other student organizations on the Bangor campus, including Rainbows, the First Nations Student Circle, the Veterans Club, the Mental Health and Human Services Club, the Mentoring Club, and the Student Government Association.

By actively liaising with other clubs and conducting person-to-person recruiting, the Garden Club/Garden Seminar students held multiple meetings and events in the spring semester that were each attended by *dozens* of students -- again, an unprecedented level of engagement on our commuter campus.

Each chapter of the University of Maine at Augusta Community Garden Club has an established Facebook page on which social media promotion of activities and events occurs. The Augusta chapter has a public Facebook group with 148 members. The Bangor chapter has a closed Facebook group with 29 members for club communications and a public Facebook page with 143 followers.

Campus Events and the Gardens

We held a number of formal campus events in both Augusta and Bangor throughout the 2017 growing and harvesting season. On the Bangor campus, we brought fresh vegetables each week to Eastport Hall, where food-insecure students were invited to pack them up and bring them home. The Bangor campus club successfully organized a spring campus-wide garden orientation session, a veterans' outreach day, and a Stress Down Week painting and planting event. In the fall semester, we organized a Welcome Back Week gardening event, a Fall Fest BBQ, as well as a "haunted garden graveyard" for community children on Halloween (though the October 31 event was cancelled due to ongoing outages from a severe storm). We also partnered with the First Nations Student Circle for two bonfires, including during Stress Down Week, which included both s'mores and Native drumming and dancing.

On the Augusta campus, students, Iraqi immigrant families, and community organizers with the Capital Area New Mainers Project were welcomed to the garden for a tour; children from these families were led through a series of games where they learned about growing plants and various food sources. On the afternoon of Convocation, First Nations students welcomed our Convocation speaker Sandy White Hawk as well as the entire UMA community with socialization, relaxation, and meditation in the Augusta garden's "Zen Zone." They they offered a smudging (blessing with sage incense -- grown in our gardens) to all Convocation attendees. Every week in Augusta, we bagged and delivered our vegetable harvest to the Augusta Food Bank for distribution to food-insecure families.

Both campuses held barbeque garden-and-grill sessions in the spring, scavenger hunt participation events in the summer, and early winter bonfires. In all, we held 49 gardening sessions and 9 other named campus events (some co-incident with gardening sessions) in the 2017 calendar year, a remarkable level of co-curricular activity. In addition, we sought to motivate attendance with periodic special activities, such as super soaker and water balloon battles on hot days and creative experiments such as "Garden Like a Pirate Day." We more than doubled the number of gardening sessions from 2016 to 2017, and starkly increased the number of campus events this year from the single campus event of the year before.

Measurement of participation in garden activities was initiated by Profs. Corlew and Cook mid-year in 2017, so precise figures for 2016 gardening sessions are unavailable. Regardless, the increase in activity in 2017 from 2016 reveals the success of our hard work organizing the UMA Augusta and Bangor campus communities.



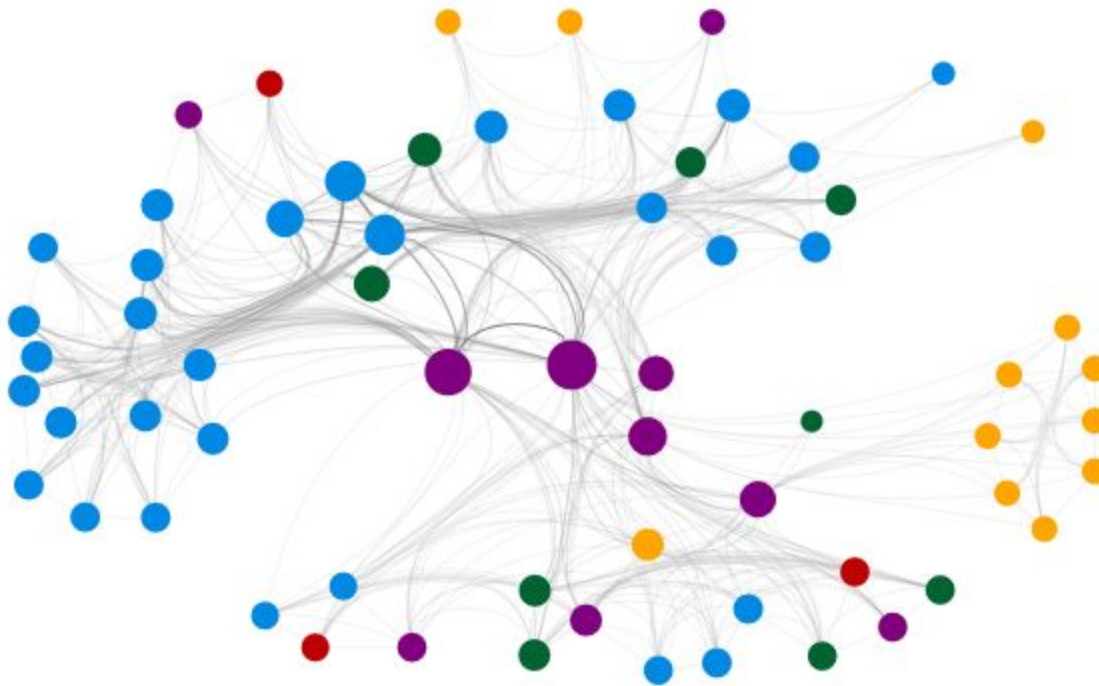
From July to mid-November, a total of 560 hours of gardening service were logged by 64 unique participants across the 49 gardening sessions. Of these 64 unique participants in 2017:

