



THE GIVING GARDEN, GROWING FOOD AND COMMUNITY:

HOW TO MEET THE NEEDS OF UWT COMMUNITY
MORE EFFECTIVELY

ABSTRACT

In a previous research study conducted by a group of UWT Sustainable Urban Development students, it was found that community gardens can do more than grow food, they can meet an array of community needs. The focus of this paper is to determine how the UWT community garden, aka Giving Garden (GG), can meet its community's needs more effectively. A statistical analysis was developed to gain a critical perspective on how to improve the existing program and infrastructure at the Giving Garden, so that we grow a bountiful harvest of food and a strong community.

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Statement of Purpose

Fall of 2017, a general case study was conducted to determine how a community garden meets community needs. The results proved that community gardens do meet numerous needs of their communities or neighborhoods in ways that are unique to them.

These benefits range from physical, social, and mental health benefits such as access to fresh fruits and vegetables, increase physical activity, skill building, creating green space, bringing beauty to vacant lots, revitalizing communities in industrial areas, and strengthening community bonds (CDC) This began a deeper look into UWT community and find out, “how can the Giving Garden better meet UWT’s community needs. Inspired by William Whyte’s article, “The Design of Spaces” I knew one way I could approach this questions was to identify what attracts people a garden. (Whyte, 1988).

Introduction

The Giving Garden was established in 2009 with a grant from the Greater Tacoma Community Foundation’s Green Partnership Fund. The mission of the garden was to, “serves as an example of affordable urban gardening, an educational research plot for determining best practices, and also serves as a community resources for fresh produce.” (Woods. 2014) Since this time the garden has done its best to carry out that mission. Some years the garden has been more successful than others, because of higher student involvement and interest. Other years the garden has struggled because of students transitioning after graduation. Time has proven that for the garden to thrive, there needs to be a strong and stable community supporting it. Currently, the garden is being managed by a garden coordinator, and co-managed by Project Earth, a registered student organization. As well as some faculty and staff utilize the space However, the ideal situation would be to place the garden under a program at UWT and have a part-time position funded from this program to carry out the task needed to create a strong and stable community.

To begin building this structure, it’s imperative to understand the communities the Giving Garden will be serving. Two surveys were crafted. One was written for UWT students and the other written for UWT faculty and staff. The results of the survey will make a case for how the garden space can be used and can connect to the community and meet their needs.

Methods

First step in drafting the survey was to determine who and what the UWT community represented. There were two obvious communities, 1. faculty and staff, and 2. students. Because these communities had different goals and objectives, it was apparent in order to capture the needs of UWT community efficiently, two surveys would need to be created.

Student Survey: The questions were designed to identify the micro communities on UWT campus, see their level and areas of interest in the garden, and then identify ways they are willing to engage. The survey was created using google forms. Initially I emailed the survey to approximately 300 students that were a part of a RSO, received 19 responses within the first week. Second email was sent out via Husky 411, which received 22 more responses. I also sent emails to each program of study, as well as professors I have had in the past. Out of 5,216 students, 53 students responded to the survey, this is only 1% of the student body populations. However, the following week of the garden survey going live, UWT sent a survey to the student body asking questions about housing issues. This influenced the number of students that responded to the garden survey. When physically approaching students about the garden survey it was obvious there was some confusion between the two surveys, thus why the low student response to the survey.

Listed in appendix A, are the questions that were asked in the student survey, and in parentheses are the student responses.

Faculty and Staff Survey: The faculty and staff survey questions were designed to gain a better understanding of how the garden can be used as a resourceful, interactive learning tool and to determine how the Giving Garden can engage the garden space to be a place where students, faculty and staff build community together. The survey was created using google forms, just as the student survey. The survey was sent out to the administrative officers for each Program and School, identified on the UWT website. There were approximately 350 faculty and 50 staff. I also emailed directly to some professors that I have had in past quarters. Out of approximately 400 faculty and staff whom were sent an email, 40 responded to the survey.

