

# CAMPUS COMMUNITY GARDEN INITIATIVE:

A PROPOSAL FOR A COMMUNITY GARDEN AT  
THE UNIVERSITY OF GEORGIA



# Campus Community Garden Proposal

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## The Mission

As students, faculty, staff, and members of the greater Athens community, the Campus Community Gardening Initiative seeks to promote the social, environmental, and nutritional benefits of sustainable gardening through the creation of campus community gardens. By providing a unique outdoor learning environment, community gardens will encourage engagement with the natural world and foster interdisciplinary pursuits at UGA, while offering a meaningful sense of place to a largely transitory student body.

While located on campus, the community gardens can serve as a bridge to the greater Athens community, providing a shared space for teaching and learning opportunities. We are seeking permission to start a community garden on the University of Georgia's main campus.

## Importance of Community and Campus Gardens

We feel that the group Community Action Coalition for South Central Wisconsin comprehensively explains the importance of community gardens.

“Community gardens provide common ground for growing plants that feed and heal and provide aesthetic pleasure. They are civic spaces where people work and recreate to nourish themselves, their families and friends. The gardeners’ shared labor also builds a stronger sense of belonging to their physical environment and connection to other gardeners. Community gardens are the collective effort of people with the patience and determination to make things grow.”



Refer to “Appendix A: The Multiple Benefits of Community Gardens” for the various benefits of community gardens with citations of articles and studies.

Refer to “Appendix B: Examples of Campus Community Gardens at Other Institutions”

## Benefits to the University of Georgia

- **Provides Hands-On and Participatory Teaching Opportunities within Existing Programs:** A list of colleges, schools, departments, and individual classes at the University of Georgia that could use a campus community garden as an outdoor classroom includes, but is not limited to the:

- College of Agricultural and Environmental Sciences
- College of Education
- College of Environment and Design
- College of Family and Consumer Sciences
- College of Public Health
- Odum School of Ecology
- Anthropology Department
- Geography Department
- History Department
- Plant Biology Department

We feel student ownership of and involvement is key for a successful campus community garden. There will be an open invitation to all departments and colleges to use the garden as an outdoor classroom; but we do not intend for any one particular department or college to take sole responsibility for the garden.

- **Fosters Interdisciplinary Pursuits:** Considering the various programs of studies that could use the campus community gardens as a teaching tool, there are many opportunities for interdisciplinary pursuits. We hope that collaborations between departments will grow organically.
- **Encourages Peer-to-Peer Learning:** A community garden has always been a location for communal learning. Individuals from different backgrounds, different majors, and with different levels of gardening experience will all be working together, sharing conversation, and offering gardening tips while working in the garden.
- **Maintains Biodiversity of Southern Agriculture:** The Southern Seed Legacy, a partner in the Campus Community Garden Initiative, strives to reverse the erosion of plant genetic diversity and cultural knowledge in the American South by encouraging and supporting local seed saving, seed exchange networks, and in situ conservation. The Southern Seed Legacy has offered unique southern heirloom varieties of various crops for use in communal plots of a campus community garden. They have also offered to lead workshops on seed saving, an important skill for maintaining distinct heirloom varieties.

• **Builds Relationships with Community Organizations:** Community organizations have provided input and feedback throughout the planning and proposal process for the Campus Community Garden Initiative. PLACE, a



local non-profit organization unaffiliated with UGA, has especially played an integral role. Other local food organizations that would be interested in using and supporting the garden are Slow Food Athens, The Athens Area Master Gardeners, The Athens Farmers' Market, and Food Not Bombs. These organizations would like to provide community volunteers to work in the garden as well as lead workshops for their members in the garden,

- **Serves the Athens Community:** Through partnerships with community organizations, a campus community garden promises to have a meaningful impact in the lives of everyday Athenians. In these trying economic times, many families are turning to gardening in their backyards as a means of supplementing their incomes to grow a portion of their own food. However, many families lack the basic gardening knowledge to make growing their own food cost effective. Organizations like PLACE and the Athens Area Masters Gardeners are very interested in using the campus community garden to host garden workshops.
- **Building on the Sustainability Initiative at UGA:** While the University of Georgia and student organizations have been addressing sustainable issues on multiple fronts, sustainable food, as an issue, has not been taken up in a serious way by the university community. A campus community garden offers a stepping stone to address sustainable food on campus.
- **Keeps Georgia Competitive with Peer Institutions:** The Real Food Challenge is a national campaign to engage college students in understanding the food system as a whole and help students become advocate for “real” food on their college campuses. The Real Food Challenge maintains a database that measures the steps a school has taken towards addressing sustainable food on their campus. (Refer to “Appendix B: Examples of Campus Community Gardens at Other Institutions”)

## Possible Locations and Design

**Locations.** Currently we have identified two locations that meet the basic criteria of a garden in terms of space, access, water and light. As is fitting in with the mission of this campus community garden, these proposed locations are also highly visible.

