

Humboldt State University

Community Agriculture Opportunities

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ENVS 411
Fall 2005

* This document is to be used as a resource for anyone to utilize and copy for use in preserving community agriculture opportunities.

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Introduction

The purpose of this binder is to provide a comprehensive and organized reference for students who wish to research and/or attempt to further pursue the efforts made on campus to ensure that educational opportunities involving community agriculture continue to be offered on campus regularly, and that these opportunities are fully supported by the administration at Humboldt State University.

A Word Concerning Terminology

The current political and scientific discourse involving issues concerning alternative agriculture can be confusing at best, and indiscernible at worst. There continues to be disagreements within the political and scientific arenas about the proper definition and use of terms such as: sustainable, organic, community or local agriculture, and alternative agriculture. For the purposes of this project and for the sake of clarity, we will be utilizing the term community agriculture to denote practices and policies in agriculture that run counter to the traditional industrial agriculture model widely practiced in western society currently. Specifically, community agriculture in this context includes emphasis on small scale, environmentally and socially conscious agriculture practices that attempt to limit non-renewable resource use and refrain from using harmful chemical inputs. In addition, it is also important to note that when we refer to community agriculture education or coursework, we **always** assume that a hands-on field component is a necessary part of such education.

Definition of Problem and Background Statement

Abstract of Problem

Humboldt State University does not consistently offer and fund curriculum with service learning opportunities centered on community agriculture and local food systems.

Background

The HSU Strategic Plan for 2004-2009 identifies a clear vision for the university: "Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment... We will be renowned for social and environmental responsibility and action... We will be exemplary partners with our communities..."

In previous years, HSU had offered a hands-on community agriculture course titled Community Agriculture (ENGR 380). This course was and continues to be highly sought after by HSU students, and with good reason. First, as one of the few service learning courses available on campus, ENGR 380 provides students with experiential knowledge of agriculture practices. Hands-on training is an invaluable asset to understanding the nuances of agriculture techniques and is often a requirement when attempting to enter the agricultural job market. Second, ENGR 380 offered a unique avenue for students hoping to move away from the traditional industrial agriculture model. HSU capitalized on a unique opportunity to distinguish itself among other universities by teaching alternative agriculture practices. Unfortunately, ENGR 380 stopped receiving funding in the 2002-2003 school year and has not received funding since. The course has continued through the fall of 2005 thanks to the generosity and passion of lecturers (specifically Susan Ornaleas and Eddy Tanner) willing to teach the course without pay.

Without secure funding, ENGR 380 may no longer be offered at HSU. Since this course is the ONLY opportunity for students to receive this type of agricultural education and training, its loss would be detrimental to students in particular, and the university in general. Some students are pursuing soils and alternative agriculture concentrations within the environmental science major. Without this course or an appropriate alternative, the concentration will become a diluted and ineffective version of the original. At a time when HSU is desperately trying to increase enrollment numbers, it would seem a poor idea to eliminate one of the programs that distinguish the university from others in the CSU system (and indeed in the entire country). Reinstating funding and support for alternative agriculture coursework would provide an important avenue for the university to fulfill its vision statement and attract new students.



HUMBOLDT STATE UNIVERSITY

OUR VISION

- Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

OUR MISSION

Humboldt State University is a comprehensive, residential campus of the California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues. We help individuals prepare to be responsible members of diverse societies.

These programs and the experience of a Humboldt State education serve as a catalyst for life-long learning and personal development. We strive to create an inclusive environment of free inquiry, in which learning is the highest priority. In this environment, discovery through research, creative endeavors and experience, energizes the educational process.

Humboldt State University promoted the following core values that represent attributes of an academically integrated University, and provide a framework for accomplishing our collective vision and mission.

Goals and Objectives

Goals

1. Increase opportunities for students to participate in service-learning activities pertaining to community agriculture.

Objectives

1. To have at least one funded course offered beginning Fall 2005 and continuing every semester (or every other semester) for at least five years.
2. To determine that 500 students or more support such hands-on service learning education in community agriculture by December 7th, 2005.
3. To determine that at least one administrator supports such hands-on service learning education in community agriculture by December 7th, 2005.

Weighing Alternatives

Alternatives:

1. Create Agriculture Program of one or more courses that utilizes the Arcata Educational Farm or other appropriate field site.
2. Reinstate funding for ENGR 380 (Community Agriculture).
3. Maintain extracurricular programs at Humboldt State University with volunteer lecturers. These programs would include the use of the Arcata Educational Farm or other appropriate field site for community agriculture topics.
4. Clubs on campus can hire guest lecturers for workshops periodically throughout the semester.
5. Offer a course through the Wildland Soils Department at HSU that integrates curriculum on community agriculture.
6. Offer an eight week or one unit course on community agriculture at HSU with a paid lecturer.

The solution or alternative chosen should satisfy the following criteria in order to resolve the current problem:

Criteria:

1. HSU students are offered educational opportunities pertaining to community agriculture.
2. HSU students have use of /access to a community supported agriculture (CSA) farm, such as the Arcata Educational Farm, for the purposes of acquiring hands-on experience with farming techniques associated with community agriculture.
3. Any community agriculture education offered should be a full curriculum including all aspects of operating a small farm utilizing community agriculture practices (such as marketing, farming techniques, making farm plans, pest control, farming politics, etc.). The curriculum should be comparable to three units of university credit.
4. The solution must be feasible and realistic.
5. The solution must be affordable.
6. The solution must be institutionalized to ensure that education involving community agriculture continues at HSU.

** See appendix for Alternative/Criteria Matrix**

Implementation Strategies

After considering all of the options presented, we feel that reinstating funding for the Community Agriculture course (ENGR 380) offers the best overall solution to the problem. While creating an entire Agriculture Program at Humboldt State University would be optimal in the long term, reinstating funding for the course that currently exists provides a more immediate solution to the problem. By continuing to offer the Community Agriculture course (and funding it appropriately), the university satisfies all of the set criteria in some way: it provides educational opportunities in the area of community agriculture, it provides students with the use of a CSA farm for hands on experience, and the program offers curriculum comparable to three units of university credit. This option is feasible and realistic in relation to student demand and commitment of university support. It is the most affordable option that still accomplishes the goal and solving the problem. The solution also ensures that community agriculture education continues at Humboldt State University.

Other options, such as maintaining extracurricular programs at HSU with volunteers, and having student clubs hire guest lecturers for community agriculture workshops, while potentially feasible and definitely cost effective for the university, fail to meet much of the criteria and do not accomplish the objectives set forth to achieve the desired result. These options do not institutionalize any agriculture curriculum and do not emphasize the amount of university support we feel is appropriate and necessary. Options such as offering the curriculum as an integrated part of courses taught through the Wildland Soils Department, or offering an eight week course (1 unit equivalent) on community agriculture with a paid lecturer involve more university commitment, but are nearly (or just as) costly as the preferred alternative and do not satisfy all of the criteria as effectively or as completely as the preferred alternative does. These two options specifically narrow the amount of time dedicated to the proposed curriculum and reduce or eliminate completely the hands-on field component that is vital to the educational experience.

Timeline

August:

22nd: Class Begins

24th – Sept. 1st: Brainstorm Problem Options (Jenn & Michaela)

September:

1st: Choose Problem (Jenn & Michaela)

1st-7th: Create Petition (Jenn)

12th: Start Binder (Jenn & Michaela)

16th: Attend SFCF Meeting (Jenn & Michaela)

20th: Contact AS with questions (Michaela)

28th: Attend Michael Pollan Lecture (Jenn)

30th: SFCF Meeting (Jenn & Michaela)

October:

3rd: Problem Background and Statement Due (Michaela)

9th: Start AS resolution write up (Michaela)

10th: Goals and Objectives Due (Jenn)

12th: Attend Fall Farm Tour Meeting (Jenn)

14th: SFCF Meeting (Jenn & Michaela)

19th – Nov. 4th: Tabling on Quad (Jenn & Michaela)

21st: SFCF Meeting (Jenn & Michaela)

24th: Weighing Alternatives Due (Michaela)

27th: Clubs Community Meeting (Jenn)

November:

1st: Attend Brainstorming Meeting for potential AG program (Jenn)

1st: Final Draft of AS resolution (Michaela)

2nd: Implementation Strategies Due (Jenn)

4th: Clubs Coalition Meeting (Jenn)

7th: Attend AS Meeting – Voting on resolution (Jenn & Michaela)

16th: Monitoring and Evaluation Plan Due (Jenn)

29th: Senior Project Meeting (Jenn & Michaela)

30th: Meeting with Dean Howard (Jenn & Michaela)

December:

1st: 500 Signatures on Petition Deadline (Jenn & Michaela)

4th: Senior Project Meeting (Jenn & Michaela)

4th-6th: Finish Binder (Jenn & Michaela)

7th: Presentation and Completed Binder Due (Jenn & Michaela)

Monitoring and Evaluation

Short Term Monitoring and Evaluation:

To determine whether or our actions are achieving the objectives of the project, we have created a list of milestones to strive to accomplish before the end of the semester. To the extent that we accomplish these milestones, we will be able to evaluate our effectiveness:

1. Have we collected 500 valid signatures for the petition by December 1, 2005?
2. Did Associated Students pass the resolution we have submitted? How many were in favor, and how many against?
3. Did we receive a favorable response from Dean Howard after our presentation to him? If yes, why? If not, why?
4. Did we effectively anticipate and address any concerns or questions raised by Dean Howard or other members of the University Administration?
5. Did we create a binder of useful and organized information for other to use in the future?