Listed in Appendix B, are the questions that were asked in the faculty and staff survey, and in parentheses are the student responses.

Discussion - Student Survey

There were 53 students that responded to the survey. Of these 53 students, 4 students had participated in the garden. Of these 4 students, they all were satisfied with their experience in the garden. It is inevitable that students are satisfied and their need for connection is met when they engage with their fellow students at the garden.

Of the 49 students that have not participated in the gardens, 38% (19 students) are interested in participated in the garden, 20% (10 students) are not interested, and 40% (20 students) said maybe.

When students were asked if they were interested in adopting a garden bed at the Giving Garden, 19 of the 53 responded they were interested. However, I think there was a flaw with this question, because one of the answers to choose from was, “not interested in adopting a

bed,” which 6 students chose this response. However, of the other 13 students that responded, the majority of students preferred to share a in the upkeep of community beds, and share harvest with each other as well as donate a portion of the harvest to a local food pantry. This question ties to how likely would students be to purchase a box of fresh produce bi-weekly from the Giving Garden. There were 17 responses, and of these responses, 6 students were not likely, 5 students were maybe, and 1 was likely. These results show that commercial food share programs may not be a high priority at this time. Students seem more interested in getting in the garden and being a part of the process if they have the time to do so.

Of the 10 students that were not interested in the garden, it boiled down to students’ time constraints, and not enjoying gardening. However, either reason creates a gap for the garden to meet these student needs. Two potential ways to bridge each of these gap could be: 1) market the garden in a way that highlights the opportunities to connect with community and be of service 2) highlight ways students can get involved and reap the benefits of the garden with little effort or time, such as buying into a Fresh Food Box Program or coming to a social event, or using the space to de-stress and study. This is valuable information to know when it comes to marketing the Giving Garden. Highlighting other benefits to the garden can bridge this gap to open people’s minds about what a community garden is and can be, potentially increasing student involvement in the garden.

Although it may not be a priority this year to create a commercial Fresh Food Box Program, it is worth taking note of. Because this has the potential of meeting ever greater needs on a larger scale as it pertains to food justice and fostering healthy living.

For those students that are interested in the garden, there reasons are: connection to the natural environment, increase knowledge of: ecological systems, food networks, and garden techniques. Results show that students are interested in the garden to meet their need for connecting to community, getting outdoors, being of service, learning about gardening, and connecting to nature for healing. The student’s responses reflected they were less interested having access to fresh fruits and vegetables and saving money. It makes sense why saving money would be low, because if students aren’t purchasing fresh produce they aren’t feeling the financial constraint. This highlights an opportunity to increase our engagement with students regarding their need for community and connection, as well as, expose them to the benefits of having access to fresh fruits and vegetables. Often time people may not realize they are in need of something until they have tangibly had that need met. For example, someone that may not have access to fresh produce and or is not used to eating healthy locally grown food for whatever the reasons. Once exposed will see the benefits of having access to fresh fruits and vegetables, and see the cost saving of growing your own food vs. purchasing it in a grocery store. Sometimes this is an organic process that grows from the community responding to their community needs. Other times it is a part of a strategic plan to strengthen a community and meet specific community needs. Either approach will flourish as the community establishes its roots in their garden.

Having identified some of the micro-communities at UWT, there is a greater potential for the garden coordinator to use their time efficiently by targeting these groups when working on outreach tactics. This makes for effective engagement with the community that will draw them to the garden based on their current needs, then expose them to a healthier lifestyle of incorporating more fresh local fruits and vegetables into their diet.

Discussion Faculty Survey

There were approximately 350 faculty and 50 staff that were emailed the survey, and 40 participated. Of the 40 respondents, 88% (35 people) have not participated in the garden and 13% (5) had participated. Those that have participated in the garden tend to be involved in community service events and/or art installations. They agreed that the experience met the goals and objective of lessons taught or projects assigned, that students were engaged, and that the garden space was adequate for teaching. However, there is some improvement to be made around tool and materials being accessible, as well as having an efficient process for planning event/classroom time in the garden. This is a known weakness of the Giving Garden, which is in the process of being revamped. These results just solidify the need, and will put more pressure on us to improve before doing more outreach.

