

AMS Extending Seasonality Project - Phase 2

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GRS 497B

July 13, 2016

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AMS Extending Seasonality Project - Phase 2

Directed Study Final Report

by Olivia Shaw and Chiyi Tam

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*this is an interactive document, you are welcome click on these headings, and the live links in the appendices

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Project Partners and Acknowledgements

UBC SEEDS Program

This project was pursued as a SEEDS project, and we would like to thank SEEDS program manager Liska Richer and her team for unwavering support and enthusiastic guidance throughout this project.

'UBC's SEEDS (Social Ecological Economic Development Studies) Program provides students with real-world sustainability experience, skills and knowledge while they earn course-based credit. Students work collaboratively with faculty and staff to develop and implement projects that build on the theme of campus as a living laboratory to address campus sustainability challenges, many of which have been implemented or influenced decision making. The [SEEDS Library](#) includes over 1,000 student reports on topics such as waste and water management, climate change, food security, transportation, energy conservation and more.'

(UBC Sustainability, 2015)

AMS Food and Beverage Department

There would be no project if not for the visionary partnership of AMS Executive Chef Ryan Bissell and his team. Thank you for your commitment to food education and sustainable food procurement.

'The AMS (UBC Vancouver's Student Society) owns and operates a number of food and drink outlets that provide students with healthy, sustainable and just plain delicious food and drink options. Also: beer. These businesses also employ more than 400 students and pay approximately \$2 million in student wages. Revenues from AMS businesses help fund [AMS Student Services](#) and other projects. This includes Blue Chip Cookies, The Pit Pub, Bernoulli's Bagels and more.'

(ams.ubc.ca, 2015)

UBC Faculty of Land and Food Systems - Global Resource Systems

This directed study was made possible by the innovative approach to student learning within our program of study - Global Resource Systems and our faculty - Land and Food Systems. Thank you to Professor Brent Skura for supervising our study and providing guidance on our methodology and food safety practices; and to Advisor Roxana Quinde, for accommodating our unique course arrangements. Thank you to Duncan McHugh and Laura Erwin at the LFS Learning Centre for their technical support in video capture and editing.

‘The UBC Faculty of Land and Food Systems uses student-centered learning to educate new generations of scientists equipped to solve the most fundamental issues faced by society — those focused around human health, a sustainable food supply and the responsible use of finite land and water resources.’

(UBC Land and Food Systems, 2015)

‘The Global Resource Systems (GRS) program is a Bachelor of Science degree program which combines both arts and science courses. This program gives each student the flexibility to build their own degree around a region of the world and a resource from within the Land and Food Systems Faculty. GRS graduates are well rounded having challenged themselves academically, having taken a variety of courses offered throughout various faculties and personally, having grown as a result of international and local experiences available within the program.’

(UBC Land and Food Systems, 2015)

AMS Sustainability

This project thanks the administrative support AMS Sustainability staff provided in insurance and all event logistics.

‘The sustainability office of the AMS has two key roles:

1. We provide connections and resources to students wishing to complete their own sustainability related projects, through the Sustainability Projects Fund;
2. We create and facilitate in-house initiatives to support the student society’s pursuit of sustainability and the implementation of the [AMS Lighter Footprint Strategy](#)’

AMS Sustainability Projects Fund

We would like to thank the AMS SPF committee for supporting our project and making our pilot workshop a reality.

‘The AMS Sustainability Projects Fund (SPF) was established in September 2011, when UBC students passed a successful referendum to support student-initiated sustainability projects, through a \$2.25 per student fee each year. The SPF encourages an environmentally conscious culture, by funding student-led projects that reduce the ecological footprint of UBC students and their campus. Any UBC student is more than welcome to apply. ‘

(AMS Sustainability, 2015)

Thank You to UBC Community

Lastly we must thank all the students, staff, faculty and community members who provided feedback and participated in our focus group and pilot workshop. The amount of interest and excitement in our community for this project gave us a very tangible sense of connection to the UBC food system.



(‘The project team after the pilot’ from left to right: Megan Schneider, Olivia Shaw, Ryan Bissell and Chiyi Tam)

Introduction

This study was the second phase of a two-phase initiative named the AMS Extending Seasonality Project. This project aims to increase the amount of seasonal produce purchased at the AMS by incorporating more food preservation methods into the kitchen practices. Beyond improving campus sustainability in food operations, the project was also tasked to incorporate community engagement in the campus food system.

Phase I of the project aimed to conduct all preliminary research and planning for a proposed workshop format. Literature review on seasonal purchasing policy, food preservation methods, best practises in community engagement and preservation workshops were conducted and informed the design of the workshop content and proposed format. The student - Megan Schneider, wrote a manual and presentation on canning methods to ground the project in a unified set of knowledge. Phase I of the project also developed the long term vision for the AMS Extending Seasonality Project as a reoccurring series of public workshops that would contribute to the feasibility of the AMS outlets in purchasing mass quantities of seasonal produce for preservation to facilitate year round use.

The scope of the project was to trial the structure of a food preservation workshop with AMS Executive Chef, Ryan Bissell. From this trial, finalize a workshop format proposal that can sustain itself operationally and financially within the AMS and the UBC community. In order to design and implement an appropriate workshop series that accommodates the needs and interests of both AMS food services and future workshop participants ie. UBC students, staff, faculty, etc., it was important to gather feedback from community stakeholders that are currently involved with the campus food system.