Long Term Monitoring and Evaluation:

Once the semester is completed, there are eventual changes we would like to see in administrative policy. The incorporation of these changes into administrative policy will be an indication of the success or failure of this project. While we do not anticipate that these changes will be made quickly, we feel that with continued student participation, the desired changes should take place by the end of the Fall 2006 semester:

1. The creation of a written administrative policy, emphasizing the importance of service learning community agriculture experiences to the education of the students at Humboldt State University. This policy must also include a commitment by the administration to support and fund such education.
2. The addition of community agriculture course(s) to the funded course offerings at Humboldt State University for a period no shorter than 5 years. (Every term or every other term). **AND/OR**
3. The renewed funding of the Community Agriculture course (ENGR 380) on a perpetual basis, to include the use of the Arcata Educational Farm or other suitable location for hands-on field training.

It is our intention to provide copies of all research and findings pertaining to this project to students at the service learning center at the end of the Fall 2005 semester. Through collaborative efforts between our group and their office this semester, we have determined that these students will be most capable of pursuing the long term goals of this project. However, we also feel that this information could be beneficial to a number of students and organizations on campus, and we encourage them to combine efforts with the service learning center and use this information as well. Also, we encourage a group from the Fall 2006 Sustainable Campus course to work with the service learning center to complete the project in full.

To implement the preferred alternative of reinstating the funding for the Community Agriculture course (ENGR 380), we plan on pursuing the following:

- Collect signatures on a petition indicating the desire of students on campus to have community agriculture opportunities available at HSU, and the student's desire to see the university actively support such education. This action will illustrate the student interest that exists within the student population at HSU. The administration will need to know this information when making a decision on the importance of funding a community agriculture program.
- Write an AS resolution to secure additional and symbolic student organizational support. Again, this action will provide evidence to the administration that community agriculture education is indeed highly desired at HSU. It's wording will further indicate to the administration the importance of institutional support, including regular funding by the university.
- Meet with Dean Howard, Dean of the College of Natural Resources and Sciences at HSU. Articulate the problem and reasoning for pursuing the preferred alternative. Present petition signatures and AS resolution and request a letter of support. This meeting will effectively convey our findings to the proper person on campus. Dean Howard, in conjunction with Provost Vrem are responsible for deciding whether or not this type of a course will be offered at HSU, and to what extent it will be funded. Obtaining a letter of support from the Dean will be instrumental in securing the future of the Community Agriculture course (ENGR 380).

Analysis

Here we will analyze how effective we were at accomplishing our goal and objectives as well as the list of milestones we were attempting to accomplish this semester.

Our overarching goal of increasing opportunities for students to participate in service-learning activities pertaining to community agriculture was not accomplished within the time constraints of the semester. We were more successful at accomplishing some of our objectives:

Objectives Analysis

1. Funding has **not** been secured for the future of the Community Agriculture course (ENGR 380) or other comparable course.
2. Via circulated petitions **it has been determined** that at least 500 HSU students support service-learning education in community agriculture.
3. **It has been determined**, via a meeting with Dean Howard, that at least one administrator supports service-learning education in community agriculture. **However**, a follow-up will be necessary to obtain written documentation of his support.

Milestones

1. 500 valid signatures were collected from the petition
2. An Associated Students Resolution was drafted and passed unanimously.
3. Exchanged information and interests with Dean Howard at a meeting. (See Dean Howard meeting minutes)
4. Effectively anticipated concerns and questions raised by University Administrators, but did not address thoroughly anticipate or address the Administration's concern for a market analysis for a community agriculture course or program. We were not prepared with a market analysis of drawing **incoming students** to HSU with a community agriculture course or program. This information was/is of great interest to the Administration and Dean Howard in particular.

5. We have created a binder of useful and organized information for others to use and reference in the future. This binder is available in the Service-Learning Center.
6. Access and encouragement to utilize this binder was advertised by sending a bulk email to all relevant contacts we made over the semester. These contacts include specifically, Eddy Tanner, Susan Ornelas, the AEF farmers (Jesse Pizzatola and Kevin Cunningham), and the members of Student's for Community Food.

RESOLUTION IN SUPPORT OF UNIVERSITY FUNDING FOR
SUSTAINABLE COMMUNITY AGRICULTURE EDUCATION

Approved November 7, 2005

- Whereas, the Mission Statement of the Associated Students of Humboldt State University states that "The Associated Students... [shall] provide an official voice through which students' opinions may be expressed;" and,
- Whereas, the Mission Statement of the Associated Students of Humboldt State University states that "The specific purpose of this corporation is to... stimulate the educational... well-being of the University community;" and,
- Whereas, Humboldt State University's Vision Statement states that Humboldt State University is "a premier institution that is devoted to the study and preservation of the environment and its natural resources;" and,
- Whereas, Humboldt State University draws students for their interest in sustainable communities and development; and,
- Whereas, sustainable and community agriculture is considered one of the single most influential choices in reducing human's ecological footprint/impact on the environment; and,
- Whereas, Humboldt State University has offered hands-on courses such as Engineering (ENGR) 380: Community Agriculture, which utilizes the Arcata Educational Farm as a laboratory and educational forum; and,
- Whereas, ENGR 380, Community Agriculture, had funding discontinued in 2003; and,
- Whereas, no other courses regarding community and sustainable agriculture are currently offered through Humboldt State University; and,

Whereas, ENGR 380 is not being offered at Humboldt State University after the Fall of 2005 because the volunteers who have lectured ENGR 380 since 2003 will be unavailable to teach without pay; and,

Whereas, previous attempts to secure the future survival of sustainable and community agriculture curriculum have failed; and

Whereas, no supplemental courses or programs to this course and curriculum are planned to be offered in the future at Humboldt State University; and,

Whereas, the Environmental Science degree concentration "Soils and Alternative Agriculture" does not have a complete curriculum without a course regarding sustainable agriculture; therefore be it,

Resolved, the Associated Students of Humboldt State University support an administrative decision to fund a course or courses teaching community and sustainable agriculture; therefore be it further,

Resolved, that copies of this resolution shall be sent, but not limited to; HSU President Rollin Richmond, Rick Vrem, Provost, James Howard, Dean of the College of Natural Resources & Sciences, Sayeed Mortazavi, Chair of the Academic Senate, Beth Eschenbauch Chair of Environmental Resource Engineering Department, all campus clubs and organizations, all A.S. Programs, the Lumberjack News, and the local media.

Authored by: Michaela Neumann & Jennifer Fusaro

**Noah Schillo, Representative
College of Natural Resources & Sciences**

**Carl Shoemaker, Representative
Graduate Studies**

**David Backues,
Legislative Vice President**

**Nicole Alvarado
President**

Original signatures on file with the Associated Students

Petition Statement:

Currently, there is no consistent financial support for ENGR 380: Community Agriculture, which is the only institutional avenue for HSU students to pursue hands-on service learning experiences directly related to community agriculture.

The HSU Strategic Plan for 2004-2009 identifies a clear vision for the university:
 "Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment. We will be renowned for social and environmental responsibility and action. We will be exemplary partners with our communities..."

As a student at this university, I am one of the individuals who seeks above all else to improve the human condition and our environment, and I believe that hands-on, service learning experiences related to community agriculture are a vital part of the university-identified educational vision. I urge HSU to uphold its vision statement by consistently offering and funding curriculum and service learning opportunities centered on community agriculture and local food systems.

Signature

Name (Print)

Last 4 of SSN

1.	<i>Elizabeth Austin</i>	Elizabeth Austin	3160
2.	<i>Shirin Azimianaraki</i>	Shirin Azimianaraki	0777
3.	<i>Ivan Schierling</i>	Ivan Schierling	7766
4.	<i>Even R. Martin</i>	Even R. Martin	9175
5.	<i>Ariana Madappa</i>	Ariana Madappa	0261
6.	<i>RAJIV PILLAY</i>		4085
7.	<i>John Hurd</i>	John Hurd	4663
8.	<i>Jessica Pimentel Cruz</i>	Jessica Pimentel Cruz	6405
9.	<i>Lloyd Sinclair</i>	Lloyd Sinclair	3984
10.	<i>Kristina Prosser</i>	Kristina Prosser	4642
11.	<i>Josiah Maskarenis</i>	Josiah Maskarenis	9095
12.	<i>ALEX REGALBUTO</i>	ALEX REGALBUTO	4844
13.	<i>Jessica Radtkey</i>	Jessica Radtkey	3549
14.	<i>Abby Johnson</i>	Abby Johnson	7333
15.	<i>Allison Cui</i>	Allison Cui	4601
16.	<i>Jeff Brennan</i>	Jeff Brennan	2321
17.	<i>DANIEL FELDMAN</i>	DANIEL FELDMAN	3329
18.	<i>Ryan Kalinowski</i>	Ryan Kalinowski	0477
19.	<i>Andrea Mulat</i>	Andrea Mulat	0877
20.	<i>Karla Sporeen</i>	Karla Sporeen	2050
21.	<i>Kris Biddle</i>	Kris Biddle	5863
22.	<i>Glen Howe</i>	Glen Howe	2836
23.	<i>Paul Klink</i>	Paul Klink	3674
24.	<i>Sarah Myers</i>	Sarah Myers	4765
25.	<i>Jarime Thompson</i>	Jarime Thompson	7698

