

Enchanted Edibles

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1.0 Executive Summary

Western is a national leader in sustainable practices and its commitment to sustainability encourages innovative advancements to the campus. These advancements have wide-reaching effects as they impact the entire Western community. By integrating edible landscaping, Western will continue to uphold its obligation to improve the sustainability of the campus.

Currently, Western's landscaping is used solely for ornamental purposes. The benefits to this form of landscaping are limited to aesthetics. The campus has the potential to shift its method of landscaping to be more beneficial to students, faculty, and staff—not only through aesthetics but also through fruitful returns.

We propose to centrally and seamlessly integrate edible landscaping into the campus environment that would be available for everyone to enjoy. Western will then have the means to educate the community on this new form of urban agriculture. The location for this interactive learning space will be between the Biology and Chemistry buildings—a sunny area already equipped with an irrigation system and the location of which was suggested by the campus gardeners. Signage will be used to indicate the importance of the project as well as inform visitors about the benefits of edible plants.

The space will be managed by a joint collaboration between the Outback Farm and the campus gardeners through an unpaid internship. The intern will be responsible for maintaining and promoting the project as well as coordinating between both groups involved. The intern will also coordinate volunteer efforts through the development of a maintenance schedule which would outline the necessary responsibilities for all involved.

After collaboration with many groups on campus, we have developed an example design for the space which includes a variety of low-maintenance, drought-tolerant perennials that would produce food every year. This limits the maintenance required for those responsible for taking care of the space.

The integration of this type of landscaping to the campus will prove to be not only educational but also unique and visually appealing, advancing Western to the forefront of sustainable leadership.

2.0 Introduction

2.1 Purpose

Edible landscaping creates an opportunity for students and staff to learn about where our food comes from and how it is produced in an urban setting. It would serve as a vehicle for connecting people to our agricultural roots through an interactive, educational experience.

2.2 What is edible landscaping?

Edible landscaping is an approach to landscape design that replaces ornamental plants with edibles that are both healthy and aesthetically pleasing. This method of landscaping also provides returns on investment of water and time by producing a variety of beneficial fruits and vegetables.

2.3 Significance to Western

Western has made a commitment to sustainability including the following: protect local and global ecology, uphold social equity, create economic vitality, and maintain human health. This project promotes this commitment in an engaging manner—something that the campus community would interact with on a daily basis. An edible landscape would encourage healthier lifestyles by educating Western's students and staff through natural urban food production while contributing to the aesthetic appeal of the campus as well. The food produced will also be consumed on campus and therefore no transportation is necessary, providing a carbon-free means of acquiring food.

Edible landscaping would provide another example of urban agriculture in addition to the methods presented in the Outback Farm. This could further strengthen the connection of the Outback to the university as a whole. This project would also promote Western as a leader in the field of sustainability and further connect the campus to the values of the greater Bellingham community.

3.0 Methodology

3.1 Internet Research

We began by researching other colleges that implemented edible landscaping through similar programs through the Association for the Advancement of Sustainability in Higher Education (AASHE) website and the Green School Listserv. We received several responses from the Green School Listserv, which allowed us to explore the universities that have conducted projects like the one we are proposing. Examples of these projects can be found in the Case Studies section below. We also used Google to research edible landscaping projects at other schools to contact them about their experiences.

3.2 Program Development

The space between the Biology and Chemistry buildings on campus will be converted to an edible landscaping site, similar in design to a “food forest.” The space will be clearly identified with a border as well as a welcome placard outlining the purpose of the project along with a liability statement to mitigate risk associated with growing food in a campus setting. Each species of edible plant will have a sign indicating the name and a description as well as a photo. The plot includes a trail to encourage exploration and harvesting by all members of the Western community.

Initial construction of the space will be completed through a campus-wide volunteer event after the campus gardeners remove the existing inedible plants and repair the irrigation system. The site will be overlooked and maintained through a partnership between the Outback and the gardeners. The Outback will support an unpaid internship; the intern will ensure the maintenance of the area. This will include coordination of volunteers and coordination with the campus gardeners. A schedule for maintenance will be created to ensure proper management of the plot between all parties involved. The gardeners will initially train the intern on maintenance tasks, and the intern will be responsible for training volunteers. The intern will also coordinate a volunteer work-party each fall and spring quarter to prepare the space for the season. The intern will lastly promote the edible landscape project and encourage educational opportunities.