Of the total 40 responses, most of them that have participated in or would be interested in participating in the garden to promote community engagement and community service, as well as teaching and learning.

For the 35 respondents that haven't participated in the garden, 23 of them said they would be interested in participating in the garden, and 12 of them were not interested. Almost all of the 12 respondents said no, due to time constraints. However, I found it interesting that one felt the Garden did not meet the overall mission of the University, which could mean that the Giving Garden needs to define how the garden does align with the mission of the University.

Classes that faculty were most interested in teaching at the garden are:

Gardening, food and social justice, environmental awareness, composting, and promoting an appreciation and respect of indigenous people, philosophy, and knowledge. Classes with fewer interest were: greenhouse planting, utilizing the SHED for an outdoor classroom platform, botany/ecology, wildlife habitat, conducting innovative experiments and research, art installations and activities, and medicinal plant growth and research. This insight is valuable to the garden, and will serve as a tool when prioritizing long and short term goals. Once the Giving Garden has formulated the goals, an email can be sent to the faculty that participated in the survey to inquire about opportunities to collaborate on a project to meet both the goals of the garden as well as the goals and objectives of a potential class they would be teaching.

The faculty and staff when asked if they felt the Giving Garden meets the needs of the community, overall they agreed that the garden does meet the needs of the community.

There was a lot of great feedback on ways the Giving Garden can support faculty and staff interests. Some recurring responses were supplying a service learning opportunity, building community partnerships by using the garden space for faculty member's to engage their students with opportunities to work with outside organization such as a local elementary school, or Tacoma Rescue Mission and the Peace Community Center. Based on the response received, it would be a useful tool to send an email to the faculty and staff interested in the garden annual or quarterly, asking the question about how the Giving Garden can support their interest. This could potentially start a calendar of event that stretch out over the year. Displaying the high of demand for garden space from faculty, will exemplify to the University the significance the garden is to UWT community.

Conclusion

The purpose of a garden is to grow food, which the UWT Giving Garden has struggled with doing consistently because of low student involvement and community support. Although the mission is to grow food, there must be equal effort being invested in community engagement. Engagement goes deeper into the needs of diverse communities and connects them to the garden in ways that are meaningful to them. It draws groups or individuals into the space by showing them how the garden can feed their interest and needs. Which will inspire and cultivate participation and help the garden grow a bountiful harvest that feeds the body and the soul.

This concept, when applied to the Giving Gardens is a useful tool. The evaluation of the answers to the survey question, identifies what attracts students and faculty to the garden as stated above in the discussion. It also reveals what community needs the garden is currently meeting and not meeting, as stated above. Furthermore, it displays the Giving Garden's strengths and weaknesses, as well as identify gaps in the community that the garden could fill. Some identified weaknesses of the Giving Garden are structural and financial. Because of high student turn-over, it's imperative that the Giving Garden Committee, adopt the mission for the garden as well as, establish a set of broad policies for management purposes, and create a strategic plan that list short and long term goals. This will serve as a guide for faculty, staff, and students to build strong and purpose driven partnerships that support in their mission to better meet the community needs. Some strengths of the Giving Garden are: the dedicated community, faculty and students that have connected to the garden and are committed to making it a thriving community garden. Another strength is the location of the Giving Garden. It is on the corner lot of 21st and Fawcett, in Tacoma. This is a heavy traveled 4 way intersection on the edge of an impoverished neighborhood. This past year while working in the garden, random people while walking and even at times driving, made it a point to say thank you. The work being done in the Giving Garden not only benefits UWT community, but the good we are doing in the garden ripples out into the surrounding communities. Watching a community heal from calamities is a beautiful thing.