The objectives of Phase II were to present the workshop series structure to a focus group, and to apply the focus group's input towards the planning of a pilot workshop. The survey results collected from participants of the focus group and the pilot workshop will be applied to the operational and financial structure of the workshop series as well as to the framework and communication format of the workshops themselves. Ultimately the purpose of Phase II is to research, by trial, the optimal format within the AMS's capacity to implement the results of Phase I. Further, Phase II can be interpreted as the tailoring of a general workshop format proposed in Phase I, to optimally suit the UBC community as participants and best enable the AMS as host.

Scope and deliverables of Phase II:

- To host focus group
- To host pilot canning workshop

Methodology

Planning

The guiding method used in this project was group meetings, which brought the project stakeholders together to strategize steps towards implementing the workshop. The first few weeks consisted of informing ourselves, as student co-coordinators, of the research developed in Phase I, and outlining the project's proximate and long-term objectives. Meetings were held every other week for one hour with the AMS Executive Chef, Ryan Bissell, who was the project's primary stakeholder as both the workshop host and the person in charge of integrating the canned goods from the workshops into the AMS food outlets. The project group also involved the guidance of the SEEDS Manager, and our faculty advisor, as well as the dual role that one of us played as both student co-coordinator and AMS Sustainability Coordinator.

Once the project proposal was finalized and approved, the primary objectives of the project involved hosting a focus group to gather feedback on the potential workshop format, and to apply what we had learned from the focus group to hosting the actual pilot workshop. In order to carry out both these targets, we succeeded in allocating funding from the AMS Sustainability fund, which enabled us to purchase the refreshments for the focus group, as well as the printing and canning materials for the workshop.

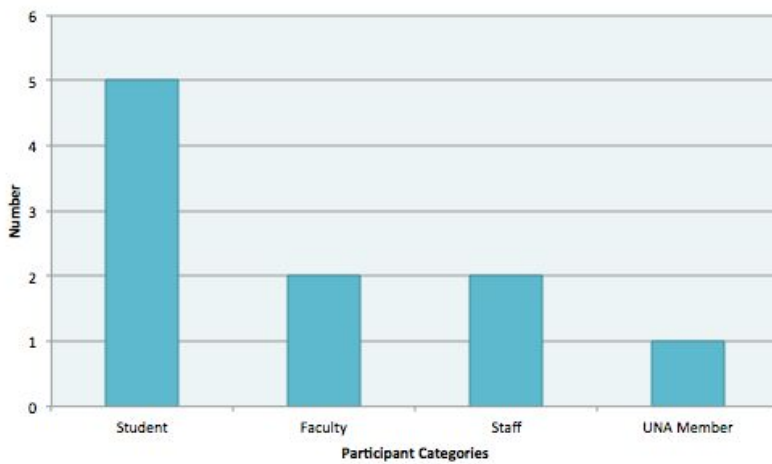
Focus Group

Once the project's budget was secured, our task was to organize the structure of the focus group meeting, organize the meeting's logistics, and, most importantly, to invite a diverse range of UBC community members to participate. We made an announcement that described the opportunity--emphasizing the value of a multi-stakeholder consultation regarding this new AMS program (Appendix IIA), and sent the announcement to specific community members that we identified as being actively engaged in food- and sustainability-related initiatives at UBC. We reached out to faculty and students of Land & Food Systems and Geography, UBC Farm staff, board members of Sprouts, Agora, Common Energy, and members of the University Neighbourhood Association. Twelve community members, representing the interests of students, faculty members, staff, and other community members, participated in the focus group session.

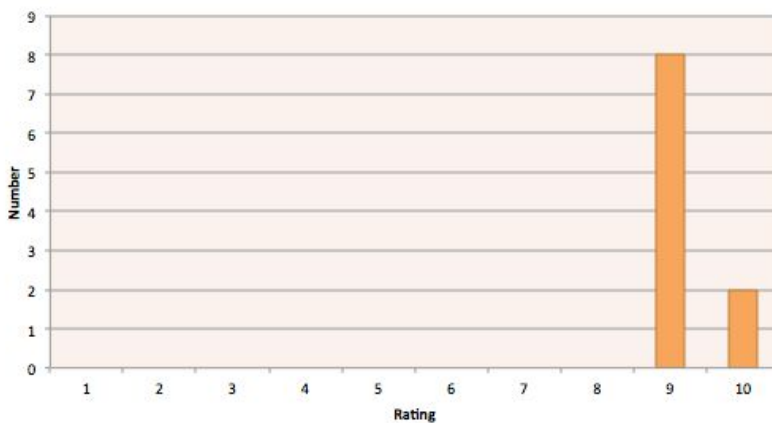
The focus group was carried out on March 11 and was executed in a smooth and timely manner. With the help of Ryan Bissell, we explained the project background and rationale that was developed in Phase I, placing the project within the institutional context of the AMS, and UBC, and outlining the vision, timeline, workshop format, educational and physical materials, and workshop content. (See Appendix IIC for the presentation slides). Specific workshop

components such as the appropriate time and cost for the workshop were addressed in an open-ended discussion, and effective means of promotion and outreach were brainstormed. A two-page survey, was prepared beforehand, was distributed to each focus group participant for completion before the meeting was adjourned (Appendix IIB). The results from the focus group surveys were compiled and presented at the next team meeting, where the focus group feedback was applied to our final decisions regarding the pilot workshop. Here are a few graphs showing some highlights from the survey results of the focus group, for more please refer to the appendices. We will discuss this further in our findings.