3.3 Contacts and Meetings

We began contacting project coordinators at universities in different areas of the country to interview them about their experiences with their projects. From this we compiled a list of possible stakeholders here on campus. We first met with Randy Godfrey, the head gardener at Western, to discuss the possibility of implementing edible landscaping. Concerns about the amount of maintenance required and continuity of upkeep were discussed. We then met with Paul Mueller, Risk Manager of Environmental Health and Safety on campus, to discuss liability concerns with edible landscaping. He supported the idea of having a clearly identified area for the plot and expressed concern about allocation of responsibilities between students and faculty. He also agreed to formulate a liability statement that would be clearly visible near the plot.

We then began to meet with different parties on campus to identify who could partner with the gardeners on maintaining the area. We first spoke with Chelsea Enwall, Club Coordinator for the Students for Sustainable Food Club (SSFC) here at Western. She informed us that SSFC would not be the best source for volunteer labor and maintenance for the edible landscaping plot. We then turned to Roby Ventres-Pake, AS Outback Coordinator, and John Tuxill, the Fairhaven advisor for the Outback, and discussed the possibility of forming a partnership between the gardeners and the Outback to support edible landscaping. They were interested but needed more details and wanted to ensure that the project would directly support the Outback before

making a commitment. Next, we met with Fairhaven professor Gary Bornzin to see if the project could be implemented through his Applied Human Ecology course, but we learned that the course is student-taught and the topics change every quarter so the continuity of the project would be uncertain.

We also met Janelle Gavin, a landscape designer with Garden Oasis Designs, to create an example landscape design plan of the space. During the quarter, we were able to pitch the edible landscape project to the Students for Sustainable Food Club as well as students in the Applied Human Ecology course and the Community-Based Environmental Education course. All three audiences were very interested and excited about the concept.

4.0 Case Studies

4.1 McGill University

Vikram Bhatt, Professor of Architecture and Project Coordinator for “Edible Campus” at McGill University in Montreal. He explained that McGill needed a more integrated landscape to serve as a platform to show how cities can produce agriculture.

McGill’s Edible Campus program began 6 years ago and currently is a successful 1,000 sq. ft. container garden with plans for expansion coming soon. Anyone can volunteer to help with the garden but there is also a non-government organization, similar to Meals on Wheels, which maintains the area. The volunteers that work on the garden get to consume the returns. The garden has 2 funded coordinator positions at the moment and is used for summer courses as well as independent study projects. The initial garden was first constructed without any funding until people began to see how well it was doing and became interested. Initiatives were then created for continuation of the project.

The idea behind the project is that growing food in a setting like a university campus can be used as a vehicle to break social barriers. Some challenges that arose during the process of implementing the project were learning the best way to cultivate certain plants. Vikram also stated, “Perhaps it will teach people to change their method of attaining food”—it could encourage a healthier lifestyle by providing individuals with an interactive experience of food growing; seeing their hard work and dedication transcend into sustainable cultivation.

4.2 Loyola University Chicago

A couple of years ago, a group of students in a sustainability-focused class created a plan for edible landscaping on the Loyola University Chicago campus. The students created a video for the Arbor Day Video Challenge and won first place in the spring of 2010. The winning prize was \$2500 worth of edible plants such as grapes and fruit trees.

All of the food produced in the Urban Agriculture Demonstration Garden Project is donated to a local soup kitchen, meaning that there are no liability concerns for the school. Gina Lettiere, Center for Urban Environmental Research & Policy (CUERP) Coordinator, also pointed out that donating to the soup kitchen adds to the school's mission and supports community involvement. She also mentioned that there is a desire to get some of the food grown into the dining halls, although this has not been seriously explored yet and so liability concerns have not been raised.