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Signature

Name (Print)

Last 4 of SSN

26.	<i>Nichole Hillyer</i>	Nichole Hillyer	1581
27.	<i>Phil Rottins</i>	PHILIP ROTTINS	1263
28.	<i>Paul Hilson Parker</i>	Paul Hilson Parker	7662
29.	<i>Gerald Motola</i>	Gerald Motola	3776
30.	<i>Chester Donsmore</i>	Chester Donsmore	1028
31.	<i>Michelle Kuntze</i>	Michelle Kuntze	1895
32.	<i>Eric Leunhard</i>	Eric Leunhard	5660
33.	<i>Tara Culp</i>	Tara Culp	3777
34.	<i>Max Brunsfeld</i>	Max Brunsfeld	4536
35.	<i>Vida Bulknavage</i>	VIDA BULKNAVAGE	4812
36.	<i>Emmet Bowman</i>	EMMET BOWMAN	5116
37.	<i>Amanda Devins</i>	Amanda Devins	6613
38.	<i>Kelly Karaba</i>	Kelly Karaba	0145
39.	<i>Patrick McAuley</i>	Patrick McAuley	2066
40.	<i>Jennifer M. Fusaro</i>	JENNIFER M. FUSARO	7196
41.	<i>Jyl M. Barnett</i>	Jyl M. Barnett	0780
42.	<i>Tek Barker</i>	Tek Barker	8974
43.	<i>Michaela Neumann</i>	MICHAELA NEUMANN	9756
44.	<i>Christian Coudra</i>	Christian Coudra	1930
45.	<i>Shannon Kisinger</i>	SHANNON KISINGER	8371
46.	<i>Danny Spemler</i>	DANNY SPEMLER	4268
47.	<i>Tadashi Noguichi</i>	Tadashi Noguichi	715
48.	<i>Quincy Hansell</i>	Quincy Hansell	9133
49.	<i>Rose Shapiro</i>	Rose Shapiro	8195
50.	<i>Drew Cover</i>	Drew Cover	7955

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	Signature	Name (Print)	Last 4 of SSN/ OR ID#
51.	<i>Kim Hall</i>	Kim Hall	1441
52.	<i>Kelly Karaba</i>	Kelly Karaba	0145
53.	<i>Mikayla Zumwalt</i>	Mikayla Zumwalt	3755
54.	<i>Megan Nemitz</i>	Megan Nemitz	7125
55.	<i>Shawn Pratt</i>	Shawn Pratt	5233
56.	<i>Randy Rabman</i>	Randy Rabman	6143
57.	<i>BRE GEORGI</i>	BRE GEORGI	4271
58.	<i>Carrie Alexander</i>		
59.	<i>Keith Lovell</i>	Keith Lovell	1704
60.	<i>Josh Millberry-Dennis</i>	Josh Millberry-Dennis	0575
61.	<i>Carmyn Paniello</i>	Carmyn Paniello	7209
62.	<i>Kimberly Auker</i>	Kimberly Auker	4006
63.	<i>Megan Westersund</i>	Megan Westersund	6921
64.	<i>Kyle Derr</i>	Kyle Derr	5357
65.	<i>TIA MARTIN</i>	TIA MARTIN	7774
66.	<i>MICHAEL LINDQUIST</i>	MICHAEL LINDQUIST	1163
67.	<i>HOLGER BARPA</i>	HOLGER BARPA	0653
68.	<i>Dr. John Scott Gray</i>	Dr. John Scott Gray	2282
69.	<i>Tatton White</i>	Tatton White	1807
70.			
71.			
72.			
73.			
74.			
75.			

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Signature

Name (Print)

Last 4 of SSN

76.	<i>R. Litzky</i>	Roz Litzky	6821
77.	<i>T. Baens</i>	Tyler Baens	0304
78.	<i>Lisa Newcamp</i>	Lisa Newcamp	8227
79.	<i>Noelle Melchizedek</i>	Noelle Melchizedek	0846
80.	<i>Erin Ryon</i>	Erin Ryon	4576
81.	<i>Ruth Ashbach</i>	Ruth Ashbach	
82.	<i>Andrew Byers</i>	Andrew Byers	5443
83.	<i>Therese Ricketts</i>	Therese Ricketts	1142
84.	<i>Jeffrey Adams</i>	Jeffrey Adams	9208
85.	<i>Rosemary Geergeson</i>	Rosemary Geergeson	5285
86.	<i>Elizabeth A. Rogers</i>	Elizabeth A Rogers	9959
87.	<i>Aaron Antrim</i>	Aaron Antrim	9185
88.	<i>Dave Gardner</i>	Dave Gardner	3020
89.	<i>Lind Nagest</i>	Lind Nagest	8704
90.	<i>Erin Stredwick</i>	Erin Stredwick	1086
91.	<i>Ana Kalpin</i>	Ana Kalpin	2040
92.	<i>Stephanie Cochran</i>	Stephanie Cochran	0839
93.	<i>JACOB MONDRAGON</i>	JACOB A. MONDRAGON	5198
94.	<i>Matt Weiner</i>	Matt Weiner	6334
95.	<i>Ruth Ashbach</i>	Ruth Ashbach	3102
96.	<i>Natalie Kramer</i>	Natalie Kramer	1629
97.	<i>Michele Keys</i>	Michele Keys	5913
98.	<i>Michael Smith</i>	Michael Smith	2684
99.	<i>Cornie Wong</i>	Cornie Wong	1331
100.	<i>Nicole Batenhorst</i>	Nicole Batenhorst	6901

I want to be in class.

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Signature

Name (Print)

Last 4 of SSN

101.	<i>Rosario Torres Records</i>	Rosario Records	4631
102.	<i>[Signature]</i>	Jesse [unclear]	7186
103.	<i>[Signature]</i>	M. Lee Black	1653
104.	<i>[Signature]</i>	Matt Peshize	5790
105.	<i>Maureen Gillis</i>	Maureen Gillis	8577
106.	<i>Ethan Zuckerman</i>	Ethan Zuckerman	0906
107.	<i>Victor Shen</i>	Victor Shen	5315
108.	<i>Jo Erikson</i>	Jo ERIKSON	1912
109.	<i>Harrison Forrester</i>	Harrison Forrester	0253
110.	<i>Matt Benoit</i>	Matt Benoit	09643
111.	<i>Holiday Dalgleish</i>	Holiday Dalgleish	1189
112.	<i>Cherrie Chavez</i>	Cherrie Chavez	9731
113.	<i>Katherine McNeil</i>	Katherine McNeil	7422
114.	<i>Jeffrey Steiner</i>	Jeffrey Steiner	2218
115.	<i>Jeff Carpenetta</i>	Jeff Carpenetta	0164
116.	<i>John L. [unclear]</i>	John L. [unclear]	2474
117.	<i>Jean Paulsen</i>	Jean Paulsen	
118.	<i>[Signature]</i>		
119.	<i>Jacob McIntire</i>	Jacob McIntire	
120.	<i>[Signature]</i>		
121.	<i>[Signature]</i>	Byron B. [unclear]	7109
122.	<i>[Signature]</i>	Chemi Sugiyama	7874
122.	<i>[Signature]</i>	Thor Matuschka	2763
123.	<i>[Signature]</i>	Gregory O'Neill	9456
124.	<i>Chelsea Gazillo</i>	Chelsea Gazillo	2604
125.	<i>[Signature]</i>	Ian Allen-Williams	4202

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Signature

Name (Print)

Last 4 of SSN

151.	<i>Vicky Molina</i>	Vicky Molina	2380
152.	Michael Grieco <i>Michael Grieco</i>	Michael Grieco	1772
153.	Anika Baker-Lawrence <i>Anika Baker-Lawrence</i>	Anika Baker-Lawrence	1520
154.	Justin Davis <i>Justin Davis</i>	Justin Davis	8762
155.	Basilia Lopez <i>Basilia Lopez</i>	Basilia Lopez	
156.	Julie Jo Aker Williams <i>Julie Jo Aker Williams</i>	JULIE JO AKER WILLIAMS	0719
157.	NICK CARLE (GRUB) <i>NICK CARLE (GRUB)</i>	NICK CARLE	4019
158.	Mel Carson <i>Mel Carson</i>	Mel Carson	5193
159.	Bennett Barthelmy <i>Bennett Barthelmy</i>	Bennett Barthelmy	7443
160.	Rachelle Thorne <i>Rachelle Thorne</i>	RAACHELLE THORNE	
161.	Matthew G. Hethcoat <i>Matthew G. Hethcoat</i>	Matthew G. Hethcoat	8618
162.	James M. Butch <i>James M. Butch</i>	James M. Butch	9134
163.			
164.			
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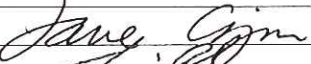
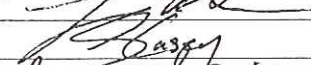
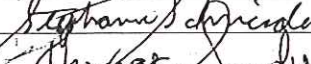
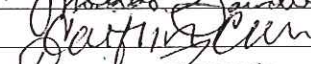
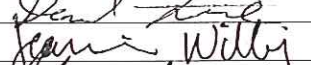
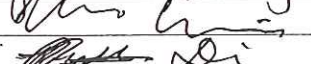