The locations are:

### 1. Behind Ramsey Student Center

- Large space provides ample room for short term growth
- Large space also facilitates construction of a storage shed for tools and an education area
- Large roof area of Ramsey Student Center provides opportunity for water collection via cistern or rain barrels
  - Cuts long term water costs and avoids conflicts with watering ban.
  - Emerging Green Builders has committed to assisting with this project
- Area is readily accessed by Ramsey Student Center, East Village Commons, Health Center, and East Campus Village users





- Site can be easily included in a campus tour and easily accessed by visitors to the Visitor's Center
- Near by CAES faculty and graduate students in Four Towers provides opportunities for engagement with the garden
- Converts currently underutilized space into an attractive garden
- Easy vehicle access for dumping of compost and other heavy items
- Easy access to restrooms for sanitary needs, including showers located in the Ramsey Student Center
- Easy for UGA police patrol
- Point of engagement with UGA Dining Services through the Village Commons

## 2. Geography Building Quad

- Central location is visible to passers-by.
- Easily accessed by gardeners and visitors (campus tours and other visitors) via UGA and City bus lines.
- Faculty and graduate students in Geography Building with strong interest in localized agriculture provides opportunity for engagements and oversight for the garden.
- Large roof areas of Physics, Geography, and Chemistry Annex buildings provide multiple opportunities for water collection via cistern or rain barrels.
- Large enough space for current needs
- Easy access to restrooms for sanitary needs

**Design.** Raised beds will give structure to the garden, defining circulation and gathering spaces. Complimentary perennials and edibles will be planted around the periphery of the garden, providing protection and an aesthetically pleasing integration with the surrounding campus landscape. ADA accessible pathways will lead to the center of the garden where a structure will function as both a study area and teaching space. During the winter months, colorful cover crops will be grown to maintain the appearance of the garden.

We look forward to working closely with UGA Facilities to develop a garden design that is inline with the mission of the Campus Community Garden Initiative and meets the high standards of UGA.

See Appendix C: Proposed Garden Designs

## Development Time-Frame

We hope to start on the garden as soon as possible pending administrative approval. We will move forward in stages with the garden:

**Initial Garden Development** (Summer 2009 through December 2009): To begin with, we will have heavily built up beds of compost (12"-18" of compost) with mulch pathways, a simple irrigation plan, and a tool shed. This simple set-up will take very little time to install, be very low impact, allow us to plant a late summer crop, and permit us to go into the Fall 2009 semester with a garden. We will



tackle garden function and organizational oversight during the Fall 2009 semester. The advantage of this initial development plan is that everything about the garden can easily be changed, adjusted, and rearranged based on feedback from various garden stakeholders.

**Short-Term Garden Development (2010-2012):** Once we have worked with the various garden stakeholders throughout the initial development stage, we will begin to place emphasis on garden aesthetics and additional functionality. Raised beds will be defined by borders. Pathways throughout the garden will incorporate hardscaping of brick or stone. The garden itself will be framed by a perennial border. An outdoor classroom space will be established, possibly with seating and a simple shading structure. Demonstration composting bins will be built. Rain water catchment options will be explored. Garden expansion will be assessed on a yearly basis.

Funding for garden development will be done through the Student Organization as outlined in the next section.

Any and all garden development will be tempered with the knowledge that the University of Georgia may require the garden to be relocated. Therefore, we will plan on infrastructure that can be easily moved to a different garden site if the need to relocate emerges.

**Long-Term Garden Development (2012-onward):** Longer range plans with the garden will be assessed after two years through conversations with garden stakeholders.

## Proposed Organizational Structure

We understand that starting a campus community garden is a large undertaking. We anticipate many complex challenges to arise with this project, chief among these being the challenge of maintaining continuity and managing the garden despite the high turnover rate of undergraduate and graduate students and the summertime departure. To meet our objectives, while managing these challenges, we have designed one possible system by which faculty, graduate students, and undergraduate students work cooperatively together. The suggested system below is flexible and may be altered as need requires during the initial garden development stage.