One of the greatest challenges we face, according to Gina, is determining how to institutionalize the edible landscape project. At Loyola's Chicago campus, a student manager position was created. They also have the support of a club on campus, the Growers' Guild, which organizes volunteer support to maintain and harvest the edibles. She mentioned that the constant student changes, as well as recent staff changes, have brought up concerns about the continuity of their project. Her suggestion was to determine which staff member would be behind an edible landscaping project long-term to ensure its success as well as keep student engagement.

4.3 Allegheny College

Allegheny College has slowly incorporated edible plants around their campus since 1994, although the push for edible landscaping really began three years ago with a group of students in an environmental science class. The class designed a hypothetical final project to incorporate an apple orchard onto campus and became so excited by the idea that they put the plan into action. They fundraised and planted eight apple trees with assistance from the college.

The following year, the Edible Allegheny Campus club was formed and was given control of an existing student garden, two raised beds, and the apple orchard. Other projects in the works include a tea garden, blueberry bushes, and a raspberry patch. Since the initiative is run by a club, they receive a budget from the student government and have an annual budget of about \$300.

According to Abby Beerman, the President of Edible Allegheny Campus, one of the most prominent challenges for the project is dealing with a constantly changing student body. They have over time developed effective methods of recording watering and harvesting schedules and communicating all necessary information to others in the club to be as successful as possible. The club has fostered student interest and maximized educational opportunities by coordinating activities throughout the year, even during the winter months when there is no harvesting or maintenance required. These activities allow students to remain engaged for the entire year.

5.0 Research and Analysis

To define our vision we first talked with various stakeholders at Western to determine the best way to implement edible landscaping on campus. When it came to deciding on what location would be the most suitable for the project, the Gardeners suggested the space between the Biology and Chemistry buildings—the installed irrigation system, heavy amount of sunlight, and central location were factors that led to this decision. The Gardeners also said that they would be willing to remove any existing inedible plants. Prior to choosing a location, Paul Mueller, Risk Manager from Environmental Health and Safety here at Western, spoke with us about clearly identifying the landscape with a placard and a border. He also mentioned that liability would need to be addressed, possibly by placing the following statement on the placard:

“Please enjoy! Edible plants are only located within the borders of this area and clearly marked. Please be safe, too! There is a risk that you may have unknown allergies or experience other adverse reactions. Your consumption of these edible plants, or any other plants on campus, will be considered to be done with your approval and understanding of the risks. Western Washington University cannot be held responsible for any harm that may come from consuming the plants on campus.”

We met with landscaper, Janelle Gavin, from Garden Oasis Designs to come up with a design for the space. She created an example design with the map we provided that included plant species and where they might be located in the space. She emphasized the minimal amount of maintenance required and included species that are drought-tolerant perennials which would provide a cycle of food production that would continue in future years without having to add annual crops. These plants were chosen in order to keep the gardeners’ and other volunteers’ workload at a minimum. She also ensured us that weeding of the space would only require about two hours per month as long as a well-prepped layer of mulch is added to the area.

Janelle gave us an estimate of plant costs that would total to around \$800-\$1,200 for gallon plants. Determining a more accurate budget is required for future progression.

A crucial component to ensuring the project’s long-term success is finding a means of institutionalizing edible landscaping. We explored the idea of partnering with the Students for Sustainable Foods Club on campus. We discovered that the club is solely a student-run organization and does not have a faculty advisor who overlooks the club’s activities. Chelsea Enwall, the club’s coordinator, also informed us that the club is preoccupied with other activities and does not have space to take on another project. We also considered implementing edible landscaping through a course at Western. However, there is no guarantee that a suitable course would be offered every quarter or even every year. A course that we considered that is offered every quarter is Gary Bornzin’s Applied Human Ecology class but we learned that the class is also student-run with Gary Bornzin serving as the advisor. The projects that are undertaken by the

class are chosen by the students and the course would therefore not be feasible for something requiring a long-term commitment.

We came to the conclusion that the most viable option would be to implement the project through the Outback. We are proposing that the Associated Students (AS) could create a new internship position that would directly support the Outback without adding more work to the current load that is already being taken on by its employees. The internship would be unpaid and would not require further funding from the AS. This position will connect student volunteers, the campus Gardeners, and the Outback in order to integrate this project into Western's community. The Outback is currently stretched thin and has not yet committed to supporting this position, however.