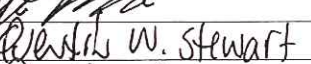
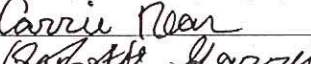
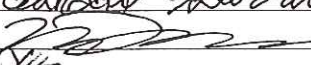
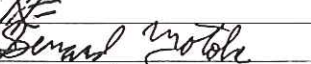

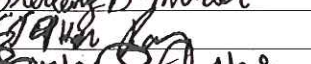
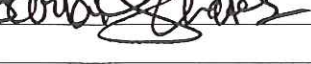






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Signature

Name (Print)

Last 4 of SSN

201.		Jane Cipra	1106
202.		Jimmy Pham	5430
203.		Sean Casey	7507
204.		Stephanie Schneider	5094
205.		Thomas Saunders	0022
206.		Caitlin Camp	5329
207.		DAVID FRANKLIN	1987
208.		Jeanine Willig	6247
209.		Max Cherobini	7255
210.		Peter Din	8350
211.		Rya Rubenthaler	7984
212.		Ian Prothoro	5631
213.		Quentin W. Stewart	2817
214.		Carrie Near	3281
215.		Garrett Wilkerson	8535
216.		Niko Pappas	8359
217.		Samuel J. Harkins	0201
218.		Gerald Motls	3776
219.		Blaine Nicolls	7383
220.		STERLING D. MINTER	1199
221.		STEPHEN PAIR	7231
222.		LARKIN CHASES	6805
223.			
224.			
225.			

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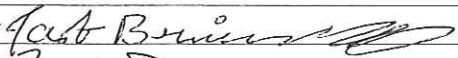

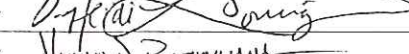
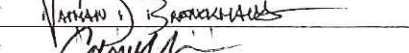

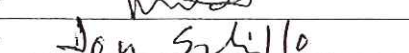
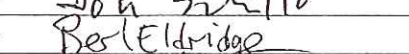
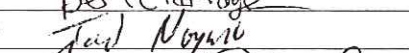
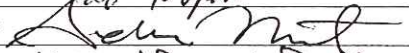
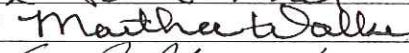
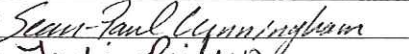
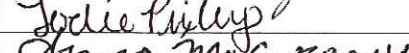
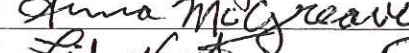


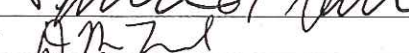









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Signature

Name (Print)

Last 4 of SSN

276.		Jacob Brinkerhoff	4500
277.		ZOE DAGAN	7182
278.		Heidi LOVIG	0904
279.		Nathan D. Brinckhaus	4068
280.		Andrew S. MORIN	7926
281.		James Sievert	3621
282.		Jon Schillo	9013
283.		Ber Eldridge	1460
284.		Tadashi Noguchi	7158
285.		Andrea Mubert	0877
286.		Martha Wather	0795
287.		Sean-Paul Cunningham	0251
288.		Jodie Pixley	
289.		Anna McGreavy	
290.		Laird Norgest	8704
291.		Jessica Rone	9441
292.		CHRISTOPHER G HEUSER	0680
293.		Daniel McLeod	1238
294.		Courtney Shaup	0610
295.		Corney King	
296.		Jennifer Longman	4003
297.		nicole hagedorn	
298.		DAVID HAMILTON	8788
299.		Kate Gallagher	7775
300.		Rebecca Payne	7108

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Signature

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476.	<i>Christina Burke</i>	Christina Burke	7496
477.	<i>Christina Tyler</i>	Christina Tyler	9805
478.	<i>Alanna Butra</i>	Alanna Butra	4703
479.	<i>Pudence Peterson</i>	Pudence Peterson	9620
480.	<i>Annie Hehner</i>	Annie Hehner	6323
481.	AMANDA WENTZ	Amanda Wentz	8631
482.	<i>Carly Hanssler</i>	Carly Hanssler	7218
483.	<i>Elita Andrews</i>	ELITA ANDREWS	3382
484.	<i>Jimmy Phan</i>	Jimmy Phan	5340
485.	<i>Sarah Veroda</i>	Sarah Veroda	1926
486.	<i>Andrew Mart</i>	ANDREW MART	7873
487.	<i>Travis Alonetti</i>	Travis Alonetti	1379
488.	<i>Elysia Stenborg-Poy</i>	Elysia Stenborg - Poy	6264
489.	<i>Noelle S. Perlmutter</i>	Noelle S. Perlmutter	6294 6294
490.	<i>Irene McNaughton</i>	Irene McNaughton	2252
491.	<i>Jocelyn Orr</i>	Jocelyn Orr	9089
492.	<i>Nerissa Castilleja</i>	Nerissa Castilleja	3749
493.	<i>Brent Fiege</i>	Brent Fiege	0282
494.	<i>Andrea Pico</i>	Andrea Pico	4675
495.	<i>Lindsey Payne</i>	Lindsey Payne	3272
496.	<i>Loreta Vallot</i>	LORETA VALLOT	2734
497.	<i>Sean Cohen</i>	Sean Cohen	5186
498.			
499.			
500.			

FALL 2005

NAME (Optional):

Comments on SUSTAINABLE COMMUNITY AGRICULTURE
Curriculum at Humboldt State University:

FALL 2005

NAME (Optional):

Comments on SUSTAINABLE COMMUNITY AGRICULTURE
Curriculum at Humboldt State University:

FALL 2005

NAME (Optional):

Comments on SUSTAINABLE COMMUNITY AGRICULTURE
Curriculum at Humboldt State University:

FALL 2005

NAME (Optional):

Comments on SUSTAINABLE COMMUNITY AGRICULTURE
Curriculum at Humboldt State University:

Suggestions for Future Action

- Gather market analysis results that show how universities similar to ours attract students with community agriculture type programs. Present this information to Dean Howard and Provost Vrem. Graduate students may be a good resource for compiling this data.
- Obtain a letter of support from Dean Howard. Be sure it includes specifically both the intent to support community agriculture institutionally and monetarily in the long term.
- Encourage Vice President Coffey and Mr. Bugby to insure the Arcata Educational Farm. Provide them with information if necessary.
- Maintain relationship with the members of Students for Community Food. Collaborate with them on projects, and attend their bi-weekly meetings if possible.
- If possible, maintain position as the “student voice” in meetings that pertain to the potential new agriculture program at HSU.
- Continue to collect student signatures on the petition.

Conclusion

Our attempt to solve the problem of insufficient funding for curriculum with service learning opportunities centered on community agriculture and local food systems resulted in many successes even though the overarching goal was not accomplished. An example of our successes is the amounts and types of student support we received and documented.

Reaching our greater goal was not possible within the timeframe of this semester because it was dependent upon administration and bureaucratic processes. This project is a work-in-progress. This project can continue through HSU's Service-Learning Center. All are invited to pickup this project where we had to leave off by going to the Service-Learning Center or Professor Richard Hansis.

We have learned from some mistakes this semester. One change that we would have made to our plan of action is to contact administration earlier in the process. If we had met with Dean James Howard earlier in the semester, we would have had a clearer understanding of where to focus our energy. Though administration is concerned about current students, they seem be most concerned with the wants and needs of potential students so as to increase enrollment. Increasing enrollment is the bottom line.

