

# The Greener House Guide

A guide to the academic and practical use of the student housing greenhouse



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# Welcome, plant lover

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We are so excited that you want to utilize the Greener House in your academic project, thank you for being a part of our sustainable Evergreen community!

This guide should help you as you plan and begin your greenhouse growing project.

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The Greener House is located in student housing, facing the HCC field. In 2023 the Center for Climate Action and Sustainability began the process to make it a usable space for student projects after its neglect due to the 2020 pandemic.

The space is big enough for one to two projects at a time, and has the potential to run a hydroponics system although it is currently not operational. **You will want some growing experience, or to have spent the prior quarter researching** before you submit a growing project, but you can find green-



house management and general growing resources in the back of this guide.

When you think you are ready to submit your project, send us an email at [INSERTEMAILHERE@EMAIL.com](mailto:INSERTEMAILHERE@EMAIL.com)

We schedule projects in advance to avoid double booking, once we reach back out to you we will hold your spot for four business days until we receive confirmation from your faculty sponsor. Your ILC does not need to be written yet, but we must have proof of a faculty sponsor.

# How to write a greenhouse ILC

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Step 1. Understanding what the greenhouse is for and deciding what you want to learn

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Plants are like people, stubborn and unpredictable.

When you begin writing your greenhouse ILC, something you must keep in mind is that **your plants should not be equivalent to your credits**. Successful growing is subject to many outside factors, and while your plants will be more protected than those grown outside, no one can foresee every kind of weather or pests.

**Determine what you want to learn from this project**, and write down some specific questions you want to research or topics you want to look into. **You should already have some growing experience**, but be prepared to spend time researching greenhouse practices.



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Step 2. Finding a faculty sponsor

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Your faculty sponsor will be overseeing you for the duration of your project. Each faculty member will have slightly different expectations of how you write your ILC and communicate your work so make sure to discuss expectations early on.

Ideally, your faculty sponsor is someone you have already taken a class from, but these are some faculty willing to sponsor greenhouse projects:

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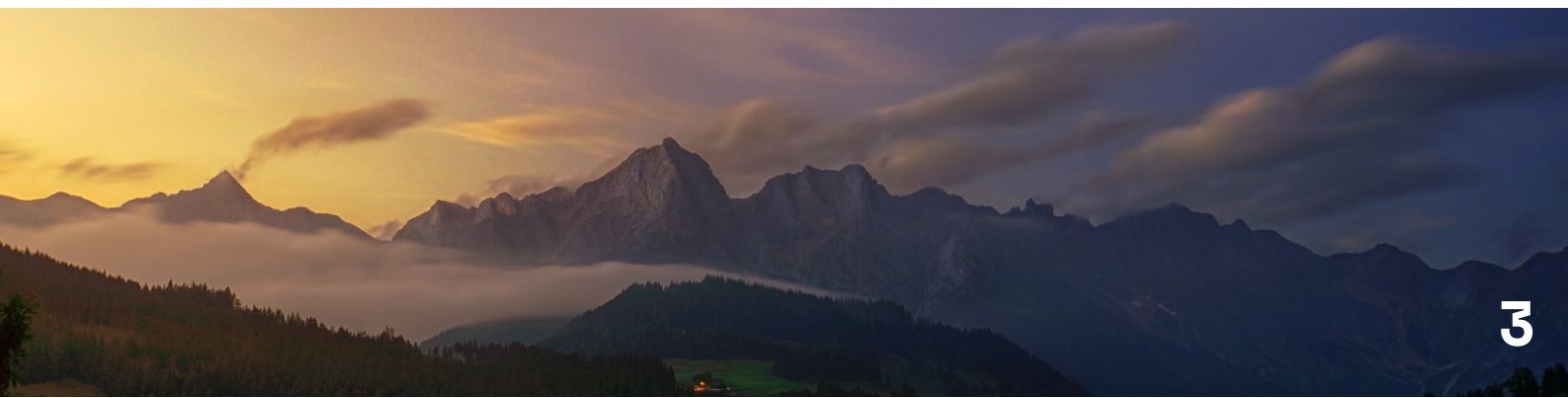
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## Step 3. Create and finalize your ILC through My.Evergreen.edu

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Develop your ILC on my.evergreen. Each faculty member will have preferences on the way you complete this but the basics will always be the same:

1. After selecting the term and title of the ILC (this can be changed later), hit create and then start. Through the next few pages you will answer basic questions about your school status and credit goal, continue through answering until you reach objectives and activities.
2. On the objectives and activities screen you will see three rows of three boxes. You can add rows as you need and unused rows will be automatically deleted. The learning objectives box is for your broadest description of what you wish to learn, it could be "To learn about indoor winter growing practices" or "To learn about hybrid growing varieties".
3. The activities box describes how you will go about learning these things, and should be longer and more detailed. Here you can list books you plan to read from, your main projects activities, field trips, anything that demonstrates active learning and work towards your learning objective. The what my sponsor will evaluate box list the producible(s) that you will turn in to your faculty as evidence of your work. Most faculty will require weekly updates on top of a main project, so that can be listed here too.
4. The next screen will have you search for and add your faculty sponsor to your ILC.



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## Step 3. Continued

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5. The next screen will have you write a description of your ILC. You can pull from your objectives and activities screen to describe the main goals and activities of your ILC , as well as list any readings by name if applicable. In this description you must refer to yourself as “the student ”, writing it as if you are describing another person. This screen will also have you select your contract subject area from a dropdown menu. A few options that may be applicable to the greenhouse are botany, ecology, environmental studies, and sustainability studies, but you should choose whatever best fits your project.

6. The communication, support, and evaluation of work page will first have you describe how you will maintain contact with your faculty sponsor, work with your sponsor to decide how you will communicate. Next it will want you to list what your sponsor will evaluate, this can be taken directly from your objectives and activities page.