6.0 Future Works

In order for this project to come to fruition, the following steps need to be taken:

- Generate student support for this project, possibly through presentations to classes and other groups, or through the formation of a club focused on edible landscaping;
- Encourage stakeholder support through emphasis on the educational benefits of the project as well as highlight the minimum amount of maintenance required;
- Determine a clearly defined budget, including costs for initial site preparation, tools and supplies, a border, signage, path expansion, and plants;
- Determine sources of funding, including present to the Green Energy Fee committee and the Western Foundation, apply for grants, and fundraise as necessary;
- Further define the partnership between the campus gardeners and the Outback to determine the specific responsibilities of the Outback staff, gardeners, and volunteers, or find a new source of help on campus that is already institutionalized should the Outback be unwilling to take on the internship position;
- And research conditions and requirements for proper plant growth in order to create a maintenance schedule to streamline the maintenance of the space;

7.0 Conclusion

The creation of this edible landscape would serve as a platform for interactive education on Western's campus. Students, faculty, and staff will gain an understanding of the benefits of edible plants as well as the importance of these plants in relation to community resilience and sustainability. The project is a reflection of Western's commitment to sustainability as well as Bellingham's cultural interests. By introducing this to the Western campus, the awareness generated from this project could pave the way for similar practices to take root on a larger scale beyond a university setting.

8.0 Appendix

McGill University Full Interview: 11 April 2012

- **Contact name and position:** Vikram Bhatt, Edible Campus Project Coordinator at McGill University in Montreal, Canada
- **Purpose of project:** He had conducted similar projects in other countries. He felt that McGill needed more integrated landscape and thought it would be a good way of showing how cities can produce agriculture—“cities can produce everything” type of mindset.
- **“Size” and cost:** There was a lot of space available on campus so they chose a spot and began construction even though they started out with no funding. People began to see the success and began to see a sustainable future as well. They then started an initiative to get funding. \$50,000 has been used for improvements of the landscape including physical expansion and coordination so far. Currently the space is a 1,000 sq. ft. container garden with plans to expand the project by developing other areas on campus with gardens.
- **Timeline:** Began 6 years ago and sees only expanding and improving in the future.
- **Players/stakeholders involved:** The University and an NGO—a non-government organization resembling Meals on Wheels.
- **Perception of project of stakeholders:** “Many see growing food as a vehicle to break social barriers. It is an exciting way of looking at the future by addressing immediate challenges. Hopefully many will learn to change their method of attaining food. Perhaps there is a possibility that the project could create a new type of ‘chain’ for growing.” It encourages a healthier lifestyle by providing individuals with an interactive experience of food growing; seeing their hard work and dedication transcend into sustainable cultivation.
- **Biggest challenges:** Channeling a cause is always a challenge... Sharing a unified vision, learning how exactly to cultivate, crop rotation. Convincing people to come together for a common purpose and coordinating volunteers. Aesthetic quality was also difficult to keep up.
- **Project progression:** Currently there are 2 garden coordinators that harvest as well as many volunteers (grad students). It is used for summer courses and independent projects also.
- **Future projects:** “Studies have evolved. We need to explore ways people can get involved. We plan to develop initiatives and seminars to make more proposals to create more gardens.”

Loyola University Chicago Full Interview: 10 April 2012

- A couple of years ago, a group of students in a sustainability-focused class (called STEP Food Systems) created a plan for edible landscaping on campus
- Received funds to buy materials/etc. for the project from the department (Center for Urban Environmental Research & Policy)
- Mapped out all edible plants on campus using GIS, map is now available on school’s website
- Worked with landscapers and gardeners to create edible landscaping plan – landscapers are contracted out but gardeners are school employees
- Pea plants were planted and are now harvested by students in the Growers’ Guild club and sold
- Students created a video for the Arbor Day Video Challenge and won first place (spring 2010), won \$2500 worth of edible plants such as grapes, fruit trees, etc.