- 3 were UMA administrators,
- 9 were UMA staff,
- 10 were UMA faculty,
- 12 were community members,
- 30 were UMA students,
- and some were children and dogs (not formally counted, but children and dogs are a terrific addition to these family-friendly events)

Coincidentally, in the 2013 Office of Civic Engagement Strategic Plan, a particular standard for improvement in student participation was set in Key Goal 2.8: “Maintain and expand an annual community garden to involve a minimum of 30 students annually.” With the activity of 2017, this key goal has now been met. This number also surpasses by 10 students the threshold of student participants named this year by a UMA administrator as needed to identify the UMA Community Gardens as a university activity of significant scale. These numbers, of course, do not include participation by students and others in the spring semester events discussed above, nor the beginning of the summer, since the participation log process was not finalized and implemented until July.

The joint participation of administrators, faculty, staff, community members and students in growing the UMA Community Gardens in 2017 has implications beyond the success of the garden and the exposure of students to the practice of civic engagement. As the classic works of Astin (1984) and Tinto (1998) suggest, the development of educational community in which students experience connection to staff and faculty is an important way to increase student retention, satisfaction and success. Joint participation forms “foci” around which social ties form (Feld 1981) to promote academic continuity despite student stress.

The educational community cultivated by joint participation in the UMA Community Gardens is visible in the social network graph below.



In this graph, each circle represents a different participant in gardening activity during the year of 2017. Students are indicated in blue, community members in yellow, staff in green, faculty in purple, and administrators in red. Circles are larger to indicate those who participate in gardening more often. Lines connect two garden participants if they participated in a session of gardening together; the lines are darker the more gardening sessions two people shared. A clear division indicates participation in the Bangor garden (top) by larger group of people and a participation by a different, smaller group in the Augusta garden (bottom). The difference in size between these two groups indicates the positive impact of SSC 334 presence on garden vitality on the Bangor campus this year. The faculty members in the center of the graph, including the two faculty co-coordinators, serve as a structural bridge connecting the two campus' efforts together. If educational scholars in the Astin and Tinto tradition are correct, the ties that bind these gardeners together have the potential to strengthen UMA community and promote educational success for many students.

We have initiated awards this year to publicly recognize the effort and participation of some of the most committed individual participants in the UMA Community Gardens:

- The 2017 Community Garden Student of the Year is **Kaitlyn Norwood**, who worked 88 hours in the garden, developed and led public informational events, designed promotional materials in multiple forms of media, served as Vice President and Interim President of the Bangor Garden Club, and coordinated activities between the Garden Club, the Student Government Association, and other groups on the Bangor campus.
- The 2017 Community Garden Staff Member of the Year is **Hirosuke Honda**, who brought good cheer to the Augusta campus garden, adopting and tending a bed to

raise more than a hundred pounds of vegetables in 20 hours of work and extending his work over the summer to a variety of other areas of the garden.

