



SP0184 Final Report

Please answer the following questions and return the completed form to the [SPF Staff](#) via e-mail.

Project Title: Giving Garden

Final Report prepared by: Rachel Desjourdy

E-mail: Rachel.desjourdy@mcgill.ca

Actual Project Start Date: 5/22/2018

Actual Project End Date: 10/15/2018

1. Please summarize the project and its key accomplishments in 1-2 sentences.

(400 characters maximum)

The Giving Gardens project provided the McGill campus with accessible garden spaces for staff and students with disabilities, and their allies. This project also provided the McGill community with learning opportunities by hosting workshops on various gardening topics, and food sustainability practices, facilitated by staff from Ça Pousse.

2. Your team listed the following goal in your application:

By retrofitting planter-boxes (SPF-owned planters, formerly used by the Santropol project), we intend to create a physically accessible gardening space, to remove barriers and increase inclusivity while demonstrating principles of Universal Design. Volunteers (Access Ambassadors) will cultivate fresh produce for donation to the Midnight Kitchen, and the garden will serve as a space to host workshops (facilitated by Ca Pousse) relating to food production and food security.

Did your team achieve your project’s goal? In your answer, please describe the impact your project had on McGill’s structures, processes, and/or systems. Also, please specify how this positively transformed people’s behaviors/perspectives/habits on McGill campus(es).

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

The primary goal that we were able to accomplish with this project was the creation of a physically accessible garden space on campus. This allowed us to showcase accessibility in a visible way. We were also able to create an environment where staff and students, passionate about both gardening and accessibility, could get together and learn from each other. We were also able to purchase adaptive gardening equipment, that can be lent and used by our campus community in order to ensure the growing culture of urban gardening on campus considers accessibility. For those volunteers that regularly participated in the gardening workshops, and inter-workshop garden care, they reported a sense of wellbeing and connectedness to campus that they might not have otherwise experienced during the summer months.

3. Please describe the key successes and challenges of your project. (Minimum of two examples for each)

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

Challenges:

- Project lead changed mid-project: the staff member originally responsible for submitting and leading the project went on leave directly in advance of the garden launch, requiring another staff member being given the responsibility to carry out the project. This was challenging in terms of re-establishing contacts, and moving the project forward with limited “hand over”.
- Coordination of garden space (see response to question 13): one of the most limiting elements was the time it took to secure and confirm a location for our garden bins. As such, planting was done later in the season, and the season delayed. Second to this was confusion over garden space allocation, resulting in the bins

being moved after planting, when planting had occurred based on the original orientation of the planters (affecting lighting, etc).

- Recruitment of volunteers available during the summer: Our initiative, while staff were invited and welcomed, largely focused on recruiting students registered with the Office for Students with Disabilities to participate. Although 2300 students are registered with our office, most are absent during the summer months, so recruiting interested and available students was a challenge.

Successes:

- Even with a variety of setbacks, we were still able to complete an iteration of our project – running workshops that brought together staff and students on campus.
- McGill now has accessible garden infrastructure available, which will allow future students and staff members the opportunity for barrier-free participation in urban gardening programs in future years.

4. What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

- Find ways to connect the work of your project with other initiatives or groups on campus. The most interesting conversations and learning happens when people, who do not usually interact, can get together on a common interest or goal.
- Recruit students and interested participants during the beginning phases, so you have a solid bank of volunteers who are invested in the project from the outset, and will help spread the word
- Communication is key: find ways to showcase what you’re doing outside of your own unit. Write an article, create a post on social media, share pictures, etc.
- If you want people to show up to a workshop, send them a reminder the day before. More people remember to show up to the things that they have registered for, when you remind them of their commitments. It’s a small thing that doesn’t take much time, but can have a large impact on your workshop attendance

5. What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Who will take responsibility for the project’s future and how can interested persons be in touch? The SPF team will also be in touch with this contact for updates on the project’s progress in coming years, if ongoing.

(Unlimited characters, suggested minimum 1 paragraph)

I recommend that this project become a collaboration with the staff gardening initiatives. Staff who want to garden can identify whether or not they would benefit from an accessible bin or equipment (e.g. adapted gardening tools, raised bins that are wheelchair accessible). Those who indicate that this is of interest to them, would be able to participate in an accessible, collaborative gardening experience, where they would need to agree to share the bin with interested students. The OSD could plan garden-related activities and meet-ups, to facilitate the connection between staff and students with disabilities on campus. Future conversations between the staff garden coordinators, and the OSD would be imperative to facilitating this collaboration.