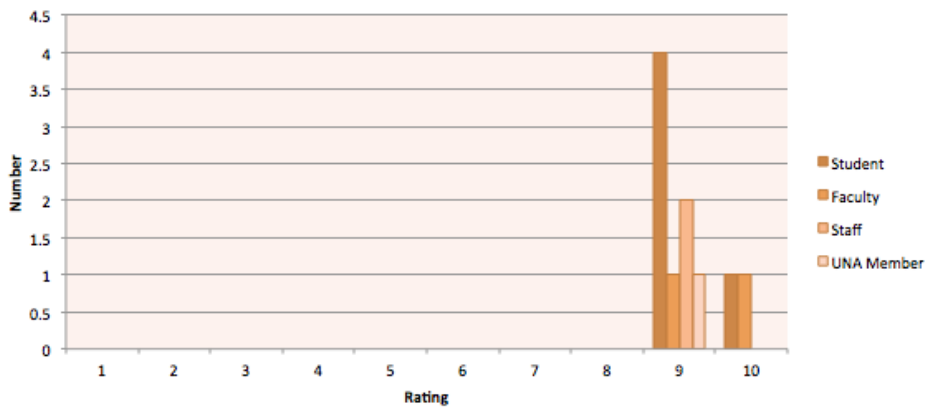
Focus Group Demographics



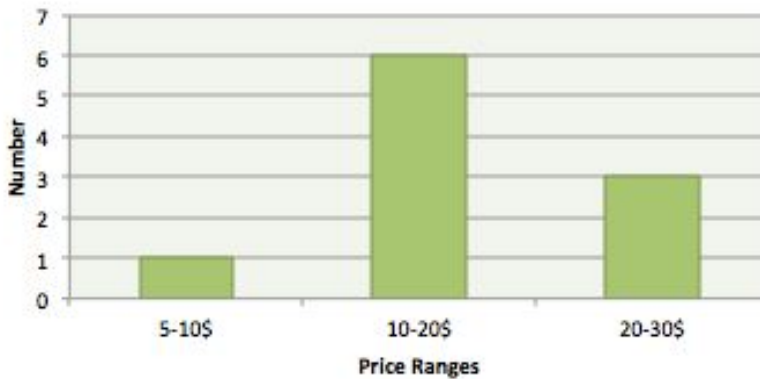
Quality of Workshop Content



Quality of Workshop Content: Ratings/Participant Demographic



Workshop Price Preferences



The Pilot Workshop - Promotions, Materials, and Planning

Planning the workshop promotion, logistics, material, and content was the next major step in the project, and we had roughly one month to carry it out. An email announcement for the pilot workshop was sent through a number of UBC community networks, such as Sprouts and Agora, Common Energy, UBC Food Club, UBC Farm, the Global Resource Systems Program, the Land & Food Systems blog, and through the personal email networks of the SEEDS manager, and the AMS Sustainability Coordinator (See Appendix IIIA for the announcement). We received 15 confirmations of attendance within three days of dispatching the email, and were obliged to turn away 9 more students due to having already reached the workshop’s maximum capacity. With the amount of interest we received within the first week of sending a simple email announcement, we could have easily filled the chairs of TWO canning workshops. In reflection 15 people was a bit too crowded for the space and utensils available.

Preparing the attendees for the workshop could have been done via email--outlining the location details and materials to bring, but we surmised that sending them a short video orientation would be a more dynamic and effective means of conveying that specific information. Roughly two weeks before the workshop, we filmed a two-minute video that included visual directions to the workshop location (which would have been confusing to do in just words), and put faces to names, making the workshop that they signed up for much more vivid and tangible (refer to Appendix IIIC for the video). This promotional material was made possible thanks to the LFS Learning Centre, the staff of which provided the filming and editing expertise in a very short timeframe.

Another pre-workshop task was to amend the Canning Reference Manual that had been developed in Phase I (available in Appendix K of Phase I Report: Developing the AMS Food Preservation Workshop Series). Presenting the manual to the focus group revealed the need to revise the original manual, reducing textual redundancies, making the language and structure less academic and more user-friendly, and giving the manual more of an aesthetic appeal with graphics and colour. The amended Canning Reference Manual was finalized (refer to Appendix IIIB) and sent to the confirmed workshop attendees in an email that also included the link to the video orientation. Attendees were encouraged to review the pdf version of the manual before the workshop, so they would arrive with a foundation of food preservation knowledge and specific questions for the host chef. The Canning Reference Manual was also intended to be available in print at the workshop, as a complimentary take-home tool that accompanied their jar of canned produce. The last pre-workshop task was to therefore print and bind 15 copies of the manual at Staples, in addition to purchasing the actual canning material: 60 1L mason jars, 4 litres of pickling vinegar and other accessories. The AMS Kitchens ordered the carrots in three colours directly from regular suppliers. All other utensils required were present at the kitchen, we enlisted the help of AMS house staff for 15 chairs and a tv screen to be ready.

The Pilot Workshop - Execution (April 9th, 2015)

The day of the pilot workshop Ryan Bissell, Olivia Shaw and Chiyi Tam convened at 2:00pm in the AMS Commissary Kitchens - the venue of the workshop located in the SUB basement. Just prior, Chiyi and Olivia had picked up 5 dozen 1L mason jars from Save-On Foods at South Campus and the bound revised manuals from Staples. Ryan had arranged the purchasing of all ingredients (see project expenditures in Appendix I.B.) through the AMS storeroom and we were joined by sous chef of the Perch restaurant where future products from the Extending Seasonality initiative will potentially be used. Vegetables were getting washed and peeled. Fifteen chairs ...and a portable wide-screen TV were set up by the AMS



Conferences/Events house staff. The student hosts then went to the AMS Sustainability offices and printed two signs with large arrows to direct participants down the corridor to the kitchens. We also printed the waivers, exit surveys and a list of registered participants. A camera was obtained from the AMS design office to document the event. We rehearsed the presentation for the beginning of the workshop, then placed the powerpoint file on a USB and returned to the Commissary kitchens. We tested the presentation on the laptop connection to the TV screen and played upbeat ambient music in the kitchens, ready to welcome the arrival of participants. Each workshop participant was greeted at the door and given a copy of the manual, a waiver to sign immediately (Appendix IIIH) and took a seat.