- The 2017 Community Garden Faculty Member of the Year is **Matt Dube**, who contributed 40 hours of time during the summer to sustain the garden while troubleshooting a variety of problems facing the garden. Professor Dube designed and implemented an irrigation system, recruited groups of student volunteers, and creatively integrated garden needs into his computer science coursework. Under Professor Dube's guidance, students successfully designed a database system for the next growing season that has the capacity to track inputs of water, weather and outputs of plant growth and vegetable harvest in multiple garden zones.

Individual people are not the only participants in UMA's Community Gardens this year. An important innovation for 2017 was the implementation of an "adopt-a-bed" program in which academic programs, staff groups, courses, and student organizations were welcomed to assume responsibility for the cultivation of individual 5x8-foot raised beds in the garden. As the table below documents, participation by various campus groups was strong. Approaches to adopting a bed varied. Assistant Professor of Applied Mathematics Lester French used the planting of a bed to create a multimedia approach to applied mathematics for his MAT 100 course. The Writing Center not only adopted a bed, but also used the picnic tables in the garden as a location for summer-season advising sessions. This strength in participation at the professional level was in part made possible by the cooperation of UMA's Wellness Program for employees, in which individuals could qualify for Level II incentive benefits by participating in 10 gardening sessions. We look forward to re-introducing and possibly expanding the adopt-a-bed program in 2018.

2017 Adopt-A-Bed Participant	Pounds of Vegetables Harvested from Bed
Brendan Gilpatrick / Athletics	10
Elizabeth Powers / Writing Center	25
Hirosuke Honda / Institutional Research	102
Laura Rodas / Student Life	22
Les French / MAT 100	78
Leslie Ellis, Jeanne Mathews, Robert Zuercher, Kim Moody / Robinson Hall	96
Matt Dube / CIS	36
Robert Kellerman / Honors	28
Social Science	25
Staci Warren / Alumni	23

The practical public service outcome of producing food for hungry Maine families is worth noting. In 2017, participants in the UMA Community Gardens harvested 1,171 pounds of fresh, nutritious vegetables for food-insecure Mainers. This sum represents a sharp increase over the 2016 total of 298 pounds, which in turn for the first year of the rebooted community gardens represented a solid increase over the fallow-year total of 0 pounds for 2015. The good civic work done by the UMA Community Gardens adds an important dimension to the educational and institutional accomplishments of the project.



Social Science Research and the Gardens

Social science research is vital to the assessment of and ultimately the success of the UMA Community Gardens project. As noted above and annotated in the References section below, the educational mission of the UMA Community Gardens project is visible in the solid academic footing of the SSC 334 Cultivating Community course. Research-grounded principles of community psychology and sociology drive the organizational efforts of our classroom, student organizational, garden-based, and campus work.

However, it is also important to note that our approach is also empirical, involving the application of action research methodology to observe patterns of success and challenge, assess outcomes, and implement changes to coursework, student organizational development, garden activities, and campus outreach accordingly. The introduction of an annual report is one aspect of our approach. Another aspect of the work in 2017 has been the presentation of findings at the spring meeting of the Society for Community Research and Action during the Eastern Psychological Association convention.

As we continue to gain experience in the ongoing UMA Community Gardens project, we look forward to refining and expanding our approach to the collection, analysis, and presentation of relevant data, as well as our approach to using results to indicate directions for change in future semesters and seasons of our work. After the appropriate accumulation of additional rounds of implementation assessment, we intend to publish the findings of our work for general reference beyond the confines of the University of Maine at Augusta.

One exciting new development in the second half of 2017 has been the award of a \$5,000 research grant to Drs. Corlew and Cook by the Campus Compact Fund for Positive Engagement at the end of a highly selective national competition. These funds have been awarded to support the design and implementation of a social science research project entitled “The Garden as a Space to Ameliorate Social and Ideological Division in a Higher Educational Setting.” With IRB approval of our proposal, we are ready to begin implementation of this experimental research in the spring of 2018. Specifically, we intend to study pre-test/post-test changes in social and ideological distance in pairs of students who discuss a topic on which they disagree. Students will be paired according to their positions on climate change to ensure pre-existing disagreement, and pairs will be randomly assigned to either a control or treatment condition. The control pairs of students will discuss the topic of climate change in a classroom or library setting, and the treatment group of students will discuss the topic of climate change as they complete tasks in a community garden setting. The impact of structural variation in this setting is the focus of our research. We hope to demonstrate whether and how political and cultural divides on campus might be effectively addressed, with publication of our findings as a primary goal. Secondly, we hope to demonstrate that community gardens are not simply a location for civic service and student development, but also a location for scholarly work.

