

**Perceptions of and Solutions to Inclusivity, Privilege, Wealth, and Whiteness
in University Campus Gardens:
Case study of the UC Berkeley Student Organic Garden (SOGA)**

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ABSTRACT

The alternative food movement and, in particular, urban agriculture is often praised for its ability to empower and educate, yet the critique of the movement's privilege position and lack of inclusivity, particularly to low income individuals and people of color, has become increasingly pervasive. To understand if and how these ideas of privilege and inclusivity were perceived at UC Berkeley's Student Organic Garden Association (SOGA), I created and distributed a voluntary online survey that collected over 500 responses. The results exemplify the variety of opinions, ranging from strong feelings of absolute inclusivity to explicit statements describing a lack of inclusivity and representation. The ideas presented most in favor of inclusion include that the garden is a kind, welcoming space with a diverse population of students who hold both diverse and similar passions. Ideas presented most in negation of inclusion include the over-representation of Caucasians in the garden space, the under-representation of students of color in leadership positions in the organization, and issues with physical access and the ability to spend free time volunteering in the garden. After isolating certain identifiers such as financial situation, gender, race and ethnicity, and familiarity of the garden space, a number of significant trends were found. This report provides a summary of the survey results and a discussion of the findings and challenges that confront SOGA in improving its feeling of inclusivity in the future.

KEYWORDS

urban agriculture, food justice, inclusivity, intersectionality, identity-driven perceptions

INTRODUCTION

The alternate food movement is often praised for its ability to empower, educate, and reconcile current challenges involving our food system. Urban agriculture is an important part of the alternative food movement. Social benefits commonly mentioned for urban agriculture include improved local self-reliance and food sovereignty, economic benefits to small farmers and rural communities, health education, “education-derived knowledge to contend with the agroindustrial complex,” community beautification, a sense of belonging in the community and increased happiness, and empowerment of disenfranchised groups such as racial minorities, indigenous communities and women (Altieri and Toledo 2011, Lyson 2014). Yet the critique of the urban agriculture movement’s privilege position and lack of inclusivity, particularly in relationship to low income individuals and people of color (POC), has become increasingly pervasive. Critiques include the lack of acknowledgement of the systematic disparities between racial and economic groups with issues such as the proximity to hazardous sites, pollution levels, and access to green space and healthy food, the stereotype of certain spaces such as farmers markets as being financially inaccessible as well as disproportionately available in mostly white upper-class neighborhoods, and the issues arising from attempts to help and intervene made by individuals that do not share many identities and experiences with the neighborhood they are working in (Alkon and McCullen 2011, Hoover 2013, Lyson 2014). These social benefits as well as critiques are at play to at least some extent in all urban agriculture spaces, including school gardens.

Literature discusses how school gardens are “sites for forging progressive socio-ecological futures” and thus crucial to establishing the building blocks for the future of the food justice movement (Moore et al. 2015). The Student Organic Garden Association (SOGA) is a half-acre student-run organic garden near the University of California, Berkeley campus that offers student-led undergraduate courses, a space for experiential learning, and food production for students and community members. SOGA is an interesting urban agriculture case study site due to its location in the vibrant East San Francisco Bay Area and its connection to the food movements through student involvement.

Although ideas of elitism and POC exclusion within the alternative food movement are more widely discussed within the literature, the application of these concepts to university students and particularly university student garden spaces are not as discussed (Duram and Williams 2015,

Nosso 2017, Alkon and Agyeman 2011, Zimring 2016). There are many “opportunities and obstacles” to critically address within the intersection of university student gardens and food justice, and SOGA provided the opportunity to understand how inclusivity is understood and addressed at an urban agriculture site, specifically one in a university context (Sbicca 2012). Without appropriate research and exploration, it had been difficult for SOGA to pinpoint in what ways inclusivity may be lacking in their garden space and student organization. Therefore, this study examined the perceptions of inclusivity in SOGA in order to understand whether UC Berkeley students feel the presence of the benefits and criticisms of the urban agriculture movement as well as understand how SOGA can implement more meaningful policies and practices to ensure every student feels welcomed and included.

Thus, the central research question for this project was as follows: *What are the perceptions surrounding inclusivity within the Student Organic Garden at UC Berkeley?* This research question is accompanied by various sub-questions that follow: *How do students perceive ways in which SOGA is inclusive versus how it is not inclusive? How might demographic and identity-based factors affect student’s perceptions?* and *How can SOGA become more inclusive?* In order to answer these questions, I distributed a survey to collect the opinions of both students who have been involved in the garden as well as the general undergraduate body, represented by the UC Berkeley undergraduate course Environmental Science Policy and Management (ESPM) 50AC. The final goal of the project was to provide a set of dynamic suggestions to serve SOGA as it works towards its goals of increased inclusivity.

BACKGROUND

The Benefits of Alternative Food Movements

The broader environmental justice movement is characterized by its focus on racial and class inequalities, both caused by and perpetuated by existing systems such as institutionalized racism and neoliberalism. Environmental justice is often manifested by grassroots projects from politically engaged individuals and communities (Horst 2017). The food justice movement thus aims to address inequalities and injustices between diverse socioeconomic and racial groups in

terms of issues such as food access, food sovereignty, nutritional intake, health, exposure to pollutants, and poor working conditions.

The alternative food movement is characterized by its focus on locally produced food and environmental sustainability, often manifested in the form of farmer's markets and community gardens (Horst 2017). Urban agriculture is an alternative mechanism to address issues within our current food system. The San Francisco Bay Area has a particularly extensive level of interest, popularity, and activity in urban agriculture and food justice. For example, there are many examples of urban agriculture as a practice of food justice in Oakland, California, which is an adjacent city to the one in which the case study was conducted. Oakland has a rich history of what modern activists would call food justice issues, such as the Black Panther movement's Free Breakfast for Children Program started in 1969, which the United States government would later coop and implement around the country (Wood 2017). The prevalence of the idea of urban gardening as a solution in Oakland is evident, as "more than a hundred elementary, middle, and high schools in Oakland use gardens as classrooms to teach science, health, and nutrition" (McClintok 2011). Another prominent example is People's Grocery, which "builds off of previous social justice movements within West Oakland, reflected in activist meaning making around ideas of social justice and autonomy" (Sbicca 2012). Another example is PUEBLO's Youth Harvest program, which "works with at-risk teenagers to harvest fruit for distribution at senior centers in the Fruitvale and San Antonio neighborhoods" (McClintok 2011).

The benefits of urban agriculture are numerous and well documented, yet according to conversations I had with various student leaders, SOGA had occasionally received comments that the ways in which urban agriculture and food justice were practiced or presented at the garden potentially gave the impression of exclusivity and elitism, making some students believe that the movement was not for them, but instead for middle and upper class, primarily Caucasian individuals. Comments made to me about the prevailing presence of whiteness and elitism in the garden inspired this thesis project examining the perspectives of, and solutions to, privilege, wealth and whiteness in our university's student garden.

Critiques of Alternative Food Movements

Some perspectives of the alternative food movements are centered around a critique of the elitism and whiteness of the environmentalism movement in general, including the urban agriculture movement. A good example of the alternative perspectives is that although some have the notion that “community gardens play a critical role in alternative food systems since they typically operate in socially disadvantaged areas and serve to enhance the economic, social and nutritional needs of local residents” (Bussell et al. 2017), other studies have shown that increasing green spaces such as parks but also urban agriculture has trends of creating gentrified spaces and thus benefit mostly rich, white populations rather than advancing environmental justice causes (Wolcha and Newell 2014, Hoover 2013). The issue is complicated partially because urban planning and both local and larger social movements can drastically alter the impacts of urban agriculture and its interaction with food justice (Horst et al. 2017, Poulsen 2017).

Guthman explains why some people can feel excluded from certain urban agriculture spaces in her 2008 paper:

The alternative movement has been animated by a set of discourses that derive from whitened cultural histories, which, in turn, have inflected the spaces of alternative food provision. Many in the movement seem oblivious to the racial character of these discourses – if anything they presume them to be universal – and so are ignorant of the way in which employment of these discourses might constitute another kind of exclusionary practice (Guthman 2008).

For example, the idea that “direct contact with nature in gardening and farming provides a path towards healing and empowerment... still seems insensitive to a racialized history of agrarian land and labor relationships in the US” (Guthman 2008, Zimring 2016). Another example is the concept of food deserts and activists opting for local stores rather than cooperate supermarkets, and critics of mainstream movements have been “struck by the disjunction between what alternative food activists do and what food desert residents seem to want”—a Safeway in their neighborhood (Guthman 2008). Understanding these narratives surrounding urban agriculture is important to understanding the dynamics of our case study of the Student Organic Garden at UC Berkeley.

Furthermore, it is important to understand the context of urban agriculture within “the elitist “foodie” regional culture of the San Francisco Bay Area, boasting a particular food ethos

centered on organic, locally grown, and healthy foods, cities across the region are home to a multitude of upscale farm-to-table restaurants, innovative edible schoolyards, bustling farmers' markets, and nationally recognized alternative food activists" (Lyson 2014). The idea of the Bay Area "foodie" culture is particularly shocking when compared to the state of food security for students in the University of California food system.

Food Security and its Connection to the University of California System

Food security is an important concept to understand when discussing urban agriculture, as it is often argued that urban agriculture can be utilized to combat food insecurity (Leitgeb et al. 2016, Eigenbrod and Gruda 2015). Food security can be defined as "the state where all the members of a community have access to culturally acceptable, nutritionally adequate food through local, non-emergency sources at all times" (Opitz et al. 2016). The USDA reports that 14.3% of households are food insecure during at least some parts of the year (Coleman-Jensen et al. 2014). Rates of food insecurity are significantly unequal when certain racial and economic groups are compared. For example, the national average for "very-low food security" (indicating that food intake and eating patterns are regularly disrupted due to lack of financial resources available for food) was 5.5%. However, the USDA reported very-low food security rates in predominantly black households at 10.1% and households with children headed by single mothers at 10.8%, indicating that these groups are twice as likely to suffer from very low food security (Coleman-Jensen et al. 2014). These trends are not only seen at a national level, but also within the UC campuses.