Appendix
(i)

Alternative/Criteria Matrix:

	Criteria					
Alternatives	1	2	3	4	5	6
1	+	+	+	0	0	+
2	+	+	+	+	+	+
3	+	+	-	0	+	-
4	+	+	-	+	0	-
5	+	+	0	+	+	+
6	+	+	0	+	0	+

Appendix
(ii)

Contacts/References:

	E-mail	Phone
Eddie Tanner (Engr380 Lecturer)	edt1@humboldt.edu	
Susan Ornelas (Engr380 Lecturer)	sdt3@humboldt.edu	
Jesse Pizzatola (AEF Farmer)	jp12@humboldt.edu	
Dean Howard (Dean of College of NR&Sciences)	howard@humboldt.edu	826-3256
Provost Richard Vrem (HSU V.P.)	vrem@humboldt.edu	826-3722
Carl Coffey (HSU V.P.)	cc7003@humboldt.edu	826-3351
Dave Bugbee (Assoc. Director)	drb7001@humboldt.edu	826-5174
Mike Cipra(Service-learning Liason)	<u>mcc21@humboldt.edu</u>	826-4963
Professor Dick Hansis	<u>rah14@humboldt.edu</u>	826-4148
Dr. Susan Marshall (Soils)	<u>sem11@humboldt.edu</u>	826-4064
City Council (Mark Wheatley and Karen Diemer)		822-5953

Appendix
(iii)
Timelog – Jennifer Fusaro

August:

22nd: Class Begins
24th – Sept. 1st: Brainstorm Problem Options (5 hours)

September:

1st – 7th: Create Petition (10 hours)
12th: Start Binder (5 hours)
16th: Attend SFCF Meeting (1 hour)
28th: Attend Michael Pollan Lecture (2 hours)
30th: Attend SFCF Meeting (1 hour)

October:

3rd-10th: Work on Goals and Objectives (6 hours)
12th: Attend Fall Farm Tour Meeting (2 hours)
14th: Attend SFCF Meeting (1 hour)
19th: Table on quad (3 hours)
20th: Table on quad (2 hours)
21st: Attend SFCF Meeting (1 hour)
22nd-Nov. 2nd: Work on Implementation Strategies (6 hours)
27th: Clubs Community Meeting (2 hours)

November:

1st: Prepare notes for and attend Brainstorming Meeting for AG Program (3 hours)
4th: Clubs Coalition Meeting (2 hours)
5th-16th: Create Monitoring and Evaluation Plan (10 hours)
7th: Attend AS Meeting (2 hours)
29th: Senior Project Meeting – Prepare for meeting with Dean Howard (3 hours)
30th: Meeting with Dean Howard (1 hour)

December:

4th-6th: Work on Binder – Wrap up loose ends (10 hours)
5th: Meeting with Service Learning Center (1 hour)

Total Hours: 79

Appendix
(iii)
Michaela's Time-log

Dates	Time Spent (hr)	Activity
8/24-9/1	4	Brainstorm Ideas for Campus Project
9/2-9/9	2	Track and contact Spring'05 students--Scott Fetterman and Kate Singley
9/9	2	Meeting with Scott Fetterman
9/12	2	Start Binder
9/16	1	Students for Community Food (SFCR) Meeting
9/16	1	Draft Petition and Survey
9/19	2	Meeting with Jenn in Class
9/20	2	Research on AS Resolutions
9/22-9/23	3	Prepare Comment Cards
9/23	1	Meeting with Eddy Tanner
9/23-11/20	2	Distribute Comment Cards
9/29-10/2	6	Draft Problem and Background Statement
9/30	1	SFCF Meeting
9/30	0.5	Meeting with Susan Ornelas
10/3 - 10/10	1	Goals and Objectives
10/3	2	Meeting with Jenn in Class
10/7	2	Tabling on the Quad
10/9-11/2	11	Draft Resolution
10/12	1	Meeting with Jenn in Class
10/12	1.5	Research at CCAT
10/14	1	SFCF Meeting
10/15-12/5	3	Circulating Petitions
10/15	1	Study work done by students in Spring 2005
10/17-10/24	5	Weighing Alternatives and Implementation
10/19	0.5	Meeting with Jenn in Class
10/20	2	Tabling on the Quad
10/27	1	Meeting with Susan Ornelas
11/1	2	Tabling on the Quad
11/3	3	Tabling on the Quad
11/4	1	Tabling on the Quad
11/5-11/16	1.5	Monitor and Evaluation
11/7	2	A.S. Meeting Pass Resolution
11/9	1	Meeting with Jenn
11/28	4	Prepare and Follow-up w/ Lisa Murgatroyd for her meeting with the Dean
11/28	0.5	Meeting with Jenn in Class
11/29	3	Meeting with Jenn at Japhy's
11/20-11/29	6	Prepare for meeting with Dean Howard
11/30	1	Meeting with Dean Howard
11/30	2	Summarizing meeting with Dean Howard
12/4	9	Compile Binder / Wrap Up / Power Point
12/5	12	Compile Binder / Wrap Up / Power Point
12/6	3	Compile Binder / Wrap Up / Power Point
12/6	0.5	Send Bulk Email regarding binder access
12/7	0.5	Deliver Additional Documents of Student Support to Dean Howard
Total	115	

Appendix
(iv)

Meeting Notes

Appendix (iv)

Meeting Notes:

Susan Ornelas 8/27/05:

Susan Ornelas is the original founder of the Arcata Educational Farm (AEF) and obtained a graduate degree from HSU. Susan Ornelas has been a paid and volunteer lecturer for ENGR 380 for many years. She provided us with information on the history ENGR 380 and AEF. She was able to tell us what avenues have previously been taken in an attempt to save ENGR 380. She informed us of key people in the decision-making process. At the time of our meeting she was on other efforts to find funding for an alternative agriculture program. She had hopes of finding a private funder and was corresponding with HSU administration. She encouraged our efforts particularly in collecting documented student support.

Eddie Tanner 9/23/05:

Eddie Tanner is the current volunteer lecturer of ENGR 380. He also informed us of the current efforts to find funding for an alternative agriculture program that he was working on with Susan Ornelas. He was very appreciative and encouraging of our efforts and wanted to keep one another informed of any progress.

Lisa Murgatroyd 11/28/05:

Lisa Murgatroyd is a volunteer for the AEF and a past student of ENGR 380. At our meeting she relayed information that she received from a meeting with Dean the College of Natural Resources and Sciences held on November 28, 2005. The information she provided was on insurance and injunction issues facing AEF. This information can be found in the minutes from the meeting with Dean Howard.

Scott Fetterman 9/9/05:

Scott Fetterman worked with Michaela Neumann and Kate Singley in the Spring of 2005 to gain support for ENGR 380. Through this meeting with Scott, Michaela learned what came of their efforts after she had to leave early. Scott provided surveys of ENGR 380 students, signed petitions, and a letter written to Dean James Howard. He said that the Chair of the Engineering Department, Beth Eschenbach, was very helpful and supportive of the idea. He explained that none of this information had been sent to Dean James Howard because of its incompleteness. These documents are provided in this binder.

Meeting with Dean Howard 11/30/05

Pre-Meeting

Our Knowledge Premeeting:

Memorandum of Understanding (MOU) regarding Arcata Educational Farm (AEF) between HSU and the City for Arcata had expired.

Carl Coffey and Dave Bugbee are responsible for negotiating the Memorandum of Understanding.

Delays and complications with negotiations on a new MOU due to:

Increase in the cost of insurance

Request for HSU to accept more responsibilities for AEF

Slow process because HSU does not have a consistently available legal council

Administrators have already been discussing a new agriculture "program"

What We Wanted to Learn from Meeting:

Who ultimately decides if a course such as ENGR 380 is offered in upcoming semesters? Does Dean Howard have the ability to make this decision?

Would Dean Howard be willing to write a formal letter of support for continuing to provide and renew funding for hands-on educational experiences related to community agriculture?

Who else should we contact, if anyone? Are there others in the administration who should see the data we have compile this semester regarding students interests?

Does Dean Howard have any suggestions for us or help he can offer?

Purpose of the Meeting:

To show the administration unwavering student support and interest in agriculture curriculum that incorporates alternative methods to industrial agriculture and also includes a service learning field component.

To augment Dean Howard's knowledge on the importance of this type of educational opportunity, both to students and to the university as a whole.

To better understand who are the key persons involved in the decision making

process.

To request a formal letter of support including a commitment to fight for institutionally funded and supported community agriculture experiences as described previously.

Post Meeting

Summary of Meeting

Dean Howard is interested in a community agriculture course or program at HSU that utilizes AEF.

An injunction is not allowing HSU classes to utilize the AEF. The injunction resulted from negotiations over the MOU and a lawsuit filed by neighbors of AEF against the City of Arcata regarding AEF parking.

The Memorandum of Understanding must be agreed upon before renewing AEF insurance.

The argument for securing the Environmental Science Soils and Alternative Agriculture concentration may be invalid. Environmental Science concentrations are being revised and are likely to be cut.

Dean Howard said that he and Provost Rick Vrem are the decision-makers responsible for adopting or funding courses and programs within the college.

Dean Howard said he will share with Provost Rick Vrem the student support which is brought to him.

Suggestions Made by Dean Howard:

Make a case for community agriculture opportunities to Provost Richard Vrem.

Conduct a market analysis for future students attracted by a course or program in community agriculture.

Research employment opportunities for potential students who direct their studies towards community agriculture. Barbara Peters, from the Career Center, could be resourceful in this research.

Prove current and future student support.

Try to have ENGR 380 switched from being an elective to being required for a degree.

Dean Howard said he would sign documentation supporting funding for a community agriculture course or program.

**Sustainable Agriculture Program
Brainstorming Session**

**Tuesday, November 1st, 2005
Nelson Hall East 116 – 5:00-6:30 pm**

Introductions

Program Vision – Susan Ornelas

HSU Administration's advice – Becky Mosgofian

Questions/Brainstorming – All

Questions for Discussion:

#1 – How do you think this program will work at HSU? Do you think it could work as an interdisciplinary program?

#2 – Do you see other connections (e.g. programs, people)? Identify classes that could have an Ag component.

#3 – How do you see your work at HSU fitting in?

Conclusion – Formal Support for program/level of interest – ALL

Humboldt State University's Mission Statement

Humboldt State University is a comprehensive, residential campus of the California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues. We help individuals prepare to be responsible members of diverse societies.