The workshop began on time at 4:00pm with all participants present. It ended two hours later past 6:00pm.

Olivia and Chiyi welcomed the group and delivered the edited presentation (Appendix IIIE) as prepared by Megan's previous SEEDS project. The workshop was then directly mostly by Ryan Bissell and his team, with Olivia and Chiyi assisting participants and taking notes throughout. The participants were asked to be split into pairs and given a knife and cutting board to help prep the carrots and cauliflower. Then the cans were steam washed while another demonstration of the home-sterilization option for jars boiled on a separate cooker. The base solution was also boiling in a giant pot in another area of the kitchen. Each of these steps was described by Chef Bissel with participants asking questions throughout. As a team, the jars were collectively prepared and filled with carrots/cauliflower. Then participants could add spices and herbs creatively before adding the vinegar solution. Then each participant got a chance to learn how to properly seal a jar before the final boiling. After which all the jars were

placed in the industrial steamers, while the participants and kitchen team cleaned the surfaces and shared food knowledge. It was during this cleanup time that exit surveys (Appendix III F) were handed out and participants filled them. Finally it was determined that those who needed to leave campus should come back for the cans as they were too hot to transport after steaming. A few stayed behind to share more food knowledge and took the cans with them.

[For access to photos of the workshop please click here to be directed to the online album.](#)

Findings

These are the findings from the exit survey every participant completed at the end of the workshop experience while we were waiting for the cans to cool. For the survey questions and the full datasheet of all responses please use the live link in Appendix III(G)

Charts and graphs available for the numerical and multiple choice questions:

Figure I

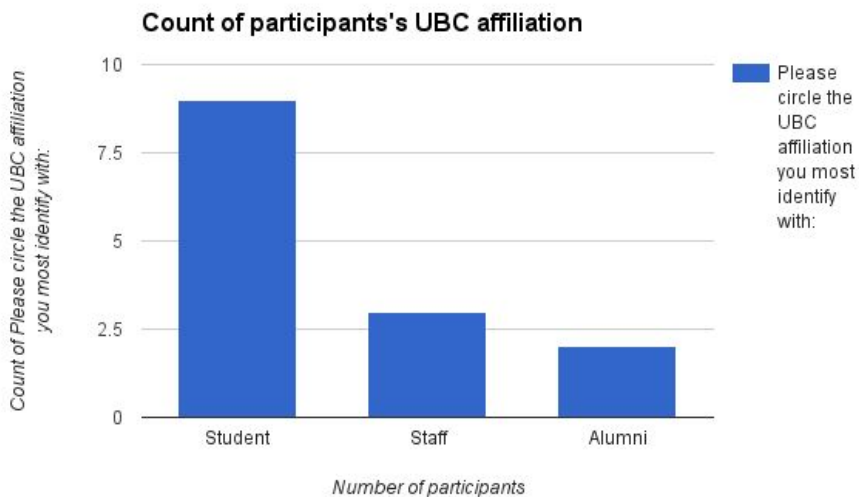


Figure II

Percentage Distribution in Level of Canning Experience

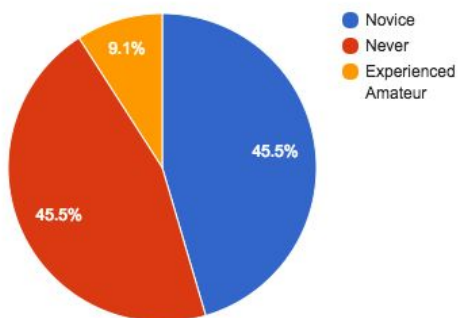


Figure III



Figure IV

Count of How likely would your peer group be interested in this workshop?

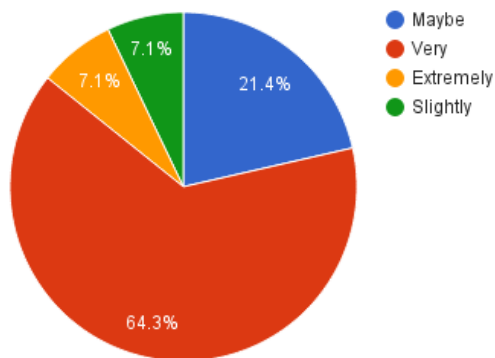


Figure V

Discussion of feedback from survey

Overall satisfaction with the workshop

The audience we attracted was mostly beginner to novice canners, as shown in Figure II. This may possibly explain the high ratings given to the overall quality of the workshop--with less experience comes lower expectations for the new learning experience. To enhance this, next time we would recommend also asking the participant how many food related workshop they have previously participated in. Despite this there was very little variation found in the overall workshop rating between participants of different experience levels, as observed in Figure III, with the average rating being 8.6. The workshop experience seemed positive enough for 64.3% of participants to confirm that their peer group would be "very" interested in the workshop, with 57% of the survey respondents being students, 14% being alumni, and 21% being staff.