The Global Food Initiative at the University of California found in its system-wide 2015 study that approximately 42% of students had experienced food insecurity within the previous year, and that "nearly half of students who experienced food insecurity reported disrupted eating patterns and/or reduced intake—indicative of more severe forms of food insecurity" (Martinez et al. 2016). The study further states that food insecurity affects different population at different rates. For example, 48% of undergraduates are food insecure as compared with 25% of graduate students. Additionally, "Hispanic and non-Hispanic Black students experienced a higher prevalence of food insecurity (59% and 60%, respectively) compared to other ethno-racial groups (44%)—similar to trends in food insecurity nationally" (Martinez et al. 2016). The context of the

state of food security of UC campuses is important to understand because fighting food insecurity on campus in one of many goals of SOGA, the case study site used in this thesis.

Case Study Site Description

The Student Organic Garden Association (SOGA) at the University of California, Berkeley was the case study site chosen for this thesis project. The acronym SOGA is utilized to mean both the student organization named the Student Organic Garden Association and the physical garden space itself, the Student Organic Garden. The SOGA website states that they are a “democratic association of UC Berkeley students committed to food justice, sustainable organic agriculture, and experimental learning” (Student Organic Garden Association 2018). It is a completely student-run space, although it does depend on university resources such as their free connection to water sources and winning yearly grants to fund garden projects as well as their paid operations and programs interns every fall, spring, and summer. The garden has open hours every Sunday 10am to 2pm where students or community members can spend time and work in the garden while harvesting food for their personal consumption. SOGA hosts many workshops and events held in the garden. From Spring 2016 to Spring 2017, 525 people attended events at SOGA and since Fall 2014 over 640 people have toured SOGA. There are multiple UC Berkeley campus classes that use the space, such as ESPM 117 (Urban Garden Ecosystems) and ESPM 118 (Agricultural Ecology). Since 2015 over 775 students have enrolled in one of multiple student-led Democratic Education at Cal (DeCal) courses offered every semester, such as the Introduction to Organic Gardening and Food Justice (renamed in Spring 2018 as Justice in Urban Gardening), Berkeley Urban Garden Internship, Garden Leadership and Management, and People and Permaculture. The garden regularly donates to the UC Berkeley Food Pantry, contributing over 1,235 pounds to the UC Berkeley the food pantry since Spring 2015. The surrounding community occasionally uses the space to hold events and can enter the garden whenever the gates are open. In terms of the organizational structure of the Student Organic Garden Association, there is a core coordination team made up of primarily past and current DeCal facilitators and garden interns. The organization states that they hold a nonhierarchical structure.

METHODS

Data Collection

In order to gather student opinions from a wide pool of individuals, I distributed a voluntary online survey. The intended participant was any student who had either been involved with SOGA in some capacity at one point during their college experience, heard of SOGA before but not visited the space for any reason, or had never heard of SOGA before yet had opinions about urban agriculture in the San Francisco Bay Area. This included students who have taken DeCal classes or university courses in SOGA, students who had come to open hours or educational events held in the garden, students involved in other campus gardens, and/or students involved in the larger Bay Area food justice movement. With such a large pool of applicable respondents at the university, individuals involved with SOGA and I did our best to distribute widely and diversely. The survey was anonymous.

Collaborating with many individuals involved with SOGA, I created the survey itself in Qualtrics, which UC Berkeley provides for free to all current students. The creation of the survey (as well as many of the ideas in this thesis) was a collaborative process with dozens of people involved. This was important as I did not want this thesis to be solely created based off my ideas, as the questions posed may impact the responses given. Qualtrics allowed for coding of the survey to show certain respondents certain questions. I utilized coding mostly for the convenience of respondents who, based on what they answered to initial questions, might not find all the questions relevant to their knowledge. For example, if students responded with “No I have not been to the garden nor heard of its existence before this survey,” the survey skipped the entire set of questions involving SOGA-specific perceptions while still including questions on their familiarity of urban agriculture and food justice, perceptions of Bay Area urban agriculture spaces, reasons why they might not go to the garden, and ways in which campus garden spaces might be made more accessible and inclusive for them.

The survey sent to students was extensive, so although all responses were read and considered, the questions utilized most in my analysis were the qualitative questions of “Please explain in what ways the space IS NOT inclusive or welcoming to your identities or to the identities of others” and “Please explain in what ways you feel the space IS inclusive or welcoming to your

identities or to the identities of others.” These questions ended with the phrase “we greatly appreciate any feedback/ thoughts/ emotions.” As reference, Table 1 shows the most utilized quantitative questions in this thesis. For an easier reading, throughout the thesis I will use the phrase “THEIR identities” to refer to the question “I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities” and the term “ALL identities” to refer to the question “I feel the Student Organic Garden is an inclusive and welcoming space for ALL students of all identities.” The entire list of questions, along with their respective logic codes, is included in Appendix A.

Table 1. The most utilized quantitative questions.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
I feel very comfortable and experienced with gardening and/or agriculture. (<i>strongly disagree would be "I know nothing about it" and strongly agree would be "I could run my own farm"</i>)					
I feel very familiar with the concept of food justice. (<i>strongly disagree is "I've never heard of it" and strongly agree would be "I could teach a course about it"</i>)					
I would recommend the Student Organic Garden to a friend.					
I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities.					
I feel the Student Organic Garden is an inclusive and welcoming space for ALL students of all identities.					

Data Collection: ESPM 50AC Student Survey

In February 2018, we emailed a survey to the UC Berkeley course ESPM 50AC as part of an integrated extra credit survey including four environmental science senior thesis surveys. ESPM 50AC is an introduction to environmental issues course and is a large breath-requirement that attracts around 450 students each semester from a wide variety of majors. In this way, the class is a reasonable sample of the student body. Although the students were incentivized to respond to the survey through extra credit given upon completion, there was no incentive provided to answer any questions in any biased manner.

Data Collection: Advertised Survey

In addition to the extra credit survey sent to ESPM 50AC, I distributed what I call the “advertised survey” through various channels in February and March 2018. For any email sent, I sent one reminder email one week following the initial email. For any listserv posting, the survey was typically featured two weeks in a row. First, I emailed the survey to every SOGA DeCal student and facilitator in Spring 2017, Fall 2017, and Spring 2018— about 300 individuals. Secondly, the survey was placed on many electronic newsletter listservs such as the Berkeley Food Institute, Students of Color Environmental Collective, the Student Organic Garden, and Clark Kerr Garden, which have great reaches in various campus communities. Thirdly, the survey was advertised on the official Facebook pages of the UC Berkeley Basic Needs Security Council, the Student Organic Garden, and Clark Kerr garden. Lastly, multiple individuals involved in SOGA spread the survey by word of mouth and personal Facebook shares and forwarded emails. Although not completely representative given the immense scope of people who interact with SOGA, this distribution gave a satisfactory representation of perceptions surrounding SOGA for the purpose of this thesis.

Data Collection: Gathering Perspectives at Campus Events

In order to gather more general campus wide-perspectives, I attended multiple events focused on the issue of inclusion and/or and whiteness within the environmental movement. These events included events by the Students of Color Environmental Collective on campus such as “What Makes Environmentalism So White?” and events by the Student Environmental Resource Center (SERC) such as “Rising Tides, Rising Voices: A Panel on Climate Justice.” At these events I sat as an observer and took many notes; some ideas from these events are included in this thesis. The University of California, Berkeley has a rich history of student-led social justice campaigns and intersectionality awareness that is critical to the conversations involved in this thesis. The Bay Area and Berkeley-specific culture are influencers in student opinions and actions and thus relevant to any social science research happening here. I would also like to take this time to voice my gratitude for years of events such as these and events within the Berkeley Student Cooperative

system and campus in general that helped me learn, providing an enriched background and context to complete this senior thesis project.

Data Analysis and Methodology

In order to analyze the breath and diversity of survey responses in a cohesive way, I read every open-ended survey question response. I then systematically categorized each open-ended response to be able to extract repeated themes and counted the number of times each idea was stated. In this way an encapsulating summary of survey responses was created, which appear in Tables 3a and 3b in the results section. Even though I had a categorization system trying to understand repeated elements, I also included all opinions and perspectives— even ones only said once—in the analysis for this thesis. It is important to note that this survey was administered partially as a tool to uplift perspectives that are not typically given as much voice to speak in society and our campus; likewise, all opinions are important to this project and even the smallest idea should be represented. I created graphics to better understand the demographic composition of survey respondents in terms, for example, such as gender, financial situation, ethnicity, previous knowledge of urban agriculture and food justice, and level of involvement with SOGA. I then pulled out quotes and suggestions, both positive and negative, that I thought were most critical and novel. This process was my discourse analysis method. Although it is recognized that there is bias in this process, every effort was taken to not allow even unintended bias to cloud the process.

With the concepts discussed in this thesis, it is important to allow space for people's voices, and the most accessible and reliable way in my case was through online surveys. I maintain the importance of extensive use of quotes when other scientific papers might have relied more heavily on paraphrasing what people are feeling and saying in an attempt to limit my personal interpretation and unknown biases. Additionally, I value an increased usage of non-governmental organization and grassroots movement publications rather than relying exclusively on peer-reviewed scientific articles; it is important to consider the people who are involved in alternative food movements versus the people studying it, and thus is important to include various publication types. Lastly, I would like to acknowledge and recognize my limitations as a white, cisgender, queer woman who was involved in the SOGA core coordination team and how that may have influenced my work and reflection on this project.