These programs and the experience of a Humboldt State education serve as a catalyst for life-long learning and personal development. We strive to create an inclusive environment of free inquiry, in which learning is the highest priority. In this environment, discovery through research, creative endeavors and experience, energizes the educational process.

For Ag Program Meeting

- Bring copy of petition – approximately 100 signatures, expecting 400 by end of semester
- Students in Action intern focusing on Food Security Issues and Community Agriculture for the last year and a half
- Founding member of Students for Community Food – a club on campus dedicated to
 - forming good working relationships with community partners involved in food issues
 - fostering awareness of community food security and access issues
 - providing students with opportunities to participate in activities that address these issues
- Major trends in student population:
 - Students DO want courses that primarily address issues in agriculture and food production
 - Students main interests involve alternatives to the standard industrial agriculture model.
 - By providing a unique program that addresses these desires, I feel HSU will set itself apart from common and traditional programs offered elsewhere and greatly improve the University's marketability.

Questions:

-

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Subject: Students for Community Food
From: "Nichole Hillyer" <nikkinbonnie@yahoo.com>
Date: Fri, October 14, 2005 1:38 pm
To: "Mike Cipra" <mcc21@humboldt.edu> ([more](#))
Priority: Normal
Options: [View Full Header](#) | [View Printable Version](#) | [View Message details](#)

Hello everyone!

Some of us met today for Students for Community Food. Some things we discussed are listed below. We will be meeting again next Friday at 11am in Nelson Hall East room 116. Tell people you know who might be interested!

We will be tabling next week in order to gain more members for the club.

The Farm Tour is this Sunday. Volunteers are still needed. Contact Jly Barnett if you are interested in volunteering. Tickets will be sold at the Grange Breakfast on Sunday for the Farm Tour on Sunday.

See you next Friday at 11am in NHE 116!
Nichole

Yahoo! Mail - PC Magazine Editors' Choice 2005
<http://mail.yahoo.com>

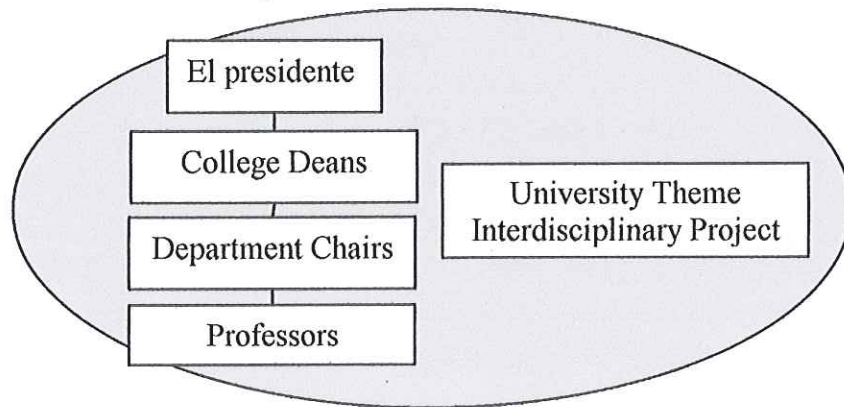
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Move to:

Here is a summary of the notes recorded at the 11/11/05 meeting at Muddy Waters:

- Attendance:
 - SEN: Brandon, Scott
 - RESU: Peter, Doug
 - Solutions Club: Lydia
- An objective: Increase clubs participation by freshman/sophomores.
 - Increase number of freshman/sophomores at HSU and keep them interested in learning at HSU.
 - Advertise clubs activities
 - Highlight exception projects
 - Central clubs coalition webpage
 - Frosch interest groups
 - Clubs advertisement
 - Sociological surveys on why or why not people participate in clubs activities (maybe ship out to sociology department)
 - Allow clubs activities to count towards degree requirements.
- Historical record of student projects:
 - Construct an online service where student projects are available electronically.
 - A database could be set up through the HSU library where student projects are kept in electronic format.
- Interdisciplinary activities:
 - University wide research topics devised to facilitate interdisciplinary learning.
 - Approach a particularly interesting issue facing humanity from a multidisciplinary perspective.
 - Green theme
 - Teachers are already allowing their classes to address club specified projects.
- Initiating a multidisciplinary pathways at HSU
 - Start from the top



- Club advisor periodic conference.
- Letter to the president (1/2pg to 1pg with bulleted points)
 - Goals and content of the letter
 - State intention of clubs coalition and how our vision can help with HSU strategic enrollment (carrot).
 - Give a brief outline of our vision and the steps needed to establish an project.
 - Include as many club officer signatures as possible.
 - E-mail and deliver hard copy of letter to the president's office.
 - Letter writing process:
 - First meeting 11/28/2005 at 5pm in a room in Nelson Hall. Brandon will arrange and communicate room number.
 - First meeting will be a brain storming session so that an outline of the letter can be constructed
 - The letter outline will be shipped out for review by coalition members.
 - The finalized outline will be massaged into a formal letter.
 - The formal letter will be shipped out for review by coalitions members.
 - Final product delivered to presidents office (12/11/2005)

Appendix
(v)

Miscellaneous Information
Work Completed Prior to Fall 2005

Eureka Times-Standard

Projecting HSU's reach into a visionary future

By Rollin Richmond

Tuesday, March 08, 2005 - Humboldt State University, with help from community members, has just adopted a new vision. This statement is the best predictor of what the university will be like in the future:

"Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human and environmental condition. We will be the premier center for the interdisciplinary study of the environment and its natural resources. We will be a regional center for the arts. We will be renowned for social and environmental responsibility and action. We believe that it is the individual citizen, acting in good conscience and engaging in informed ethical action, who will preserve and advance our world. We will commit to increasing our diversity of people and perspectives. We will be an exemplary partner with our communities and tribal nations. We will be stewards of learning that makes a positive difference."

HSU will continue to provide a first-class education, and the citizens of California being willing, will do it at a bargain-basement price for students and their families.

By 2015, we will have strengthened our programs in the environmental sciences and will be recognized as one of the premier universities in the West for students who want to devote their lives to improving our understanding and sustainable use of our natural resources. The university will also be known for a curriculum that emphasizes entrepreneurship across all disciplines and provides students with the knowledge they need to use their skills to lead productive and meaningful lives. This curriculum will relate as much to artists as it will to business majors. With a new performing arts center that attracts performers from around the world, the vibrancy of the arts will be enhanced on the North Coast.

By 2015, HSU will have a much stronger presence in Eureka. Working jointly with the city, the university will have established a branch in Eureka that focuses on continuing education and outreach programs. HSU will also be providing several degree programs online to serve the needs of working students and the people of tribal nations and others who live outside the immediate area.

The university's Office of Economic and Community Development (OECD) will become a "portal" for the community to access the intellectual resources of the university. Working with the Humboldt Area Foundation and the College of the Redwoods, the OECD will redirect and diversify the North Coast economy to significantly reduce poverty and help enrich our children's lives. This revitalization will be led by the Redwood Coast Rural Action network, an innovative project begun by a regional coalition of community and educational institutions.

By 2015, HSU will be known throughout the state as the engine that drove the economic development of Northern California. As a result of the retirement of baby-boomer faculty, a younger faculty will emerge with a strong commitment to education but recognizing an obligation to direct their research interests to the needs of their region. This will transform HSU into a unique regional research institution known for working closely with its communities to create and maintain local jobs and a strong economy. In order to accommodate a growing student body (about 9,000 students by 2015) and the faculty required to educate them, the university will partner with the cities of Arcata, Eureka and Humboldt County and local developers to establish reasonably priced housing that will also attract the best young faculty to come to HSU.

Will all this happen for our community? A lot depends on you. Higher education has been the basis of California's economic success for more than 40 years, but support for the Master Plan for higher education in California is weakening. We now spend more annually for the Department of Corrections (\$5.6 billion) than we do on all of public higher education

(\$5.1 billion) in California. It costs \$33,200 in state general fund money on the average to keep an adult in prison in California. It costs the state \$7,553 to send a student to a California State University campus. These priorities must change if HSU and California are to achieve their dreams. These are our priorities, and we must work to change them.

Rollin C. Richmond is president of Humboldt State University.

Arcata Educational Farm - Bayside Park

Mission Statement & Objectives

Mission

The Arcata Educational Farm - Bayside Park serves as a place of inspiration in that it illustrates the essential connection between people and the environment while providing unique educational and recreational opportunities for the community, within an edible, beautiful, and agroecological landscape.

Objectives

1. To offer students of all ages and community members the opportunity to learn about sustainable agriculture and edible landscaping techniques.
2. To provide unique recreational opportunities to the community.
3. To demonstrate a small scale, highly productive agricultural ecosystem.
4. To integrate the landscape design and crop productivity with local human sustenance in a meaningful and sustainable manner.
5. To promote seasonal community festivals celebrating agricultural cycles.
6. To research and practice methods of agricultural sustainability.
7. To nurture curiosity about the natural world.

Goals

1. To increase community utilization of the Arcata Educational Farm - Bayside Park.
2. To provide a beautiful place for the community to gather.
3. To increase local self reliance and knowledge of sustainable agriculture.
4. To combine with other unique environmental assets in Arcata to contribute to ecological tourism.