Appendix A – Student Survey

1. Have you participated in the Giving Garden?
 - 1.a) Yes (8%, 4 students)
 - 1.b) No (93%, 49 students)
2. 1.a) How did you participate in the Giving Garden and how would you rate your participation?
 - Connection to the natural environment. (4 students, very satisfied)
 - Increased knowledge of ecological systems, food networks, and garden techniques. (3, very satisfied and 1 somewhat satisfied)
 - Connection to community (3 very satisfied and 1 somewhat satisfied)
 - Providing access to fresh food (3, somewhat satisfied)
3. 1.b) Are you interested in participating in the Giving Garden? (Yes- 39%, 19 students, Maybe- 41%, 20 students, No- 20%, 10 students)
4. Reasons you want to participate in the garden? (23 student responded)
 - Access to fresh fruits and vegetables (65%, 15 students)
 - Community involvement / socializing (31%, 21 students)
 - Connecting with nature for therapeutic benefits (82%, 19 students)
 - Learning more about gardening (82%, 19 students)
 - Saving money by eating locally grown food (56%, 13 students)
 - Recreation, getting outdoors and doing physical activity (87%, 20 students)
 - Community Service / volunteering (87%, 20 students)
 - Class or Assignment associated with the Giving Garden (78%, 18 students)
5. 1.b) Why are you not interested in the garden?
 - I already have a garden. (0%)
 - I don't have time. (60%, 10 students)
 - I don't have transportation. (0%)
 - I don't have childcare. (0%)
 - I already have access to fresh produce through local CSA or food co-op. (0%)
 - I don't enjoy gardening. (20%, 2 students)
 - I don't know how to garden. (10%, 1 student)
 - Spare time is spent at work or on studies. (10%, 1 student)
6. Are you interested in adopting a garden bed, which below is more appealing? (19 students responded, 36%)
 - Adopt an individual bed that you plant, tend, and harvest for personal consumption. (0 students)
 - Adopt an individual bed that you plan, tend, and donate a portion of your harvest to a food pantry (15%, 3 students)

- Share a community bed that you help plant, tend, and share the harvest among the shared owners. (5%, 1 student)
 - Share a community bed that you help plant, tend, and share the harvest among shared owners, as well, as donate a portion to food pantry. (47%, 9 students)
 - Not interested in adopting a garden bed (31%, 6 students)
7. Are you a member of a student organization or associate with a group on campus?
- a. Yes - 45%, 24 students
 - b. No – 35%, 19 students
 - c. Not currently, but interested in becoming a member – 19%, 10 students
8. 7.a) What organization or group(s) do you associate with or are you interested in?
- GSA, wordings. Interested in ESA and Project Earth.
 - I am associated with Latinx Embracing Education.
 - Marketing Society, Beta Gamma Sigma
 - Service Coalition <https://www.tacoma.uw.edu/center-service-leadership/volunteer-now>
 - Student Veteran Organization
 - Black Student Union
 - Phi Alpha/SW organization
 - Phi Alpha
 - HuSCII Coding, WiCS, Grey Hat Group
 - NSEOF Advisory Council, Society of Future Scientists, Great Futures, Black Student Union.
 - The Gender and Sexuality Alliance
 - CAM-Campus Adult Ministry
 - Husky CERT-Campus Emergency Response Team
 - Pre-Health Society
 - Society of Future Scientists
 - Pre-Law Society
 - Bicycle Club
 - Dawg Tags
 - The Pantry, FASA, APISU
 - CAM
 - Asuwt
 - none at moment
9. Do you think the Giving Garden can meet the following community needs?
1. Access to fresh fruits and vegetables (13 students strongly agree, 17 somewhat agree, 3 neutral or disagree)
 2. Build and Strengthen community (19 students strongly agree, 11 somewhat agree, 3 neutral or disagree)
 3. Connecting to open green space (19 students strongly agree, 10 somewhat agree, 4 neutral or disagree)