RESULTS

Student Surveys Overview

The results of the survey include a description of the demographics of respondents, a summary of the students' responses for two questions, and then a breakdown of the results based on certain identity factors. A total of 505 individuals completed the survey. Of this, there were 392 ESPM 50AC student responses and 113 advertised survey responses. Their answers showed a variety of familiarity, involvement, and opinions about the space. Answers also varied with demographic factors, including their gender, race and ethnicity, and financial situation.

Although exact levels varied, survey respondents for the ESPM 50AC survey in general had a lower level of familiarity and involvement with SOGA than the advertised survey respondents (see Appendix C for the data graphics regarding these factors). While only 2% of respondents in the advertised survey had never been to the garden before, 52% of ESPM 50AC respondents had neither heard of nor been to SOGA and 20% had heard of the garden but never been. Similarly, ESPM 50AC respondents had a lower level of familiarity with agriculture and food justice. The most common reasons that students originally came to the garden were to learn more about gardening, agriculture, and food justice, take a DeCal in the garden, or use the space for their mental wellbeing. The most common restrictions for students coming to and/or staying involved with the garden were that their academics and jobs were more important and time-consuming or that they could not attend Sunday open hours. The major of each survey respondent also varied across surveys, with every college and many departments represented.

Demographics of Survey Respondents

Both surveys showed a diverse respondent population in terms of race and ethnicity, gender, financial aid status, numbers of hours working a paid job, age, and major. See Appendix B and C for the entire set of survey responses. Table 2 provides a summary of the demographic factors represented in the respondents in both the ESPM 50AC survey and the advertised survey.

Table 2. Summary chart of demographics. Units: percentage %, (count number)

Factor	Specifics	Survey	
		ESPM 50AC Survey	Advertised Survey
Age		Avg: 21, Range: 17-49	Avg: 22, Range: 19-59
Student Status			
	Freshman	27% , (104)	12% , (14)
	Sophomore	28% , (111)	24% , (27)
	Junior	24% , (95)	16% , (18)
	Junior Transfer	7% , (28)	14% , (16)
	Senior	13% , (51)	22% , (25)
	Super Senior	1% , (3)	2% , (2)
	Graduate Student	0% , (0)	3% , (3)
	Cal employee	0% , (0)	1% , (1)
	Not Currently Affiliated	0% , (0)	6% , (7)
Gender			
	Female	45% , (179)	68% , (79)
	Male	53% , (211)	26% , (30)
	Non-Binary	1% , (4)	4% , (5)
	Prefer No Answer	1% , (4)	2% , (2)
Financial Aid Status			
	Yes; family/ other sources help out considerably	29% , (112)	30% , (33)
	Yes; family/ other sources help out sometimes	11% , (45)	11% , (12)
	Yes; do not expect others to contribute financially	10% , (39)	15% , (16)
	NO	49% , (191)	41% , (45)
	NO and do not expect my others to contribute	1% , (5)	3% , (3)
Time Spent Weekly at Paying Job			
	I don't have a job	58% , (226)	35% , (39)
	1 to 5 hours a week	10% , (50)	14% , (15)
	5 to 10 hours	14% , (55)	22% , (24)
	10 to 20 hours	15% , (60)	19% , (21)
	20 to 30 hours	2% , (9)	7% , (8)
	More than 30 hours	1% , (2)	3% , (3)
Race/Ethnicity			
	Asian or Pacific Islander	55% , (237)	19% , (38)
	Black or African American	2% , (10)	2% , (2)
	Caucasian	29% , (126)	50% , (64)
	Hispanic or Latino	8% , (34)	10% , (13)
	Native American/ American Indian	1% , (5)	2% , (2)
	Another	4% , (19)	8% , (10)

Certain demographic factors were either overrepresented or underrepresented in the responses as compared to the UC Berkeley total undergraduate student population. For example, Caucasians are over-represented in the advertised survey respondents, with 50% of respondents identifying as Caucasian while 25% of UC Berkeley undergraduates identify as such. Asian, Hispanic or Latino, and Black students are all under-represented in the advertised survey responses (Figure 1). As expected, the ESPM 50AC survey ethnicity breakdown more accurately represents the entire student body population than the advertised survey. Note that UC Berkeley does not

record the race and ethnicity of the international students on campus, who account for 11.6% of the student population. This information may affect the percentages given for UC Berkeley; for example, about 2/3rds of international students would identify as Asian according to the demographic classifications used for the census and this thesis (Berkeley International Office 2017). Lastly, it is important to note the demographics of the SOGA core coordination leadership team; in the Spring of 2017, eight out of eleven individuals were white women, making white women an overrepresented demographic of SOGA leadership.

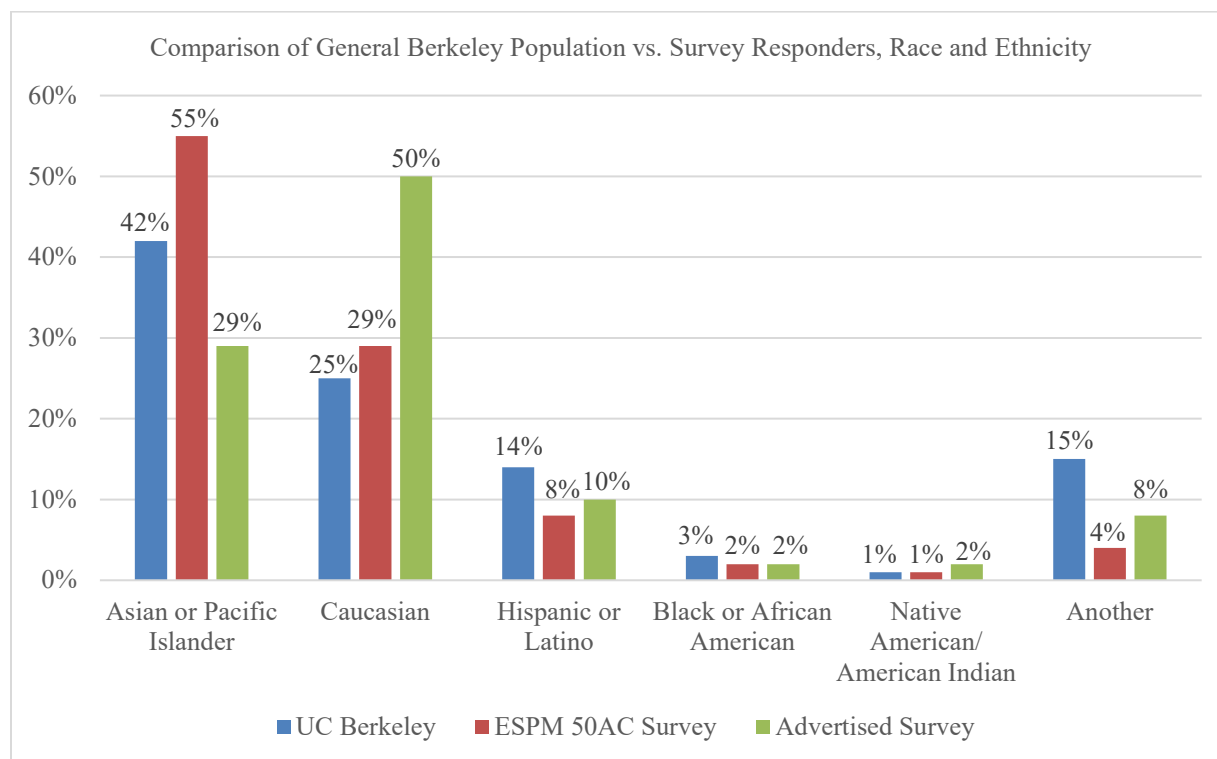


Figure 1. Comparison of survey respondents versus UC Berkeley student population, race and ethnicity.

Summary of Responses to Two Questions on SOGA's Inclusivity

Due to the volume of responses, Table 3a and Table 3b summarize the most common responses, in order of most to least frequently mentioned, to two of the questions asked on the survey: "Please explain in what ways you feel the space IS inclusive or welcoming to your identities or to the identities of others" and "Please explain in what ways the space IS NOT inclusive or welcoming to your identities or to the identities of others."

Table 3a. Summary of most commonly mentioned survey responses. Question: “Please explain in what ways you feel the space IS inclusive or welcoming to your identities or to the identities of others.”

Most Mentioned Themes (in order of most to least mentioned)	Further Explanation
Friendly Environment	The environment of SOGA is friendly and kind.
Welcoming Environment	The environment of SOGA is welcoming and open to all people and ideas.
Diverse	There are diverse groups of students in the classes taught in SOGA.
Acknowledgement	There is an acknowledgement and appreciation of different identities.
Safe Environment	The environment feels safe, as if identities did not matter and gardening was most important. <i>(Note the juxtaposition to the previous theme).</i>
Good Curriculum	The curriculum is thoughtful and informative. Additionally, there is a freedom and/or subject matter that is not offered in traditional classrooms.
Destress and Fun	SOGA is a place to destress from Cal and have fun while meeting people.
Valued Identities	There are other feelings that some identities are valued in SOGA more than in other spaces on campus. Ex: it is appreciated that the space is women-led.

Table 3b. Summary of most commonly mentioned survey responses. Question: “Please explain in what ways the space IS NOT inclusive or welcoming to your identities or to the identities of others.”

Most Mentioned Themes (in order of most to least mentioned)	Further Explanation
Ambiguous or Unsure about Other Students' Experiences	“SOGA feels inclusive to me, but I cannot speak for other students.”
Lack of Awareness of SOGA	SOGA does not promote the existence of the garden enough since many students do not know about it. More efforts should be made to promote to underrepresented communities than are currently noticed.
Overrepresentation of Causations	The space feels white-dominated.
Lack of POC Leadership	The space lacks POC leadership and representation.
Luxury of Volunteering	It is hard to spend time at the garden: there are not enough open hours, the location is far, and/or it is a luxury to be able to spend your time volunteering.
Problematic Curriculum	The topics being discussed are sometimes presented in a problematic way and can make certain students feel uncomfortable. Reasons mentioned included history of agricultural labor in the country, ideas of gardening as a rich person's activity, individuals utilizing lessons or skills from cultures that are not their own, etc.
Issues of Accessibility	There are accessibility issues for students with DSP (Disabled Students Program).
Previous Gardening Experience	Students with a lack of previous gardening knowledge may feel overwhelmed.