**California State University, Humboldt
Engineering Department**

**Engr. 380 - Community Agriculture - 3 units
Lecture and Lab**

Catalog Description:

Introduction to small scale sustainable agriculture practices including soil fertility, crop management, composting, farm planning, water use, integrated pest management and marketing. Includes ecological, economic, and social concerns in agriculture.

Course Goal:

The goal is to introduce the student to the agricultural techniques and community development philosophy of small scale, local sustainable agriculture systems. This course demonstrates to the student the opportunity, presented by sustainable agriculture systems, to exercise best management practice's in food production. as well as in soil, water, and waste management. It compliments other sustainable development courses by linking human sustenance and agricultural enterprises to ecology, economics, natural resource management, energy use in food production and community development.

Prerequisites:

Biology 105, Botany 105, Soil 260

Kad. Good Start. Let me know if you have questions

in colleges or all over Univ.

April 27, 2005

Dean James Howard,

Dean needs to know how many?

We would like to take a moment of your time to address an issue that numerous students believe to be crucial to the quality of their education here at Humboldt State University. We understand that currently a budget crisis burdens the CSU system and that staff and curriculum sacrifices must be made at all levels. However, as participants in a democratic institution, we must express our displeasure when decisions are made on our behalf that do not reflect our interests. As students of the College of Natural Resources and Sciences at HSU, we require diversity in our education that ensures the breadth of educational opportunities that we came to this university to experience. We feel that the decision to cancel funding for classes such as Engineering 380, Community Agriculture, is a serious detriment to the quality of education as well as the proclaimed support of sustainability we expect from Humboldt State University.

spoken. get first sentence state point of letter

Community Agriculture is a class that provides a practical perspective of local sustainability that many students and community members value here on the north coast. As I am sure you are aware, the class officially lost funding in 2003 and has remained in the curriculum because of student interest and the dedication of two faculty members who have been teaching the class without pay. Not only has ENGR 380 continued to generate revenue for the institution without faculty overhead, but has also been central to the success of the Arcata Educational Farm, which is now a fully functional CSA farm valued by many in the community. Located in Bayside Park, the AEF serves as a place of inspiration in that it illustrates the essential connection between people and the environment while providing unique educational and recreational opportunities for the community, within an edible, beautiful, and agroecological landscape.

temporary faculty

(list here)

2 topics in class AEF

In further support of our argument, we would like to reference HSU's own new vision statement that was recently released to the public in early March. It states, "HSU will be the premier center for the interdisciplinary study of the environment and its natural resources.... We will be renowned for social and environmental responsibility and action.... We will commit to increasing our diversity of people and perspectives." Furthermore, it goes on to say that "By 2015 ... we will be recognized as one of the premier universities in the West for students who want to devote their lives to improving our understanding and sustainable use of our natural resources." Community Agriculture is one such class that fully embodies these core university principles in a hands-on approach that students and community members can experience with all five senses. Stated as a course goal, ENGR 380 "compliments other sustainable development courses by linking human sustenance and agricultural enterprises to ecology, economics, natural resource management, energy use in food production and community development."

Surely you can understand our discontent and confusion when we hear promises of sustainability and see classes and faculty that embrace these values being cut. After surveying a variety of students in the NR/SCI College, it was more than apparent that ENGR 380 is a valued class by the student body and almost all agreed that it should be

who / how many

not clear this statement is true. Student input solicited, but votes are not counted

vs (We?)

Does this get any "credit" or community for AEF Dean & Prof. like this type of credit in curriculum?

continued as a class and made a GE required course. One student quoted on the survey, "Keep ENGR 380 as evidence of the spirit of HSU & maintain a rich diversity of thought integrating tradition with new knowledge." Many students, such as ourselves, came to this university from far off places because of HSU's sustainable reputation and classes like ENGR 380. After being here and seeing the reality of the situation, our future here is now uncertain and transfer is likely. Please help us to believe in this institution and work to create a better future for all on this planet.

On behalf of many students, faculty, and community members, we ask that you acknowledge our request to take responsibility for your statements and honor Humboldt State Universities' sustainable vision by reinstating funding for ENGR 380.

Take care w/ tone here. You may offend.

Sincerely,

Scott Fetterman

Kait Singley

• Dean cares about courses required for major b/c President has told him to reduce number of classes.

I suggest you tie 380 into ~~the~~ current major requirements & impacts on those students.

Ask Steve Carlson to estimate No. of students that would take 380 based on ES emphasis.

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Faculty decide on GE to do this not dean.

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in college or all over UNIV.

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not clear this statement is true. St. dist input -> solubility, but not as is w/ convector

shorten. First sentence state point of letter

temporary faculty

(lost here)

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vs (We?)
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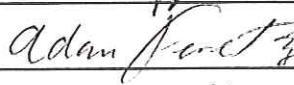
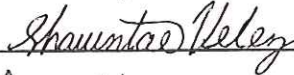
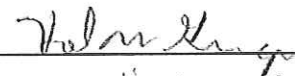


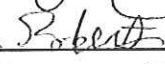

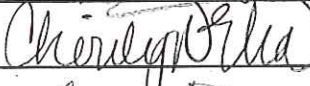
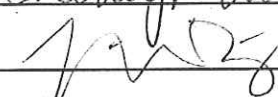
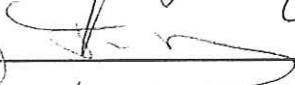

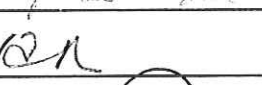

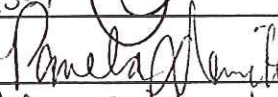

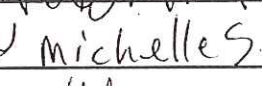
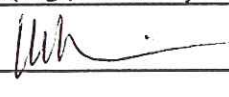
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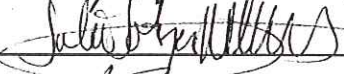

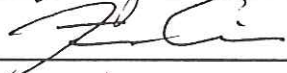
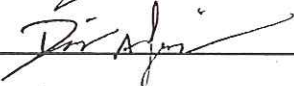
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We, the undersigned members of the Humboldt State University community are concerned with the current funding crisis inflicted upon the CSU system and we recognize that budget solutions are not simple and that sacrifices at all levels must be made. However, as participants in a democratic institution, we must express our dissatisfaction when decisions made on our behalf do not reflect our interests. As students of the College of Natural Resources and Sciences at HSU, we require diversity in our curriculum that ensures the breadth of educational opportunities that we came to HSU for. We feel that the decision to cancel funding for classes such as Engineering 380, Community Agriculture, is a serious detriment to the quality of education as well as the proclaimed support of sustainability we expect from Humboldt State University. We ask that funding be restored to this important course.

Name	Signature	Date	Major
Scott Fetterman		4/25/05	E.S. - Soils; Appropriate Tech.
Adam Peretz		4/26/05	Environmental Science; TECHNOLOGY (CEA) 406R + 20059551
Shawntae Velez		4/26/05	psychology
Hal Genger		4/26/05	instructor
Helene Bridgman		4/26/05	intl studies
Thomas Saunders		4/26/05	Nat. Resources
William Roberts		4/26/05	wildland Soil Science
Marion Noble		4/26/05	NRPI
Cherilyn Elia		4/26/05	Liberal Studies minor Appropriate Tech.
Jessica Dike		4/27/05	U.S. Env. Sci.
Jon Mooray		4/27/05	Env. Sci. Grad Program
Yvonne Bedan		4/27/05	Engl. I.
Sarah Sullivan		4/27/05	Sociology
Alyssa Grassi		4/27/05	NRPI
Pam Navitt		4/27/05	Interdisciplinary
Nicola Hunt		4/27/05	Journalism
Michelle Stuckey		4/27/05	NRPI
Kimberly Rollins		4/27/05	NRPI

We, the undersigned members of the Humboldt State University community are concerned with the current funding crisis inflicted upon the CSU system and we recognize that budget solutions are not simple and that sacrifices at all levels must be made. However, as participants in a democratic institution, we must express our dissatisfaction when decisions made on our behalf do not reflect our interests. As students of the College of Natural Resources and Sciences at HSU, we require diversity in our curriculum that ensures the breadth of educational opportunities that we came to HSU for. We feel that the decision to cancel funding for classes such as Engineering 380, Community Agriculture, is a serious detriment to the quality of education as well as the proclaimed support of sustainability we expect from Humboldt State University. We ask that funding be restored to this important course.