4. Learning more about gardening (22 students strongly agree, 10 somewhat agree, 2 neutral or disagree)
 5. Saving money by growing own produce or buying locally grown fresh produce (12 students strongly agree, 14 somewhat agree, 6 neutral and 4 disagree)
 6. Recreation - health and wellness (18 students strongly agree, 10 somewhat agree, 3 neutral and 3 disagree)
 7. Community service (18 students strongly agree, 9 somewhat agree, 3 neutral and 3 disagree)
10. What are some ways the Giving Garden could better meet your or your student organization's needs?
- Better information about how to get a plot, more support in having community gardening activities, broader outreach than just environmental students
 - It is a chance to branch out into the community. It is also a nice opportunity to be a part of something that is not strictly academic.
 - Provide fresh veggies for campus events
 - Accessibility: access to tools and info at ease
 - If we had more information about how to get involved, the cost and time commitment, the needs of the Giving Garden, etc.
 - Flexible time and someone available to walk me through the process
 - I don't think there is anything that can be done.
 - Join together for a service activity
 - More visibility, and maybe connection to classes and projects to get students involved initially and then followed up with more opportunities to continue
 - Unsure
 - The location and time
 - Community service
 - Considering the climate and mild food desert of the UWT area is, I'd really love to access the options available! The Giving Garden at UWT is a great way to work on bridging the disparity students face. With the reputation of a commuter campus, while also expanding its freshman class with on campus living, food insecurities are realty. Especially when the closest grocery store is 2 miles uphill.
 - As a student fully engaged in student activities and managing two jobs, I meet many like myself who have trouble finding affordable food options on campus. It would be amazing to experience and be apart of a space whose goal is to ease the burden!
 - I didn't even know that it existed until this survey, so raising awareness is probably a good step.
 - More information, advertising, how to get involved, only heard about recently despite being a student at UWT for years
 - Bicycle Cub members could benefit from having a shared plot to grow food together to enjoy as part of a wellness plan for active living

- Organizing ways to get started and help with garden up keep during breaks, as lot students commute and work away from the area. Maybe community partnerships, like neighbors to share too?
- Not y student organization but the needs of students living in court 17 or low income students, especially those with children
- More advertisement
- I do not know.
- More accessible; More information
- The access to fresh fruits and veggies as well as community involvement.

11. From the following needs below, rate if you feel the Giving Garden can meet these for you?

- Access to fresh fruits and vegetables (17 students strongly agree, 18 somewhat agree, 15 neutral and 3 disagree)
- Build and Strengthen community (25 students strongly agree, 19 somewhat agree, 6 neutral and 4 disagree)
- Connecting to open green space (27 students strongly agree, 14 somewhat agree, 11 neutral and 2 disagree)
- Learning more about gardening (28 students strongly agree, 16 somewhat agree, 10 neutral and 1 disagree)
- Saving money by growing own produce or buying locally grown fresh produce (12 students strongly agree, 19 somewhat agree, 17 neutral and 5 disagree)
- Recreation - health and wellness (21 students strongly agree, 16 somewhat agree, 13 neutral and 4 disagree)
- Community service(24 students strongly agree, 16 somewhat agree, 10 neutral and 4 disagree)

10. What are some ways the Giving Garden could better meet your or your student organization's needs?

- Connecting RSOs with plots or projects to strengthen bonds
- Maybe host events so a variety of people come to check out the garden and we can build a stronger community.
- Provide fresh fruits and veggies from the garden
- Finding a way in which I can contribute sustainably with a busy schedule. I can definitely influence students but will not always be there to oversee them.
- A better understanding of how to get involved, what the cost and time commitment is, what the needs or restrictions of the garden are.
- flexible time and having help from an expert on-site
- I don't think it's about meeting my needs but instead using them for the community and students who need this program. I would love to help out to make at least some people's lives a little better.
- I don't think there is anything.
- I didn't even know UW had one! Perhaps raising more awareness?
- I already have a large garden and love to grow food. It is my way of eating healthy and saving money. Having a plot by the campus to share with others is a great idea.