We noted that the participants filled out this section of the survey before the group realised the majority of participants would not be taking a can home immediately after. When asked whether they were satisfied with the 'jar you are taking home' 90% of participants responded positively while some withheld their answer since they had not receive it. Respondents expressed a great degree of enthusiasm towards the size and flavour of the jars. One such example being the simple statement of "Hell Yes! YUM!" It is also unclear whether they were rating the workshop relative to the cost of the workshop, which was free. This may account for a significantly positive bias towards the rating.

Time allocation during workshop experience

When asked whether satisfied with the time allotted to canning theory and canning practice, 100% of respondents answered yes. When given the opportunity to explain their answer, 3 out of the 10 respondents to this question admitted that more time could have been allotted to canning theory. For example, a staff novice stated that it "Was great - but maybe an extra 5-10 mins on theory, b/c it was super fast". 1 out of the 10 respondents to this question, a student novice claimed "If anything, too much time". The remaining 60% of respondents to this question approved of the time allotted to theory and practice, one stating that "...it was just long enough to get an idea & basic understanding, but not too long to start getting bored", and another remarking that "when combined with the pre-workshop video orientation, this section or the workshop needn't take too long".

When asked to comment on the overall length of the workshop, 100% of respondents said they were satisfied but with varying opinions when given a chance to elaborate. Our workshop was described as very detailed and one respondent recommended that 'as long as the workshop is promoted as being detailed, I think people will enjoy the length.'

Quality of written materials and presentations

When asked whether satisfied with 'the content/level of knowledge' provided in the written materials and presentation, 100% of respondents answered yes. When given the opportunity to explain their answer, 4 out of the 12 respondents to this question requested recipes to be included in the manual. Notably, 3 respondents commented that the manual was very detailed. One such comment was "- Thorough step-by-step information! / - Some recipes would nice, especially the one we are making." However it should be noted that there was limited time that the participants engaged with the manual compared to our presentation slides, these comments may come without them having read the manual in full.

Quality of workshop venue and equipment

100% of participants replied positively when asked whether or not they were satisfied with the workshop venue (AMS Commissary Kitchen) and kitchen equipment. Many admired the quality of the venue, giving comments such as "large, clean, bright", "amazing venue - it's great to get to know this space", "fancy kitchen!" and "very professional". A recurring concern was that the kitchen had an insufficient amount of knives, and one participant mentioned that "it was a bit loud sometimes, presenters should project/make sure everyone is listening". It may be worth highlighting the fact that the enthusiasm to be in an industrial university kitchen could have influenced the participants' opinion on the venue's actual efficacy. The workshop was carried out using industrial-scale canning equipment, which does not necessarily fully prepare participants to can food in their private homes.

Satisfaction with hands-on experience

100% of participants responded 'yes' when asked whether they were satisfied with the kitchen work and hands-on practise involved. There may be significant variations in the interpretation of this question, some respondents explained that they found the work easy and that they could even take on more advance work. While some others focused on how it was organised, again it was recommended that more work stations be provided to accommodate one cutting board and knife per person. At least two also expressed that a higher proportion of the veggies being cut and prepared beforehand would shorten the workshop time while still offering a good sense of how to prepare the vegetables appropriately. Chef Ryan, in communication after the workshop noted the same two recommendations.

Satisfaction with the teaching style of Chef Bissell and team

Chef Bissell's teaching style received a generally positive rating: on a scale of 'Poor; Mediocre; Neutral; Satisfactory; Good; Great', all respondents gave him a rating of Good (5) or Great (10). The most reoccurring comment he received when respondent explained their answer was that

he was very 'knowledgable' and 'fun/funny'. The only criticism remarked that the teaching "didn't seem very structured".

Feedback on the featured recipe and future recommendations

When asked about their level of satisfaction with the recipe and ingredients involved, 100% of participants responded positively. When asked to elaborate on their answer, a couple of participants added that they would have appreciated learning about canning fruit: "it would have also been cool to see other types of food preservation such as fruits", "adding in more fruit options would be great but I'm happy with what we had". 3 out of the 11 respondents to this question noted that receiving a hard copy of the recipe would have been helpful, with one remarking that "the verbal instructions were confusing" and that receiving other canning recipes would have been a bonus. There were enthusiastic responses such as "Delicious!" and "Fun + Simple! I feel like I could do these myself!", with one giving the creative suggestion of "in the future, maybe give people the chance to customize their own jar w/ a few spices". What contributed to making the ingredients interesting was giving the participants a chance to taste the raw carrots while preparing them, for example. Chef Ryan Bissell made the ingredients and recipe more engaging by describing how the Perch and the Palette restaurants were going to incorporate canned carrots into their menus, and even going so far as preparing a typical dish on the menu and giving everyone a try. The connection that the recipe had with AMS operations as well as the process of tasting the raw and final product were instrumental in fostering the participants' interest.

When asked "What other foods would you like to learn about in future workshops (that the AMS may use in its food outlets e.g. blueberries for Blue Chip cookies, tomatoes for PieRSquared)?", not only were fruits such as pears, peaches, blueberries, and even candied bananas, suggested, but there was interest in learning to can other vegetables like tomatoes, beets, pickles, as well as interest in food preservation beyond simply canning: "infused oils (chili oil!), nut roasting, herb-drying, tea-making, jerky-making, fruit preservation, salsa, kimchi, salad dressing, pasta sauce, mustard, ketchup, dried fruit".