- Plants were planted on campus, issues were raised: plants were not aesthetically pleasing, plants were too young and not thriving in that location
- Plants were replanted to the school's Urban Agriculture Demonstration Garden Project, are now thriving but have not yet produced food for consumption
- All the food produced in the Urban Ag Project is donated to a local soup kitchen so there are no liability issues involved, donating to soup kitchen adds to the school's mission
- If students are eating the food produced on campus the faculty isn't aware of it and so liability issues have not really come up
- There is a desire to get some of the food grown into the dining halls, although this hasn't been explored too much yet and liability concerns haven't yet come up
- One of the biggest challenges: getting a project institutionalized!
- Student manager position for the Urban Ag Demonstration Project
- Growers' Guild supports the demonstration project through volunteering
- There are constantly student changes and now there are recent staff changes that have brought up concerns about the continuity of this project (let alone of instigating edible landscaping)
- She said we need to determine which staff member would be behind an edible landscaping project long-term to ensure its success as well as keep student engagement
- There has not been recent discussion about implementing edible landscaping because the STEP course goes through phases of focusing on food systems, energy use, and water use, and right now they are focused on water and next fall will be focused on energy, so edible landscaping probably won't come up again for at least another year

Allegheny College Full Interview: 12 April 2012

Contents of E-mail Interview with Abby Beerman, President of Edible Allegheny Campus:

"The first garden on campus was created around 1994 as an experimental garden near our science building. I, of course, was not around for this phase, but have a lot of the records from early on. As far as I can tell, besides used for projects, the garden was maintained in a shareholder style between professors and students. The garden had about two grape vines that are still in existence, and an apple tree.

Over the next two decades, other initiatives on campus included the creation of herb gardens for the use of the dining halls, green living opportunities, along with more generally green projects like using the by products from our composters for the campus grounds.

About three years ago now, an environmental science class became involved in the first big leap into the current edible project: the apple orchard. Originally a hypothetical final project, the class became so excited that they put their plan into action. The group fund raised and with the assistance of the college, planted approximately 8 apple trees. This was the year before I started attending Allegheny, and if you have more questions about this first project I can get you in touch with a student who was a member of the E.S. class that planted them.

The following year, due to the interest and passion of the student body, a club was formed on similar principles known as Edible Allegheny Campus. Our advisor is the sustainability coordinator on campus, Kelly Boulton, who is beyond awesome. The club was given control over the experimental garden (which was renamed the Allegheny Student Garden), two

smaller raised beds near one of the dormitories that used to house green living (it was moved into houses instead of dorms), and the young apple orchard.

Currently, besides the apple trees, we have a flourishing herb garden, strawberry patch, and a pretty good yielding garden patch. New projects in the planning include a tea garden, blue berry bushes, and a raspberry patch. As a student group, we receive a budget from student government, and for the past year we have been working within approximately \$300 dollars.

Being a student group, there are a lot of difficulties that aren't always foreseen. One of the main issues we had over our first summer was the fact that there is a gap in the presence of students at the end of the spring term prior to the start of summer employment, and another gap at the end of summer employment and the start of the fall term. If there is a change between students involved during the school year and the summer, it becomes really important to keep great records, and have durable markers that won't decompose. Both were lessons we have learned, along with having open and effective communication. With our first season, we had a few bumps but have learned from our mistakes and are taking new steps to correct them. We are painting rocks for markers, created planting guides, and have a notebook we keep near the garden for records. One thing that we did do, and was really helpful was to use google documents to set up watering and harvesting schedules that could be shared instantly with the rest of the group.

It's also important for students to build a support network within the community in regards to gardening. Most of the members for Edible, are not local, and its important to know what grows well in a given area. We have been in contact with local master gardeners, urban foresters, and talk up all the people who work at the local garden supply store where we buy seeds. They have been one of the best resources we have had.