### Objectives.

1. To maintain an aesthetically-pleasing community garden
2. To secure independent funding for the garden
3. To educate those working in the gardens on how to garden
4. To organize work in the gardens
5. To ensure that gardens adhere to sustainable growing methods

**Garden Oversight.** Responsibility for the garden will rest with (1) a newly formed student organization called UGArden, (2) an unpaid student intern earning credit hours acting as a general Garden Manager, and (3) a faculty advisor.

**Student Organization.** Broad undergraduate and graduate participation will be centralized in a newly formed student organization called UGArden. This



student organization is forming to give voice to sustainability issues around food and food systems. As part of their planned work, they will adopt certain responsibilities for the garden if the proposal is accepted. The student organization will also provide undergraduate students with an opportunity to learn leadership skills by providing them with the opportunity to assist in the oversight and work organization of the gardens via Team Leader positions.

### **Student Organization Responsibilities:**

- Adopt and maintain organizational bylaws
- Recruit student gardeners
- Assign Team Leaders
- Direct new gardeners to Team Leaders and the Garden Manager so they can be allocated to sections evenly
- Organize and operate education programs
- Conduct community outreach
- Raise funds for ongoing operations, special programs, and planned expansions

**Garden Manager.** The Garden Manager (GM) will be an unpaid student intern receiving class credit hours. The GM will be the primary point of contact for the garden. Oversight of the whole garden and garden-wide issues will be the responsibility of a GM. The garden will be broken down into sections with each section headed by a Team Leader and one or two assistants. The number of sections will depend on the size of the garden and the discretion of the GM. Within each section, responsibility for beds will be divided up among participants recruited by the student organization. The GM position will be an internship through a department or through a local non-profit organization, like PLACE.

### **Garden Manager Responsibilities:**

- Being primary point of contact for the garden
- Ordering seeds and other supplies
- Coordinating between different sections of a garden where necessary
- Double checking garden plots meet aesthetic standards
- Maintaining a calendar of events (i.e. work days, education days, etc.)
- Organizing training schedules for new gardeners
- Leading training sessions for new gardeners
- Maintaining a master watering schedule

### **Team Leader Responsibilities:**

- Assign individuals/groups to different beds
- Schedule and lead work days
- Take stock of who wants to grow what and report seed/transplant needs to GM
- Ensure beds are properly maintained and rules are adhered to in their section
- Organize watering schedule for their section
- Assist GM with training of new gardeners
- Coordinate schedules of gardeners in their section where necessary



- Lead section-focused education days

**Faculty.** The faculty sponsors' primary roles will be to (a) provide a stable backdrop and a sense of long-term continuity against the turmoil of student turnover over the long term, and (b) "get the word out" about the Community Garden Initiative in their respective departments, making announcements and raising awareness among both students and faculty. A faculty sponsor's active role will depend on the individual. Faculty will be welcome to become as involved in the process as they have the time and the desire for. It is hoped they will take an active role in identifying students who have the interest and the drive for leadership and encouraging them to get involved.

**Garden Details.** The questions of what will be grown, how it will be grown, and what will be done with the resulting bounty will be left up to the individuals working their plots or section Team Leaders or the GM. There will be a ratio of individual plots to communal plots based on interest and participation.

**Managing the Summertime Departure.** Our partnership with the local non-profit PLACE offers us a unique solution to this problem. During the summer time, the gardens could be opened to members of the surrounding Athens community. This might be further organized by well advertised community work days to draw support from the greater Athens community. Another option for the summer time slow-down is to create a course centered around the gardens. However, this would depend on the availability of faculty to create and teach such a course.

**Transitioning Garden Leadership:** To maintain continuity with the garden, we are planning on smooth transitions between General Managers and UGArden leaders. See "Appendix D: Sample Transition Form"

## Precedence at UGA

UGA already has one community garden located behind Family Housing Building Q on Rogers Road that serves residents of Family Housing. This garden is maintained by the residents of Family Housing. The UGA Grounds Department plows the plots once a year and provides compost when requested. Pictures of this garden are in Appendix E.

This garden, however, is largely unknown and available only to the Family Housing residents. The garden that we are proposing will be highly visible, open to students, faculty, staff, and community residents, and have educational components.