Recommendations (for implementation, further research)

For those hosting future workshops:

1. Include specific recipes and measurements that are used in the workshop

In our workshop, Chef Ryan was unable to provide the specific recipe that we made in for the upcoming Perch test menu as it wasn't officially tested and approved by authorities. This proved to be very distracting to the participants who struggled to jot down all the information instead of only taking notes. This was noted and the AMS indicated full intentions of using a known and approved recipe for the next workshops.
2. Each participant should have individual work stations and knives

In our workshop, participants paired up and shared the duties of washing and cutting the veggies. Participants were much quicker than anticipated and said they were eager to have had more hands on work. This is a simple change that would enhance the experience a lot.
3. Full demonstration should be made with the home utensils

The original plan was for Chef Ryan to do a step by step demonstration with utensils one can find at home and for the participants to follow along until the actually jar phase. Then, to process all the participants jars in bulk with the industrial equipment in the kitchen, to show both processes to the participants. Unfortunately, the hotplate took much longer than expected to bring water to a boil, in the end the participants did not see the full process using a large pot for sterilizing the jars. Instead Ryan showed them all the home utensils they would hypothetically use and let them ask detailed questions about the process at home. More preparation for this part would allow a smoother demonstration next time.
4. Chef/host should ensure all conversations are repeated to all participants

We learned that the atmosphere Ryan and his team created (with music) very improvised and relaxed in nature, many participants would strike up questions that would lead to larger discussions about food safety, and important answers were being given. However not all participants would be included in some of these quick discussions, whoever is hosting the workshop should be conscious of important information and repeat it for the group.
5. Involve all the AMS departments early on

Administratively, this involved several different departments and it was often confusing the navigate who could provide the resources we needed. It was a great advantage that Chiyi Tam was at the same time the coordinator of the AMS Sustainability Office and

had established relationships with the other department staff. Otherwise this would have been greatly inefficient to find out by email who could provide what, when and where. This project is intended for the AMS to host internally, but at all times, inform as many people at the core of the organisation as early as possible.

For those interested in expanding this study further:

1. Devise a financial scheme for the long-term feasibility of the workshop series
Our part of the project focused on successfully hosting a pilot workshop, we were able to determine the specific costs associated with this one time event. We were also able to determine that for each workshop, participants would be willing to pay between \$5-20 depending on the nature of the workshop. Which in our case would mean an income of \$75-300 for each workshop. A more detailed investigation into the costs and benefits of this workshop as a series, would reveal recommendations to the AMS to either charge a nominal fee to cover the costs or subsidize the costs if the benefits to the student community and AMS branding are valuable enough to future decision makers. A financial study could go so far as to determine the seasonal price fluctuations for specific produce and calculate how much the AMS would save in manpower and purchasing if they were bought in bulk and preserved in season. From this, one could formulate an operational model that integrates the workshop series into the AMS administrative structure between the Events, Sustainability and Food and Beverages team.
2. Determine the impact of a workshop series on the UBC community
The next study could quantify or investigate: the community impact these workshops provide. This could take the form of doing a follow up survey and investigating how many participants in our pilot actually applied or retained the information they gained during the pilot. This could also survey the food knowledge of the UBC community and determine which demographics would be key to having the largest amount of impact in strengthening food knowledge on campus. Which partnerships would provide the most efficient resources and connections to key groups on campus?

Conclusion

In conclusion, we believe that the workshops are a viable event provided there is enough will and direction from the AMS Chefs. Our experience demonstrated that the demand exists on campus for this scale of workshop and that the AMS has the appropriate connections and facilities to easily host it on a recurring basis. Overall, the workshop went very smoothly and participant satisfaction was very high. Any shortcomings in the participant experience are surficial issues that can be concretely addressed in the next workshop, such as the provision of more utensils. We note that the possibility of these workshops are strongly 'tied to Chef Bissell's apron strings'. Therefore we find it highly unlikely that this would be feasible in the AMS independent of Chef Bissell. We regret that our study was not able to concretely answer whether or not these workshops could save costs for the AMS Food and Beverage Department in the long run.

The workshops have the potential to be a great source of community bonding and strengthening of food knowledge in the UBC community. This is beneficial not only for participants, but also for the AMS's image and role on campus. It is a resource that is consistent with the AMS's sustainability and engagement goals, if there is enough willpower within the student and kitchen leadership to do so. In the best case scenario: this becomes a sustainable series for the AMS and it becomes a great platform for partnerships with other student and university groups. It also can be very effective as part of the marketing and branding for the AMS's sustainability minded food outlets - Palate and Perch. There is also potential to expand this project into phase three for even more students to connect to this research.

From the formatting of the manual; to organising the focus group; to hosting the actual pilot workshop, this was an outstanding student learning experience. It is an entire network of dedicated staff and student leadership that enabled us to succeed and in this endeavor. For this we are very grateful. We hope to see future students taking on the next stages of this project and continuing upon the work that has been done.

Appendices

I. Material for Sustainability Projects Fund

A. Application to the SPF 'includes planned budget' [\[live link\]](#)

II. Focus Group

A. Call for Focus Group Advisors

Extending Seasonal Food Availability in the AMS: Focus Group for Pilot Workshop

Dear [name],

On behalf of the organizing team for the AMS Food Seasonality project, you are invited to participate in the focus group that will help guide the development of the AMS's food preservation workshops. You have been identified as an ideal participant by the organizing team due to your active interest and commitment to community and food system sustainability. The workshops in development are centered on extending the amount of local and seasonal food that AMS food outlets utilize and on engaging the UBC community in a culture of good food and food skills. Our vision is to create a format of food preservation workshops, hosted by AMS Food and Beverage, for the UBC community. The goal is to promote food preservation methods and make this operationally feasible in our food outlets.

We are in the process of refining the workshop's format and content, which is why we value your knowledge and background in food- and community-related initiatives and welcome you to join the discussion.