6. Would you or your project team member(s) be willing to serve as a mentor to SPF project teams?

Please choose one. If yes, SPF Staff will contact you with more information. (800 characters maximum)

X Yes No

Yes – but it depends on the extent of what mentorship involves

7. In your application, you listed the following sources of funding: N/A

Please confirm if you received this funding in the space below. In your response, please list the actual amount (in dollars) that you received. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.

(1,800 characters maximum)

No additional funding received

8. Did you purchase equipment or make an installation on campus? Yes No

If yes, please briefly describe how these items will be maintained and used in the future.

(1,800 characters maximum)

Ideally, the OSD wooden garden boxes will be stored along with the other urban garden bins (plastic ones) currently being used on campus, and brought out again next spring, ready for another garden season. Gardening equipment and tools will be stored in the OSD office until the next growing season.

9. The following Key Success Indicators were indicated in your project application and selected for tracking. Please indicate the actual results that you have achieved in the “Actual” column.

Selected Key Success Indicators	Target	Actual
# of planters made accessible to people using wheelchairs or mobility-aid devices	25	4
# of produce donations to Midnight Kitchen	20	0
# of people attending the 6 workshops offered on food production topics	72+	16

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.

(1,800 characters maximum)

As the scope of the project drastically reduced in size due to external factors, the “actuals” of the key indications reflect this scaling. The produce grown in our 4 bins was not significant enough quantities to donate to Midnight Kitchen (who also decided to grow their own produce), but was harvested and eaten by the participants themselves instead.

10. Please report on your results for the standard SPF Key Success Indicators in the “Actual” column.

Standard SPF Key Success Indicators	Actual #
# of volunteers directly or indirectly engaged in the project	3
# of people (student, staff, or other) trained in the context of the project	2
\$ raised for project activities subsequent to SPF funding	0
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	<u>1</u>

Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.

(Unlimited characters; point form acceptable.)

Office for Sexual Violence Response, Support and Education

If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below. (1,800 characters maximum)

11. Please indicate the McGill stakeholder groups that were involved with your project as a team member or collaborator/partner. Choose all that apply.

Undergraduate Postgraduate Administrative Staff Academic Staff Alumni

12. Please rate your project team’s overall satisfaction with the support provided by the SPF Staff. Choose only one response.

Very Dissatisfied Dissatisfied Neither Satisfied Nor Dissatisfied Satisfied Very Satisfied

13. Please provide any feedback or recommendations regarding your team’s experience with the SPF.

(Unlimited characters, suggested minimum 1 paragraph)

One of the most significant barriers to this project was the amount of time it took to identify and confirm a location on campus where the garden boxes could be placed. We received conflicting information from multiple campus parties, and were pleased when Amelia Peres was assigned as the coordinator of campus garden spaces. Having one designated contact person simplified the process, however, there were still issues with regards to the allocation of garden spaces (i.e. the spot we originally placed our planters was also promised to the gardeners from the Chemistry department). In the future, determining a fair and clearly-articulated process for assigning urban garden spaces, and continuing with a single point of contact (i.e. Amelia) would be particularly helpful! This will reduce conflicts

14. If there is additional information you would like to share about your project, please use the field below.

(Unlimited characters)

15. Has involvement in this SPF project positively impacted your team in the area of professional growth? Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

X Yes No Prefer Not to Share

16. Has involvement in this SPF project positively impacted your team in the area of personal growth? Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

X Yes No Prefer Not to Share

We were able to participate in the workshops and share in the learning experiences alongside students and staff

17. Which of the following skills or attributes has your team improved through involvement in your SPF project? Choose all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Budgeting | <input type="checkbox"/> Networking | <input type="checkbox"/> Systems Thinking |
| X Communications | X Planning | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Conflict Resolution | X Problem Solving | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Leadership | X Project Management | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Stakeholder Engagement | <input type="checkbox"/> Other (Please specify in the field below) |
| <input type="checkbox"/> Negotiating | <input type="checkbox"/> Stakeholder Identification | |



Other:

18. Since starting your SPF project, has your team improved its knowledge of sustainability?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

X Yes No Prefer Not to Share

We learned about native plants, and organic agriculture

19. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities: 4

Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)

(1,800 characters maximum)

People with disabilities, women

Thank you for completing your Final Report!

Please e-mail your report to the [SPF Staff](#) attaching any additional information that you would like to share about your project (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF project's webpage.