If your initiative is going to be more student run, its important to focus beyond the edible factors of orchards and gardens. Here in Meadville, there is actually a pretty limited growing season when school is active. Frost danger goes into May, and it starts snowing come October, because of this focusing on food related topics on campus and hosting events becomes a second priority for our group. During the fall, we ran weekly trips to local farmers markets, ran workshops on how to dry herbs or make fresh salsa, began campaigns on campus for G.M.O. awareness, held a pumpkin carving party, and showed documentaries on current food and farm issues. This spring, we have expanded our visibility on campus by working with other student groups. We have worked a lot with planning for the gardens, continued our documentaries, worked programs with the community, held meetings on the farm bill, and done craft workshops such as building bird houses and feeders to hang around our garden. This events keep the student group active even when its not possible to garden, harvest, or eat what is grown on campus.

What we have really learned though, is starting small is a great thing. It allows for room for error, and makes it a lot less stressful than attempting to maintain several acres right off the bat.

Another thing you may be interested in, is that the environmental science department here is planning to build another garden on campus, and also install a large aquaponics system that would provide vegetables and fish to the dining halls. If you wish to know more about this, I can get you in touch with some of the students and professors involved."

AS Outback Edible Landscaping Internship Position Summary

About the Position: The AS Outback Edible Landscaping Intern is responsible for maintaining and promoting the edible landscaping space located between the Biology and Chemistry buildings on Western's campus. No specific training or skills is required; the Western gardeners will train the position holder in landscape maintenance upon hire.

Term of the Position: This is a four quarter unpaid internship that begins the last day of finals week spring quarter and ends the last day of finals week the following spring quarter. This position works an average of five to ten hours per week. The position holder may work more some weeks and less other weeks depending on the needs of the edible landscape. More hours may be required during the summer months.

Position Responsibilities:

- Devote a minimum of twenty hours per month for maintenance and promotion of the edible landscaping space. If there is less than twenty hours per month of work involving the project, the remaining hours will be spent supporting other Outback activities.
- Maintenance duties include: weeding, pruning, and harvesting the space.
- Maintain regular communication with the campus gardeners and the Outback Coordinator.
- Coordinate and publicize volunteer work-parties to maintain the landscape and encourage student and faculty involvement. A minimum of one work-party would be planned each spring and fall quarter.
- Provide training for volunteers as needed.
- Promote the edible landscape throughout the Western community by generating awareness.

Required Qualifications:

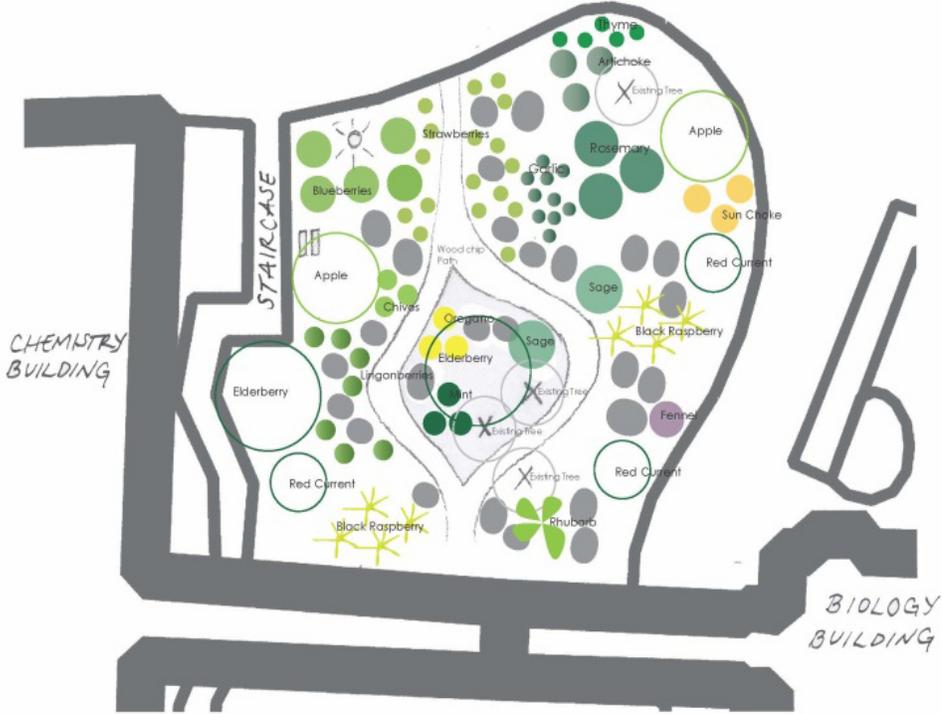
- Maintain a minimum credit load throughout term of position of 6 credits for undergraduates and 4 credits for graduates.
- Maintain a minimum of a 2.00 cumulative grade point average.
- Ability to complete the entire term of the position.