The fact that Caucasians are over-represented in the survey respondents is consistent with the general perception that Caucasians are over-represented in general in SOGA. For example, when asked, *“What had you heard about SOGA before you came to the garden?”* there were many survey responses that demonstrated racially-based perceptions: *“it’s a beautiful space but often white-dominated”*; *“full of white people”*; *“I heard that its nice, but its an extremely white space”*; *“not much, except that it was a bit white-hippyish”*; *“I heard from other people it was mostly white women”*; *“I had positive views about SOGA before I went there, but I had heard that it was really white”*; *“there were little to no people of color and in positions of power members of the white communities were ever present.”*

Tables 3a and 3b show numerous juxtaposed themes, such as the articulation and appreciation of different identities versus the irrelevance of these identities in a garden space, or the idea that some students feel the curriculum increases the inclusivity of SOGA versus other students who feel the way topics are discussed and/or practiced is problematic. For example, students who felt the curriculum made SOGA more inclusive said things like: *“this is a great avenue for students to be able to discuss/ educate themselves on [radical] topics that are normally outside the Overton Window”*; *“I think the gardens focus on food justice and social issues related to food/gardening shows how much it cares about all of the students at Berkeley, no matter their background”*; *“the fact that every human is attracted to one of the most important aspects of a community, food. Different types of people are brought together to learn about growing food and food justice.”* Students who felt the curriculum make SOGA less inclusive said things like: *“I’m wondering if there can be a way where topics like Veganism, Permaculture, etc. can be introduced without deterring people who find them uncomfortable, and if maybe facilitators should be prepped in a certain way for these topics”*; *“I imagine some people aren’t impressed with the presumption the small plot can solve insecurity at UC Berkeley, or even alleviate it significantly. Or like, in other words that mission might seem high and mighty and also just naïve”*; *“brown people have largely been expected to do the work of food production, making that attractive and exciting is somewhat difficult”*; *“sometimes I worry the activism and holistic workshops deter folks from attending these events. Sometimes workshops about traditionally made materials or items from folks not a part of that community isn’t great”*; *“gardening has a history of being a “gentleman’s” activity and there are many issues of class and labor that are tied into manual labor and the production of food. These topics are difficult to discuss and the absence of discussion*

may lead people to disengage.” The variety of viewpoints again demonstrates the complexity of the situation.

Comparing Student Answers Based on Certain Identities

When directly asked whether they would recommend SOGA to a friend, if they feel their identities are welcome in SOGA, and if they feel ALL identities are welcomed in SOGA (Table 1), students generally responded affirmatively, although a notable number of respondents disagreed. When further broken down by gender, financial situation, or race/ethnicity, these results can be used to understand the complexities of these issues. While all other sections of the results section include both the ESPM 50AC survey and the advertised survey, the analysis in the following subsections is based off the advertised survey respondents only unless otherwise stated.

Comparing Student Answers Based on Gender Identity

While 8% of women-identified respondents either strongly disagreed or somewhat disagreed with the statement that SOGA is welcoming to ALL people of all identities, 0% of male respondents either strongly or somewhat disagreed with that statement. 80% of males and 71% of females responded “strongly agree” to recommending the garden to a friend. The five non-binary respondents all either “somewhat” or “strongly agreed” with the statements of inclusivity and recommending a friend with the exception of one “neutral” responder. As stated in the theme of “Valued Identities” in Table 3a, there were a few comments where made about the appreciation of SOGA being women led such as, *“The space has a number of women who run the decal which is rewarding”* or other comments expressing the complexity of the situation such as *“I’m glad that my experience in the garden was led by women but slightly disappointed by the lack of people of color.”* These ideas are consistent with literature that suggests that urban agriculture can play a role empowering women (Olivier and Heineken 2017).

Comparing Student Answers Based on Financial Situation

Feeling welcome in the garden also varies with financial situation. For example, 87% of students who do not receive financial aid responded “strongly agree” when asked THEIR identities, yet only 53% for students who receive financial aid and expect no family contribution respond with “strongly agree” (Table 4). Further, 20% of students with financial aid and no family contribution either strongly or somewhat disagreed to the statement, while 0% of students with any other financial situation either strongly or somewhat disagreed. This trend of decreasingly selecting “strongly agree” from students with no financial aid versus students with financial aid and various levels of family contribution stays true when asked if they would recommend the garden to a friend. The trend continues true when asked to answer for ALL identities, although to a lesser degree. This is consistent with the fact that students consistently rate SOGA as less inclusive for ALL identities when compared with answers for THEIR identities. The concept that students with less financial support feel less included is not exclusive to urban agriculture on campus, but it is telling to see that the concept is so clearly affecting perceptions of SOGA.

Table 4. Crosstabulations of the advertised survey responses, financial situation. Question: "I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities "

<i>Response</i>	No	Yes; and my family/ other sources also helps me out considerably	Yes; and my family/ other sources also helps me out sometimes	Yes; and I do not expect others to contribute financially to my education	No and I do not expect my family/other sources to contribute financially to my education	All Data
<i>Strongly Disagree</i>	0%	0%	0%	7%	0%	1%
<i>Somewhat Disagree</i>	0%	0%	0%	13%	0%	2%
<i>Neutral</i>	4%	3%	17%	7%	33%	7%
<i>Somewhat Agree</i>	9%	18%	25%	20%	0%	15%
<i>Strongly Agree</i>	87%	79%	58%	53%	67%	76%

Many students mentioned how their jobs and work schedule affect their involvement with SOGA: “open hours are only on the weekends and I work all weekend :(“; “I was unaware that there are paid internships offered at the garden. I am very curious to find out more and possibly pursue one. My work schedule is the main preventative factor for me coming into the garden

regularly”; “it’s hard to make time for sogas with school and work”; “I think the hectic schedule (MT or quizzes, finals) as well as part-time job can make me pretty occupied. So once I’m free, I’m just all tired and sleepy- lack of energy to go help or involve with SOGA.” Appendix Figures 4a and 4b show that almost half of students in both the advertised survey and the ESPM 50AC survey stated that their job takes up too much of their time to be able to be involved more with SOGA.

Comparing Student Answers Based on Race and Ethnicity

The percentage of students who selected “strongly agree” when asked to answer THEIR identities varies by race and ethnicity: 89% of Caucasian students, 67% of Hispanic or Latino students, 62% of Asian students, 50% of Native American students, and 0% of Black or African American students chose “strongly agree” (Table 5a). All students who identified themselves as Black or African American choose “somewhat disagree” for this question, while no other race/ethnicity chose either somewhat or strongly disagree (with the exception of one student identifying as Asian who selected “strongly disagree”). Interestingly, in the ESPM 50AC survey, 13% of students identifying as Asian selected somewhat or strongly disagree to the same question. Returning to the advertised survey, there was the largest decrease in “strongly agree” between THEIR identities versus ALL identities in Caucasian respondents, as the number decreased from 89% for personal identities to 65% for students of all identities. 83% of Caucasian students selected “strongly agree” when asked if they would recommend the garden to a friend, with that number dropping to 75% for Hispanic or Latino students and 69% for Asian students. All Pacific Islander and Native American respondents selected “strongly agree” for this question, while the African American students split between “neutral” and “somewhat agree.” When asked how familiar they feel with agriculture, 13% of Caucasian students selected “strongly agree” while only one students of any other race and ethnicity selected “strongly agree.” When asked how familiar they feel with the concept of food justice, 100% of Black or African American students, 75% of Hispanic or Latino students, 63% of Caucasian students, 50% of Native American students, 46% of Asian students, and 33% of Pacific Islander students selected with somewhat or strongly agree.

Table 5a. Crosstabulation of the advertised survey responses, race and ethnicity. Question: "I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities."

<i>Response</i>	Asian or Pacific Islander	Caucasian	Black or African American	Hispanic or Latino	Native American	Another	All Data
<i>Strongly Disagree</i>	3%	0%	0%	0%	0%	0%	1%
<i>Somewhat Disagree</i>	0%	0%	100%	0%	0%	0%	2%
<i>Neutral</i>	6%	3%	0%	17%	50%	20%	6%
<i>Somewhat Agree</i>	29%	8%	0%	17%	0%	10%	15%
<i>Strongly Agree</i>	62%	89%	0%	67%	50%	70%	76%

Table 5b. Crosstabulation of the advertised survey responses, race and ethnicity. Question: "I feel the Student Organic Garden is an inclusive and welcoming space for ALL students of all space for ALL identities."

<i>Response</i>	Asian or Pacific Islander	Caucasian	Black or African American	Hispanic or Latino	Native American	Another	All Data
<i>Strongly Disagree</i>	3%	2%	0%	0%	0%	0%	2%
<i>Somewhat Disagree</i>	0%	3%	50%	0%	0%	10%	4%
<i>Neutral</i>	9%	13%	50%	17%	50%	10%	12%
<i>Somewhat Agree</i>	21%	17%	0%	25%	50%	10%	18%
<i>Strongly Agree</i>	69%	65%	0%	58%	0%	70%	65%

Comparing Student Answers Based on Level of Familiarity with the Garden

The students level of familiarity or knowledge of the garden also affected their responses and perceptions to inclusivity. For example, respondents of the ESPM 50AC survey—which was shown to be demographically more representative of the entire undergraduate population—who had never been to nor heard of SOGA before were more likely to state that they strongly or somewhat disagree to statements asking if they feel their personal identities or identities of other students would be welcomed and included in the garden. To quantify, in the advertised survey—which contains respondents who are more familiar and involved with SOGA—only 3% of students answered strongly or somewhat disagree when asked THEIR identities and 5% disagreed when asked ALL identities, while 91% of respondents choose strongly or somewhat agree for THEIR identities and 83% for ALL identities. However, 12-13% of the 260 students in the ESPM 50AC survey who had never been to nor heard of SOGA chose strongly or somewhat disagree to either

THEIR or ALL identities while only 49-50% of respondents choose strongly or somewhat agree.