- Have the garden produce available for purchase at various times if the day since many students have challenging schedules
- Unsure
- Location and time
- More variety of produce
- Connection to community
- I already have a garden at home, I just think this is a great idea for others!
- As a commuter student; building one near my home or in my backyard would help tremendously
- More marketing this is first time hearing about its existence
- More beds and access to equipment
- Since I didn't know about it, I couldn't say.
- Make clear what as student can do with garden, location, what is available
- How do we sign up or get involved?
- At the moment, it wouldn't meet my needs. I am preparing to move out of state for a job after graduation in June, but thank you!
- Increase public awareness of its existence
- Getting out in nature
- Community interaction
- Access to fresher foods that are local
- I'm not sure
- I really didn't know about it until this survey. More outreach to students and possible internships in helping out in the garden.
- More information; Better accessibility
- Being able to get outside and garden with the community.
- Can't think of anything that's hasn't been already mentioned on this list

12. What is your sex?

- a. Female (75%, 40 students)
- b. Male (23%, 12 students)
- c. Other (1%, 1 student)

13. What is your race/ethnicity?

- a. African – American (8%, 4 students)
- b. American – Indian (6%, 3 students)
- c. Asian-American (15%, 8 students)
- d. Caucasian (58%, 31 students)
- e. Hawaiian / Pacific Islander (8%, 4 students)
- f. Hispanic (17%, 9 students)
- g. International (4%, 2 students)
- h. Other (5 students)

14. Where do you currently live?

- a. Court 17 (1%, 1 student)
- b. A mile or less from campus (11%, 6 students)

- c. More than a mile from campus, but within the City of Tacoma (22%, 12 students)
 - d. Outside of Tacoma (65%, 35 students)
15. Employment Status?
- a. Employed (68%, 37 students)
 - b. A student (87%, 47 students)
 - c. Military (1%)
 - d. Retired (1%)
 - e. Unemployed (13%, 7 students)
16. What school program are you in, or if you are still deciding, which is of interest to you?
- a. Education (1%)
 - b. Institute of Technology (7%)
 - c. School of Interdisciplinary Arts & Science (30%)
 - d. Milgard School of Business (9%)
 - e. Nursing & Healthcare Leadership (0%)
 - f. Social Work and Criminal Justice (33%)
 - g. Urban Studies (17%)
 - h. Ethics, Gender and Labor Studies (1%)
 - i. BioMedical Science (1%)
 - j. Psychology and Criminal Justice (1%)
17. What class are you?
- a. Freshman (0-29 credits) (1%)
 - b. Sophomore (30-59 credits) (7%)
 - c. Junior (60-89 credits) (28%)
 - d. Senior (90 or more credits) (37%)
 - e. Graduate Program (26%)
 - f. Non-matriculated (certificate program) (0%)
18. Email address?
19. Any additional comments?
- Thanks for existing!
 - Looking forward to hearing how the meeting went!
 - If baby plants or seeds are provided, I would be happy to help. I cannot do heavy lifting and earth moving.
 - I am interested to learn how to grow a vegetable and fruit garden. I love to eat fresh vegetables. Thank you.
 - You should put the location of the garden in the survey. I have no idea where this place even is, but good for you for starting one. I think it is a very needed thing.
 - Thank you
 - I would rather have my own garden than a community garden.