The focus group session will be 1-1.5 hours with a light lunch, during which we will gather input on workshop criteria such as participant cost; duration; fluidity/engagement; levels of canning difficulty; etc.

The focus group discussion will provide a special forum to explore what it takes to engage the diverse university community in food system issues and food skills.

If this opportunity interests you, please fill out the doodle attached in this email so that a date and time can be set.

<http://doodle.com/uexh5kr3hc6awpqp>

Sincerely,

Chiyi Tam and Olivia Shaw

AMS SEEDS Extending Seasonal Food Availability Coordinators

B. Focus Group Survey [\[live link\]](#)

C. Focus Group Presentation [\[live link\]](#)

III. Pilot Workshop

A. Invitation to Pilot Workshop

Eager to engage more with your food system? How about gaining sustainable food skills from a celebrity chef? **FOR FREE!**

You are invited to participate in the first ever **AMS CANNING WORKSHOP!**

This is an opportunity to learn:

- hands-on food preservation techniques;
- sound food safety practices;
- engage in discussions and solutions to create a more locally-sourced sustainable campus food system.
- **AND take home your very own jar of canned veggies!**

Because of your active commitment to campus community and sustainability, you've been recognized as an ideal participant for this FREE PILOT WORKSHOP. By participating and offering your feedback at the end, you will contribute to making this food preservation workshop a permanent AMS program open to the UBC community in the long-term.

WHEN: Thursday April 9, 4-6.30pm

WHERE: The AMS Commissary Kitchens

SPACE IS LIMITED - RSVP ASAP to secure your spot [by responding to this email!](#)

Thank you and we look forward to canning with you!

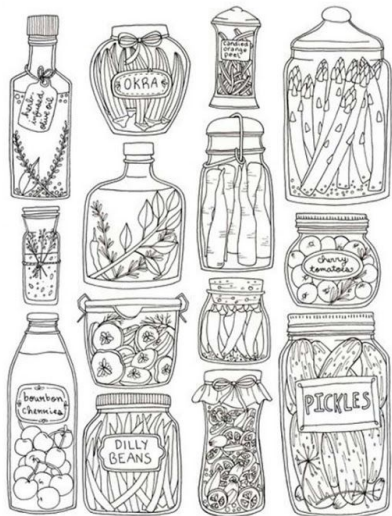
Chiyi Tam & Olivia Shaw

AMS SEEDS Project: Extending Food Seasonality Coordinators

with Ryan Bissell, AMS Executive Chef

B. Revised manual content [the photo below is the live link]

AMS EXTENDING SEASONALITY PROJECT
REFERENCE AND WORKSHOP MANUAL



AUTHOR: MEGAN SCHNEIDER
EDITED BY: OLIVIA SHAW, CHIYI TAM, RYAN BISSELL

THANK YOU!

For participating in the AMS Food Seasonality Project, this manual is for your reference to use after the workshop sessions you have attended. If you have questions, comments and suggestions regarding the project, they are always welcome at :
sustainability@ams.ubc.ca

About the AMS

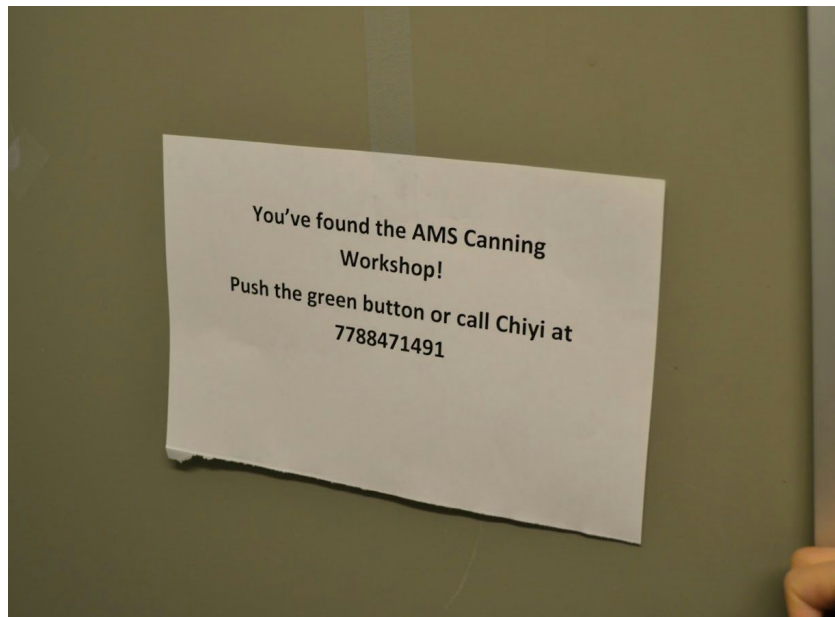
The Alma Mater Society is UBC Vancouver's Student Society. Our mission is to improve the quality of the educational, social, and personal lives of the students of UBC.

About AMS Sustainability

The AMS Sustainability office is a team of student staff in the AMS that oversees the implementation of all projects that the student society pursues to enhance it's operational sustainability.



