



Southern Connecticut State University

Campus Community Garden Project Portfolio



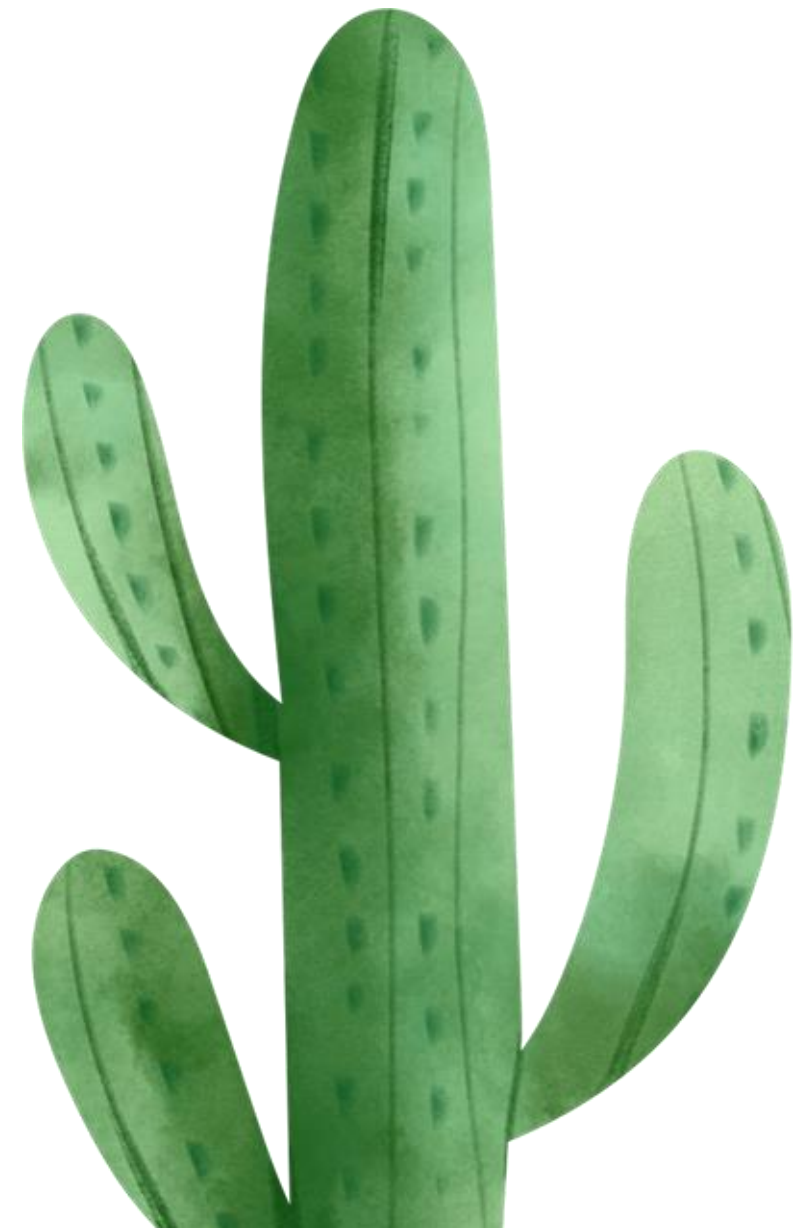
Wes Meeker, Ed.D.



Hello
there!



Welcome
to SCSU!





Introductory Statement



Education in the Garden

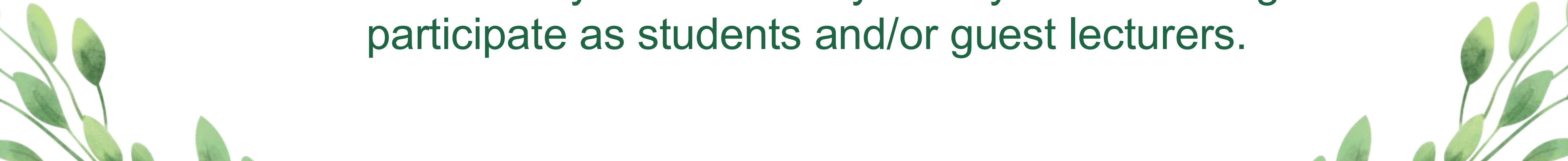
SCSU has often struggled to maintain support of the campus community garden given the downtime in the summer, the transient nature of student labor and limited resources as one of many projects in the Sustainability department's portfolio. To better engage students, faculty and administration and establish the site as an outdoor classroom entitled to the same support as an indoor classroom, a regular summer class will be held in the campus community garden.





Introductory Statement

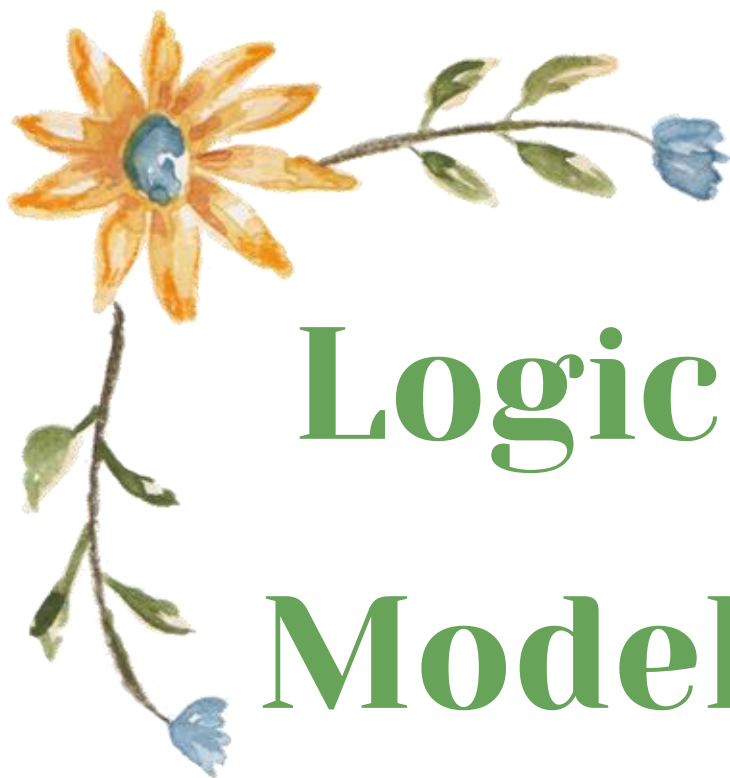
SCSU students will have the opportunity to volunteer and participate in the campus community garden and utilize it through activities as well as relevant coursework. Over the course of two summer sessions (12 weeks), students will have the opportunity to learn how about the different aspects of the campus community garden (growing food, pollinator support, composting, etc.) and its function in the larger community culminating in the development of educational activities and programming for the space. This course is designed to support future K-12 faculty and university faculty are encouraged to participate as students and/or guest lecturers.





Program Goals

- *Environmental awareness for students*
(how plants interact with nature, biodiversity, etc.)
 - *Learning achievements for students*
(understanding of food system, why/how we grow food, etc.)
 - *Experiential practice & life skills for students*
(teamwork, community building and social / peer connections)
 - *Interdisciplinary Study*
(cross-pollinate educational opportunities on campus)
 - *Faculty and Administration Engagement [Long-term]*
(encourage faculty use of garden for education and administrator recognition of space allocation and resourcing)
- 
- 



Logic Model

Program: Southern Connecticut State University Community Garden Logic Model

Situation: The SCSU Campus Community Garden is currently overseen by the Sustainability Office who supplies resources and limited volunteers based on budgets. The garden is subject to the ebb and flow of this funding and transient student employees. If the space was used more for educational practice then staff and students might be more engaged to volunteer, use and maintain the site and administration might see value in better resourcing the space and its staff as it would any other educational classroom.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Volunteers – Master Gardeners, Students Faculty sponsor for “Gardening Club” and education planning Sustainability Office (2 PT employees sponsor the space, 2-3 PT Student Workers) FT Garden Manager Funding for staff and resources to promote space to the community partners, solicit students and faculty Grant for faculty development programming in garden Resources to purchase or get donation of materials (mulch, compost, tools, irrigation, wood for beds/fencing, etc.)	Solicit interest in volunteer opportunities: MG outreach / attend MG intern classes to offer volunteer hours Student recruitment: Form student “Gardening Club”, Environmental studies classes, etc. Faculty recruitment: Dept Chairs – independent study?, garden tours for faculty only with suggested activities (seed starting, composting, plant/weed identification, insect and plant observation, etc.), train on how to incorporate technology (ai identification apps, plant planners for starting a garden, etc.) Administration: invite to community days, work parties; talk about potential of garden to host activities/press, faculty development	University students: volunteer weeding, watering, composting, while learning about space University faculty: SCI depts, HHS depts, etc. lead or participate in service activities and training University administration (Deans, AVPs, VPs, etc.): attend events and support funding site/staff Community volunteers – Master Gardeners, New Haven Community Groups, NHPS students/visitors, etc. volunteer maintenance and host activities Sustainability Office – food recovery / produce collection for area soup kitchens, social media / documentation of work for promotion	Students see the benefit of fresh food Students learn how fruits and vegetables grow Students see pollinators and the biodiversity around the plant life in action Faculty want to participate in events and activities at the garden. Faculty tell their classes or do a campus tour of the garden space with their class. Administration attends events at garden and takes notice of space	Students participate in maintaining the community garden as volunteers Student groups sponsor the garden, or a garden club is formed to help cultivate the space to continue to grow produce for the community Service learning takes place in the space to help students understand give back Faculty have a space to lead activities or teach a module of their course Faculty development / CRAG funds are utilized to train faculty to teach in the garden.	Students are inspired to act to protect nature and natural spaces Students are inspired to improve their local food systems Students are inspired to grow food in a natural/organic way that does not include harmful inputs Semester long courses (spring, summer, fall) are held in the campus community garden space; preservice K-12 teachers trained in GBL for public schools Administration invests resources into a FT garden manager to help lead maintenance of the space, program for it, and assist faculty classes in the space.




Assumptions
 Students will want to participate
 Faculty will want to teach classes or entire courses in the garden
 Administration will want to resource the garden if there is more traffic there
 The Sustainability Office wants more use of the space and help promoting it

External Factors
 Public university funding
 Faculty/student time availability



Garden Project

The Southern Connecticut State University Campus Community Garden is supported and maintain in partnership with the Sustainability Office in Facilities Operations. Our garden aims to provide a backdrop to university coursework, experiential and service learning while also supporting biodiversity and food insecurity in both the cities of New Haven and Hamden. In addition to our pollinator pathway which both provides education and ecological support to our community, our garden also hosts several vegetable beds and fruit trees that provides a bountiful harvest of hundreds of pounds of food donated to area soup kitchens annually.



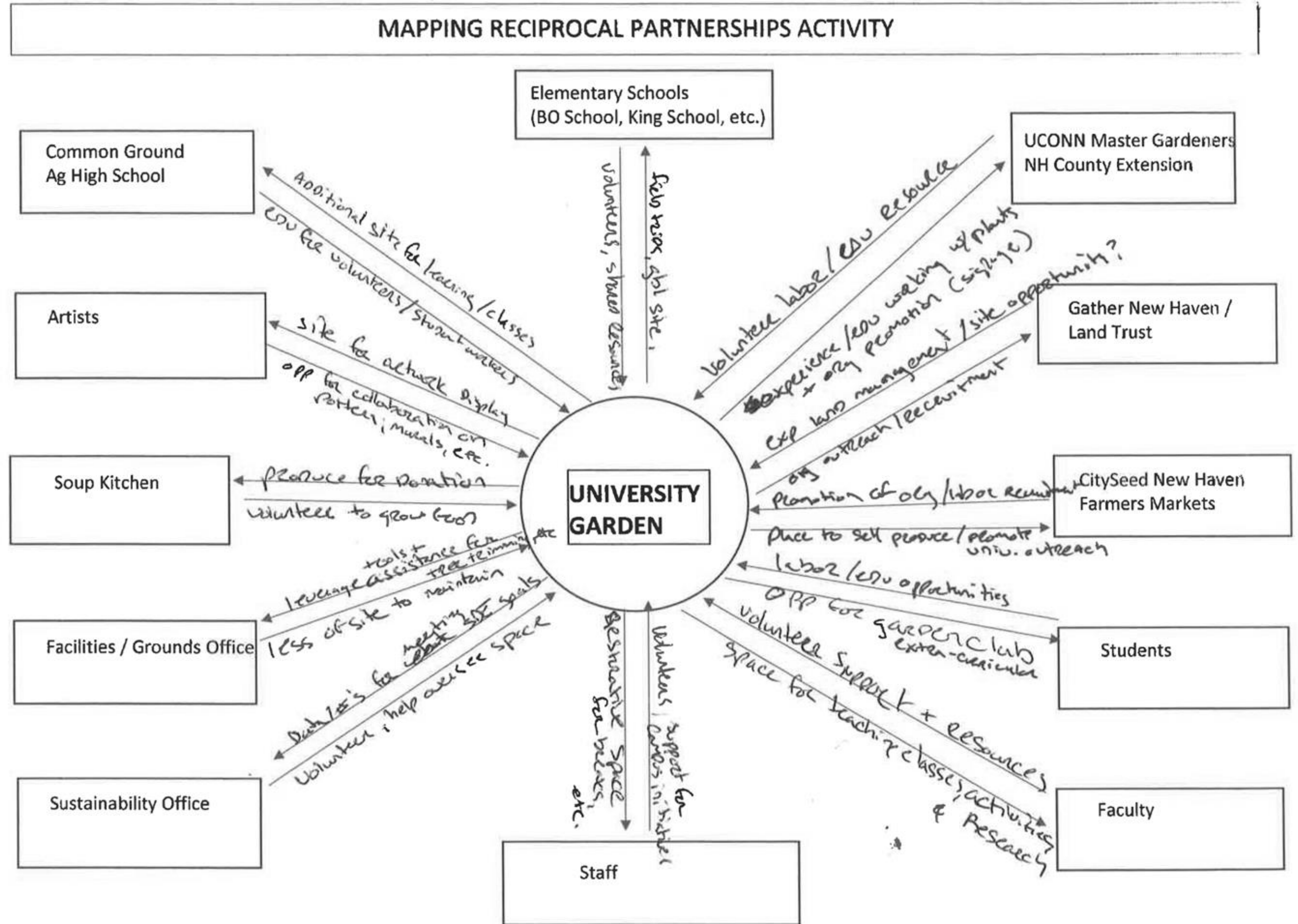
Garden Project

Our garden needs both programming and volunteer support to maintain this educational space so please consider using it as a backdrop for your next class or community event and if you have the means, please consider a donation of time, money or materials to support our efforts. Your support makes a difference in our diverse community of learners while supporting the food insecure in our cities!





Partnership Potential



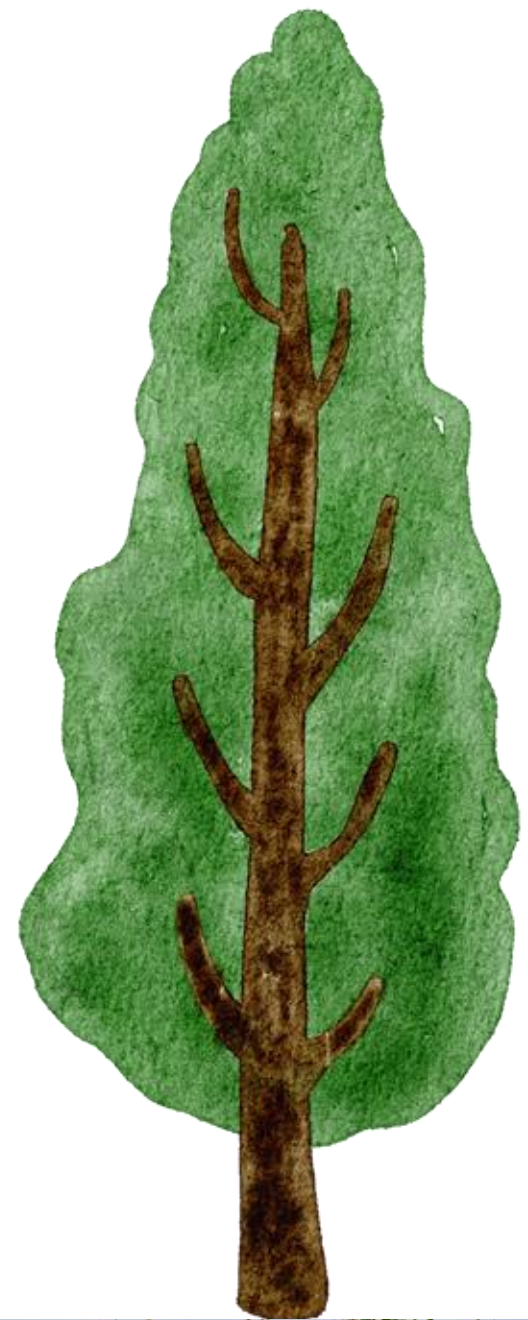


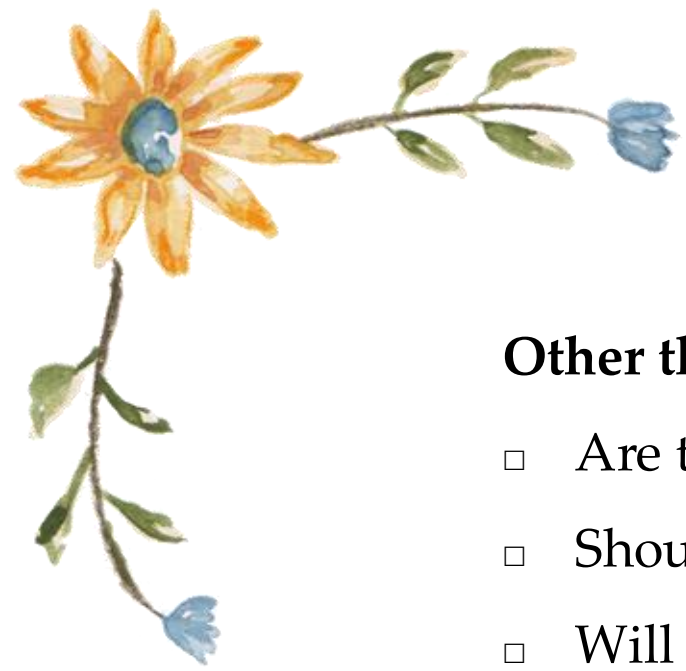
Sustainable Garden Checklist

Checklist For a Sustainable Garden Site

Does your garden have:

- ✓ Well-drained soil, free of heavy metals such as lead
- ✓ Full sun and protection from wind
- ✓ Proximity to a water source
- ✓ Nearness to classrooms or meeting place with seating and shade
- ✓ Storage space for tools and equipment
- ✓ Availability of additional space for composting, pathways, improvements, expansion
- ✓ Security from theft and vandalism (do people who could watch over the site live nearby?)





Sustainable Garden Checklist

Other things to consider:

- Are there on-site materials that need to be removed, such as blacktop or debris? *No.*
- Should you perform a soil test before planning? If so, contact your local Cooperative Extension Office. *Yes.*
- Will you build raised garden beds or plant directly into the ground? *In ground now with a few beds nearby; will need to adjust if soil test results are bad.*
- Is the site location safe for participants? (Will motion-sensor lights be needed, and can they be installed?) *Yes.*
- Will you need a fence to prevent unwanted wildlife from entering? *One installed. Needs some repair.*
- Is there a “garden guardian” who lives nearby who can watch over the site to help prevent theft or vandalism? *Yes.*
- Will you have a garden sign (or numerous signs) to educate visitors when no one is available to answer questions? *YES!*
- How can you ensure the site is accessible to all? *Better signage. Mixed communication currently makes some faculty/staff/students think they cannot enter the fenced in garden space.*
- Are there public restrooms nearby? *Yes.*
- Is the site easy to get to? Accessible by public transportation? Is parking available? Does it have a bike rack? *Yes but it is on the outskirts of campus. Better signage could promote traffic there.*
- Have you communicated with the groundskeeper of the site? *Yes.*
- For school gardens, are there any requirements and/or restrictions by the principal, school district, etc.? *Unknown.*
- For community gardens, any ordinances or local restrictions/requirements by local municipality? *Unknown. Campus is more concerned about any perceived blight but it has to get pretty bad given the “off the beaten path” location.*





Sustainable Garden Assessment

- *More educational signage around types of plantings and function*
- *Establish records for soil testing and keep current*
- *Night lighting on timer for visitors but not wildlife*
- *Ensure security cameras on site are operational to discourage theft*
- *More space for composting piles for educational practice*
- *Site should have a pavilion or gazebo for shade / relief from sun / cover from rain. (The facilities department has been approached in the past to assist with this, but this effort has not gotten much traction.)*



Evaluation Plan

Outcome Focus Population:
University Students

Outcome Focus: *Education that meets one or more of the three tiers of impact: Awareness, Involvement, and Inspiration. Measuring student awareness of garden and level of desire to be involved in the immediate campus garden space post-class and/or inspired to engage in larger environmental issues within their region/state or beyond.*





Evaluation Plan



Pre-test / post-test for students who engage in activities at the campus garden as well as for volunteers at the beginning & end of the semester.

WHO WILL ADMINISTER: Garden Manager will provide to student visitors and/or volunteers; This can also be adapted for Faculty to roll out themselves during their class(es) in the garden.

Reflection Journal – Students who participate in a service learning or other semester long class within the campus community garden will be asked to complete a journal about each of their experiences in the garden concluding with a final reflection addressing what they learned or were inspired by this semester, what they will do with their new experiences

WHO WILL ADMINISTER: Faculty assign during their class(es) in the garden or as a homework assignment for a single visit





Evaluation Plan

Survey – A survey will be emailed to visitors to the garden and posted on physical signage via QR code. Survey is designed to demonstrate traffic of student visitors as well as impact on students who attend the garden.

WHO WILL ADMINISTER: Sustainability office posting at garden; Garden Manager or interns can email post-visit; Self-administer/volunteer feedback

Quality Circles – Once long-term service learning or other classes are established at the garden, quality circles will be used to collect feedback. Small groups of four or five students are selected to stay behind at the close of class and discuss their experience with the class/activity.

WHO WILL ADMINISTER: Garden Manager or Sustainability Intern





Curriculum Map



Concept Map



SCSU Campus Community Garden and Education for Student Awareness, Involvement and Inspiration
 The SCSU Garden is used for sustainability outreach but is underutilized for long-term outdoor education. This program would contribute to its future and continued use as an outdoor classroom.

Pre-requisite skills (in any):
 Students should be willing to reflect upon discussions and participate in class activities and service/volunteer hours within the campus garden

Topic 1
"Seed to Salad"

Topic 2
"Weeds in the Garden"

Topic 3
"Pollinator Pathways"

Topic 4
"Food Justice"

Topic 5
"Composting for the Garden / Environment"

Target Objectives
 Participants will understand the differences/benefits of fresh foods, observe how fruits and vegetables grow; learn about natural/organic practices in gardening that does not include harmful inputs

Target Objectives
 Participants will learn plant identification, understand the differences between native plantings, non-native cultivars, and invasive plant species. Organic weed management practices vs. "conventional" practices

Target Objectives
 Participants will observe pollinators and their interaction with plants/food grown in the garden, develop a connection to service of natural spaces

Target Objectives
 Participants will learn about food apartheid and discuss food access as a social justice issue. Lectures will be discussion based as students learn to discuss these issues with one-another and see the difference in communities

Target Objectives
 Participants will understand how composting can improve garden soils while also saving food from the waste stream (landfill, incinerator, etc.); Games and activities will illustrate what can be composted and how to do so efficiently

Learning Activities
 - reading seed packets
 - planting spring seeds indoors
 - direct sow seeds in garden
 - maintain plantings
 - harvesting lettuce, greens, radishes, etc. for salad party

Learning Activities
 - plant search in the garden
 -plant identification reports (invasive, native, cultivar)
 -service work weeding /mulching planting spaces

Learning Activities
 - pollinator identification
 - "pollinator restaurant" matching game
 - service / volunteer work on pollinator pathway

Learning Activities
 - "Name that output"
 - "A Snack's Journey"
 - Small group discussion
 - Reflection paper

Learning Activities
 - Compost jars
 - Compost tumbler / pile demonstrations
 - "Compostable?" Quiz Game



Sustainability & Support Plan

Getting Organized:

Who is taking the lead/overseeing the garden: volunteers, teachers, parents, staff, and maintenance?

Sustainability Office's Student Worker ("Garden Manager") currently oversees; A more permanent position is needed to create stable and permanent leadership – Suggesting a garden manager is hired under an administrative faculty trainee position with an option to migrate into a permanent FT position as educational programming opportunities grow with consistent leadership.

Garden Committee Chairperson or co-chairs:

Chairperson or co-chairs need to be established but the proposed committee makeup is as follows...

- Sustainability Coordinator (PT)
- Recycling Coordinator (PT)
- Former Garden Manager (PT Faculty)
- Director of Facilities (FT)
- Admin Faculty Garden Manager (new hire)
- Student Garden Manager (PT SW)



Sub committees

a) Fundraising

Institutional Advancement Rep TBD
Sustainability Coordinator

b) Volunteer coordinator

Sustainability Coordinator (PT) - Recruitment
Recycling Coordinator (PT) - Recruitment
Director of Facilities (FT) – Recruitment / Logistics
Student Garden Manager (PT SW) - Logistics

c) Documentation/ handbook (to update to hand down to future volunteers/staff)

Former Garden Manager (PT Faculty) – confirm has put together or will do so moving forward with feedback from current crew.

d) In-service & Education

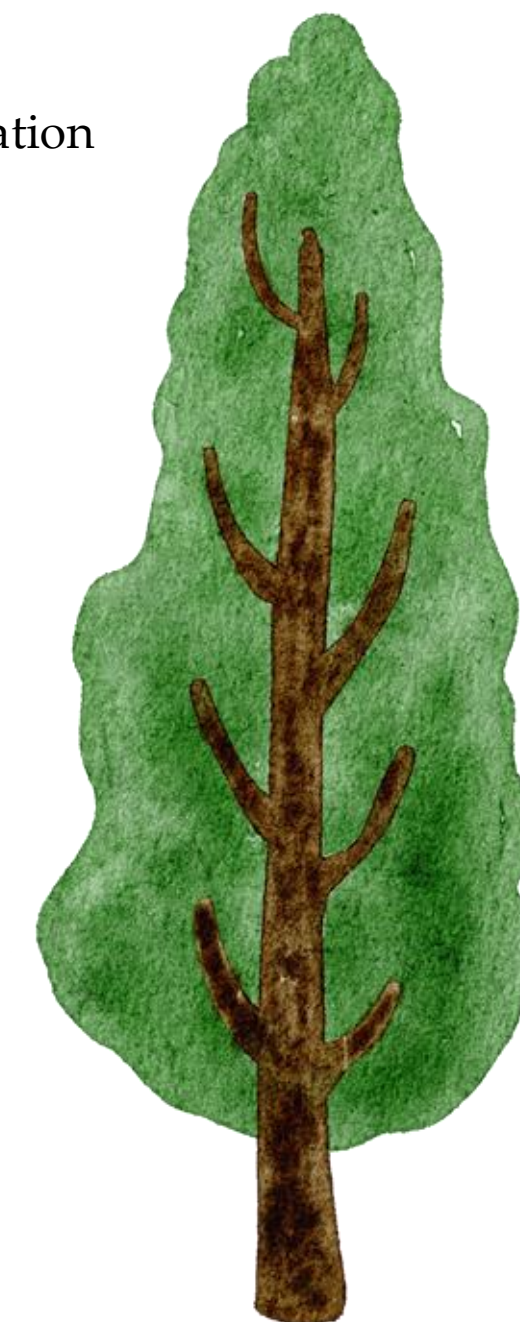
Director of Facilities (FT)
Former Garden Manager (PT Faculty)

e) Other

Facilities Grounds/Trades Liasson: Director of Facilities (FT)

Do you have funding? If yes, where is the funding from?

- National Grant
- Local Grant
- School Budget
- PTA
- Local Civic Organization
- other



Sustainability & Support Plan

Volunteer Retention

Volunteer Plan- who will coordinate this?

The Sustainability and Recycling Coordinators have recruited students to support the Garden Manager role; The Gardener Manager has coordinated their work on the site. There should be more effort to recruit and maintain/monitor volunteers which will continue to be worked on.

How will you recruit more people, teachers, volunteers, etc. for each school year?

The Director of Facilities has provided connection to the area extension to recruit and coordinate Master Gardener volunteers. Establishing a gardening club through student affairs could also provide a pipeline of volunteers for the space. Faculty are encouraged to participate but further support is required to create a live schedule for booking the garden for events and classes.

Who will oversee this?

The Committee will coordinate the recruitment of volunteers as there are rarely enough, but logistics in meeting and assigning work to visiting volunteers will be with the Director of Facilities and the PT Garden Manager. The former Garden Manager is also available to sometime pitch in with volunteers.

There are many people to cultivate relationships with for a successful garden...who might you recruit beyond those you listed above, that you could consider?

Administration needs excuses to visit the site more regularly to keep it front of mind in the cabinet as a space that needs continued resources.

Additional potential volunteers include retired faculty from the sciences, local elementary school administrators and science educators, NH County Extension (Master Gardeners), etc.

Participation

Garden Clubs / community service (before, during, after school? summer?)

UCONN New Haven County and Fairfield County Extension Master Gardeners
Honors Students
w/Community Service hours/courses
Local Garden Clubs (New Haven, Milford, Hamden, etc.) should be contacted to participate in pollinator pathway

How could or will the garden be used in the summer or by after-hours staff programming?

Goal is to host a summer course for university students or adult learning.

Others?

Faculty host some events in space for workshops or research

Maintenance

Yearly Maintenance plan- who will create and implement this?

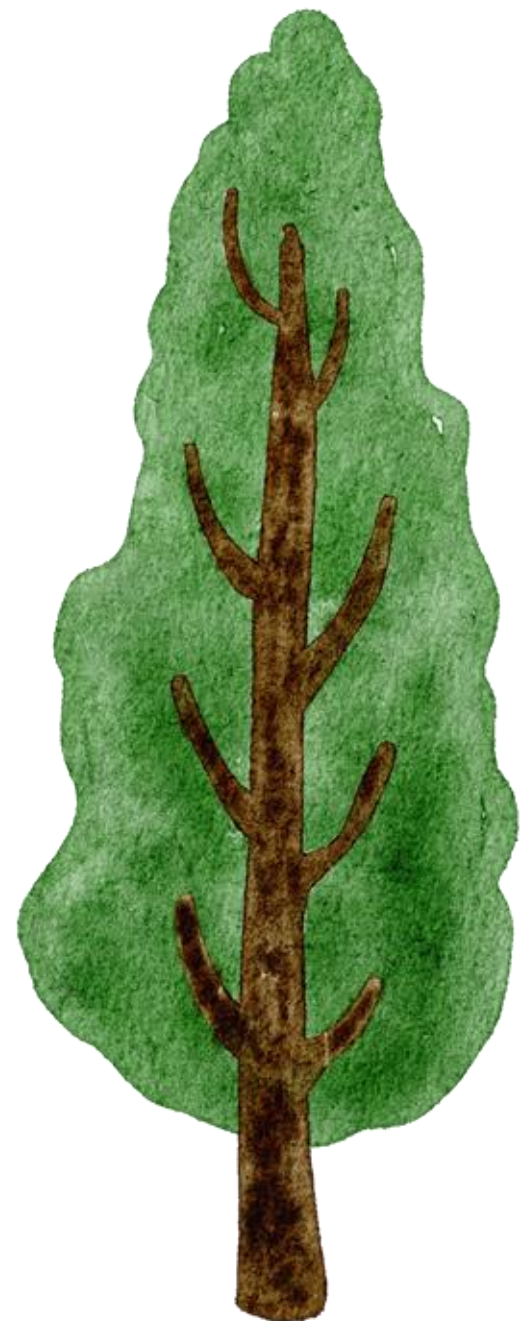
Current Garden Manager put together grow plan – should expand this to include maintenance plans moving forward.

Summer Maintenance Plan- who will care for the garden?

Student workers but there are usually only 1 or 2 in the summer. Need to lean on Master Gardeners and workday events during this time more.

What kind of documentation or handbook will be written, who will create it? If it's an ongoing process, who will oversee it?

Former Garden Manager will create it and solicit growing schedule from current garden manager and outline a plan for employees current and future. Sustainability Coordinator will oversee the safekeeping and availability of it online for others to access on the committee now and in the future.



Sustainability & Support Plan

Funding & the Future

Future funding sources:

Donor naming rights to the garden as well as a local bench, pavilion, etc.

Target Environmentally concerned alumni

Plant sale

Ticketed events for students/community

(i.e. "Farm to food truck" dinners, etc.)

Future projects- expansion of the garden:

Orchard with fruit trees and native berry shrubs

Permaculture food forest with swales / slope garden

Some other things to consider...

Does your school garden or community plot have a history? Ask around and look for clues: are there tools or structures (like raised beds) that you could use for your garden? Sometimes gardens exist at schools that all of the staff does not know about. Also consider asking neighbors, older residents, retired teachers, or older students' families.

The campus community garden was originally started by a vocal group of environmentalist students who later abandoned the space when they graduated. It became a blight and was then handed over to the sustainability office to resuscitate. The office has done a great job with limited resources, and the garden has struggled to overcome the transient nature of student labor and a lack of resources.

Other Factors...

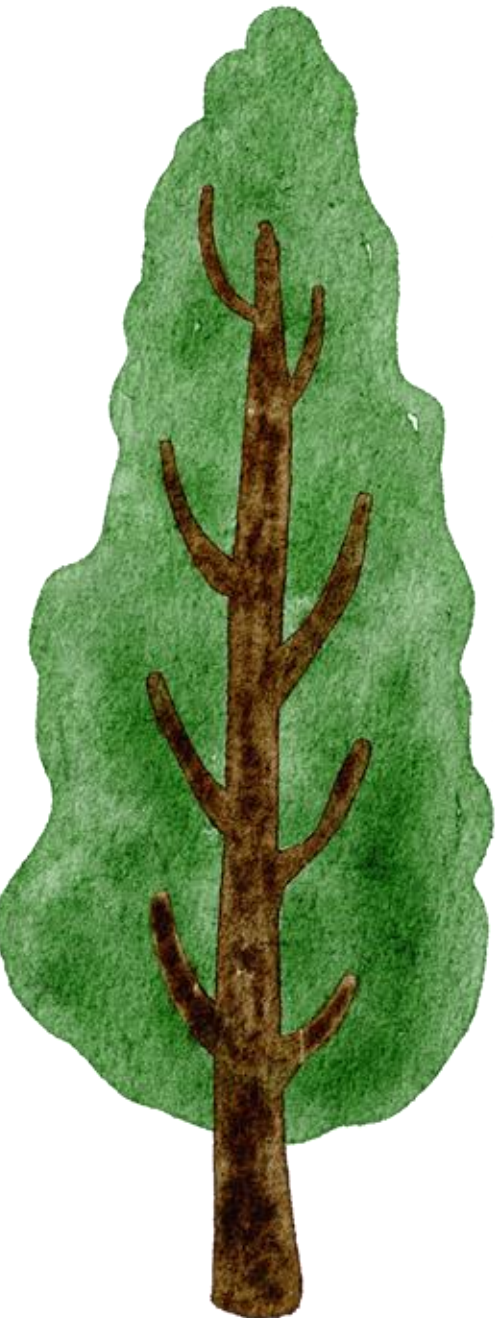
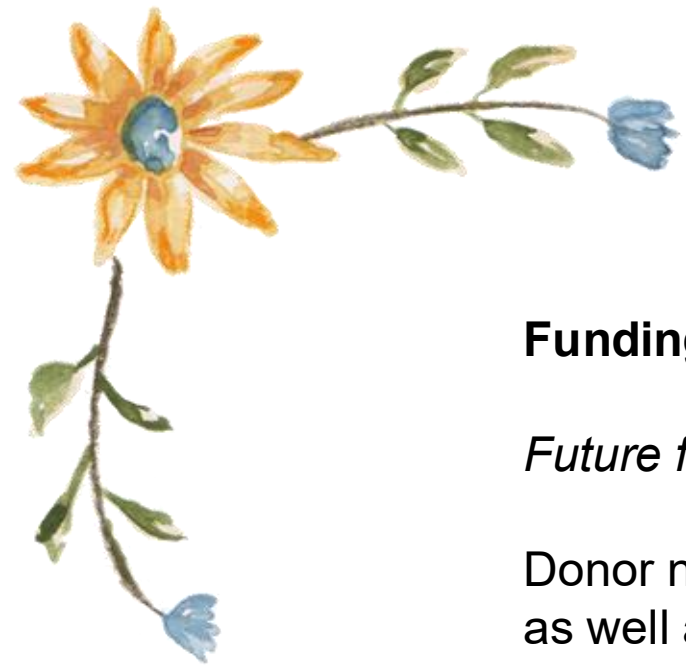
Faculty are not always aware of the space due to its placement on the outskirts of campus – a site that was intentional when the student group sited it and wanted to operate outside of the purview of administrators and faculty.

Also, a more publicized small sculpture garden on campus is closer to the main academic buildings remains more top of mind of faculty and staff.

Signage from the center of campus leading out to the garden and further publicity are needed to keep the space in the minds of faculty and administration.

There are many people to cultivate relationships with for a successful garden...who might you recruit beyond those you listed above, that you could consider?

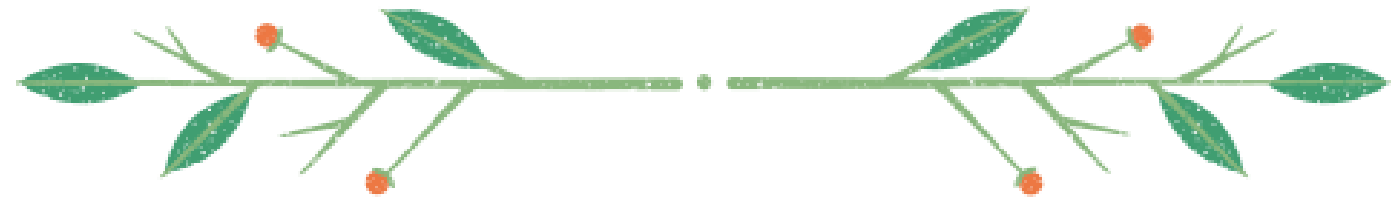
Administration needs excuses to visit the site more regularly to keep it front of mind in the cabinet as a space that needs continued resources. Additional staff/resources could consist of retired faculty from the sciences, local elementary school administrators and science educators, Common Ground agriculture school nearby, New Haven County Extension (Master Gardeners), etc.





Fundraising Plan

SCSU's Campus Community Garden behind Davis Hall houses a vegetable garden which university interns and volunteers support to grow food to donate to local food pantries and non-profits. In addition, the garden is surrounded by a pollinator pathway which grows native and beneficial plants to support biodiversity. The space is used as a place for classes and co-curricular events as well as educational outreach in the community. Please help us maintain this space for our students and visiting students of nearby schools and the larger New Haven / Hamden community!



Project Support

- Sustainability Coordinator
- Recycling Coordinator
- Garden Manager (Student)
- Former Garden Manager (Faculty)
- Director of Facilities Operations Services
- Student Interns (paid)
- Student Volunteers (unpaid)



Our Goals

- Educate SCSU Students & New Haven Community
 - Grow & Harvest Food for Donation to Community
- Support Biodiversity / Pollinator Health
 - Experiential Learning Environment



Getting into the Weeds

"I think all of our learners are excited to engage with that kind of space... a lot of our student population don't have a space where they're able to garden [outside of SCSU]." (Faculty 4, 9:46)



"...the students reported this was... the most stark understanding I gained about landscapes in nature and well-being. That being together, spending time outdoors disconnected from computers was the single most important thing they did during [that] semester." (Faculty 10, 23:13)



Getting into the Weeds



“We did a project through our Community Alliance for Research and Engagement (CARE) center... to focus on chronic disease related issues and food access was one of them, so we worked with the community garden and did programming on the grant where residents would come and they would get a big bag of stuff from the garden and we take them into the kitchen and teach them how to prepare a meal, bring in a chef, that kind of stuff.” (Admin 6, 4:02)



More weeds...

“It's a space to bring people together from different disciplines and it's a space to connect us to [the] off campus community, so neighbors and partner orgs.” (Former Garden Manager, 8:02)



“...Thinking about not just food access, but thinking about the identity of a person who is able to create their own food in the ground rather than being at the mercy of corporate processes to deliver their food to them is incredibly empowering and really should be aligned with any any organization whose mission has to do with social justice.” (Faculty 5, 54:08)



More weeds...

“ The [honors] class, you know, they took a lot of ownership over their projects. They felt familiar. They felt in charge. They felt empowered. They enjoyed being out there. It was like a very pleasant experience for the students.” (Faculty 4, 33:37)



“I think it is consistent with our values of having this, you know, space where we do so many things, that crossover with education, with social justice, with sustainability. I think it really is a place where so many different priorities can have programming and be realized.” (Admin 6, 2:32)





Support Our Garden



- **Event Coordination: Hosting community**
- **Programming: Work with Faculty to Use Garden for education**
- **Volunteers: Weeding, Planting, Watering, Harvesting donations**
- **Donations: Tools, Soil, Wood, etc.**





Visit us to find out more!



Wes Meeker, Ed.D.

MeekerW1@southernct.edu

**[https://inside.southernct.edu/sustainability/
land-stewardship/community-garden](https://inside.southernct.edu/sustainability/land-stewardship/community-garden)**



Garden Development / Activities Timeline – Fall 2025



Date	Task	Action steps	Contact Person	Date Completed
9/2/25	Garden maintenance kick-off (then weekly meetings)	MG & Intern work day after holiday (watering, weeding, plant assessment, etc.); Sign ups for Garden participation	Garden Manager, Director of FOS	
9/10/25	Fall Garden Planting (Gardening Club)	Plant cold crops (lettuce, arugula, radishes, etc.)	Garden Manager, Director of FOS	
9/17/25	Flower Cutting with Faculty Development and College of Health	Wellness exercise for Faculty Development; Walkthrough flowers available for cutting and best practices	HHS Staff and Sustainability Coordinator	
9/30/25	Faculty Professional Development Day	GBL activities planting and observation with faculty; training on horticulture in space and potential for classes	Sustainability Coordinator, Former Garden Manager, Director of FOS	
10/15/25	Plant cold-stratifying native plant seeds (black eyed susans, milkweed, foxglove, etc.)	Determine class activity or garden planting *or both* Add seeds to establish native plantings in pollinator pathways and around surrounding areas	Sustainability Coordinator, Garden Manager and/or Director of FOS	
10/18/25	Garlic planting activity	Host class(es) for garlic planting (an easy, "off-season" activity) and educate on how garlic grows and can be grown at home, medicinal and edible uses for the allium	Garden Manager and/or Class Visit (Director of FOS)	
10/20/25	Cover beds with mulch	Mulch pollinator beds with leaves as needed, garden beds with leaves/straw, chip paths between beds	Garden Manager	
10/30/25	Harvest Celebration	Thank you for volunteers; Invite administration and community partners; Setup tabling and activities (pumpkin carving, etc.), purchase fall foods and refreshments	Volunteer Committee	
11/1/2025	Pollinator Pathway Signage and Maintenance	Work with interns and students to identify native and beneficial plants in the garden; Research plants' beneficial function and growth; create signage as part of final assignment	Former Garden Mgr & Master Gardeners	
12/1/25	Prepare for Winter Break / Winterize garden	Pack up remaining items out before break; cover tender plants and mulch remaining items	Garden Manager & Interns	



Garden Development / Activities Timeline – Spring 2026



Date	Task	Action steps	Contact Person	Date Completed
1/4/26	Work on grow plans for vegetable garden	Use smartgardener.com or other app to design plant placement and grow plans; students can design “safely” with app to also plan and understand garden layouts and functions	Garden Manager	
Winter Session 2025-26	Talk with Student Affairs to Establish SCSU Gardening Club	Email and setup meeting(s) with Student Involvement dept and establish path to creating and best practices for recruitment for new Gardening Club	Director of FOS	
1/22/26	Service-Learning Classes Start	Walk Garden space and discuss experiential practice of learning through community service; role of campus garden	Director of FOS and Former Garden Mgr	
1/25/26	Start seeds indoors for plant sale with BIO / EGMS depts	Work with Science depts to grow plants from seed to sell to raise funds for garden; plant remainders in garden during later dates in schedule	SCSU Gardening Club & Garden Manager	
2/13/26	“I Love Compost” activity	Teaching students about how to recycle their food scraps into compost using examples around the garden. At the end students decorate cards describing what they love about composting. Cards are used to decorate the bulletin board around the space	Director of FOS and Former Garden Mgr	
3/15/26	Spring “Mindfulness Walk” / Observation Activity	Invite students/classes to walk the space in mindful practice and observe and research 3 flora or fauna observed	Director of FOS; Former Garden Manager	
3/17/26	“Peas Join Us!” Event	Planting peas for St. Patrick’s Day; Recruit and promote space	Director of FOS; Former Garden Manager	
4/1/26	Plant cold crops (arugula, spinach, tat soi, etc.)	Plant with interns; show different cold greens that can be grown with class(es)	Garden Manager	
4/7/26	Plant potatoes (bags and in soil)	Plant with interns; show different ways potatoes can be grown with class(es)	Garden Manager	
4/15/26	Student Return Walk / Observation Activity – Reflection Assignment	Share flora/fauna findings from mindfulness walk research activity	Director of FOS, Former Garden Manager	
5/15/26	End of semester work party	Planting tomatoes, peppers and squash, etc. Sandwiches and refreshments provided	Garden Mgr and Committee as available	
5/25/26	Finish summer veg plantings	Tomatoes, peppers, squash, melon, basil, sunflowers, green beans [bush & pole], etc.	Garden Mgr and Committee as available	

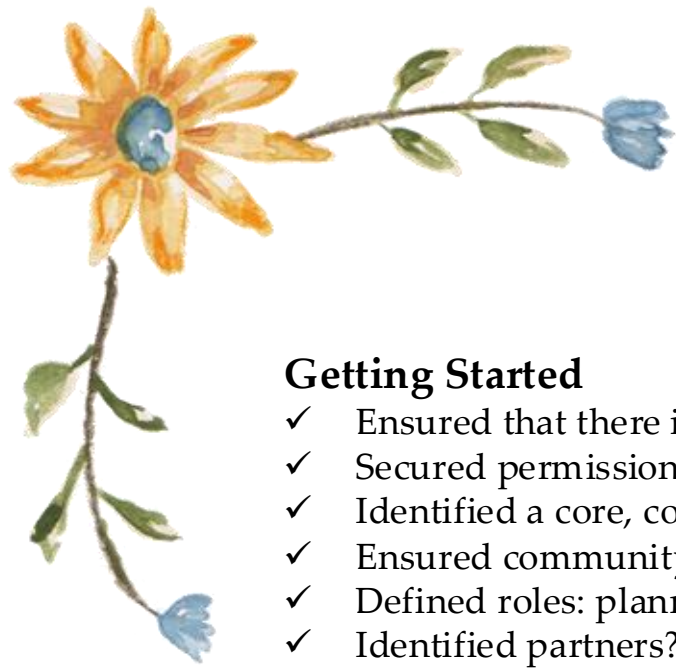




Garden Development / Activities Timeline – Summer 2026



Date	Task	Action steps	Contact Person	Date Completed
5/29/26	Summer EDU Class first meeting	Walk garden and introduce sites, tools, community use, etc. Introduce summer staff	Director of FOS with former and current garden manager(s)	
6/2/26	Summer EDU Class Wk 2	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
6/9/26	Summer EDU Class Wk 3	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
6/16/26	Summer EDU Class Wk 4	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
6/23/26	Summer EDU Class Wk 5	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
6/30/26	Summer EDU Class Wk 6	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
7/7/26	Summer EDU Class Wk 7	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
7/14/26	Summer EDU Class Wk 8	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
7/21/26	Summer EDU Class Wk 9	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
7/28/26	Summer EDU Class Wk 10	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
8/4/26	Summer EDU Class Wk 11	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
8/11/26	Final Reflection Presentations (wk 12 last class)	At the garden or indoors at Davis Hall if rain/extreme weather	Director of FOS	
8/26/26	Garden "Reopening" Party for new semester	Showcase garden for new academic year, recruit for volunteers / hires for sustainability office, recruit for Gardening Club, give faculty tours of space for potential activities this semester or future classes, raffles for fundraising, recruit faculty/staff union groups for "sponsor a day at the garden" fundraising, etc.	Garden Committee	
8/28/26	New Intern Hire Recruitment / Training	Interview potential hires at garden and walkthrough duties	Sustainability Coordinator and Recycling Coordinator	



Going Further Checklist

Before Going Further, Have You:

Getting Started

- ✓ Ensured that there is demonstrated interest in the project? *Yes!*
- ✓ Secured permission to carry out the garden program? *Yes – it is an existing site.*
- ✓ Identified a core, committed advisory/planning group? *Yes.*
- ✓ Ensured community-based representation in this group? *Yes – faculty, staff and students are included.*
- ✓ Defined roles: planning, maintenance, funding? *Yes!*
- ✓ Identified partners? *Yes!*
- ✓ Spoken with administrators? *Yes!*
- ✓ Looked into insurance matters? *No, but we will be consulting with university legal.*
- ✓ Looked for an adequate site? *Site is established behind our college of education building.*

Garden Design

- ✓ Consulted resources for ideas about the best type of garden design? *Yes, but we continue to work with community partners to improve design of beds, irrigation and composting setups.*
- ✓ Addressed accessibility issues for individuals with special needs? *Facilities is working with us to design better walking and patio spaces and cover.*
- ✓ Considered a fully engaging activity program appropriate for all? *Yes. Educational practice is the next step of the campus community garden's development.*
- ✓ Developed an inclusive garden design? *Our garden continues to evolve with the needs of our campus and its surrounding community.*

Most Importantly

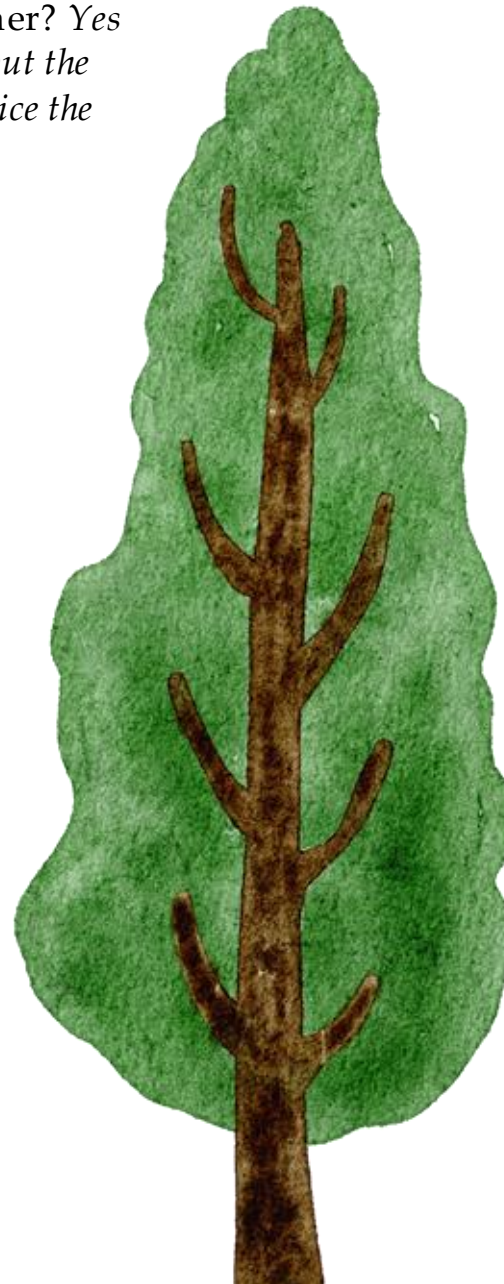
- ✓ Included the community in each phase of the process?
Yes, students, faculty, staff and administration are all included in participation efforts.

Sustainability

- ✓ Welcomed interested individuals to the project? *Yes. Our committee will be hosting a season opening event and welcoming campus constituents to attend and support.*
- ✓ Taken steps to create ownership? *Students have been invited to add their own art/mark on the site.*
- ✓ Had open lines of communication and kept partners in the loop? *Committee meetings will start to take place regularly eliminating a single point of failure amongst the project's staff.*
- ✓ Enlivened your project with a creative name? *Work in progress!*
- ✓ Developed plans for fundraising? *The committee has new ideas for fundraising and will be adding a member to the team from the development office to help support our efforts.*
- ✓ Documented your efforts? *Yes, student interns are taking photos and messaging through social media channels.*
- ✓ Showed your appreciation to supporters? *An end of season event is in the works to say, "thank you!" to all of our student, staff, and master gardener interns this year.*
- ✓ Taken time for evaluation and reflection? *What else is Winter for??? ☺*

Maintenance

- ✓ Evaluated the need for and taken steps to organize a volunteer program? *Yes – our program of volunteers will be expanding to student clubs and faculty development.*
- ✓ Developed a maintenance plan? *Yes – our garden manager has used their ag background to design a grow plan, and the former garden manager is lending their experience in volunteer management and development.*
- ✓ Established how to utilize the garden during the summer? *Yes – the space is currently maintained by limited staff on site, but the incorporation of a semester long summer class will help service the space and see its continued use through the "off-season"*





Three Goals for the Garden

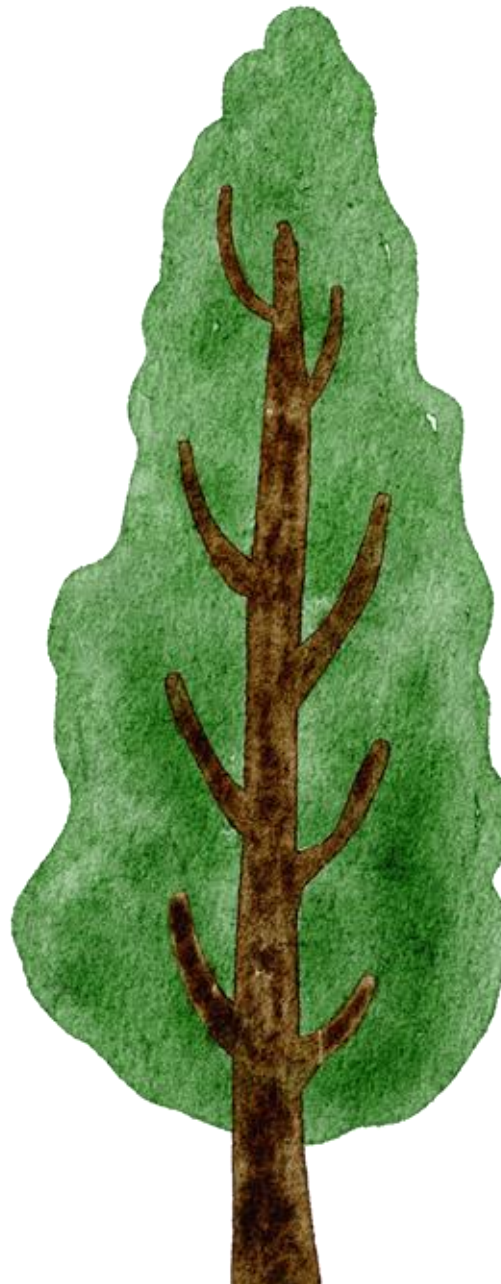
1. Establish a Gardening Club for students

During the winter session, we will establish a garden club for the campus that can prepare to use the space to plant and revitalize areas that require attention this Spring.

Students will be recruited during the reopening at the start of the Spring semester in mid-late January at campus club fair then meet the first week of February to establish leadership (President, Vice-President, Secretary, Treasurer) of the club.

Students will then help to organize the first meeting for mid-February and plan plant sales and planting dates and prep workdays in the campus community garden for March and April.

Club participation by semester's end will be assessed with student affairs and student members will be solicited on ways to improve and/or maintain participation.





Three Goals for the Garden

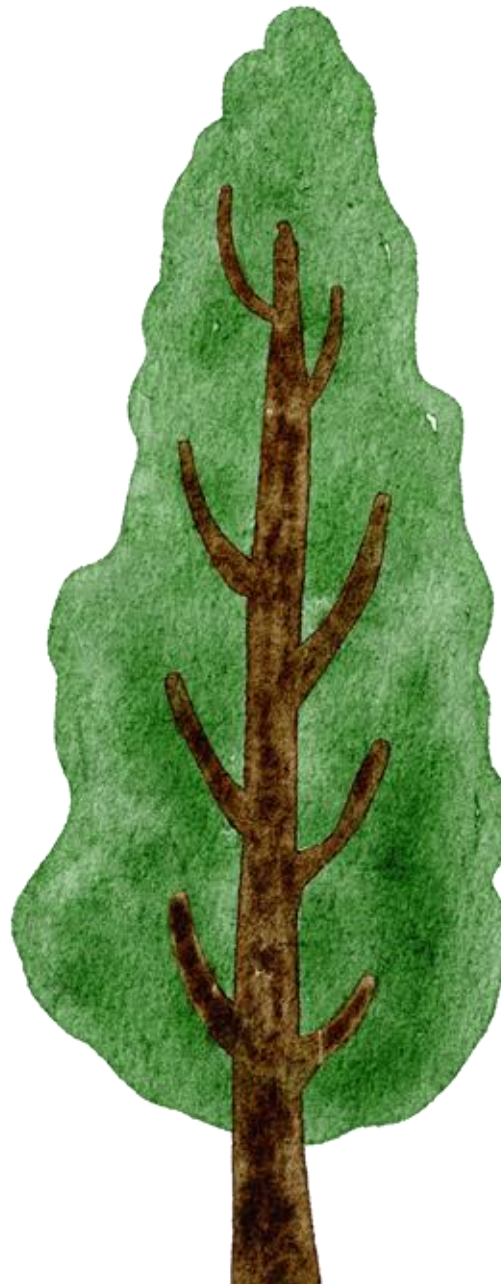
2. Adult Education on Composting

This Spring, we will host an adult education series on composting at the garden through the office of lifelong learning (OWLL).

In preparation, we will establish composting bins this fall of varying types: a multi-bay pallet bin will be constructed with assistance from carpenters on staff, a chicken wire pile will be started and the tumblers on site will start to get reused in preparation for examples.

Leaves will be collected and bagged and placed in the shed area to keep them dry and available for demonstration. Sites will be setup in the nearby education centers and college of education to collect food scraps for demo use.

A survey will be sent to participants at the conclusion of the exercise to assess their knowledge and impression of the adult education classes.





Three Goals for the Garden

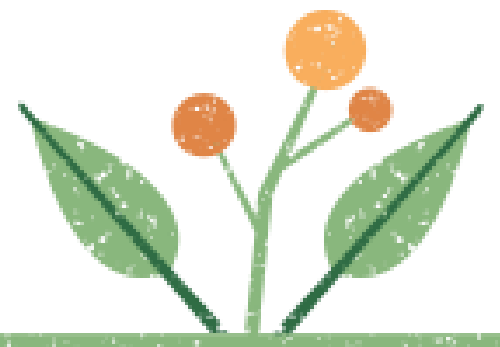
3. Summer EDU Class in Garden

This summer, we will offer an education elective to students and host a 12-week (Session A&B) in the garden.

This course will give students first-hand experience participating in garden activities and teach future educators about the space and help them develop their own course connections and activities for future educational practice.

We will plan for activities the students can participate in including service-learning exercises. Pre-test and post-tests will demonstrate student growth, and we will provide our own course evaluation to assess how the garden facilitates this level of permanent setting for education and tweak as needed for future seasonal offerings.





Thank you.