Preferred Qualifications:

- Organizational and time management skills.
- Ability to communicate and work effectively with a wide variety of people.
- Ability to work independently and responsibly.
- Ability to work collaboratively with multiple people and organizations.
- Ability to work within deadlines and problem solve.
- Ability to work flexible hours.

Example Landscape Design and Notes, created by Janelle Gavin:

Western Food Forest



NOT TO SCALE
CONTRACTOR TO CHECK ALL MEASUREMENTS

Western Food Forest

NAME: Western Food Forest Akayna and Alexis	
SCALE: NOT TO SCALE	DATE: May 2012
DRAWN BY: Janelle Gavin Garden Oasis Designs 360.676.1073	

PLANT LIST

Apple 'Spartan'
Vaccinium corymbosum 'Olympia' (Blueberry)
Ribies 'Cascade Red' (Red Currant)
Fragaria vesca 'Rugen Alpine' (Strawberry)
Artichoke
Foeniculum vulgare (Fennel)
Rubus leucodermis (Black Raspberry)
Sambucus caerulea 'Nova' (Elderberry)
Allium scorodoprasum (Chives)
Allium sativum (Garlic)
Salvia officinalis (Sage)
Rosmarinus officinalis (Rosemary)
Origanum vulgare (Oregano)
Vaccinium vitis-idaea 'Red Pearl' Lingonberry
Rhubarb 'Crimson Cherry'
Helianthus tuberosus (Sun Choke)

NOTES

There are a number of native edible shrubs that exist in this space and I would recommend that they be saved and included in the final planting. *Vaccinium ovalifolium*, *Vaccinium ovatum*, *Gaultheria shallon*, and *Mahonia*.

The plants listed in this design are all edible herbaceous perennials, shrubs, or trees. This means that there will be minimal maintenance, as well as a cycle of food production that will continue in future years without having to include annual crops. All the plants once established are drought tolerant, but will do better with regular summer water.

This is a very small space for a usable "Food Forest" but it can serve as an example for people who want to integrate edible and native plants into their landscape. There are only a few of each plant so there is a risk of over-harvesting depending on the use. I would recommend that the garden be monitored and maintained to measure both the vitality of the plant material, as well as the consumption of the produce.

Since we don't have the luxury of extensive space and resources, we are introducing a diverse variety of plants in a relatively small area, and planted in a more intimate way. Patrons of the garden will need to be respectful of the plants and be careful where they step.

I would recommend that the community who will use the garden be educated on what parts of the plants are edible and how to harvest responsibly. Herbs can be harvested year-round. Fruiting shrubs and trees have specific seasons for pollination and fruition. Bulbs, like Garlic and Fennel, should be harvested and maintained in a way that preserves future usage (by either leaving a portion of the plants in place to regenerate, or by re-planting stock in the fall).

* This design is not drawn to scale. If the proposal for the Western Food Forest is approved, the actual site will need to be surveyed to establish a scale drawing and to evaluate the existing plants that will be included in the final design. The sun exposure will need to be recorded and the placement of some of the plants may need to be adjusted.

9.0 Works Cited

Contacts (in sequential order):

Vikram Bhatt, Professor of Architecture & “Edible Campus” Project Coordinator, McGill University, Montreal
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"Making the Edible Campus." <http://www.mcgill.ca/mchg/projects/ediblecampus/>

"Making the Edible Campus: A model for food-secure urban revitalization."
<http://www.mcgill.ca/mchg/sites/mcgill.ca.mchg/files/11-bhatt.pdf>

"Reap What You Sow – Edible Campus!" http://www.mcgill.ca/mchg/sites/mcgill.ca.mchg/files/io_edible_campus_vikram_bhatt_sept_2011.pdf