C. Orientation Video sent to registered participants [\[live link\]](#)



D. Script for Video

Chiyi	Hi my name is Chiyi Tam
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Olivia	and my name is Olivia Shaw
Chiyi	We are the coordinators of the AMS Extending Seasonality Project.
Olivia	This is just a little video for you to know what to expect for your upcoming AMS canning workshop.
Chiyi	First of all, thanks for signing up. This is a really cool initiative from your student society and you would be part of making our food at the AMS more seasonal and in general, strengthening our food knowledge in the UBC community.
Olivia	Now we are going to show you how to get to the workshop, you are looking for the AMS commissary kitchens (shot of where it is)
Chiyi	Get here on time! In fact, 10 minutes early! We need to check you in and get some waivers out of the way. Bring an apron (or just wear something you don't mind getting wet).
Olivia	You need to make sure you don't miss the first portion of the workshop, which is a short presentation on all basics of food safety and home canning.
Chiyi	This is incredibly important, take notes to make sure you are able to can food that won't kill someone.
Olivia	At the workshop we will be giving you this printed manual to keep. We've also sent you a pdf version along with this video.
Chiyi	Feel free to read through it beforehand and come with questions for this part of the workshop.
Olivia	After that we will hand you over to Ryan!
Ryan	Hi! I'm Ryan, welcome to my kitchen I'll be leading the workshop. So expect to be standing around in the kitchen, following exactly what I'm doing. We'll be handling hot temperatures, boiling water and food that needs to meet very specific pH levels, so make sure you come prepared and alert, I don't want any of you getting tired and scorching yourselves.
Chiyi	After getting your hands wet and practising several jars you will get to keep one jar!
Olivia	That's it for now, we hope you now have a pretty good idea of what you signed up for. If you have any questions before the workshop just shoot us an email!
Team	See you in the kitchens!

E. Orientation presentation at beginning of workshop [\[live link\]](#)

F. Pilot Workshop Exit Survey

[Actual paper version shown here, [live link](#) to survey for data entry]

Exit Survey: AMS Food Seasonality Project – Pilot Workshop

Thank you for participating in our pilot workshop! We hope that the AMS Canning Workshops will become a permanent and semi-regular feature of the AMS Food Seasonality Project. In order to achieve this, we need your feedback to evaluate how we can realistically offer this programming in the long-run. Please ensure that you answer all the questions in as much detail as possible before you leave.

1. Please circle the UBC affiliation you most identify with:

Mark only one oval.

- Student
 Staff
 Faculty
 Other: _____

2. Level of experience in food preservation/canning:

Mark only one oval.

- Never
 Novice
 Experienced Amateur
 Professional / Certified

3. On a scale of 1 to 10, how would you rate the overall workshop?

Mark only one oval.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Were you satisfied with the amount of time allotted to canning theory and canning practice?

Mark only one oval.

- Yes
 No

G. Raw data of participant exit survey [\[live link\]](#)

H. Pilot Workshop Waivers



Club/Constituency General Membership Waiver Form
THE ALMA MATER SOCIETY OF UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER

RELEASE OF LIABILITY, WAIVER OF CLAIMS, ASSUMPTION OF RISKS

**BY SIGNING THIS DOCUMENT YOU WILL WAIVE CERTAIN LEGAL RIGHTS, INCLUDING THE RIGHT TO SUE
PLEASE READ CAREFULLY!**

**TO: Alma Mater Society of UBC
VANCOUVER,
RE: AMS Extending Seasonality Project**

ASSUMPTION OF RISKS

I am aware that taking part in this club activities may involve various risks, dangers, and hazards including the risk of personal injury, death, or property loss from various causes including but not limited to: overexertion or lack of physical fitness or conditioning, defective equipment, dangerous or unsafe environmental conditions, consumption of alcohol in a social setting, negligence on the part of other members or persons participating in this project's activities, or negligence on the part of the project and its executives, officers, agents and/or other representatives. I freely accept and fully assume all such risks, dangers, and hazards and the possibility of personal injury, death, property damage and loss resulting there from.

RELEASE OF LIABILITY, WAIVER OF CLAIMS

In consideration of the **AMS EXTENDING SEASONALITY PROJECT** permitting me to participate in its activities, I hereby agree as follows:

1. TO WAIVE ANY AND ALL CLAIMS that I have or may in the future have against this club, THE ALMA MATER SOCIETY OF UBC VANCOUVER, THE UNIVERSITY OF BRITISH COLUMBIA, their board of governors, directors, officers, employees, agents and representatives, (all of whom are hereinafter collectively referred to as "the Releasees") and TO RELEASE THE RELEASEES from any and all liability for any loss, damage, injury or expense that I may suffer, or that my next of kin may suffer as a result of my use of or my participation in his club's activities, due to any cause whatsoever, INCLUDING NEGLIGENCE, BREACH OF CONTRACT, OR BREACH OF ANY STATUTORY OR OTHER DUTY OF CARE, INCLUDING ANY DUTY OF CARE OWED UNDER THE OCCUPIERS LIABILITY ACT, R.S.B.C. 1996, c. 337, ON THE PART OF THE RELEASEES;
2. This Agreement shall be effective and binding upon my heirs, next of kin, executors, administrators, assigns and representatives, in the event of my death or incapacity;
3. This Agreement shall be governed by and interpreted in accordance with the laws of the Province of British Columbia; and
4. Any litigation involving the parties to this Agreement shall be brought within the Province of British Columbia.

In entering into this Agreement I am not relying upon any oral or written representations or statements made by the Releasees other than what is set forth in this Agreement.

I have read and understand this agreement and I am aware that by signing this agreement I am waiving certain legal rights which I or my heirs, next of kin, executors, administrators, assigns and representatives may have against the releasees. Additionally, I understand that if I am of legal age (age of 19 and above) then I am eligible to sign this waiver myself. But if I am under the age of 19, I must have this form signed by a parent or legal guardian.

Date: 9 April 2015

*I hereby attest that by checking this box I agree to all the terms mentioned above.

Student Number

Please Print Name of Guest

AMS Finance Commission: <http://www.ams.ubc.ca/fincom/>