## Garden Materials

We are pursuing various avenues for procuring these resources through in-kind and monetary donations from individuals, university student organizations and departments, community organizations and businesses in addition to pursuing grants.

For future recurring costs, we would continue to find funds from a diversity of





sources.

This section details our list of things we will need and how we intend to acquire them.

- Water. No garden can survive without it. Where the current drought and watering bans associated with it allow, we anticipate we will be able to receive water from the University. Alternatively, some sites offer the possibility to catch runoff from large roofs via rain barrels or cisterns. Emerging Green Builders is more than willing to aid us in construction of these though acquiring the materials may be a challenge.
- Storage. In kind donation or purchase through monetary donations.
- Hardscape. In kind donation or purchase through monetary donations.
- Other Construction Materials. In kind donation or purchase through monetary donations.
- Gardening Tools. In kind donation or purchase through monetary donations.
- Seeds. We will work with Southern Seed Legacy in a mutually beneficial relationship, growing heirloom varieties from their seed stores and then returning some of our crop to them so as to help rebuild stores. Other seeds may be received as in-kind donations or purchased.
- Soil Amendments. Compost will serve as our fertilizer. We hope to be able to receive compost from the University's bio-conversion facility.

## **Qualifications of Proposers**

Our efforts have already lead us to amass a large following from all levels, faculty, student, and staff, in multiple departments across campus. We have strong support confirmed from the below organizations and we are on the cusp of officially establishing a student organization specifically for this initiative. Lastly, as a final testament to the strength of our efforts, we have the benefit of present and future leadership from the following individuals.

### **Leader Profiles**

Craig Page is co-leader for the Campus Community Garden Initiative as well as founder and Executive Director of the local non-profit organization PLACE (Promoting Local Agriculture and Cultural Experiences). Craig received a BS in Anthropology from UGA in 2007 and has been accepted into the new Masters in Environmental Planning and Design Program in the College of Environment and Design. Craig is a native Athenian and plans to make Athens his home for the foreseeable future.

Morgan Fleming is co-leader of the Campus Garden Initiative, Co-leader and Co-initiator of the UGA chapter of Sustained Dialogue Campus Network ([sdcampusnetwork.org](http://sdcampusnetwork.org)) (est. 2009), an active participant in Go Green Alliance and Ecology Club initiatives such as Game Day Recycling; Leadershape 2008 participant; B.S. Ecology, Biology;

Jenny Brickman is Treasurer of Ecology Club and Go Green Alliance as well as Professional Development Chair in Sigma Alpha. Currently an intern with the Odum School of Ecology to develop guidelines for food sustainability. Jenny is a rising

sophomore and her major is Environmental Economics and Management. She plans to get a combined b.s./m.s. in Conservation Ecology and Sustainable Development.

Liberty Newberry: While attending University of Georgia Athens, Liberty has served as the President of the student group Speak Out For Species (March 2005 - May 2006) and also served on the Board of Trustees for community-based progressive resource center Common Ground Athens (August 2006 - October 2007). Liberty is a former member of the National Society for Collegiate Scholars which recognizes outstanding Sophomores and Juniors and a current member of Delta Epsilon Iota Academic Honor Society.

Organic and sustainable food production is a subject close to Liberty's heart; in line with her current job as the Daily Groceries Co-op deli supervisor. By Spring 2010 Liberty hopes to finish her undergraduate work at UGA with a BSFCS in Consumer Foods and two certificates; one in Leadership and Service and the other in Organic Horticulture.

Jennifer Wolf: Formerly co-chair of the Sustainability Initiative at the University of Massachusetts Dartmouth, a campus-wide, cross-disciplinary effort that resulted in the establishment of an Office of Campus and Community Sustainability and a minor in Sustainability Studies. Jen taught Honors English around environmental issues, and on the national level, was a charter member of the board of the US Partnership for Education for Sustainable Development. She is a Certified Master Gardener and member of the Athens Clarke-County Master Gardener Association. She holds an MA in Professional Writing and BA in Humanities and Social Sciences.



## **Appendix A: The Multiple Benefits of Community Gardens**

To be added as a printed pdf in the proposal.