When ESPM 50AC respondents who had never been to nor heard of SOGA before were asked “What are your perceptions and opinions of urban agricultural/gardening/farming spaces in the Bay Area? Please address issues of inclusion in your response if you feel that it is applicable,” some individuals had very positive perceptions. For example: *“I feel included in urban agricultural spaces in the Bay Area and feel they would be inclusive to all students of all identities as the Bay Area, and more specifically Berkeley, works hard to be inclusive”*; *“I think the Bay Area has an impressive amount of urban agricultural/gardening/farming spaces that are looking for ways to prevent food insecurity and to help with sustainable practices regarding the food that we eat.”* Other ESPM 50AC respondents with no knowledge of SOGA had more negative perceptions, such as: *“Not much honestly. Probably that it's really white dominated like most environmental spaces!”*; *“I have not had any experience with it, but most of the Bay is very white, so I expect that my cultural food would not be provided”*; *“I haven't been made aware of particularly beneficial urban agricultural/gardening/farming initiatives in the Bay Area. Rather, along with the hipster interests of the Bay Area, these appear to be simply for aesthetic reasons only.”*

DISCUSSION

The results of this survey allow SOGA to better understand the reality, frequency, and intensity of current perceptions of inclusivity and their implications for student involvement. Here I will discuss some of the complexities of the ideas presented in the results section, culminating with various tangible suggestions for improvement. The survey has shown that inclusivity means different things to different people. Many students do think that SOGA is inclusive and welcoming of either their identities and/ or of all identities. However, the survey answers demonstrate that there are students who have personal experience or have witnessed issues with SOGA's inclusivity that impact their perception of SOGA and the student experience. The trends also demonstrate how race and ethnicity, gender, financial situation, and level of involvement with the space may affect the perception of SOGA.

Discussion of Demographics and Inclusiveness

Over-representation of Caucasians in the advertised survey

The composition of race and ethnicity the advertised survey respondents has important implications in my analysis of survey results. It is important to explore potential reasons why Caucasians are well over-represented in the advertised survey as well as on the SOGA core coordination leadership team. One possibility is that perceptions of SOGA may be preventing certain students from ever coming to the garden in the first place through a self-selection process due to perceptions that the garden would not be a place for them (Alkon and McCullen 2011). Some survey responses described how whiteness may affect their involvement with the garden, with comments such as “*I have heard that it is a mostly white environment, where POC aren't the most welcome*”; “*I feel like it is inclusive but it does not show, because there seems to be a certain type of person there, and while I have had good experiences in the classes, it just was not something I felt like I wanted to always be in because of my lack of representation*”; “*I don't necessarily think it's the space itself that hinders it's inclusion, but rather when I look around I do see a lot of white people dominating the space which could make people of color uncomfortable*.” These types of answers demonstrate a widespread perception of overly-present whiteness that may prevent some students from ever arriving to the garden space, and thus contributing to perpetuating cycles and stereotypes that resulted in a garden where Caucasians are over-represented both in person and in surveys about the space (Hoover 2013, Poulsen 2017).

Variation of Perceptions of SOGA Based on Financial Situation

Respondents' financial situation was the demographic category that demonstrated one of the strongest relationships to how included one felt in SOGA, for, as shown in Table 4, 87% of students without financial aid felt strongly included while only 53% of students with full financial aid and responsibility felt the same. This may suggest the need for a re-centering of wealth privilege in conjunction to discussions previously and currently focusing almost exclusively on race and ethnicity versus inclusiveness. Although it is important to purposefully name how factors such as race and ethnicity affect a situation in order to not erase the race-specific implications, the

complexities of wealth and privilege can sometimes be more disguised in campus spaces due to the visual component—some scholars have suggested that comments that make people feel unwelcome due to their financial situation can be even more subtle than those relating to their race and ethnicity identity (Sadowski et al. 2018). This can lead to wealth-related un-inclusiveness to be explicitly named less than similar microaggressions in relation to other identities students have (Sadowski et al. 2018).

Although not analyzed extensively for this thesis, the concept of compounding identities could also be at play in SOGA. It is possible that certain identities, such as identifying as both POC and economically disadvantaged, could create a compounding effect that resulted in further feelings of exclusion. When comparing Caucasian and POC students with financial aid and zero family contribution, I found that, similar to general trends, Caucasians still felt more included and welcomed than POC students. In the future an analysis should be done to determine whether race or financial situation was a more dominant factor in determining feelings of inclusivity in general.

Table 6. Students who receive financial aid and do not expect others to contribute financially to their education. "I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities."

<i>Response</i>	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
<i>Caucasian respondents</i>	0%	0%	0%	11%	89%
<i>POC respondents</i>	13%	25%	13%	25%	25%

Perceptions of Students Not Involved with Nor Aware of SOGA

The 260 respondents of the ESPM 50AC survey who had never been to nor heard of SOGA before were more likely to directly disagree or at least not affirmatively agree that their personal identities, or the identities of other students, would be welcomed when compared to the advertised survey respondents who had spent time in the garden (refer to results section *Comparing Student Answers Based on Level of Familiarity with the Garden*). The survey results demonstrate a clear trend of the general perceptions of a lack of inclusivity in urban gardening and agricultural spaces. Therefore, the perception of urban gardening spaces as non-inclusive is not unique or specific to only SOGA but to urban gardening and agriculture spaces in general (Hoover 2013, Lyson 2014).

Nonetheless the survey results demonstrate that these perceptions are playing a role in UC Berkeley student culture and perceptions of SOGA specifically. The factors influencing these perceptions are complex; for example, one idea is that those who have never had access to a garden or agricultural space before may not believe they would be as welcomed as those individuals who have been able to visit or access these types of spaces previously (Cohen and Reynolds 2015).

Recognizing SOGA Inclusivity and Challenges

Although there was a wide variety of ideas presented of ways in which SOGA is and is not inclusive, there are trends in the data that are worthy of discussion.

One interesting factor to consider is the emotion behind the statements made in the open response questions. Many responses were apathetic with their response while other answers articulated passion of their feelings of either the strong lack of inclusivity or the strong presence of it. For example, the same question could evoke feelings across the entire spectrum, from simple answers such as “n/a” to *“the space isn't inclusive nor exclusive in my opinion”* to explicitly optimistic viewpoints such as *“SOGA is as inclusive as you can possibly get. Everyone is extremely friendly and easy going. I have never encountered anyone of any identity being discriminated against”* to long and explicitly critical answers such as *“while I think that SOGA is an important place to educate Berkeley students about sustainable eating and food justice, I also think of it as a place where white vegans can feel progressive and good about themselves about growing their own food, while our economy, specifically California, requires Mexican immigrants and other POC to be the real farmers.”* The variety of responses demonstrate the variety of opinions and viewpoints of our respondents.

The most frequent response when asked which ways in which SOGA is inclusive was that, simply put, the garden is nice and welcoming. Repeating ideas such as *“The people I've been in the garden with feel very open and comforting, which makes me feel like I would be included”* and *“They are very friendly people in there, and open to teaching and just being kind”* demonstrate that these complicated discussions of inclusivity still depend on human connection and the simple question of people being nice (Poulsen 2017, Slocum 2006). Thus, the feelings of warmth in the garden could have the potential to combat some of the larger forces at play affecting student perceptions of SOGA (Satin-Hernandez and Robinson 2015).

The discussion of the juxtaposed themes is intriguing within the larger context of the literature. Tables 3a and 3b show the contradictory mentions of 1. the importance and presence of acknowledgement of personal identities versus 2. seemingly opposite comments on the appreciation of how identities did not matter anymore in the space because everyone was there for similar reasons. All the comments ranging from “*every person I have met at SOGA sees people as they truly are and seem to ignore socially constructed "identities" that a person may identify with*” to “*I think that the instructors are good about not assuming anything, or labeling, which is important*” to “*everyone is always very friendly and puts issues of identity out on the table instead of neglecting the topic*” are valid reactions to a situation and should be considered. However, the seemingly opposite viewpoints also demonstrate the complexity of the situation. For example, some students may feel ostracized, frustrated, and/or offended if the demographic inequities in the food system are never articulated or acknowledged, while other students may be put-off by any emphasis in discussing the systematic factors affecting their identities (Slocum 2006, Sin 2013). Similarly to the seeming opposition in favor of explicitly naming or not naming differing identities, there is also an interesting divide in responses of students mentioning that the curriculum and style of class contributes to versus detracts from the inclusivity of SOGA (Tables 3a and 3b). These juxtaposed ideas are something that SOGA should focus on finding a way to reconcile.

Another important factor to consider of the survey and its discussions of inclusivity is the way students spoke about the experiences of student identities that they did not share themselves. For example, many students wrote statements claiming that “*I feel completely welcome, though I can't speak for others*” or “*I don't think I am qualified to answer this question.*” Many Caucasian students wrote comments that made assumptions about how other students may feel: “*some people have described SOGA membership as a "trustifarian" group of wealthy white students who may be oblivious to this history and I would guess that this could turn away others*”; “*I don't know specifically. All I can say is that the majority of leaders when I was involved were white and many of them were women. Which worked for me, because I am white and a woman*”; “*I have some ideas but I also just want to clarify that as a white woman in the space I didn't have the experience of exclusion myself*” as a qualifier before the respondent suggested numerous areas of improvement; “*Most of SOGA membership is white. Agriculture can often be identified as a "poor person" or "working class" activity and I imagine that there is painful history for people of color and immigrants because of the legacy of slavery and the systematic mistreatment of immigrant farm*

labor.” These examples of quotes along with the fact that Caucasian students had the largest drop in responding strongly agree when asked about THEIR identities versus ALL identities demonstrate that some Caucasian students—who are often cited in the literature such as Sbicca 2012 and Hoover 2013 to be complacent in the systems around them, are acknowledging the role that whiteness may play in the garden (Moore et al. 2015).