Appendix B – Faculty and Staff Survey

1. Have you participated in the Giving Garden?
 - 1.a) No (88%, 35 people)
 - 1.b) Yes (13%, 5 people)
2. 1.b) What kind of activity have you participated in at the garden? Of the 5)
 - Hands-on, outdoor learning (2)
 - Research (1)
 - Incorporated the garden into your curriculum (2)
 - Community engagement opportunities (2)
 - Art installation (3)
 - Growing food (2)
 - Community service event (3)
3. 1.b) Rate experience in the Garden?
 - a. Met goals and objectives of lesson taught or project assigned (2 strongly agree, 3 somewhat agree,
 - b. Students were engaged (3 strongly agree, 2 somewhat agree)
 - c. Garden space was adequate for teaching (4 strongly agree, 1 neutral)
 - d. Tools and materials were accessible (1 strongly agree, 4 neutral)
 - e. Planning events/classroom time in the garden was an efficient process (2 strongly agree, 1 somewhat agree, 2 neutral)
4. 1.b) Reasons you want to continue to participate in the Giving Garden? (5 people responded)
 - a. Access to outdoor teaching space (2)
 - b. Promote community engagement and build social capital (4)
 - c. Foster ecological stewardship through hands-on learning (2)
 - d. Combat food insecurities, but advocating local organic grown fruits and vegetables (2)
 - e. Provide for opportunities in research and community development (3)
 - f. Promote recreation, health, and wellness (2)
 - g. Participate in community service events (4)
 - h. Create and encourage local art installation at the garden (3)
5. Are you interested in participating in the Giving Garden?
 - 2.a)Yes (66%, 23 people)
 - 2.b) No (34%, 12 people)
6. Reasons you interested in participating in the garden? (23 people responded)
 - Access to fresh fruits and vegetables (30%, 7 people)
 - Community involvement / socializing (60%, 14 people)
 - Connecting with nature for therapeutic benefits (35%, 8 people)

- Learning more about gardening (30%, 7 people)
 - Saving money by eating locally grown food (13%, 3 people)
 - Recreation, getting outdoors and doing physical activity (22%, 5 people)
 - Community Service / volunteering (74%, 17 people)
 - Teaching /Learning use (57%, 13 people)
 - Giving fresh fruits and vegetables to those in need (1 person)
 - Passionate about growing produce and making local, organic produce more accessible (1 person)
7. Please check the areas you would be interested in teaching or participating in?
- a. Composting (12)
 - b. Greenhouse planting (6)
 - c. Utilizing the SHED for an outdoor classroom platform (6)
 - d. Botoany / ecology (4)
 - e. Gardening (20)
 - f. Wildlife habitat (7)
 - g. Permaculture (8)
 - h. Conducting innovative experiments and research (4)
 - i. Food and social justice (15)
 - j. Environmental awareness (12)
 - k. Art Installation and activities (6)
 - l. Promote and appreciation and respect for Indigenous people, philosophy, and knowledge (11)
 - m. Medicinal plant growth and research (1)
8. Not interested in participating in the Giving Garden, Why?
- I don't know about gardening, don't like getting dirty, I am busy. I volunteer in other ways in my community.
 - not enough time; also back issues
 - At the present time working with my students on oceanographic issues affecting Puget Sound
 - No relevant to the core missions of the university
 - I'm an avid gardener and beekeeper and love to teach but just can't see how I can fit it in my already overfull schedule at UWT.
 - I would have chosen maybe if it was an option and I would need to know more before saying yes.
 - I only come to Tacoma to work on campus full time and I live in Renton and I don't have enough extra time to spend outside of work at Tacoma.
 - It's a wonderful thing! Just time constraints with family and work.
 - Right now, time is a problem.
 - Still recovering from a major illness, and I can't drive right now, which means I'm less flexible about time. I am interested in the concept, though.
 - I've never been a gardener, and don't like handling dirt.
9. Do you think the Giving Garden can meet the following community needs?

- a. Access to fresh fruits and vegetables (21 strongly agree, 17 somewhat agree, 1 neutral and 1 disagree)
- b. Build and Strengthen community (25 strongly agree, 13 somewhat agree, 1 neutral and 1 disagree)
- c. Connecting to open green space (25 strongly agree, 12 somewhat agree, 1 neutral and 2 disagree)
- d. Learning more about gardening (29 strongly agree, 7 somewhat agree, 2 neutral and 1 disagree)
- e. Saving money by growing own produce or buying locally grown fresh produce (15 strongly agree, 18 somewhat agree, 6 neutral and 2 disagree)
- f. Recreation - health and wellness (22 strongly agree, 13 somewhat agree, 4 neutral and 1 disagree)
- g. Community service (26 strongly agree, 12 somewhat agree, 1 neutral and 1 disagree)