## **Appendix B: Examples of Campus Community Gardens at Other Institutions**

Brown University: <http://students.brown.edu/sufi/potato/garden.html>

First planted in the summer of 2007, the Brown University Garden Project provides a unique opportunity for students, faculty, and community members to engage in hands-on learning about sustainable urban agriculture. Moreover, the garden seeks to catalyze larger conversation around the state of our contemporary global-industrial food system, and prospects for change at Brown and beyond. Brown Dining Services purchases a portion of the produce grown at the garden for sale in campus eateries.

The mission of SuFI is to educate and inspire the campus community in an effort to create a more sustainable food system

The Brown Sustainable Food Initiative was founded in the spring of 2005 by a small group of students committed to local, sustainable agriculture. Since then its scope has broadened to include work with local farmers, engagement with Brown Dining Services, a student-managed urban garden, and short- and long-term projects.

University of Maine: <http://www.uma.edu/communitygarden.html>

Both the Bangor (UCB) and Augusta campuses have community gardens. The Augusta garden grows flowers that are used around the campus, while the Bangor campus grows an organic vegetable garden.

The UCB community garden is located behind Bangor Hall and has tomatoes, peas, cucumbers, beets, pumpkins, and a variety of other vegetables and herbs. All students, staff, and faculty are invited to help with the garden, and at harvest time all who have helped will share in the bounty of fresh, organic vegetables that we raise. Excess vegetables will be sold on campus to raise money for next year's garden, and some of it will also be donated to a local food pantry.

Grand Valley State University: <http://www.gvsu.edu/sustainability>

“The GVSU Community Garden provides a forum for education and discussion around the environmental, social and economic aspects of food systems, and provides a space for learning about the importance of consuming local and organic foods.”

PHI 376 students, along with a group of faculty and staff members collaborated during the 2008 Winter semester to design and implement the community garden. The garden was created to raise awareness on GVSU's campus about our individual and campus-wide impacts of our food choices. By providing students, faculty and staff with a space to gather we hope to promote experiential learning through the growing of food, and a community area to host various events and activities. In the future the garden will provide an avenue for individuals, groups and organizations to work together to foster a greater



engagement with sustainability and environmental stewardship, as well as contributing to an overall sense of community on campus.

#### Who We Are:

During the Winter 2008 semester, students from PHI 376 Ecological Literacy and Sustainability course and Grand Valley State University (GVSU) faculty and staff members met to design and implement the Community Garden. The Garden was created to raise awareness on GVSU's campus about the impact of individual and campus-wide food choices. The Garden also provides an experiential learning and gathering space.

- We are a group of individuals who have a vision for the future that centers on local and organic food systems.
- We are passionate about gardening and producing our own food, as well as food for the local community.
- We are resilient—like our crops—and determined to create a foundation of sustainable food practices at GVSU.

#### The Mission:

The GVSU Community Garden provides a forum for education, discussion and practice of the importance of consuming local and organic foods. It also creates a space for learning about the environmental, social and economic constructs of food systems.

Portland State: <http://www.pdx.edu/elp/learning-gardens-laboratory>

#### Overview

The Learning Garden Laboratory (LGL) is an 11-acre garden education site located in Southeast Portland that provides K-12, undergraduate, and graduate students hands on experience and education in sustainable gardening and healthy nutrition. LGL is also home to a Portland Metro Natural Gardening Site and houses a Portland Parks and Recreation Community Garden for the Brentwood-Darlington Community. Established in 2005 through a partnership between Portland State University, Portland Public Schools, and Portland Parks and Recreation, LGL has served as a shining example of an education site in which knowledge is truly serving the city.

During the 2007-2008 academic school year, LGL was regularly visited by approximately 340 Lane Middle School 6th and 7th grade science students and roughly 50 8th graders visited to work on special projects in the garden. In addition, several local elementary schools visited LGL on field trips, including 180 students from Woodmere Elementary School and 80 students from Lewis Elementary School. LGL also served as a site for a special service project for 50 St. Mary's students and was visited by 30 students involved in a local Schools United Neighborhoods (SUN) summer program.

Beginning in the summer 2008, Portland State University and Oregon State University's Extension Services joined in a partnership in an effort to increase the educational capacity of the Learning Gardens Laboratory. With this partnership, Rosalyn McKeown, Portland

State associate professor and LGL Director, gained the support and presence of Weston Miller, Oregon State University Extension urban horticulturist, and Beret Halverson, OSU Extension assistant, to help supervise and maintain the site and carry the LGL into a new era. Weston and Beret bring years of gardening and education experience to LGL and have been influential in bringing new programs to the site.