Limitations

The thesis project had several limitations that, although they do not discredit the work done, may have affected the results presented here. Firstly, the scope of the study and survey responses inevitably lacks the views and opinions of some. Some voices are not represented, and some are overrepresented, which is especially problematic when the project was created to provide an avenue for SOGA to better listen to the voices and feelings of historically marginalized groups on campus. Secondly, this thesis, although attempting to be as unbiased as possible, relied on the inevitably subjective process of analyzing qualitative results. For example, the survey design and questions can influence the results significantly. This is a common issue that qualitative social science projects must embrace (Collins and Evans 2017, Kilinc and Firat 2017). Thirdly, this thesis was limited by being a short-term, senior thesis project; this project could have been done much better if it were a well-resourced and long-term project that had more time to explore the endless complexities of these subjects.

Broader Implications and Future Directions

Drawing from both survey results and the literature, this thesis gives the broader implication of the reality, frequency, and intensity of both positive and negative perceptions of SOGA as well as changes that could be made to make SOGA a more inclusive space. With this survey we filled the “gap” in which people around campus had dialogue about the idea of inclusivity in the SOGA garden and organization, yet SOGA was not taking active steps to better understand perceptions or what could be done to improve.

One of the most commonly mentioned way in which SOGA could improve is to better advertise the space in order to provide knowledge of its existence and thus promote access for

more students; as one student wrote, the “*lack of overall awareness of its existence is itself non-inclusion.*” This coincided with many other suggestions of active recruitment of more diverse students along with active appreciation of diverse identities. As one example, it was suggested that SOGA host events specifically for Black History Month. Many responses articulated a want for more POC as guest speakers and more students of color facilitating the classes and workshops. Other respondents suggested that SOGA should be more transparent about how the organization operates and about their active self-reflection or self-criticism. Other students think the organization needs more structure and should make it more obvious how students can stay involved past the DeCal or open hours. The implications and suggestions for change stated here require further directions in order to make sure the project was not done in vain.

SOGA should continue the conversation surrounding inclusivity and follow up with suggestions for improvement discovered in the survey and literature. In all conversations surrounding inclusivity, SOGA as an organization should take care to include all voices, especially those that have been historically marginalized by society and even in the garden space itself. SOGA should allow for a continuous comparison with other university student gardens as well as Bay Area urban gardens, farms, and agricultural spaces. SOGA should collaborate with other campus groups and other university student gardens to form connections, learn from each other, and bridge any challenges. It is important to share knowledge, as lessons from the survey can assist other University of California campus gardens in confronting their own issues with inclusivity. The issues surrounding urban gardening and inclusivity are not SOGA-specific issues, although the Bay Area and UC Berkeley have strong cultures and intricacies that play into the themes discussed in this thesis—in one student's words, “*this is a very Berkeley thing, and the environment is only [further] concentrated in SOGA/ the garden*” (Duram and Williams 2015). Currently, SOGA and the Oxford Tract are under threat to be destroyed and replaced with university campus housing (Orenstein 2018). SOGA was established in 1971 and has a long legacy on this campus. With the development threats, now more than ever it is important that there is a diverse set of ideas and perspectives to amplify its importance and justify its continued existence. I hope the ideas found here are utilized in future conversations and actions to improve the student experience at the Student Organic Garden for every student who walks through the gate.

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APPENDIX A: Survey Questions

SOGA Student Organic Garden Survey

Start of Block: Questions

This survey is part of the ongoing project with the Student Organic Garden (SOGA) to better understand how students interact with the space. This survey is an acknowledgment of the historical lack of diversity and inclusion within the space and part of an effort to improve accessibility moving forward. We value your opinions and want to hear your honest thoughts and feelings. This survey will be anonymous. We appreciate your responses greatly; thank you for your time.

Additional information about the Student Organic Garden:

The garden is located at the corner of Walnut and Virginia on the Oxford Tract. We run open hours in the garden every Sunday from 10am- 2pm, host student-facilitated DeCals each semester, offer paid internship positions, grow produce for anyone as well as for the food pantry, and are a lovely garden space for events or just spending time.

We have been student-led and run for over 40 years. The garden is a space for all.

SOGA is a "democratic organization committed to food justice, sustainable organic agriculture, and experimental learning."

Why did you originally decide to come to the Student Organic Garden (SOGA)? (*check all that apply*)

NOTE: If you have never been before, your responses to this survey are still valid, so please choose one of the two "NO" answers with the most correct statement.

- ☐ NO: I have never been to the garden but I had heard of it before this survey
- ☐ NO: I have neither visited nor heard of the Student Organic Garden before this survey
- ☐ I wanted to learn more about gardening
- ☐ I wanted to learn more about agriculture
- ☐ I wanted to learn more about food justice
- ☐ I wanted to take a DeCal being offered in the space
- ☐ I wanted to use the space for my mental well-being
- ☐ I consider SOGA a potential source of fresh produce
- ☐ I went with an academic course (ex: ESPM 117, LA 12, etc)
- ☐ I went to an educational event at SOGA and enjoyed it
- ☐ I was recommended by a friend
- ☐ I wanted to meet more people, especially people who share my interests and values
- ☐ For fun
- ☐ Other: _____

Display This Question:

If Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... = NO: I have never been to the garden but I had heard of it before this survey

What have you heard from others about the Student Organic Garden (SOGA)?

Please keep in mind the question of inclusion, but feel free to answer however.

Display This Question:

If Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... = NO: I have never been to the garden but I had heard of it before this survey

What are your personal opinions about the Student Organic Garden (SOGA)?

Please keep in mind the question of inclusion, but feel free to answer however.

Display This Question:

If Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have never been to the garden but I had heard of it before this survey

And Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have neither visited nor heard of the Student Organic Garden before this survey

What had you heard from others about the Student Organic Garden (SOGA) before arriving at and spending time in the garden?

Please keep in mind the question of inclusion, but feel free to answer however.

Display This Question:

If Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have never been to the garden but I had heard of it before this survey

And Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have neither visited nor heard of the Student Organic Garden before this survey

What were your personal opinions about the Student Organic Garden (SOGA) before arriving at and spending time in the garden?

Please keep in mind the question of inclusion, but feel free to answer however.

Display This Question:

If Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have never been to the garden but I had heard of it before this survey

And Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have neither visited nor heard of the Student Organic Garden before this survey

To what extent did your perception of SOGA change after spending time in the garden/ taking a DeCal/ etc? Please keep in mind the question of inclusion, but feel free to answer however.

(1 is not at all ; 5 is it completely changed in all aspects)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Display This Question:

If Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have never been to the garden but I had heard of it before this survey

And Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have neither visited nor heard of the Student Organic Garden before this survey

And To what extent did your perception of SOGA change after spending time in the garden/ taking a DeC... != 1

Please explain how your perception of the garden space changed after spending time in the garden/ taking a DeCal/ etc:

Please keep in mind the question of inclusion, but feel free to answer however.

Display This Question:

If Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have never been to the garden but I had heard of it before this survey

And Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply... != NO: I have neither visited nor heard of the Student Organic Garden before this survey

Please estimate how many hours you dedicate to SOGA in a semester

(if you have been involved for multiple semesters, please estimate the number of hours for the semester in which you were most involved):

- ☐ 1-5
- ☐ 5-10
- ☐ 10-30
- ☐ 30-60
- ☐ 60-100
- ☐ 100+

Please choose the most appropriate response:

	strongly disagree	somewhat disagree (2)	neutral (3)	somewhat agree (4)	strongly agree
I feel very comfortable and experienced with gardening and/or agriculture. (<i>strongly disagree</i> would be "I know nothing about it" and <i>strongly agree</i> would be "I could run my own farm")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very familiar with the concept of food justice. (<i>strongly disagree</i> is "I've never heard of it" and <i>strongly agree</i> would be "I could teach a course about it")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the Student Organic Garden to a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Student Organic Garden is an inclusive and welcoming space for ALL students of all identities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain in what ways the space IS NOT inclusive or welcoming to your identities or to the identities of others:

We greatly appreciate any feedback/ thoughts/ emotions.

Please explain in what ways you feel the space IS inclusive or welcoming to your identities or to the identities of others:

We greatly appreciate any feedback/ thoughts/ emotions.

What restrictions are there that prevent you from coming to the garden and/or staying involved with SOGA?

	strongly disagree	somewhat disagree	neutral	somewhat agree	strongly agree
My academics are much more important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job takes too much of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not feel welcome in the garden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel like SOGA is a space that belongs to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot attend the Sunday open hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to be more involved, but I do not know how to stay involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The garden and agricultural work is just not that interesting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics discussed in the garden are just not that interesting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please elaborate on the mentioned and any additional restrictions that prevent you from coming to the garden and/or staying involved with SOGA:

How can we make the Student Organic Garden a more inclusive place for you and other students/ community members?

Any other comments you would like to make?

Would you like to be followed up for an interview or any additional ideas you have?

- ☐ Yes
- ☐ No

Skip To: End of Block If Would you like to be followed up for an interview or any additional ideas you have? = No

For future contact, please write your email:
(Note: previous survey answers will remain anonymous)

End of Block: Question Block

Start of Block: Demographics

What is your age?

- ☐ under 18
 - ☐ 18-19
 - ☐ 20-21
 - ☐ 22-23
 - ☐ 24-26
 - ☐ 27-29
 - ☐ 30-39
 - ☐ 40-49
 - ☐ 50-59
 - ☐ 60-69
 - ☐ 70-79
 - ☐ 80+
-

What year are you at UC Berkeley?