Name	Signature	Date	Major
Erin Mooney	<i>Erin Mooney</i>	5-4-05	Native American Studies
Brenda Castro	<i>Brenda Castro</i>	May 4, 2005	Liberal Studies, Ed. Educati
Laurel Ferreira	<i>Laurel Ferreira</i>	5/4/05	Wildlife
Rheanne Lima	<i>Rheanne Lima</i>	5/4/05	Holistic Integration (i;
Terra Emerson	<i>Terra Emerson</i>	5/4/05	Women studies & Environment
Jordan Verillion	<i>Jordan Verillion</i>	4 May 2005	Undeclared
Hadi Sirov	<i>Hadi Sirov</i>	May 4 2005	Environmental Science
Casey Petterson	<i>Casey Petterson</i>	5/4/05	Environmental Science
Abigail Rohr	<i>Abigail Rohr</i>	May 4, 2005	Envir. Science
Heidi Torrance	<i>Heidi Torrance</i>	5/4/05	ENUS
STEVE McDONALD	<i>Steve McDonald</i>	5/6/05	- BOTANY MASTERS -

Name	Signature	Date	Major
Erna Kimmach		4/27/05	NRPI
Rebecca Sharpless	Rebecca Sharpless	4/27/05	
Lee Drake		4/27/05	
Whe. Jo Apr Williams		4/27/05	IDT
Ethan Zuckerman		4/27/05	Applied Sustainability
KEVIN CUNNINGHAM		4/27/05	FARMER-ARCATA ED FARI
David Jenkins		5/3/05	L.S. Appropriate Technology

Eria Mooney
872-5312

Community Agriculture Survey

Distributed by: Michaela Neumann, Scott Fetterman and Kait Singley

Due to financial limitations statewide, HSU has stopped funding several courses that we consider important to the diversity and quality of our education? In many cases the classes we are losing offer the most interdisciplinary approach and thus are not strictly required as a component of any degree. This is one dilemma in funding ENGR 380 - Community Agriculture. Although this course lost funding two years ago, dedicated professors have continued to teach it voluntarily. If you have received this survey we hope that you will share your ideas or experiences and assist our efforts to inform administrators of the value of this course in HSU student's education.

1. Why is community agriculture important to you? *Because I want to feed my family healthy food and this class is integral to my ability to participate in local organic food production.*
2. What degree program are you in at HSU?
Native American Studies
3. Is Engr. 380 a component to your degree? If so, how.
Not currently, but I am thinking of going for my MA in International Development Technology, and this class would be important.
4. What connections between HSU and Engr. 380 can you see?
HSU seems interested in touting itself as environmentally friendly. Community Ag could have an amazing impact on our local and global environment.
5. Would you like to see this course continued at HSU? Should it be made a GE course? *Absolutely.*
6. Additional Comments:

I was hoping when I saw President Richardson ride the Pedal Power bikes at his first Sustainability Energy Fair that this President would do more than talk the talk of sustainability for HSU.

Eating local organic food is not only healthy for the consumer but seeing as commercial agriculture is causing some of the planets worst environmental problems (i.e. deforestation, pollution, erosion, water loss), investing in local organic food sources will contribute amazing amounts to the environment. hope HSU can see the importance of this course,

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1. Why is community agriculture important to you?

It's really important to our education as human beings, no matter what major we are in.

2. What degree program are you in at HSU?

— Art

3. Is Engr. 380 a component to your degree? If so, how.

4. What connections between HSU and Engr. 380 can you see?

Classes like this attracted ~~to~~ me to HSU

5. Would you like to see this course continued at HSU? Should it be made a GE course? Yes, Yes

6. Additional Comments:

I love this class. I've taken it twice!!!

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1. Why is community agriculture important to you?

I haven't ~~ever~~ learned about agriculture & how it has to do w/ economics, sustainability

2. What degree program are you in at HSU?

the seasons + locality
Interdisciplinary Studies - Holistic Integrati

3. Is Engr. 380 a component to your degree? If so, how.

Yes - Environmental Integratio
Emphasis

4. What connections between HSU and Engr. 380 can you see?

Sustainability, local markets and commerce, community service

5. Would you like to see this course continued at HSU? Should it be made a GE course?

Yes! Definitely

6. Additional Comments:

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1. Why is community agriculture important to you?

It's a great class that teaches practical skills, and lots of real-life lab time.

2. What degree program are you in at HSU?

Wildland Soil Science

3. Is Engr. 380 a component to your degree? If so, how.

Nope

4. What connections between HSU and Engr. 380 can you see?

It's community based, and teaches a lot.

5. Would you like to see this course continued at HSU? Should it be made a GE course?

Yes. It should be a GE class, and part of other programs

6. Additional Comments:

It would be a real shame if this class wasn't offered anymore, as it is great for a wide variety of disciplines.

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1. Why is community agriculture important to you?

It is an important part of sustainability and appropriate technology.

2. What degree program are you in at HSU?

Environmental Science

3. Is Engr. 380 a component to your degree? If so, how.

It is an elective.

4. What connections between HSU and Engr. 380 can you see?

Everything that HSU stands for is connected with this class. HSU focuses about sustainability, botany and appropriate

5. Would you like to see this course continued at HSU? Should it be made a GE course? ^{technology} _& Yes and Yes.

6. Additional Comments:

I've learned so much in this class that as I am graduating this semester I feel like it is completing my education and has added enrichment in my life.

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1. Why is community agriculture important to you?

The class works w/ my concentration in Environmental Science
The knowledge is priceless

2. What degree program are you in at HSU?

Environmental Science

3. Is Engr. 380 a component to your degree? If so, how.

principles in this class will be used when I
am running my own greenhouse

4. What connections between HSU and Engr. 380 can you see?

Community Ag what else do you need.

5. Would you like to see this course continued at HSU? Should it be made a

GE course? Yes this would be a good base class for the homebased
someone that's looking to get into ag production

6. Additional Comments:

Why am I paying lab fees for this class when the
teacher doesn't receive lab payment or \$ for teaching this class.

This class also breaks down the local market of agricultural
products.

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1. Why is community agriculture important to you?

- Personally empowering
- Answers social, economic & environmental concerns.

2. What degree program are you in at HSU?

- Journalism
+
- Environmental Science

3. Is Engr. 380 a component of your degree? If so, how?

It is an option

4. What connections between HSU and Engr. 380 can you see?

More importantly, community ag integrates the community. HSU is ~~an~~ a huge part of Arcata & this class is a type of return & gives students an opportunity

5. Would you like to see this course continued at HSU? Should it be made a GE required course?

Yes, continue the course, but it should be an option.

6. Additional comments:

Keep ENGR380 as evidence of the spirit of HSU & to maintain a rich diversity of thought integrating tradition with new knowledge

back & become involved in other endeavors like Potawat or the Ed. Farm.

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1. Why is community agriculture important to you?

— Its a great resource to purchase organic produce locally.
Its a great teaching resource and communal bond.

2. What degree program are you in at HSU?

Geography and appropriate technology

3. Is Engr. 380 a component to your degree? If so, how.

No, I took it for the class itself

4. What connections between HSU and Engr. 380 can you see?

HSU is a big environmental school. I feel that ENG. 380 applies directly to HSU's mission of being an environmental leader and educator.

5. Would you like to see this course continued at HSU? Should it be made a GE course?

Yes, very much. I think it would be great to make it a GE option and expand the course.

The info. learned here is highly practical and sustainable. Learning nutrient cycles and being exposed to their effects through direct experience at the farm gives a understanding qualitatively of the sensitivity of our environment, & appreciation

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1. Why is community agriculture important to you?

It empowers local, everyday people to take control of their food

2. What degree program are you in at HSU?

Environmental Science

3. Is Engr. 380 a component of your degree? If so, how?

No; however, it is a course that I intend to take before I graduate.

4. What connections between HSU and Engr. 380 can you see?

• student involvement in the community

or

5. Would you like to see this course continued at HSU? Should it be made a GE required course?

Yes! It should be made an OPTIONAL GE course.

6. Additional comments:

It's a great course that ^{has proved} is beneficial for many people.

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1. Why is community agriculture important to you?

To exist bio-regionally is essential to our symbiotic relationship with our local environment, economy, and culture.

2. What degree program are you in at HSU?

ENR

3. Is Engr. 380 a component of your degree? If so, how?

no (I don't think so)

4. What connections between HSU and Engr. 380 can you see?

I have never taken 380 Engr, so I'm not sure I should be filling this survey out.

5. Would you like to see this course continued at HSU? Should it be made a GE required course?

If the course contains quality, applicable knowledge then it should be continued.

6. Additional comments:

There should definitely be environment based GE.

Environmental education is not just for environmentalists, everyone needs to know about the issues.

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1. Why is community agriculture important to you?

I think community ties with the University are important, and immediately applicable knowledge for college students.

2. What degree program are you in at HSU?

Environmental Science: Appropriate Technology

3. Is Engr. 380 a component of your degree? If so, how?

Not that I'm aware of.

4. What connections between HSU and Engr. 380 can you see?

380 connects HSU to the earth and the local community and not just have the university be "higher education" without applicable skills.

5. Would you like to see this course continued at HSU? Should it be made a GE required course?

Yes it should be continued, and it should fit into a GE category along with other community service courses, but not specifically that course.

6. Additional comments:

Tensions between the local community and the University are present, even if subtle at times - 380 could relieve these by giving back to the community and provide a permanent public service.

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1. Why is community agriculture important to you?

Food is a fundamental for all live on earth. Learn how to grow food and run a farm is important to all of us.

2. What degree program are you in at HSU?

Ecology

3. Is Engr. 380 a component to your degree? If so, how.

NO.

4. What connections between HSU and Engr. 380 can you see?

ENGR is not only building & designing. ENGR is development of resources, land, agriculture, etc. . .

5. Would you like to see this course continued at HSU? Should it be made a

GE course? YES. It could be for a major & GE

6. Additional Comments: