

1. The Special Allocation process is to be used only for funding of capital or emergency expenditures unforeseen during the annual budget process. How does your proposal fit into one of these criteria?. [Limit of 350 Words]

The Giving Garden is requesting funds to enable the installation of an 8' x 30' greenhouse. In 2020 we received funding through the Strategic Initiative Fund (SIF). We received \$10,000, which covers the cost of the greenhouse structure itself, but not the site work and fencing required by Facilities Services to secure the greenhouse.

The site work and fencing is a capital expense as it is part of erecting a structure, which is a one time capital investment. The high costs of fencing were unforeseen as we were not made aware of the limitations of having to use a state vendor for fencing. Funding for the greenhouse itself has already been secured and is not factored into this request.

We have quotes for two options for fencing. Option 1, at a cost of \$17,000, would erect an 8' tall fence around the entire structure with a 3' clearance for accessibility. This is our preferred option as it will provide long term protection for the entirety of the greenhouse. In the last year we have had the door to the garden kicked in twice, the sliding doors broken into twice, and several hundred dollars worth of stuff stolen, accruing unexpected costs and requiring repairs by facilities. Choosing this option would deter damage to the structure and save on the cost of repairs or replacement in the future. Option 2, at a cost of \$8,825, would construct a fenced cage solely around the door of the greenhouse.

This proposal is currently requesting the amount to complete Option 1. Option 2 is provided as an alternative with consideration for funding limitations during the COVID-19 pandemic.

The cost of the site work to level and prepare the site for the greenhouse is \$3,000. This is a set cost regardless of which fencing option is chosen.

Without this funding the garden will not be able to move forward with the installation of this greenhouse. Securing this structure properly is essential for the long term use and accessibility that will provide fresh produce to UW Tacoma students for years to come.

2. How will these funds benefit students? [Limit of 250 Words]

A greenhouse is an essential tool in agriculture. It will allow the Giving Garden to grow produce year round, providing UW Tacoma students with fresh produce through The Pantry during the Winter months. According to the Center for Equity and Inclusions statistics, visits to The Pantry are higher in the Winter than the summer in correlation with the number of students on campus. This greenhouse will enable the Giving Garden to meet the needs of our students with the proper tool for the job.

Greenhouses allow for so much more than winter produce. A greenhouse is a weather sealed, all season classroom for students and faculty, an amenity that was lost with the removal of the Science Building's rooftop greenhouse. The greenhouse provides a controlled space for student research and experiments, like growing plants hydroponically. A greenhouse allows us to grow plant starts ourselves, saving money and time by shortening the length to harvest in the raised beds. The higher temperature creates a climate to grow foods we otherwise couldn't, giving us the ability to meet the cultural needs of different students' food requests.

This greenhouse will further the mission of the Giving Garden, helping us benefit students by engaging them with their food system and fighting hunger through sustainable urban agriculture in Downtown Tacoma.

3. Based on the proposed outcome, what assurances can you provide that the Special Allocation funds will be well spent and quickly implemented to benefit students? [Limit of 250 Words]

The Giving Garden has already received funding for the greenhouse structure itself. In addition, we toured the greenhouse facility, SolarGem, which builds its greenhouses in Tacoma and can deliver the greenhouse upon completion of the order. We have quotes for Option 1 and Option 2 of the security fences from the state contractor and are in coordination with UW Tacoma Facilities Services to begin the site work. The land has been cleared and work can begin as soon as funds are received.

4. How do the services and programs proposed above align with one or more of Charting Our Course, UW Tacoma's Strategic Plan and, if possible, identify the success indicators associated with the goal(s). Charting Our Course is available online here: <http://www.tacoma.uw.edu/strategic-planning>. [Limit of 350 Words]

Impact Goal: Students

The Giving Garden supports our students by fighting for food security on campus and providing a range and depth of opportunities for service learning and educational events around agriculture and sustainability. Specifically, the Giving Garden is able to strengthen persistence to graduation for all student populations by addressing the issue of food insecurity and the challenges it presents to our students.

Impact Goal: Communities

Similar to the founding of UW Tacoma the Giving Garden was born of an engaged community, specifically around the ideas of sustainability and food justice. The Giving Garden creates awareness of UW Tacoma in the community through its physical presence, bringing the immediate community into the garden, and therefore campus. The garden also provides opportunities for community partnerships with organizations like local high schools, Pierce Conservation District, Master Gardeners of Pierce County, Tacoma Tool Library, and many more. With 1/3 of UW Tacoma students facing food insecurity the

garden serves as an example of how the University is a leader addressing the problems of our time and place. Through volunteer opportunities and student positions the garden trains students in community engagement and leadership. Finally, the garden is an excellent opportunity for engaging alumni in community service that benefits current students.

Impact Goal: Equity

The Giving Garden helps create a more engaged, civil, and just university by directly addressing the issue of food security through access to fresh local produce. Providing food and access to green space provides the opportunity to increase student satisfaction and reduces the disparities that affect those struggling with food security. The Giving Garden's events and service opportunities provide a space to have conversations about food justice and the experience of underserved populations.

5. Describe your SAF-funded program or services goals for the current year and share any outcomes data you have on those goals thus far. In your response, please describe your efforts to collaborate with other campus offices to develop, promote, and sponsor programs for UW Tacoma students. At the end of this web form, you will be given the opportunity to upload reports or other information to supplement your response to this question. [Limit of 500 Words]

Goal: Reduce Food Insecurity at UW Tacoma

Action: Develop written best practices for donating and packaging fresh food for The Pantry in collaboration with the Center for Equity and Inclusion (CEI).

Outcome: Produce was harvested, immediately placed in a container or compost bag, delivered to The Pantry and left with the assistants. Instructions were placed stating the produce needs to be washed before consumption. These practices will be written out in steps to be implemented for the 2020 growing season.

Action: Develop garden growing plan in collaboration with The Pantry, including cultural foods grown when applicable.

Outcome - The Giving Garden created a survey that was distributed to The Pantry to identify what fruits and vegetables students would like to see the Giving Garden grow and donate to The Pantry. The results of this survey were used to help decide what to plan for the 2019 growing season.

Action: Establish a Greenhouse to provide year round harvests, a controlled environment for student research, and space to prepare and host plant sales.

Outcome: The Giving Garden wrote a grant and received \$10,000 to build a greenhouse in 2020. The Giving Garden is continuing to explore other grants and funding sources to build a larger greenhouse that could provide more food to students year round.

Action: Increase donations to The Pantry by 200% through better utilization of raised beds, crop varieties, fertilizer, and student staff.

Outcome: We donated over 400 lbs of food in 2019, more details on this can be found in an attached document.

Action: Repair damaged raised beds and expand total number of beds from 33 to 50, filling unused space at the garden and increasing the capacity of the garden to grow and donate food.

Outcome: We have begun building the 20 new raised beds and plan to finish them in Winter Quarter.

Goal: Engage Students and the Community

Action: Host Educational Events quarterly at the Giving Garden

Outcome: The Giving Garden hosted 16 events at the garden in 2019 including 5 UWT classes, a Professional Development Center program, capstone, independent research, and graduate program research.

Action: Host open volunteer hours every week, dependent on student worker's class schedules each quarter.

Outcome: In 2019 the Giving Garden student staff hosted 225 open hours at the garden for students to drop in and volunteer.

Action: Collaborate with The Pantry to advertise the availability of fresh produce throughout campus.

Outcome: Advertised the Giving Garden alongside food in The Pantry, on social media, and through The Pantry assistants.

Action: Connect with student groups on campus for service opportunities and events at the garden.

Outcome: The Giving Garden hosted work parties with Court 17 and Center for Service and Leadership for Earth Day and Day of Caring.

Action: Participate in the Center for Service Leadership's Day of Caring event.

Outcome: The Giving Garden hosted 23 individuals for the Center for Service and Leadership's Day of caring event.

6. How many students utilize your services and how does that compare with the past two years? Please include the number of unduplicated students that attended SAF-funded programs and/or utilized SAF-funded services. It should include a demographic breakdown of the students your program(s) or service(s) impact. At the end of this web form, you will be given the opportunity to upload reports or other information to supplement your response to this question. [Limit of 500 Words]

Student Utilization in 2018:

- Donated 198 pounds of food to The Pantry and St. Leo's Food Connection
- Hosted 24 events at the Giving Garden running from work parties, harvest parties, Day of Caring in partnership with the Center for Service and Leadership, and Art in the Garden.
- Engaged with 101 participants at our events.