- ☐ Freshman
 - ☐ Sophomore
 - ☐ Junior
 - ☐ Junior Transfer
 - ☐ Senior
 - ☐ Super Senior (5+)
 - ☐ Graduate student
 - ☐ N/A ; I am a UC Berkeley employee
 - ☐ N/A ; I am not formally affiliated with UC Berkeley
-

Display This Question:

If What year are you at UC Berkeley? != N/A ; I am a UC Berkeley employee

And What year are you at UC Berkeley? != N/A ; I am not formally affiliated with UC Berkeley

What is/are your major(s)?

Display This Question:

If What year are you at UC Berkeley? = N/A ; I am not formally affiliated with UC Berkeley

How did you hear about this survey and/or how are you connected to SOGA?

Please specify your ethnicity/race: *(Mark all that apply)*

(Options are based off of the census and we apologize for the limitations of these categories)

- ☐ Asian
- ☐ Black or African American
- ☐ Caucasian
- ☐ Hispanic or Latino
- ☐ Native American or American Indian
- ☐ Pacific Islander
- ☐ Another, please specify: _____

What gender do you identify with? *(check all that apply)*

- ☐ Female
- ☐ Male
- ☐ I identify as: _____
- ☐ prefer not to answer

Do you receive financial aid?

- ☐ Yes; and my family/ other sources also helps me out considerably
 - ☐ Yes; and my family/ other sources also helps me out sometimes
 - ☐ Yes; and I do not expect others to contribute financially to my education
 - ☐ No
 - ☐ No and I do not expect my family/other sources to contribute financially to my education
-

About how many hours a week do you usually spend working on a job for pay?

- ☐ I don't have a job
- ☐ 1 to 5 hours a week
- ☐ 5 to 10 hours
- ☐ 10 to 20 hours
- ☐ 20 to 30 hours
- ☐ More than 30 hours

End of Block: Demographics

APPENDIX B: Links to Survey Responses Raw Data

Please email christina.bitten@berkeley.edu to request editing access to data or to access additional data collected through this thesis project.

APPENDIX C: Survey Responses Additional Informative Graphics

In Appendix C I provide charts for a number of the survey responses to better understand survey respondents. Due to the volume of data, not all data is included in this thesis nor appendix.

Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply)

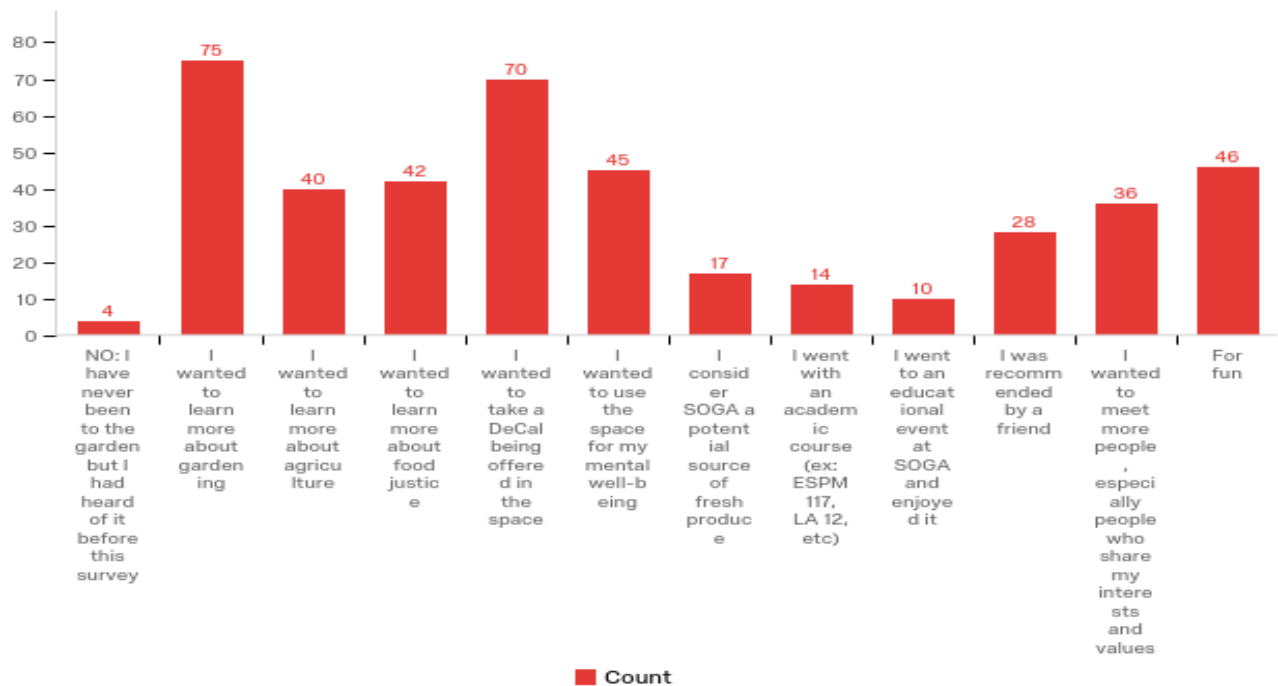


Figure A1a. Why Students Originally came to the garden, advertised survey.

Why did you originally decide to come to the Student Organic Garden (SOGA)? (check all that apply) NOTE: If you have never been to SOGA, your responses to this survey are still valid, so please choose one of the two "NO" answers below.

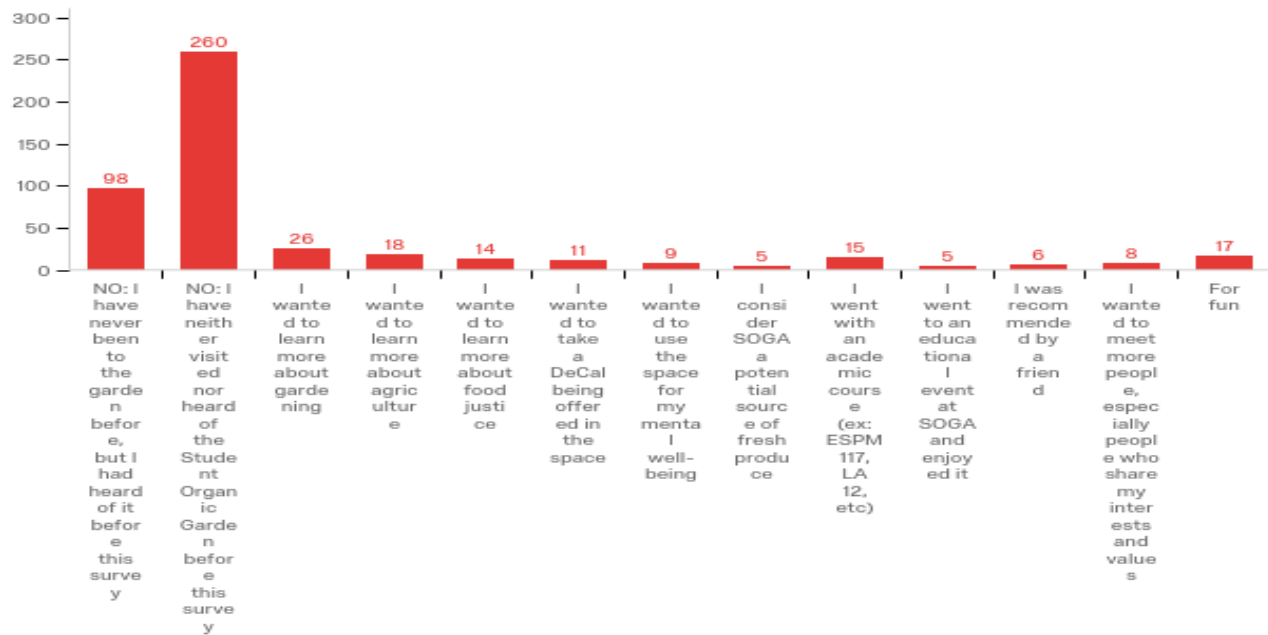


Figure A1b. Why Students Originally came to the garden, ESPM 50AC survey.

Field	I feel very comfortable and experienced with gardening and/or agriculture. (strongly disagree would be "I know nothing about it" and strongly agree would be "I could run my own farm")	I feel very familiar with the concept of food justice. (strongly disagree is "I've never heard of it" and strongly agree would be "I could teach a course about it")	I would recommend the Student Organic Garden to a friend.	I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities.	I feel the Student Organic Garden is an inclusive and welcoming space for ALL students of all identities.
strongly disagree	6.3% 7	3.6% 4	0.0% 0	0.9% 1	1.8% 2
somewhat disagree	27.9% 31	12.6% 14	0.9% 1	1.8% 2	3.6% 4
neutral	21.6% 24	25.2% 28	8.1% 9	6.4% 7	11.8% 13
somewhat agree	36.0% 40	40.5% 45	18.0% 20	14.5% 16	17.3% 19
strongly agree	8.1% 9	18.0% 20	73.0% 81	76.4% 84	65.5% 72
	111	111	111	110	110

Showing Rows: 1 - 6 Of 6

Figure A2a. Student answers to scale quantitative questions, advertised survey.