7. Work through the list of supports on the terms and conditions page. You only need to indicate yes if you need something they have not already approved or do not offer, for example, if you need to have a recurring appointment with the writing center you should hit yes, but if you think you may need some services to help with your final writings that is already in the parameters of what they offer.

8. When you are done go back to the main page and hit share contract. This allows your sponsor to see it and give notes. DO NOT hit ready for review until both you and your faculty sponsor are satisfied with the contract, this submits your contract to the academic deans as your final application.



# Example

## ILC

### An Exploration of Urban and Indoor Farming and its Impacts on Community Food Security

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In this ILC the student will use books such as *Greenhouse Gardeners Companion* by Shane Smith and *The Year Round Vegetable Gardener* by Niki Jabbor to familiarize themselves with greenhouse management, along with readings like "From Dirt" by Camille T. Dungey and "If All the Stores Close We Need Food" by Rachel Wharton to develop a better understanding of food insecurity. Student will then combine this knowledge to create their own garden in the student housing greenhouse while reflecting on their experiences and theorizing on food distribution systems.

### Learning Objectives

- To discover and develop the base skills needed for the management and maintenance of the greenhouse.
- To develop an understanding of what food insecurity looks like and what are the major contributing factors.

### Activities

- Reading and annotating books, articles, and papers as well as using videos and podcasts to gain key skills needed to make a greenhouse functional.
- Academic research into food insecurity in communities and the impacts of small-scale growing and urban farming on food access.
- Designing and maintaining a space in the greenhouse, documenting my experience, and reflecting on both the research and my application.



# Example ILC

## The History, Philosophy, and Practice of Local Native Medicinal Plants

In this ILC the student will use books such as *Plant Teachings for Growing Social Emotional Skills* by GRuB and NWITC, and *Iwígara: American Indian Ethnobotanical Traditions and Science* by Enrique Salmón to understand the historical and practical uses of plants as medicine as well as their teaching philosophy. Using *Greenhouse Gardeners Companion* by Shane Smith and *The Year Round Vegetable Gardener* by Niki Jabbor to further their understanding of greenhouse management, students will design and grow their own medicinal garden within the student housing greenhouse.

### Learning Objectives

- To discover and develop the base skills needed for the management and maintenance of the greenhouse.
- To develop an understanding of the history, plant philosophy, and practical medicinal uses of local native plants

### Activities

- Reading and annotating books, articles, and papers as well as using videos and podcasts to gain key skills needed to make a greenhouse functional.
- Academic research into the history, philosophy, and practical uses of local native medicinal plants.
- Designing and maintaining a space in the greenhouse, documenting my experience, and reflecting on both the research and my application.



# 22-Week Outline

## Week 1–5 Planning, Prepping and Planting

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Begin by creating the layout of your growing space, listing any materials needed that are not already in the greenhouse. Please let us know, we may be able to order them for you depending on cost. Ideally, you already know what you want to grow but if not determine that week one and research when you need to plant to stay within the project timeline. Prep your space and your soil, and determine your lighting and irrigation needs. When your space is ready to grow and you know how you will meet all of your plants' needs, plant your seeds or starts.

## Week 6–10 Seedling care and transfer

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Monitor your seedlings as they grow, when you transfer them will depend on the plant variety but when they are ready transfer seedlings out of their trays and into bigger pots or trays. Keep in mind to be providing nutrients to the soil after the transfer.

## Week 11–12 Eval week and break week

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Keep in mind these two weeks as you plan your greenhouse project, your plants will be in a vital growing stage and you will not be able to leave them unattended. Make sure you have a plan for plant care over these weeks.

## Week 13–21 Steady growing and harvesting

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Over this long stretch, you should be doing steady regular work to maintain your plants. Be sure to fertilize the soil appropriately for your plants, and prune if needed. Depending on what you're growing you may be harvesting continuously throughout the end of the quarter, or you may not harvest up until the very end. What you grow is yours to keep but we would love pictures!

## Week 22 Clean up and key return

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See the instructions on page 8(?) for how to leave the greenhouse so we can prep it for the next students. Return your key to us by appointment at [INSERTMAILHER@EMAIL.COM](mailto:INSERTMAILHER@EMAIL.COM)

# Closing Guide

## 1 Clear your workstation and supplies

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- Compost any organic matter
- Clean your pots and trays of soil and stack them where you found them
- If using CCAS tools, clean tools and return to tool bag
- Remove any of your own belongings and materials from the greenhouse
- Clean any accumulated messes, be considerate of future students!

## 2 Close down the greenhouse

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- Students ending in fall should close all the vents
- Make sure the water supply is turned off and report any leaks to the CCAS
- Unplug any extra heating or lighting sources and turn off the lights and fan
- Report any maintenance issues to the CCAS

## 3 Key return

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Email us at [EMAIL@EMAIL.COM](mailto:EMAIL@EMAIL.COM) to schedule dropping off your key, or if you need to make different other arrangements. We expect the key to be returned by Monday of eval week unless otherwise discussed.

# Resources

## BOOKS

- 01 [Greenhouse Gardeners Companion by Shane Smith](#)

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- 02 [The Year Round Vegetable Gardener by Niki Jabbor](#)

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- 03 [Greenhouse Gardening for Beginners by Jason Johns](#)

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## PODCASTS

- 01 [Pacific Northwest Gardening with Elise](#)

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- 02 [The Greenhouse Show on KLS NewsRadio](#)

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- 03 [A Way to Garden with Margret Roach](#)

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## YOUTUBERS

- 01 [Garden Ninja with Lee Burkhill](#)

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- 02 [Little Roots Ranch with Christi](#)

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- 03 [Geeky Greenhouse with Calvin and Crystalyn](#)

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