Infrastructure Developments in the Gardens

The UMA Community Gardening Project is academic, institutional, social, and civic in nature. It is also a very practical project, and as such requires an investment in physical infrastructure. Two \$500 grants from the Maine Hunger Dialogue in 2015 and 2016 have been helpful, in addition to Student Life funds and the use of private funds, in enabling improvements to the physical capacity of the UMA Community Gardens. Infrastructure improvements made in 2017 include:

- Design and installation of a robust, multi-year, programmable irrigation system for the Augusta garden (with the significant effort of CIS faculty member Matt Dube);
- Addition of two dedicated picnic tables for the Augusta garden (with the significant support of President Rebecca Wyke and the contribution of labor by members of the physical plant staff at Augusta);
- Placement and use of an outdoor tool box and an indoor seed saving cabinet;
- Contribution and use of a mechanical tiller, lawn mower, and string trimmer with private funds;
- Purchase and planting of three apple trees in Augusta for growth over many years into a small sustainable orchard with private funds;
- Purchase and installation of fire pits in Augusta and Bangor for campus social bonfires with Garden Club funds;
- Installation of flagstone seating (dubbed “Gardenhenge” by students) for the Bangor garden (with the helpful contribution of labor by members of the physical plant staff in Augusta and Bangor);

- Planting and growth of a perennial central area of the Augusta garden for reflection and wellness-related activities by members of the UMA community (dubbed the “Zen Zone”); and
- Awarding of a grant for from the Honeybee Conservancy for populations of leafcutter and mason bees, housing for both, and training for their care. A senior biology student and the faculty advisors will learn bee-keeping in the 2018 season as an aid in fostering the pollination of vegetable plants, augmenting the environmental sustainability of the garden, and enabling possible educational extensions to interested student and faculty members the biology program.

With the arrival of Spring 2018, we additionally look forward to the installation of permanent signs for the gardens in Augusta and Bangor. We are especially appreciative of the work of Bangor Club President Karyssa Upham in designing the signs, of the UMA Office of Civic Engagement for funding the purchase and installation of the signs, and of American Studies Associate Professor Sarah Hentges in shepherding along the process to completion.

Finally, we eagerly anticipate the installation of seed libraries in the Nottage and Katz Libraries in early 2018 (for which we are appreciative of the work of library staff member Haley Brown who designed the seed library program for UMA, and co-wrote a successful Presidential Enrollment Mini-Grant proposal with Kati Corlew). We have saved sunflower, bean, and marigold seeds for future use and look forward to sharing our surplus with these seed libraries in order to encourage the development of a broader seed-sharing and growth culture in our campus communities.

The Future of the UMA Community Gardens

As we hope is apparent from this annual report, we have worked hard to shape the UMA Community Gardens into active spaces of civic engagement and applied academic activity. We are proud to be joined in that work by an expanding and sustaining network of students, staff, and faculty. We look forward to continuing our work together, and in so doing we are mindful of a few important orienting questions:

- How can we balance the sustainability of the community gardens (i.e., long-term lastingness and ongoing positive impact) with a sustainable workload for the garden co-coordinators (i.e., avoiding burnout), given the extensive time investment that is required by the faculty co-coordinators to effectively achieve a strong level of student and community engagement? What varieties of university support will help accomplish both types of sustainability?
- How can the UMA Community Gardens be more fully integrated into the academic curriculum beyond SSC 334?
- How can the UMA Community Gardens become a welcoming and highly utilized center for learning, engagement, recreation, and volunteering at UMA and in the greater Maine community?

- How can the UMA Community Gardens make effective use of the physical resources already present but perhaps not fully used on campus? For one instance, is it possible for the unclaimed granite blocks littering the campus entrance to be used to construct a meditative labyrinth path of raised vegetable beds leading to the Zen Zone in the center of the Augusta garden?
- How can the UMA Community Gardens be more effectively integrated into a facilities plan for the Augusta and Bangor campuses, accommodating not only service and practical function, but also questions of attractiveness, welcoming design, and style?

These questions mark the direction of our attention for the future. With our current project of academic and co-curricular engagement, and the steady application of social sciences community organizing principles, we seek to avoid patterns of the past which led to community disengagement and the gardens going fallow. We seek instead to establish a system for sustaining the gardens and the garden community over the long term.

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