#	Field	strongly disagree	somewhat disagree	neutral	somewhat agree	strongly agree	Total
1	I feel very comfortable and experienced with gardening and/or agriculture. (strongly disagree would be "I know nothing about it" and strongly agree would be "I could run my own farm")	16.39% 20	21.31% 26	31.15% 38	24.59% 30	6.56% 8	122
2	I feel very familiar with the concept of food justice. (strongly disagree is "I've never heard of it" and strongly agree would be "I could teach a course about it")	9.02% 11	13.93% 17	38.52% 47	28.69% 35	9.84% 12	122
3	I would recommend the Student Organic Garden to a friend.	4.92% 6	4.92% 6	43.44% 53	24.59% 30	22.13% 27	122
4	I feel the Student Organic Garden is an inclusive and welcoming space for me and my identities.	4.92% 6	5.74% 7	42.62% 52	24.59% 30	22.13% 27	122
5	I feel the Student Organic Garden is an inclusive and welcoming space for ALL students of all identities.	5.74% 7	4.92% 6	40.98% 50	24.59% 30	23.77% 29	122

Showing Rows: 1 - 5 Of 5

Figure A2b. Answers to scale quantitative questions, ESPM 50AC. Students who knew about SOGA previously

#	Field	strongly disagree	somewhat disagree	neutral	somewhat agree	strongly agree	Total
1	I feel comfortable and experienced with gardening and/or agriculture? (strongly disagree would be "I know nothing about it" and strongly agree would be "I could run my own farm")	23.85% 62	28.85% 75	26.54% 69	18.46% 48	2.31% 6	260
2	I feel familiar with the concept of food justice. (strongly agree would be "I could teach a course about it" ; strongly disagree is "I've never heard of it")	21.92% 57	32.69% 85	31.54% 82	11.92% 31	1.92% 5	260
3	I would recommend engaging in a campus student garden to a friend.	5.38% 14	18.46% 48	41.54% 108	28.85% 75	5.77% 15	260
4	I feel that urban agriculture/gardening/farming spaces are typically an inclusive and welcoming space for me and others of my identities.	2.31% 6	10.77% 28	38.46% 100	35.77% 93	12.69% 33	260
5	I feel that urban agriculture/gardening/farming spaces are typically an inclusive and welcoming space for ALL students of all identities.	2.33% 6	9.69% 25	37.98% 98	34.11% 88	15.89% 41	258

Showing Rows: 1 - 5 Of 5

Figure A2c. Answers to scale quantitative questions, ESPM 50AC. Students who had never heard of SOGA

Please estimate how many hours you dedicate to SOGA in a semester (if you have been involved for multiple semesters, please estimate the number of hours for the semester in which you were most involved):

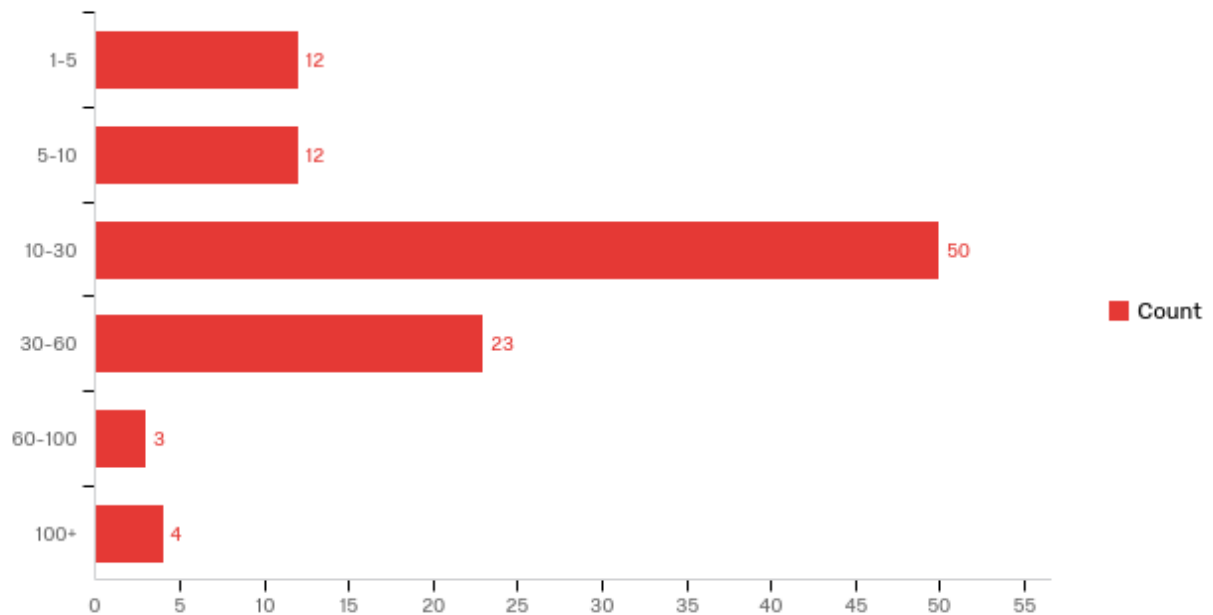


Figure A3a. Number of hours involved with SOGA, advertised survey.

Please estimate how many hours you dedicate to SOGA in a semester (if you have been involved for multiple semesters, please estimate the number of hours for the semester in which you were most involved):

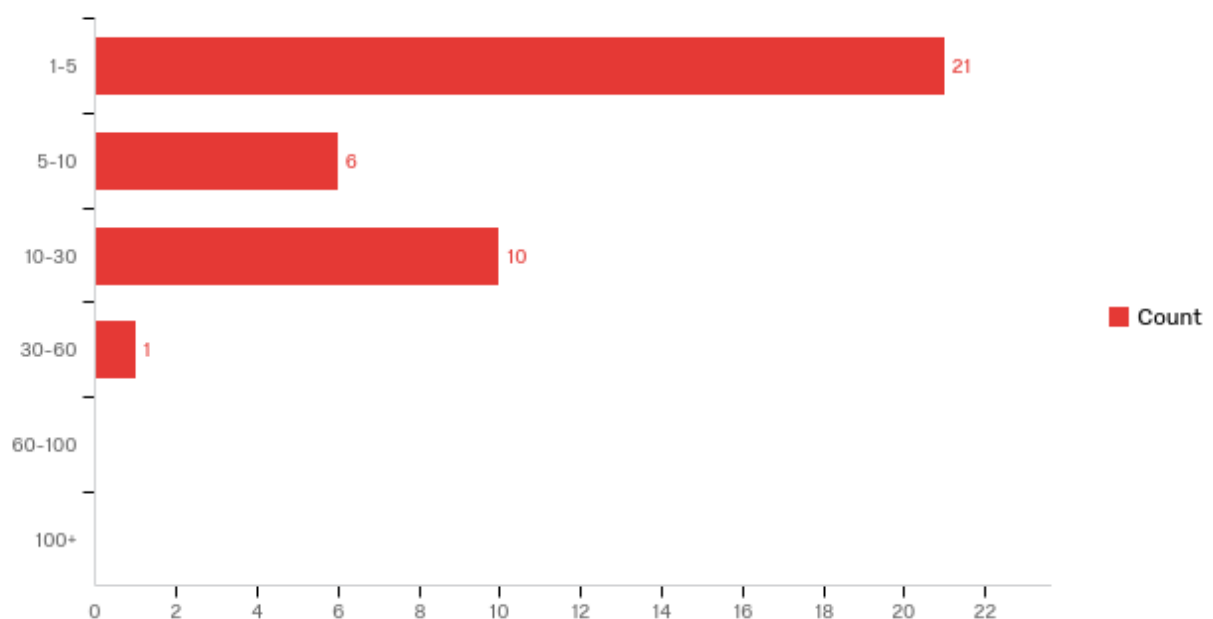


Figure A3b. Number of hours involved with SOGA, ESPM 50AC survey.

What restrictions are there that prevent you from coming to the garden and/or staying involved with SOGA?

#	Field	strongly disagree	somewhat disagree	neutral	somewhat agree	strongly agree	Total
1	My academics are much more important to me.	4.55% 5	6.36% 7	20.91% 23	48.18% 53	20.00% 22	110
2	My job takes too much of my time.	14.95% 16	13.08% 14	24.30% 26	29.91% 32	17.76% 19	107
3	I did not feel welcome in the garden.	80.00% 88	10.91% 12	5.45% 6	2.73% 3	0.91% 1	110
4	I do not feel like SOGA is a space that belongs to me.	61.47% 67	20.18% 22	10.09% 11	7.34% 8	0.92% 1	109
5	I cannot attend the Sunday open hours.	17.43% 19	16.51% 18	25.69% 28	22.94% 25	17.43% 19	109
6	I would like to be more involved, but I do not know how to stay involved.	22.02% 24	19.27% 21	25.69% 28	25.69% 28	7.34% 8	109
7	The garden and agricultural work is just not that interesting to me.	51.38% 56	29.36% 32	11.01% 12	6.42% 7	1.83% 2	109
8	The topics discussed in the garden are just not that interesting to me.	46.36% 51	36.36% 40	10.00% 11	5.45% 6	1.82% 2	110

Showing Rows: 1 - 8 Of 8

Figure A4a. Restrictions from staying involved with SOGA, advertised survey.

What prevents you from coming to the garden and/or staying involved with SOGA or any other campus garden?

#	Field	strongly disagree	somewhat disagree	neutral	somewhat agree	strongly agree	Total
1	My academics are much more important to me.	1.33% 5	4.27% 16	15.73% 59	40.27% 151	38.40% 144	375
2	My job takes too much of my time.	12.60% 47	9.92% 37	35.66% 133	27.08% 101	14.75% 55	373
3	I did not feel welcome in the garden.	45.50% 167	19.07% 70	29.43% 108	4.90% 18	1.09% 4	367
4	I do not feel like SOGA is a space that belongs to me.	29.30% 109	18.28% 68	35.22% 131	14.25% 53	2.96% 11	372
5	I cannot attend the Sunday open hours.	11.26% 42	15.01% 56	33.51% 125	23.59% 88	16.62% 62	373
6	I would like to be more involved, but I do not know how to stay involved.	13.21% 49	15.09% 56	40.43% 150	24.53% 91	6.74% 25	371
7	The garden and agricultural work is just not that interesting to me.	13.40% 50	21.72% 81	30.03% 112	23.86% 89	10.99% 41	373
8	The topics discussed in the garden are just not that interesting to me.	14.97% 56	15.78% 59	37.70% 141	19.52% 73	12.03% 45	374

Showing Rows: 1 - 8 Of 8

Figure A4b. Restrictions from staying involved with SOGA, ESPM 50AC survey.