10. What are some ways the Giving Garden can support your interest?

- If there were campus events held there
- Organize events that help people to learn about growing and assessing fresh food in the community.
- I teach TESC 301: Sustainability in Action
- Be a laboratory for my eco-art classes and a place to share how permaculture design works.
- Sending emails about ways UWT faculty can help/get involved
- Providing students a way to engage with the community and do service learning
- As a faculty member, I would like to volunteer with the giving garden and incorporate it into some courses.
- chairs for teaching in garden
- Providing a space and opportunity to grow veggies.
- Relay info to my students, potentially teach a class out there
- space to grow some chamomile for research use
- Gardening & community engagement
- Supported class activities and assignments.
- Information session on how to get involved
- Interested in community gardening events with my kids
- Regular communication and visioning for the garden space.
- not sure how I can be involved I am a staff person
- As an urban-serving campus, UWT could develop a collaborative effort between at least 3 agencies with
- th regard to the Giving Garden. UWT could provide learning projects to the students at the Peace Community Center (Hilltop) for the Tacoma Rescue Mission providing fresh produce for the meal program.
- I work in the Education Program, we place student teachers in local k-12 schools. It would be great to have a partnership with local elementary students as well...

- Volunteering, connect with the surrounding community
 - Growing up in a rural area I was mentored into a love of gardening and an appreciation for ecology at an early age. I want anyone who has a curiosity about food - and the relationships between food and health, and food and social justice, to have the opportunity to grow food and grow personally through the process!
 - Providing for the Pantry.
 - Help provide fresh produce to our students and campus community. Learn more about the growing potential here in the PNW and how we can encourage others to grow more locally as well.
 - By supplying a service learning opportunity to UWT students
11. Would you be willing to collaborate with the Giving Garden, and in what ways?
- a. Participate in event planning (Yes-8, No-18, Maybe- 11)
 - b. Incorporate the garden into your lesson plans/curriculum by encouraging students to use the garden (Yes- 17, No-16, Maybe – 4)
 - c. Use the garden space for out-door teaching (Yes- 14, No- 18, Maybe-6)
 - d. Partner with the Giving Garden to support a research/project of interest. (Yes – 13, No- 18, Maybe- 6)
12. What school program do you associate yourself with?
- a. Education (1%)
 - b. Institute of Technology (7%)
 - c. School of Interdisciplinary Arts & Science (30%)
 - d. Milgard School of Business (9%)
 - e. Nursing & Healthcare Leadership (0%)
 - f. Social Work and Criminal Justice (33%)
 - g. Undergraduate Education
 - h. Urban Studies (17%)
 - i. CSL
 - j. Office of Advancement
 - k. Information Technology Department
 - l. Office of Research staff member
 - m. Office of Global Affairs: International Student and Scholar Services
 - n. SAES
 - o. Student & Enrollment Services
 - p. Administration
 - q. Center of Equity and Inclusion
 - r. Student Transition Program
13. What discipline(s) do you teach?
- a. Biology (2)
 - b. Planning
 - c. Mathematics
 - d. Humanities and Sustainability

- e. Interdisciplinary Studio Art
 - f. Math
 - g. urban studies
 - h. Oceanography
 - i. Science
 - j. Psychology
 - k. environmental science and studies
 - l. chemistry
 - m. Law and Policy
 - n. mathematics & statistics
 - o. Ecology/Biology
 - p. psychology
 - q. Biology/Genetics/Molecular Biology
 - r. I don't teach but our international students may want to participate in activities with the Community Garden.
 - s. public health/biomedical sciences
 - t. Nursing
14. Any additional comments?
- Thank you!
 - The giving garden is a wonderful way for students to get involved with their community and service learning projects, learn about sustainable gardening and provide students with potential capstone experiences.
 - Perhaps introduce a rain garden and/or bee hive similar to west seattle bee garden
 - Great survey!
 - Our students volunteered in your garden before and they enjoyed it.
 - Whatever you decide to do, begin.
 - I would greatly appreciate you keeping me on your info list for now even though I am unable to participate.

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