Student Utilization in 2019:

- Donated over 406 pounds of food to The Pantry and St. Leo's Food Connection
- Hosted 16 large events/work parties, plus small work parties consisting of less than 5 people during 225 open volunteer hours
- 633 volunteer hours logged, 130 were unduplicated participants, 296 returning participants
- Engaged with IDEA High School, Club/Camp Pierce, UWT Craft Beer Program, 5 UWT classes, 3 capstone/independent studies done in the garden

More information can be found in the attached documents labeled 'Giving Garden Volunteer Hours 2019' and 'Giving Garden Harvest 2019).

7. What mechanisms do you have in place to collect feedback on your programs and/or services? What tools do you use to track which students benefit from your services (e.g. swipe cards, sign-in sheets, etc.)? How have you used this assessment data to improve your efforts? [Limit of 300 Words]

The Giving Garden created a student survey to capture students' experiences in working with the garden. We have used email and digital collection for these responses but are switching to a QR code system where students and community members can fill out the survey at the garden on their phones. We also created a survey that was distributed to The Pantry to find out what produce students would benefit from the most.

To track students' benefit we track volunteer hours, event attendance, and amount donated to The Pantry as a means of measuring engagement.

Since we have only been collecting data for half a year (since we first received SAF funding) we are still identifying ways to improve our services with the feedback we have received.

8. What are the most meaningful and significant ways your programs or services benefit students? How do you know this? [Limit of 500 Words]

According to a 2013 study by UW Tacoma Faculty Dr. Christine Stevens, one-third of students at UW Tacoma are food insecure. This statistic aligns with national studies (Goldrick-Rab, Sara, et al. Still Hungry and Homeless in College. Wisconsin Hope Lab. 2018) on food insecurity and shows a growing need to assist our students.

The Giving Garden is already addressing this need by providing fresh produce to The Pantry. Fresh food and produce is a big request of students accessing The Pantry, according

to their surveys. In 2019 the garden donated over 400 pounds of produce compared to 198 pounds in 2018. With continued funding for student staff and materials the Giving Garden can continue to grow that number.

The immediate benefit to students participating in the Giving Garden is fresh nutritious food that they grow and a sense of service in supporting their fellow students. Beyond that, they have an outlet to be in nature and interact with the natural world without having to leave campus. Exposure to nature and fresh air have been shown to reduce stress and anxiety. (Capaldi C, Dopko RL, Zelenski J. *Frontiers in Psychology*. 2014)

The Giving Garden also starts a career of community leadership with students, helping them learn about food security, equity, and the possibilities of growing your own food, even in an urban environment.

The Giving Garden's harvests benefit every student who uses The Pantry and is exposed to fresh produce. Without ever attending an event or visiting the garden itself students are impacted by what we do.

The garden also provides opportunities for students to work on campus in a leadership capacity while aligning them within their community. It allows the students to engage in a professional setting while giving them tools and connections for their future.

It also gives an opportunity for students to step foot outside of the classroom by integrating the Giving Garden into the curriculum. Students are able to apply concepts they're learning through a hands on approach, while connecting amongst their peers and building their community.

The garden is becoming more and more intertwined with campus through its partnerships with The Pantry, Center for Service and Leadership, Professional Development Center, faculty and their curriculum, and Facilities Services. Access is a core value of the University of Washington Tacoma and the Giving Garden serves this value through access to food, education, community, green space, and student growth.

9. FOR 2019-2020 SAF RECIPIENTS ONLY: UW Tacoma Finance and Administration will provide the SAFC with a financial status report on all programs and services funded by the SAF in 2017-18. This report will include the amount allocated, the amount expensed and encumbrances recorded in the university's financial management system. This report will be created in February. Please use the space below to provide any context or additional information to explain your utilization of the funds allocated to you during the current year. [Limit of 250 Words]

The only consideration for our financial status report would be the under spending of our staff wages as students were not able to work as much as expected due to the COVID-19 pandemic.

Budget Breakdown:

Fencing including installation and tax	1 \$17,000.00
Site Prep materials including equipment rental	1\$3,000.00