This fall, Weston and Beret, along with several LECL graduate assistants, have worked to continue and build upon the on-site garden education programming for Lane Middle School 6th science students provided by LECL graduate assistants and volunteers, as well as supported PSU senior capstone projects tying learning gardens to civic affairs and the continuation of the multicultural Farmers-in-Residence program for families of Lane Middle School students. Weston and Beret have also brought OSU Master Gardener and Organic Gardening Certification programs to the LGL, each program working to help maintain the site while also providing students and individuals in the community the knowledge and skills necessary for educating others about sustainable gardening and growing food. Additionally, beginning this winter, the Learning Garden Laboratory will produce a portion of vegetables to be served in Portland Public School cafeterias. Portland State University and the Department of Educational Leadership and Policy's LECL program look forward to even more developments as the partnerships between Oregon State Extension, PSU, Portland Public Schools, Portland Park and Recreation, and Metro, move into the future.

### Goals

When the Learning Gardens Laboratory project began in the fall of 2005, its goals were defined as follows:

- To create an educational laboratory resource that will give students and youth in Portland hands-on multicultural, interdisciplinary, intergenerational, and multi-sensory experiences that promote earth-friendly local food production and improve student learning.
- To educate students about permaculture principles and earth-friendly gardening methods, nutrition and healthy eating habits, and medicinal/healing properties of plants.
- To serve as an educational resource for existing learning gardens in Portland Public schools and local farms.
- To support the regional food economy by raising awareness of the importance of local agriculture and working with PPS Nutrition Services to bring LGLab harvests into schools.
- To facilitate the creation of an intergenerational learning community where PSU graduate students, PPS students, and parents from multicultural communities in Southeast Portland can work collaboratively.
- To close the achievement gap and increase academic achievement, develop personal efficacy, stimulate motivation to learn, and help foster a sense of purpose and sense of place.
- To become a national model that extends beyond food production to teaching children and youth and increasing their academic achievement.

## Appendix C: Proposed Garden Designs

The following two designs were drafted by UGA Masters in Landscape Architecture students. They are just proposal designs. We look forward to working closely with the UGA Grounds Department to develop a garden design that is inline with the mission of the Campus Community Garden Initiative and meets the high standards of UGA.

Please refer to the Development Time Frame (page 5) to put the design process in context.

Sample pictures of what the Initial Garden Development would look like:



Heavily built up beds of compost



Beds defined with straw mulch

Sample pictures of what the Short Term Garden Development would look like



ADA raised beds







## Appendix D: Sample Transitioning Form

**Committee Name:**

**Chairperson #1:**  
**Next Year E-mail**

**Chairperson #2:**  
**Next Year E-mail**

**Job Description** *Here list your main duties and obligations, detailing what you spent your time on as chair*

**Mission Statement:**

**Important Contacts:** *Here make a THOROUGH list of all people who've helped you – administrators, other student leaders, etc... Make sure to explain who the person is, give their contact information, and give a detailed description of what area they work in and how they can be helpful. Give pointers about personality, working style, etc. For example, if someone is difficult to get in touch with, list that.*

**Ongoing Projects:** *List all things that you didn't completely accomplish. Detail what steps have been taken and what needs to be done. If possible, lay out a roadmap for the new leaders to follow*

**List of issues that the committee usually tackles:** *Here you can list anything not mentioned above or talk about an issue that didn't come up but that the committee usually addresses. You may also make recommendations about things that you all didn't work on this year but that you think will be relevant for the future committee to work on.*

**General Tips and Recommendations:** *Don't leave this section blank. Think about what you wish you had known going into things. What advice do you want to pass along? What kept your committee engaged? Any recruitment tips? What about member retention?*

### **Other things to keep in mind when transitioning**

- Make sure to get old and new leaders together face to face to hand over materials.
- Document everything done throughout the year and pass it along – both electronically and in a notebook/binder.
- Some projects take years to be accomplished. Even if you have a different perspective than your previous leader, make sure to continue long-term projects.
- Encourage group members to provide input and feedback throughout transitioning
- Transitioning is a great chance to improve upon last year's performance and renew the commitment of members to the group. Make sure to have old leaders and group members evaluate how things went and make suggestions for the upcoming year.
- Don't forget to take care of all of the administrative tasks associated with switching leaders.

## Appendix E: Pictures of the Rogers Road Community Garden



## **Appendix F: Letters of Support**

We are happy to have the following letters of support.