

UBC Social Ecological Economic Development Studies (SEEDS) Sustainability Program

Student Research Report

Building Food Skills and Knowledge through Campus Workshops

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University of British Columbia

LFS 450

Themes: Food, Community, Wellbeing

April 11, 2019

Disclaimer: "UBC SEEDS Sustainability Program provides students with the opportunity to share the findings of their studies, as well as their opinions, conclusions and recommendations with the UBC community. The reader should bear in mind that this is a student research project/report and is not an official document of UBC. Furthermore, readers should bear in mind that these reports may not reflect the current status of activities at UBC. We urge you to contact the research persons mentioned in a report or the SEEDS Sustainability Program representative about the current status of the subject matter of a project/report".



Building Food Skills and Knowledge through Campus Workshops

University of British Columbia

April 11, 2019 Final Report

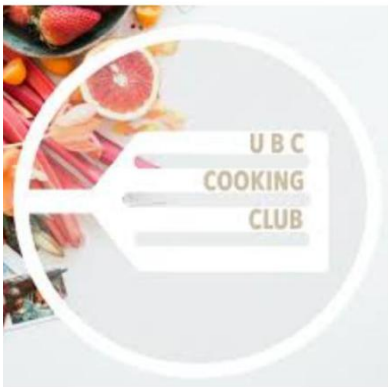
By Sherman Lee, Ingrid Zeng, Lynn Tung and Odette Hobbis



(Sprouts, 2019)

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Workshop Stakeholders:



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Students prepare vegetables for Bibimbap at a UBC Cooking Club workshop (UBC Cooking Club, 2018)



Sprouts (Sprouts, 2019)

Food literacy can be defined as an individual's ability to source, prepare, and consume healthy, safe, and nutritious food (Cullerton et al. 2015; Vidgen et al. 2014). Food literacy is an aggregated definition that encompasses components of food security, food skills and nutritional knowledge and is altered and mediated by environmental, social and cultural factors (Cullerton et al. 2015; Vidgen et al. 2014). Food insecurity is common on post-secondary campuses (Silverthorn, 2016). The statistic of Meal Exchange shows that 39% of students surveyed at 5 Canadian universities

experience food insecurity while in school (Silverthorn, 2016). Common concerns are related to quality, nutrition content, and budgeting for food and are said to be affecting the mental and physical health of the participants. The USDA defines food insecurity as inadequate food access due to income or other social conditions (Public Health Report, 2016). Under current trends of neoliberalization in higher education institutes, as well as the increase in student debt in the past decade (Goodnight et al., 2014), university students are likely to fall under this category due to both economic stress and food skill limitations. Our project purpose was focused on understanding how to build students' food skills and knowledge through campus workshops and to address the issues surrounding food literacy on UBC campus. Our objectives included building an inventory of workshops available to students on campus (via this report, or an online calendar), conducting a community survey

to baseline food literacy at UBC, conducting a stakeholder survey to baseline workshop operational limitations/assets, identifying and addressing any overlaps and gaps between stakeholder workshops, and providing our stakeholders with recommendations to enhance campus food literacy.

We conducted two surveys to gain better understanding of the workshops available at UBC. The first survey was a stakeholder survey where we compiled a list of stakeholders that are currently running workshops and surveyed them through email. Returning surveys suggested that the major challenge faced by stakeholders are difficulties in maintaining attendance and participation, followed by troubles in acquiring funding and equipment.

The second survey was a community survey, where we surveyed 89 students in the UBC community on their self-perceived levels of food literacies, as well as their workshop experiences, preferences and their opinions and expectations on these

workshops. While only one student out of the surveyed 89 reported to have participated in workshops, many students reported interest and high willingness to participate. Surveyed students however, reported limited knowledge on the available workshops on campus.



UBC Wellness Centre in the Life Building (UBC Wellness Centre, n.d.)

Among the surveyed students, a weak positive correlation between food literacy levels and willingness to attend workshops has been identified; suggesting students who are more food literate are more likely to attend campus workshops. This posed a major question: what limits non food literate individuals from attending workshops to gain better skills? We found a weak positive correlation between food

literacy and willingness to pay for workshops; suggesting cost may be one of many factors limiting self-reported food illiterate people from attending workshops. Some trends regarding specific student demographics (e.g. international vs. local status) and willingness to participate in and pay for workshops are also identified; suggesting workshops stakeholders should focus on advertisements to the international student body as they are both more likely to be food insecure while also more interested in attending workshops. More statistical data is required to prove these relationships.

Focusing on the stakeholder reported difficulties in maintaining attendance and

participation as well as the community reported lack of knowledge on workshops, we suggest that advertising and promotional efforts on these workshops should be improved to increase students' knowledge of these events. Stakeholders are also encouraged to collaborate with each other, where the sharing of equipment and facilities may be able to relieve some difficulties faced by stakeholders. Further research on the factors limiting food literacy levels and the willingness to participate in workshops are also encouraged as the results can help our stakeholders identify their target audiences.

1. INTRODUCTION

1.1 RESEARCH TOPIC



Uramaki from a UBC Cooking Club workshop (UBC Cooking Club, 2019)

Food literacy can be defined as an individual's ability to source, prepare, and consume healthy, safe, and nutritious food (Cullerton et al. 2015; Vidgen et al. 2014). Food literacy is an aggregated definition that encompasses components of food security, food skills and nutritional knowledge and is altered and mediated by environmental, social and cultural factors -Fig 1. (Cullerton et al. 2015; Vidgen et al. 2014).



Fig 1. Food Literacy as defined by Cullerton et al. 2015; Vidgen et al. 2014.

Poor dietary practices are often observed among students on campuses (Navarro-Prado et al., 2017). There are a number of hypothesis for why this occurs, some of which are related to socio-economic status and lack of food skills and knowledge (Martinez-Lacoba et al., 2018). AMS Food Bank on UBC campus already addresses food insecurity issues through providing up to 6 visits to their food bank per student per term (AMS Food bank, n.d.). Various grants and financial support programs at UBC are available through Student Financial Services for students struggling economically. Food skills and knowledge on the other hand, is something that requires time to learn. The SEEDS

(Social Ecological Economic Development Studies) Sustainability Program at UBC initiated the UBC Food Systems Project; one of their eight top priorities is food knowledge and food skills (UBC Sustainability, n.d.). A Food Asset Map is provided on their website to showcase available food-related resources and several groups at UBC are potentially enhancing student food literacy skills by providing food literacy workshops: UBC Wellness Center, Roots on the Roof, Sprouts/Seedlings, Cooking Club, Food Science club, LFS Undergraduate Society, Agronomy Garden, UBC Farm, International student groups. Amidst all these initiatives, it remains unclear to what extent these workshops impact student's food literacy skills. There are redundancies among these workshops due to a lack of communication between stakeholders. Additionally, it is unclear if they are effectively meeting the needs of the

undergraduate student body. The goal of this study is to therefore improve UBC workshop effectiveness in meeting food literacy shortages on campus. Because lack of food skills and knowledge is common among many universities, the recommendations of this report are scalable to other institutions.



Chinese Lionhead Meatballs and vermicelli (UBC Cooking Club, 2019)

Equipping university students with proper food knowledge and skills and teaching them about food literacy is an opportunity to advance the broader United Nations Sustainability Goals of: Zero-Hunger, Good Health and Well-being, Quality Education, Reduced Inequalities, Responsible Production and Consumption, Climate Action, and create Peace, Justice and Strong Institutions. Such changes in the food choices of the student population has the potential to alter socio-economic aspects of the future global food system, resulting in paradigm shifts where sustainable choices and practices are more accepted or sought after (Kingsolver, 2007).

This project's efforts aligns with several sustainability goals set by UBC including the Food Systems Project (UBCFSP) and the UBC Wellbeing Strategy -Food and Nutrition target of Zero-Hunger. Goals of the UBCFSP include: coordination and facilitated understanding between

official and community food-related services and activities and addressing opportunities in the UBC food system.



Poutine (UBC Cooking Club, 2018)

The deliverables of this project can also act as a model of reference for other communities at potentially larger scales beyond the campus environment. For example, the Vancouver Food Asset Map (VFAM), can perhaps draw upon our efforts and look into providing further information on the events hosted by vendors and communities that agree to be listed on the map. Currently, the VFAM only provides a list of locations that provide food-related services and activities but carries no information on event details. In this case,

introducing an initiative similar to this project can help coordinate the numerous groups and communities in Vancouver that provide food-related services and activities, hopefully through which service efficiency would be enhanced.

This project involves and concerns multiple groups and communities affiliated with UBC, including but not limited to students, campus services, community gardens, clubs, the UBC Farm, and student-led interest groups. If our recommendations are taken into consideration, it is very likely that this project will make direct impacts on different components of the campus food system and potentially advance campus-wide and global sustainability goals.

1.3 PROJECT CONTEXT

This project was conducted within the context of UBC. According to the UBC 2016/2017 annual report on enrolment, 46,000 people were enrolled as undergraduate students, about 23% of which were international students. Within the international student body, the majority of students come from China (36%), United States (11%), India (6%), Korea and Japan (6%). Although this project was conducted locally, clearly based on the diversity of students attending UBC; this project has far reaching consequences both locally and internationally.

1.4 PROJECT GOALS AND OBJECTIVES

The overarching goal of our research is to encourage the development of greater food literacy skills and knowledge for UBC students and to encourage the practice of culturally relevant, environmentally and economically sustainable food consumption. Contributors to this overarching goal include workshop stakeholders, our research team (LFS 450 undergraduate students), and the Social Ecological Economic Development Studies (SEEDS) team.

A breakdown of our objectives are as follows:

1. Enhancing communication pathways between stakeholders who provide food skills and knowledge workshops:

- Enhance coordination of content offerings by workshop stakeholders
- Enhance workshop content and format quality by providing a means for stakeholders to share information on what is/isn't working and

- Identify opportunities for future collaborations to foster a more coordinated approach between stakeholders

2. Enhancing communications pathways between stakeholders who provide food skills and knowledge workshops and their participants:

- Allow stakeholders to better understand their participant demographics
- Allow stakeholders to better meet the needs and interests of their participants
- Increase participant turnout and food skills and knowledge on campus
- Reduce food waste associated with poor participant turnout



(Agronomy Garden, 2019)

2. RESEARCH APPROACH / METHODOLOGY



(UBC Farm, 2016)

2.1 RESEARCH METHODOLOGY

This project took a Community Based Participatory Action Research (CBPAR) approach (Burns, Cooke, & Schweidler, 2011). The primary stakeholders worked collaboratively along with the team throughout the process, from situational assessment, to developing community surveys, to analysis and dissemination of findings. This approach ensured that the project framework can address the practical concerns of the organizations that hold food literacy workshops and aim to fundamentally

change the way students study and live on UBC campus in the future.

2.2 RESEARCH METHOD

Both qualitative and quantitative research were used to gather information on current food literacy workshops held at UBC. The research was completed in two parts, using primary and secondary research. First, we conducted a literature review. Then we administered two surveys, one community survey for students and another to our stakeholders.

SECONDARY DATA COLLECTION

The secondary data collection mainly consisted of a literature review of the topic, attempts were also made to compare and contrast our findings against studies of similar background, scope, and topic. The UBC Library website was used to find relevant reports and articles. Important keywords utilized when searching the literature included: food literacy, food security, university students, food skill, and nutrition knowledge.

PRIMARY DATA COLLECTION

For primary data collection, two surveys were created using UBC survey tool (qualtrics). The community survey was created to gather data on UBC students. The survey had two goals, one was to assess the average level of food skills, nutritional knowledge, and food security self-reported by UBC students. The second was to collect information on the engagement level of UBC student with food literacy workshops. . The first part of the online survey consisted of demographic questions such as year level and gender. Further questions covered topics such as self-reported nutrition knowledge, cooking skills, and food security. In addition, students were asked about food literacy workshops currently available on campus. A twenty-five-dollar gift card giveaway was used as an incentive to obtain results. Students were given the option to enter an email address for the draw. Data was collected over the course of two days, both on Friday at around noon.

(See Appendices 1.1).

The second survey was also in electronic format. It was administered to our clients via email due to difficulties arranging a focus group with all the stakeholders. Data was collected from February 17, 2019 to February 24, 2019. With a hundred percent response rate, the sample size was 5. The selected participants were either one of the stakeholders from the initial project description list or one that's recommended by our stakeholder and is currently providing food literacy workshop. Questions from this survey were more open-ended and asked about the state of current food literacy workshops. (See Appendices 1.2).



UBC Farm workshop schedule (UBC Farm, 2015)

3.1 COMMUNITY SURVEY

Overall, 89 students participated in the survey. The sample included 75% of domestic students and 25% of international students. The greatest proportion of students are from the Faculty of Science and the Faculty of Arts, remaining students are from the other faculties and graduate programs.



Fig 2. UBC students classified by domestic or international and by faculty.

Each student was asked to self-report their level of food skills, nutritional knowledge, and food security on a scale of 1-10, where 10 was “very good”. The responses were analyzed and graphed to an aggregated line-graph. The result showed a left-skewed distribution and similar trend was found in all three parameters. From the graph, we can conclude self-rated food literacy level on UBC campus is high as the three parameters are considered to collectively define food literacy in the literature (Cullerton et al. 2015; Vidgen et al. 2014). The food literacy level is high in comparison to other university students in Iran, Spain and South Africa (Azadbakht and Esmailzadeh, 2012, Senekal et al., 2016, Navarro-Prado et al., 2017)¹.

Despite high self-reported levels of food literacy, there is still an estimation of 40% of individuals who self-reported to have low levels of food literacy (literacy below 6). These results align with a 2016 report conducted by the national non-profit Meal Exchange who surveyed 5 universities across Canada and found that 40% of Canadian university students reported to be food insecure (Silverthorn, 2016).

¹ Note: these studies were quantitative health studies, our results were self-reported and could indicate a disproportionately positive indication of student health.

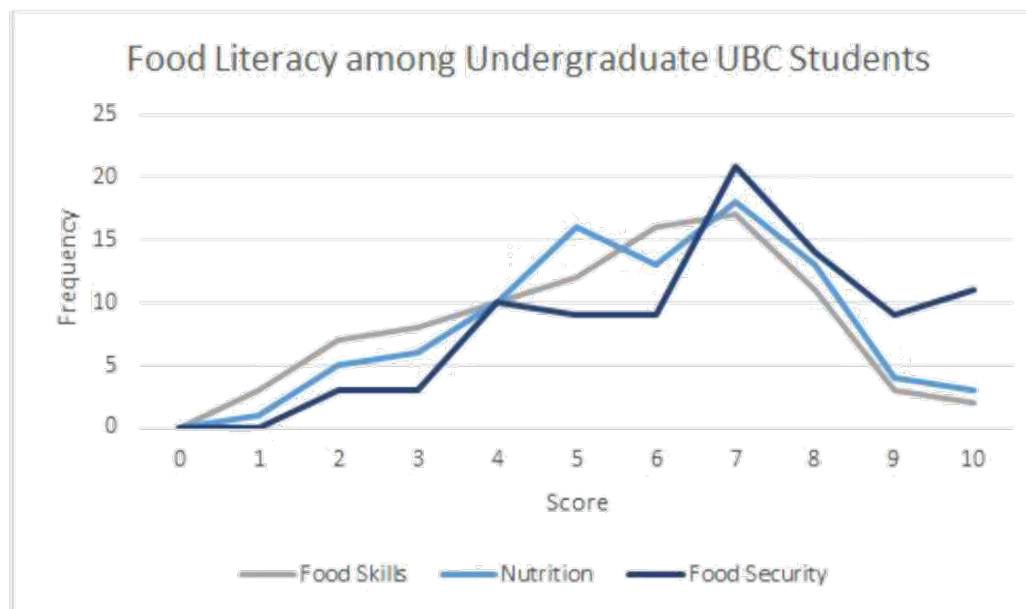


Fig 3. Self-reported food literacy levels (10 being high) among undergraduate UBC students. Food literacy was measured by three categories: food skills, nutrition knowledge, and food security.

The questions regarding the engagement level of UBC students with food literacy workshops revealed that students generally had never attended food literacy workshop (88 of the 89). The reason for not attending varied. 80% of students within the high food literacy category and 76% of students within the lower food literacy category reported that they did not know about the workshops. 14% of students from the food literate and food illiterate groups said they had no time, only 6% of students were not interested. Of the people (from food literate and illiterate groups) who didn't know about the

workshops, 87% showed willingness to attend a food literacy workshop. the most attractive workshop types are cooking, nutrition knowledge, follow by growing food. To conclude, there is a general interest for food literacy workshops, but the limiting factor for attending among the food literate and illiterate is a lack of proper advertisement or promotion for this type of activity on campus (Fig 4 and 5 below).

In addition, we asked students how much they are willing to pay for a food literacy workshop, many reported they would attend at the low cost of \$0-5, but

interestingly, majority said they would pay up to \$10. And lastly, 89% students responded that they are interested to see an aggregate food literacy workshop calendar.

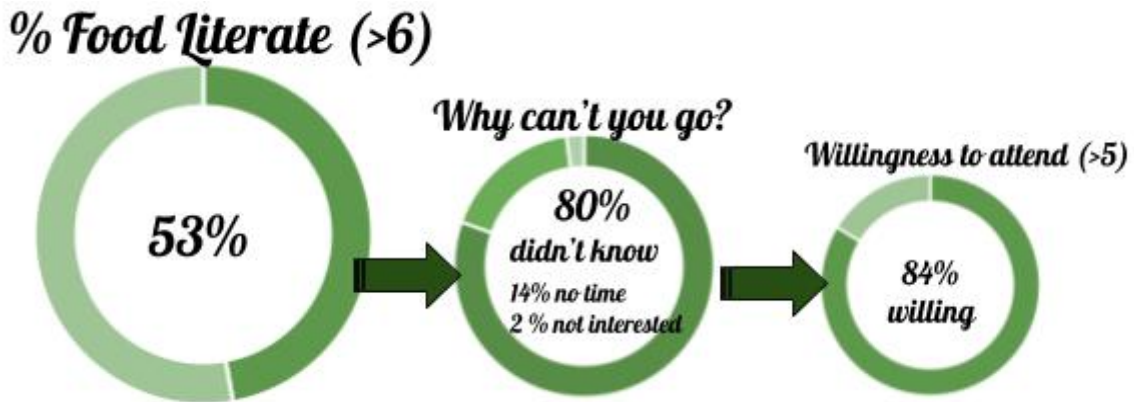


Fig 4. Proportion of UBC students who are food literate, their reasons for not attending food literacy workshops, and their willingness to attend in the future.

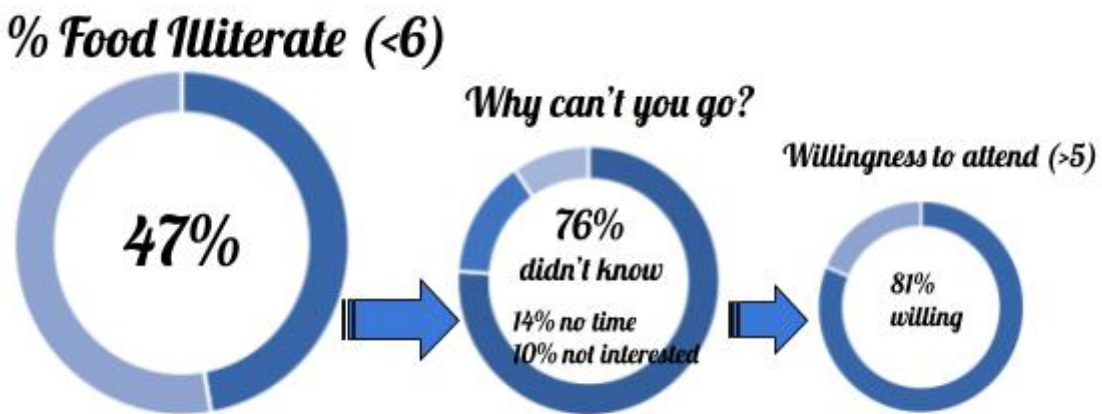


Fig 5. Proportion of UBC students who are food illiterate, their reasons for not attending food literacy workshops, and their willingness to attend in the future.

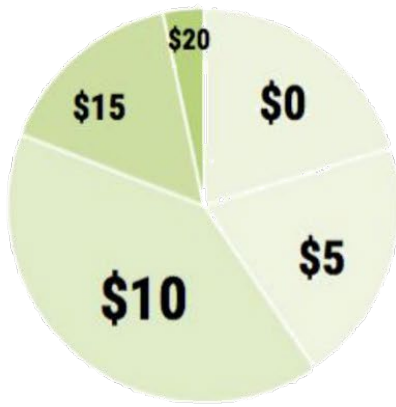


Fig 6. Maximum cost students are willing to pay for a food literacy workshop.

We then wanted to understand more about the differences between the food literate and food illiterate populations at UBC. We asked the question: is willingness to gain more food skills dependent upon peoples self-reported level of food literacy? We found that yes, willingness to gain more skills was weakly positively dependent upon



Fig 7. Most popular food literacy workshop type

level of food literacy; Fig 8. ($R^2=0.15$). In fact, this relationship was stronger among the food illiterate (below 6 literacy) This has important implications for food literacy as a whole at UBC and for stakeholder revenue which will be explored further in the discussion section.

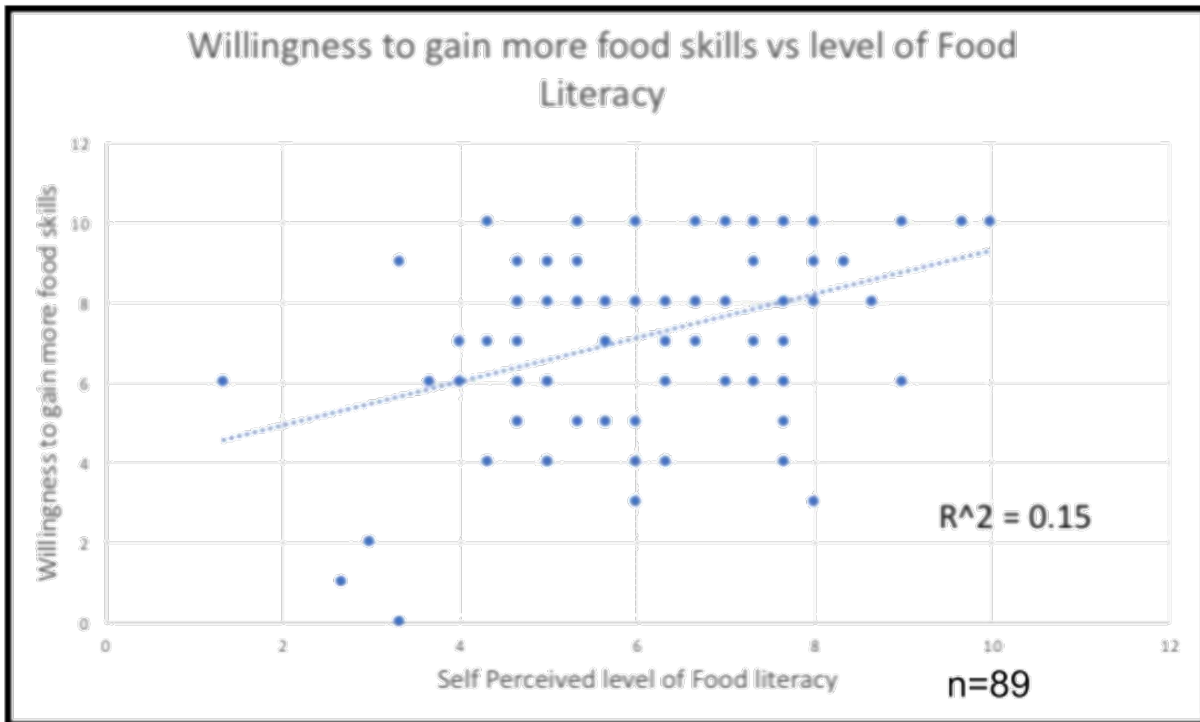


Fig 8. Self-perceived levels of food literacy compared to willingness to gain more food skills.

We then asked the second question: does the price people are willing to pay for workshops depend on their level of food literacy? Interestingly, we found no relationship between the amount people were willing to pay for workshops and their self-reported level of food literacy when we analyzed all 89 participants (Fig 9.). However, when we just looked at the food illiterate proportion of the population (below 6), we found a weak positive relationship between willingness to pay and level of food literacy; Fig 10. ($R^2=0.1$).

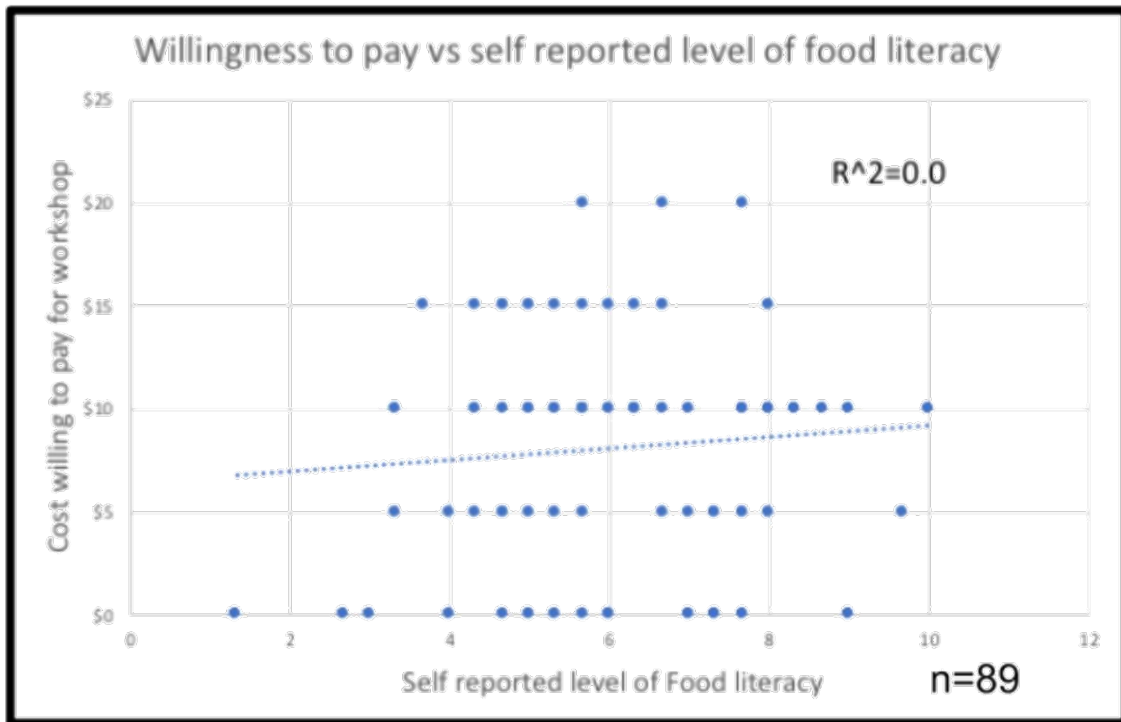


Fig 9. Self-reported food literacy levels compared to the maximum amount of money students are willing to pay for a food literacy workshop.



Fig 10. Self-reported levels of food literacy compared to the maximum amount of money students are willing to pay for a food literacy workshop among food illiterate students (self-reported score of less than 6).

When we looked deeper into the data and compared demographic differences, we found international students were slightly more willing to participate in food literacy

workshops than domestic students (the sample size for international students was small: $n=22$, and we did not do statistics for small sample means, so these are just

trends). Additionally, when looking at level of food security by student demographic, we found that there were a slightly greater proportion of international students within the medium-low range of food security than

domestic students. This has important implications for stakeholders that will be elaborated on in the discussion section below.

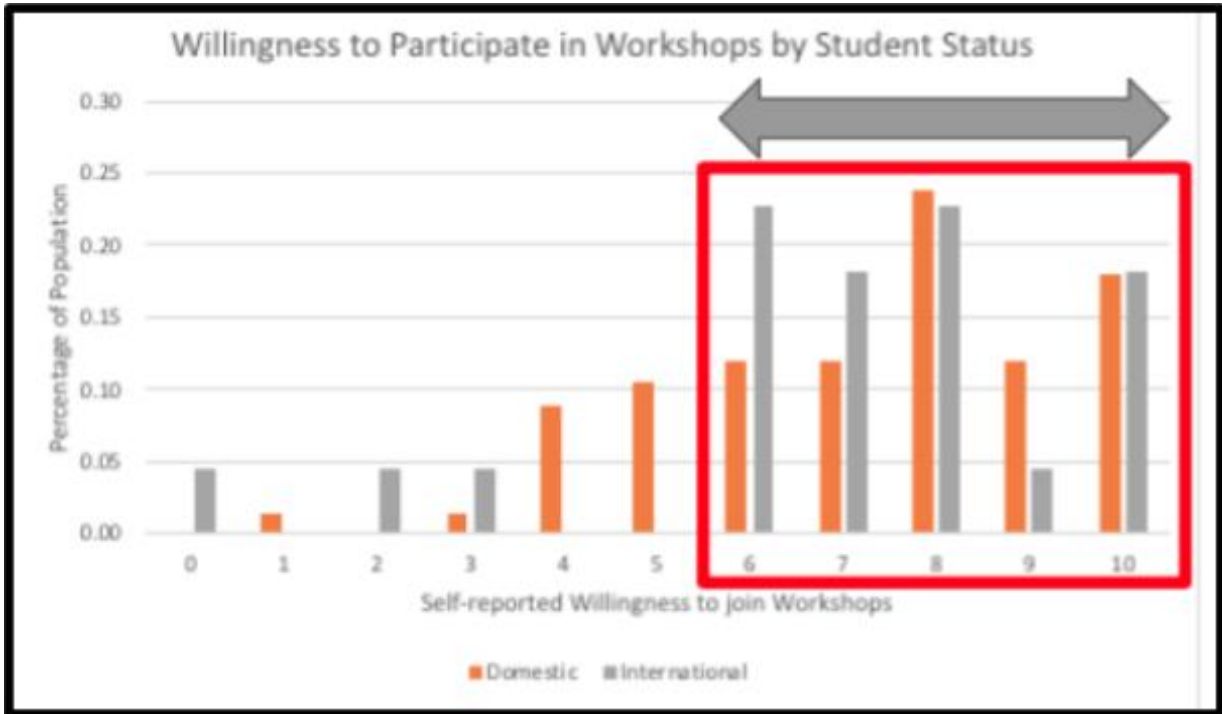
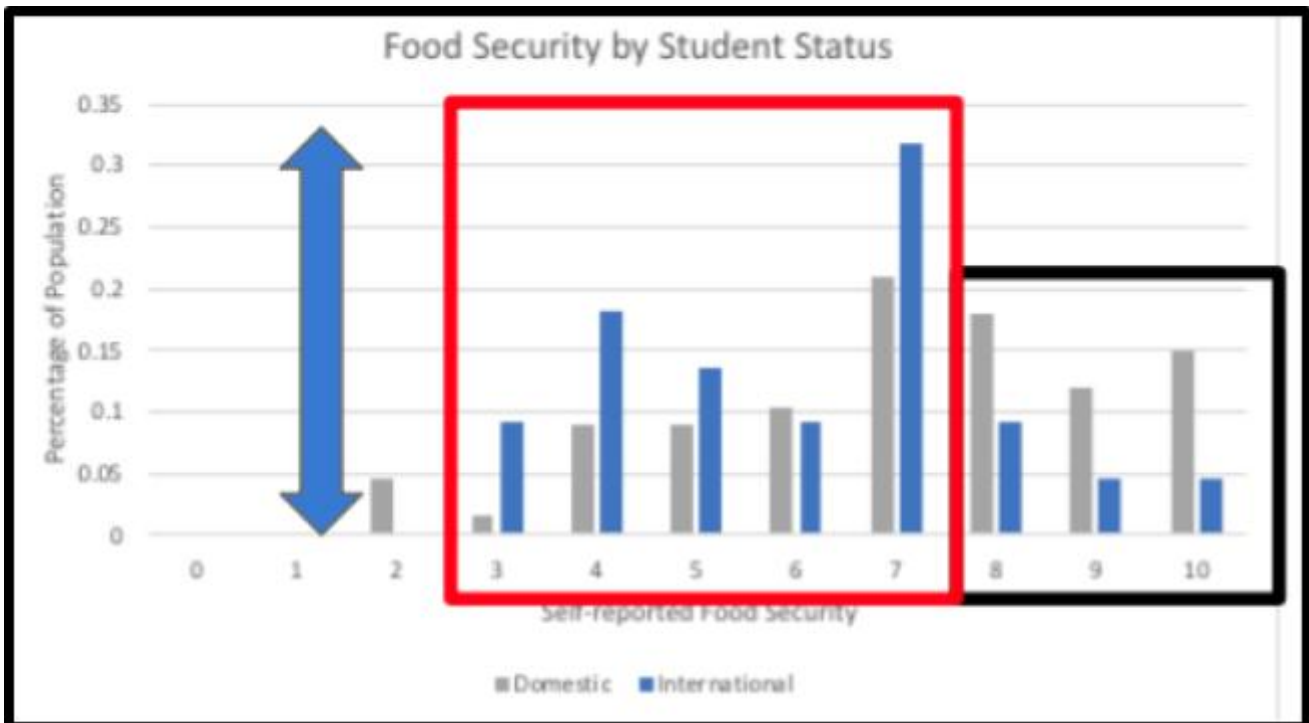


Fig 9. Proportion of students' willingness to participate in food literacy workshops (10 being high) categorized by domestic or international status.



3.2 STAKEHOLDER SURVEY

For the stakeholder survey, 5 responses were received from fellow stakeholders. Common challenges faced by fellow stakeholders include finding and maintaining equipment, funding for workshops, and maintaining participation numbers. Meanwhile, the success for workshops are mainly attributed to good program planning, and relevance with the participants' needs and interests.

The challenges and opportunities reported by our fellow stakeholders aligned with the findings from a relevant study by Markow et.al (2012) which was sourced as a secondary research piece. Markow's study looked at how school based cooking programs affected food literacy. The study reported on some challenges faced by program organizers, including the lack of effective program evaluation, limited funding and resources, lack of coordination between

interested parties, and limited participation.

The study also identified some elements that supported program success, which included integration with curriculum, access to adequate funding and staff, and activities directed at enjoyment and interest. The challenges and opportunities reported in the study are very similar to those reported by our stakeholders in our stakeholder survey.

Regarding opportunities for collaboration and cooperation between stakeholders, we found that stakeholders are somewhat aware of each other as most reported knowledge on numerous food literacy assets and organizations in campus. 4 out of 5 stakeholders utilize social media as a form of promotion for their workshops and activities. All stakeholders reported interest in further collaboration and coordination of workshop information with each other through a public platform.

4. DISCUSSION



Summer 2018 Expansion Project (Agronomy Garden, 2018)

The discussion section will be used to elaborate on our findings so the results can be generalized to the whole UBC student body to help stakeholders with workshop planning. Focus is on learning more about how food literacy levels can be enhanced on campus.

First, people's self-perceived levels of food literacy (measured in our study as an aggregate of three different parameters: self-reported level of nutrition

knowledge, food skills, and food security) are been examined. Food literacy versus food illiteracy was proportioned at about 60:40. The most frequent reported limit to workshop attendance among both groups was not knowing the workshops existed, followed by not having enough time to attend.

For the 40% of undergraduate UBC population that are food illiterate, we studied the cost to see if it is also a limiting factor that creates barrier for them to attend food literacy workshops. There is a very weak positive relationship between food illiterate people's willingness to pay for workshops and their self-reported level of food security (Fig 10.). Suggesting that cost limits people with low food literacy from attending workshops in some degree. This relationship was not apparent among the food literate as expected.

When comparing food literacy versus willingness to attend, there was a positive relationship between people's level of self-perceived food literacy and their willingness to gain more food skills (with statistical significance occurring at $R=0.3$). This suggests that people who have a higher level of food literacy are more likely to attend food literacy workshops on campus; either because they have more money, time or are simply more motivated. This has fairly profound implications for stakeholders and SEEDS. Assuming that stakeholders are tailoring their workshops to meet the needs of their participants, it suggests that overtime, workshops may become more and more specialized to favour the food literate demographics needs at the cost of attracting people with lower levels of food literacy. Interestingly, we can already see this trend manifesting at UBC and beyond. We postulate that this may ironically reinforce a gap between the food literate and food illiterate demographics at UBC. To mitigate this, we propose

stakeholders collaborate and diversify the types/cost of workshops offered at UBC (see recommendations price chart).



Bibimbap (UBC Cooking Club, 2018)

When we looked deeper into our data, we found some differences between domestic and international student groups. Although we cannot say definitively that these results are statistically significant because the number of international students we sampled was 22, we can report on trends. International students reported slightly higher willingness to attend food literacy workshops than domestic students and they also self-reported slightly lower levels of food literacy than domestic students. This poses an opportunity for both stakeholders and SEEDS: suggesting that stakeholders could benefit from international

students' willingness to attend workshops and SEEDS benefiting through enhancing campus food literacy levels and meeting their quota for student well-being.

When comparing the cost students were willing to pay for workshops, we found that the most popular price was \$10. When conducting a price elasticity analysis (Recommendations Section), we found that for every \$5 increase in workshop cost, there was a 20% decrease in participant

willingness to attend the workshops.

Assuming a 20-person workshop capacity, stakeholders can expect to make the most revenue at the \$10-15 price bracket.

When we asked all 89 students which types of food literacy workshops they would prefer, the majority said cooking workshops were their most preferred, followed by nutrition workshops, then gardening workshops.

5. CONCLUSION



Confit byaldi recreated from the film *Ratatouille* (UBC Cooking Club, 2019)

Based on our results, we conclude that the main barriers to attending workshops among the food literate and food illiterate is not knowing that the food literacy workshops exist. The next barrier to attendance among the food literate and food illiterate was not having enough time to attend workshops. Workshop cost was slightly limiting attendance among the food illiterate, but not food literate. Additionally, psychological barriers may be inhibiting people with low levels of food literacy from attending workshops due to the

concentrated nature of specialist workshops tailored towards people who have higher food literacy. We recommend that in order to close the gap between the food illiterate and food literate at UBC, cost and psychological barriers to attendance will need to be addressed. Additional psychological barriers not explored fully in our research are cultural barriers to attendance. It may be that certain cultures aggregate in certain clubs; reinforcing stereotypes and psychologically limiting some people from attending workshops. Lowering the barriers to attendance could be achieved if stakeholders collaborate and plan to diversify the price and workshop niches that they inhabit so that people at all levels of food literacy and cultural background will be willing and able to attend workshops (See pricing chart under Recommendations).

Top priority for all stakeholders should be to advertise their workshops, and

coordinate among one another to have workshops at different and more frequent times throughout the year in order address the issue of students not having enough time to attend. This objective could be met

through a publicly accessible online food literacy calendar.

6. RECOMMENDATIONS



(UBC Farm, 2019)

6.1 ACTION AND IMPLEMENTATION

STAKEHOLDER PRICING RECOMMENDATIONS

Because we reported finding a positive relationship between students willingness to attend workshops and levels of food literacy this led to the problem that stakeholders may be pressured to tailor their workshops to a specialist audience in order to generate greater revenue and as a result, may not be adequately addressing food illiteracy issues on campus. We recognize that workshop turnout was a concern for some stakeholders and workshop cost and revenue are important

factors that stakeholders must consider if they want to maintain their long-term economic feasibility. To find a solution to these opposing concerns we have assembled a price elasticity table. This table was formed based on the assumption that all people who want to attend food literacy workshops (among the literate and illiterate) know that the workshops are happening. This table also was created assuming 20-person maximum workshop capacity. At a workshop cost of \$0, we can see that there should be a 100% turnout assuming all who want to go know about it. Workshops that are free for the community

have the greatest potential to address food illiteracy issues on campus, however we recognize that not all stakeholders can afford to provide free workshops. UBC Wellness Centre is probably the best prepared stakeholder to offer free food literacy workshops as they get funding from UBC. A \$5 workshop cost seems reasonable for Agronomy Garden, since gardening costs are generally low and these workshops focus more on community building rather than returning profits. A \$10 price range is optimal for a stakeholder such as Sprouts because they focus on both enhancing community food literacy while also needing to generate revenue to maintain their operational costs. \$15 workshop cost is the optimal price if stakeholders want to make the most profit (revenue is the same as \$10, but costs will be cheaper due to lower turnout, resulting in greater profit). \$15 may be a suitable range for a club such as the cooking club, as the cost of running their workshops is generally greater due to the fact that they rent out a

kitchen for \$80/hr. The UBC Farm is pricing its workshops within the range of \$20 or over. Based on our undergraduate price elasticity chart, this is not a price level that is adequately addressing food literacy issues for students on UBC campus. UBC Farm workshop participants are likely coming from a different, highly specialized, working demographic. If the UBC Farm wants to be more inclusive to the undergraduate UBC community, we recommend they price some of their workshops at \$10 and have workshops that are less specialized and focus more on building general healthy lifestyle and eating habits.

Sprouts and the Cooking club have the greatest undergraduate workshop turnout among all of our stakeholders, and are therefore better positioned to meet food literacy issues on campus. We recommend that other groups with smaller turnout (such as the Wellness Centre and Agronomy Garden) collaborate with them to access their student capital in exchange for a greater diversity of food literacy pedagogical

options. Based on a general assessment, we identify that Sprouts has a greater focus on locally sourced and sustainable foods than the Cooking club does, whereas the cooking club has a greater focus on culturally relevant foods and forming collaborations with the international student body. Both are important aspects of food literacy; and we believe that each club has something they can learn from the other.

We therefore recommend that Sprouts

reach out to the the international student body, as this is something that the Cooking Club has done and they have found that it enhanced their turnout (and likely food literacy on campus). Conversely, we recommend that the cooking club integrate pedagogical information in their workshops focused on sustainability and local food consumption as this something that Sprouts does with success.

Pricing Recommendation Chart:






Cost of workshop	Percent of people willing to attend	Number of people willing to attend	Revenue	Benefit to community vs stakeholder	Food literacy vs revenue	Recommended types of workshops	Stakeholder niche
\$0	100%	20	\$0	Community		Nutritional Knowledge	Wellness Centre
\$5	80%	16	\$80	Community > Stakeholder		Cooking Skills, Growing Food, Nutritional knowledge	Agronomy Garden
\$10	60%	12	\$120	Both			Sprouts
\$15	40%	8	\$120	Stakeholder >Community		Cooking Skills	Cooking Club
\$20	1%	1	\$20	None		Specialist	UBC farm

Fig 13. Recommended cost of admission for food literacy workshop compared to amount of people willing to attend, revenue, workshop types, and stakeholders.

ACTION

Immediate Action Recommendations:

1. Advertise workshops
2. Approach International Students

3. Increase collaboration among stakeholders and share equipment to reduce operating costs

Intermediate Actions Recommendations:

1. More funding from UBC has been requested from some stakeholders

2. Recruitment of people to help facilitate workshops
3. Maintain an online public calendar to showcase all available food literacy workshops

6.2 FUTURE RESEARCH

Future Research Recommendation:

1. Stakeholders should conduct participant surveys to gauge how they can improve their workshops and share these surveys among other stakeholders to help one another
2. SEEDS should try to conduct research to better understand the proportion of the UBC student body that are reporting low levels of food literacy. What is inhibiting them from gaining better food literacy?

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APPENDICES

1.1 Community Survey

1. Which faculty are you from?
2. What year are you in?
3. Are you a domestic or international student?
 - a. Domestic
 - b. International
4. What is your gender?
 - a. Female
 - b. Male
 - c. Non-binary
5. On a scale of 1-10: - How would you rate your cooking skills?
6. On a scale of 1-10: - How would you rate your nutritional knowledge?
7. On a scale of 1-10: - How would you rate your food security (ability to supply adequate amounts of nutritious food to yourself)?

8. On a scale of 1-10: - What is your willingness to gain better food literacy skills?
9. Have you ever attended a food literacy workshop at UBC?
 - a. Yes
 - b. No
10. How did you hear about them?
 - a. Word of mouth
 - b. Social Media
 - c. Email
 - d. Other (type response)
11. Who hosted it?
12. What was your barrier to attending?
 - a. Didn't know about it
 - b. No time/schedule conflicts
 - c. Not interested
13. Would you attend any of these in the future?
 - a. Workshop to learn more about nutrition
 - b. Class or community kitchen to help build your food skills
 - c. Workshops on growing your own food
 - d. None
 - e. Other (type response)
14. What would be the maximum price you are willing to pay for a food literacy workshop?
 - a. \$0
 - b. \$5
 - c. \$10
 - d. \$15
 - e. \$20
15. If UBC had an online calendar showcasing all available food literacy workshops, would that make it more likely you would attend?
 - a. Yes
 - b. No
16. Please enter your email if you would like to enter a draw to win a \$25 gift card
 - a. (Enter email address)

1.2 Stakeholder Survey

1. Please tell us below which club/centre you represent
2. What types of workshops do you provide for students that address "Building food Skills or Food Knowledge" ? (Select all that apply)
 - a. Cooking
 - b. Nutrition
 - c. Gardening
 - d. Other
3. If you offer more than one workshop, which ones were the most popular?
 - a. Cooking
 - b. Nutrition
 - c. Gardening
 - d. Other
4. Why do you think this workshop was popular?
5. How frequently do you offer these workshops each year?

- a. Once a week
 - b. Once every two weeks
 - c. Once a month
 - d. Once a term
 - e. Other
6. How many people on average attend these workshops?
- a. 0-10
 - b. 11-20
 - c. Other
7. How much do you charge per workshop?
- a. No fee
 - b. Between \$1-5
 - c. Between \$6-10
 - d. Between \$11-15
 - e. More than \$15
8. Where do you conduct workshops?
9. What equipment/facilities do you use?
10. Are there equipment/facilities you would like to have to be able to conduct your workshops smoothly?
11. What has worked well in your workshops?
12. What are some challenges when conducting your workshops?
13. What other workshops are you interested in hosting?
14. Are there barriers preventing you from hosting them?
15. Do you have sponsors to help provide for your workshops?
- a. Yes
 - b. No
16. How do you promote your Workshops? (Select all that apply)
- a. Facebook
 - b. Twitter
 - c. Instagram
 - d. Email
 - e. Word of Mouth
 - f. Posters
 - g. Other
17. What time in the day do you have your workshops? (Select all that apply)
- a. Morning
 - b. Afternoon
 - c. Night
18. Which days do you have workshops? (Select all that apply)
- a. Weekdays
 - b. Weekends
19. Which other hosts of food skills/knowledge workshops on campus are you aware of? (Select all that apply)
- a. Sprouts
 - b. Roots on the Roof
 - c. UBC Wellness
 - d. UBC Cooking Club
 - e. UBC Food Science Club

f. Other

20. Would you be interested in collaborating with other groups on campus to provide similar food skills/knowledge workshops?

a. Yes

b. No

21. Do you currently have a workshop evaluation form that you use?

a. Yes

b. No

22. Would you be willing to send out a survey to your workshop participants to collect data on food skills/knowledge workshop effectiveness at UBC?

a. Yes

b. No

23. If a collective public Food Skills/Knowledge calendar were available for you to post your workshop times and days in, would you be willing to contribute to this public calendar everytime you host a workshop?

a. Yes

b. No

24. Any other comments or questions?

Community Survey Data:

Which faculty are you from?	What year are you in?	Are you a domestic or international student?	What is your gender?	On a scale of 1-10: - How would you rate your cooking skills?	On a scale of 1-10: - How would you rate your nutritional knowledge?	On a scale of 1-10: - How would you rate your food security (ability to supply adequate amounts of nutritious food to yourself)?	On a scale of 1-10: - What is your willingness to gain better food literacy skills?	Have you ever attended a food literacy workshop at UBC?
Arts Science	3	Domestic	Female	1	1	2	6	No
Arts Science	1	Domestic	Female	2	2	4	1	No
Arts	2	International		3	2	4	2	No
Arts	3	International		2	4	4	0	No
Arts Computer Science	3	Domestic	Male	2	4	4	9	No
Arts Science	2	International	Female	1	5	5	6	No
Arts	1	International		5	2	5	6	No
LFS Science	1	International	Male	3	4	5	7	No
Arts Science	1	Domestic	Female	6	5	2	10	No
Arts Science	1	Domestic	Female	5	4	4	7	No
Arts Science	2	Domestic	Male	2	3	8	4	No
Arts Science	1	Domestic	Female	7	4	3	8	No
Arts Science	2	International	Male	4	7	3	8	No
LFS Science	1	Domestic	Female	7	2	5	5	No
Science	3	Domestic	Female	1	8	5	9	No
Science	1	Domestic	Female	5	3	6	8	No
Science	1	Domestic	Female	4	4	6	5	No
Commerce	1	Domestic	Male	3	5	6	6	No
Arts	1	Domestic	Female	4	3	7	7	No
Arts Unclassified	4	International	Female	6	6	3	6	No
Science	6	Domestic	Male	5	5	5	6	No
Science	2	Domestic		4	4	7	4	No
Science	1	Domestic		3	5	7	8	Yes
Science	2	International		3	5	7	6	No
Science	2	Domestic	Female	3	5	7	9	No

Science	1	Domestic	Female	4	3	8	9	No
Science	4	Domestic	Male	2	4	9	4	No
Arts	2	Domestic	Male	3	7	6	8	No
Arts	Post-graduate	International	Male	6	3	7	10	No
Science	1	Domestic	Female	4	5	7	9	No
Science	1	Domestic	Female	4	5	7	5	No
LFS	3	Domestic		6	2	8	10	No
Arts	2	Domestic		2	4	10	8	No
Commerce	4	Domestic	Female	9	6	2	8	No
Science	1	Domestic	Male	6	7	4	7	No
Science	2	Domestic	Male	5	7	5	5	No
Science	4	Domestic	Male	6	5	6	7	No
Science	5	Domestic		7	3	7	5	No
Science	2	International	Female	5	5	7	8	No
Education	2	Domestic	Female	4	6	7	7	No
Science	1	International		3	7	7	7	No
Arts	3	Domestic	Female	2	8	7	8	No
Science	3	Domestic	Male	5	4	8	8	No
Science	2	International		8	6	4	3	No
Arts	2	Domestic	Male	7	7	4	5	No
Engineering	1	Domestic	Male	6	7	5	4	No
Forestry	1	International		7	5	6	8	No
Commerce	4	International		6	5	7	10	No
Science	1	Domestic	Male	4	7	7	8	No
Arts	2	Domestic	Female	7	8	4	7	No
Science	5	Domestic		7	6	6	8	No
Arts	5	International		7	6	6	8	No
Arts	3	International		7	5	7	6	No
Computer								
Science	4	Domestic	Female	6	6	7	7	No
Science	2	Domestic	Female	4	8	7	4	No

Arts	3	International	Female	8	8	4	7	No
Science	3	Domestic	Female	6	7	7	8	No
Commerce	2	Domestic	Male	7	5	8	8	No
Arts	3	International		6	6	8	8	No
Science	1	Domestic	Female	6	6	8	10	No
Science	Post-grad	Domestic		6	8	7	8	No
Arts	3	International	Female	7	6	8	10	No
Kinology	3	Domestic	Female	6	7	8	10	No
Science	4	Domestic		5	8	8	6	No
Engineering	1	Domestic	Male	10	7	5	10	No
Arts	2	International		8	7	7	7	No
Science	3	Domestic	Female	5	8	9	9	No
Engineering	3	Domestic		6	6	10	6	No
Engineering	1	Domestic	Male	5	7	10	10	No
Science	2	Domestic	Male	8	9	6	6	No
Science	3	Domestic		8	7	8	5	No
Commerce	1	Domestic	Female	5	10	8	10	No
Arts	5	Domestic		7	7	9	10	No
Science	3	Domestic		8	5	10	8	No
Science	4	Domestic	Female	7	6	10	6	No
Arts	2	Domestic	Female	7	6	10	4	No
Science	1	Domestic	Female	5	8	10	7	No
Arts	2	Domestic		9	7	8	8	No
Dentistry	1	Domestic		8	8	8	9	No
Science	3	Domestic	Male	8	7	9	10	No
Forestry	2	Domestic		7	8	9	10	No
Science	2	Domestic	Female	7	7	10	3	No
Science	1	Domestic	Male	8	8	9	9	No
Nursing	Exc ha	International		7	9	9	9	No

Science	1	Domestic	Female	8	8	10	8	No	
Arts	3	Domestic	Non-binary	9	9	9	10	No	
Kinesiology	4	Domestic		8	9	10	6	No	
LFS	1	Domestic	Female	10	10	9	10	No	
Arts	3	International			10	10	10	No	
Which faculty are you from?	What year are you in?	Are you a domestic or international student?	What is your gender?	On a scale of 1-10: - How would you rate your cooking skills?	On a scale of 1-10: - How would you rate your nutritional knowledge?	On a scale of 1-10: - How would you rate your food security (ability to supply adequate amounts of nutritious food to yourself)?			
Arts	3	Domestic	Female	1	1	2			
Science	1	Domestic	Female	2	2	4			
Arts	2	International		3	2	4			
Arts	3	International		2	4	4			
Arts	3	Domestic	Male	2	4	4			
Computer									
Science	2	International	Female	1	5	5			
Arts	1	International		5	2	5			
LFS	1	International	Male	3	4	5			
Science	1	Domestic	Female	6	5	2			
Arts	1	Domestic	Female	5	4	4			
Science	2	Domestic	Male	2	3	8			
Arts	1	Domestic	Female	7	4	3			
Science	2	International	Male	4	7	3			
LFS	1	Domestic	Female	7	2	5			
Science	3	Domestic	Female	1	8	5			
Science	1	Domestic	Female	5	3	6			
Science	1	Domestic	Female	4	4	6			
Commerce	1	Domestic	Male	3	5	6			
Arts	1	Domestic	Female	4	3	7			
Arts	4	International	Female	6	6	3			
Unclassified									
Science	6	Domestic	Male	5	5	5			
Science	2	Domestic		4	4	7			

Science	1	Domes		3	5	7
Science	2	International		3	5	7
Science	2	Domes	Female	3	5	7
Science	1	Domes	Female	4	3	8
Science	4	Domes	Male	2	4	9
Arts	2	Domes	Male	3	7	6
Arts	Pos					
Arts	gra					
Arts	d	Interna	Male	6	3	7
Science	1	Domes	Female	4	5	7
Science	1	Domes	Female	4	5	7
LFS	3	Domes		6	2	8
Arts	2	Domes		2	4	10
Com						
mer						
ce	4	Domes	Female	9	6	2
Science	1	Domes	Male	6	7	4
Science	2	Domes	Male	5	7	5
Science	4	Domes	Male	6	5	6
Science	5	Domes		7	3	7
Science	2	Interna	Female	5	5	7
Edu						
cati						
on	2	Domes	Female	4	6	7
Science	1	International		3	7	7
Arts	3	Domes	Female	2	8	7
Science	3	Domes	Male	5	4	8
Science	2	International		8	6	4
Arts	2	Domes	Male	7	7	4
Engi						
neer						
ing	1	Domes	Male	6	7	5
Fore						
stry	1	International		7	5	6
Com						
mer						
ce	4	International		6	5	7
Science	1	Domes	Male	4	7	7
Arts	2	Domes	Female	7	8	4
Science	5	Domes		7	6	6
Arts	5	International		7	6	6
Arts	3	International		7	5	7

Computer Science	4	Domestic	Female	6	6	7
Science	2	Domestic	Female	4	8	7
Arts Science	3	International	Female	8	8	4
Science	3	Domestic	Female	6	7	7
Commerce	2	Domestic	Male	7	5	8
Arts Science	3	International		6	6	8
Science	1	Domestic	Female	6	6	8
Post-graduate Science		Domestic		6	8	7
Arts Kinology	3	International	Female	7	6	8
Science	3	Domestic	Female	6	7	8
Science	4	Domestic		5	8	8
Engineering	1	Domestic	Male	10	7	5
Arts Science	2	International		8	7	7
Science	3	Domestic	Female	5	8	9
Engineering	3	Domestic		6	6	10
Engineering	1	Domestic	Male	5	7	10
Science	2	Domestic	Male	8	9	6
Science	3	Domestic		8	7	8
Commerce	1	Domestic	Female	5	10	8
Arts Science	5	Domestic		7	7	9
Science	3	Domestic		8	5	10
Science	4	Domestic	Female	7	6	10
Arts Science	2	Domestic	Female	7	6	10
Science	1	Domestic	Female	5	8	10
Arts Dentistry	2	Domestic		9	7	8
Science	1	Domestic		8	8	8
Science Forestry	3	Domestic	Male	8	7	9
Science	2	Domestic		7	8	9

Science	2	Domes	Fema	7	7	10
Science	1	Domes	Male	8	8	9
Nursing	Exc ha ng e	International		7	9	9
Science	1	Domes	Fema	8	8	10
Arts	3	Domes	Non	9	9	9
Kine		tic	binar			
siol		ty	y			
ogy	4	Domes		8	9	10
LFS	1	Domes	Fema	10	10	9
Arts	3	International			10	10

On a scale of 1-10: -
What is your willingness to gain better food literacy skills?

	Have you ever attended a food literacy workshop at UBC?	How did you hear about them? - Selected Choice	How did you hear about them? - Other - Text	Who hosted it?	What was your barrier to attending?	Would you attend any of these in the future? - Selected Choice
6	No				Didn't know about it	None
1	No				Didn't know about it	None
2	No				No time/schedule conflicts	Class or community kitchen to help build your food skills
0	No				Not interested	Class or community kitchen to help build your food skills
9	No				Didn't know about it	Workshop to learn more about nutrition
6	No				Didn't know about it	Class or community kitchen to help build your food skills
						Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
6	No				Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
7	No				Didn't know about it	Class or community kitchen to help build your food skills
10	No				Didn't know about it	Class or community kitchen to help build your food skills
						Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
7	No				Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
4	No				Not interested	None
						Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
8	No				Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
8	No				Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills

					skills,Workshops on growing your own food
5	No			Not interested	Class or community kitchen to help build your food skills Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
9	No			Didn't know about it	Workshop to learn more about nutrition
8	No			Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
5	No			Didn't know about it	Class or community kitchen to help build your food skills
6	No			Didn't know about it	Class or community kitchen to help build your food skills
7	No			No time/schedule conflicts	Other
6	No			No time/schedule conflicts	None
6	No			Not interested	Other
4	No			Didn't know about it	Class or community kitchen to help build your food skills
8	Yes	Word of mouth	Not sure		
6	No			Didn't know about it	Class or community kitchen to help build your food skills
9	No			Didn't know about it	Class or community kitchen to help build your food skills Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
9	No			Didn't know about it	to help build your food skills
4	No			Didn't know about it	None
8	No			Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
10	No			No time/schedule conflicts	Workshop to learn more about nutrition
9	No			Didn't know about it	Class or community kitchen to help build your food skills
5	No			No time/schedule conflicts	Workshop to learn more about nutrition,Workshops on growing your own food
10	No			Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
8	No			Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
8	No			No time/schedule conflicts	Class or community kitchen to help build your food skills,Workshops on growing your own food
7	No			Didn't know about it	Class or community kitchen to help build your food skills
5	No			Didn't know about it	Class or community kitchen to help build your food skills
7	No			Didn't know about it	None
5	No			Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food

8	No	Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
7	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
7	No	Didn't know about it	None
8	No	Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food
8	No	Didn't know about it	Workshops on growing your own food
3	No	Didn't know about it	None
5	No	Didn't know about it	None
4	No	Not interested	None
8	No	Didn't know about it	Class or community kitchen to help build your food skills Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
10	No	Didn't know about it	Workshop to learn more about nutrition
8	No	No time/schedule conflicts	Class or community kitchen to help build your food skills,Workshops on growing your own food
7	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
8	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
8	No	Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food
6	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
7	No	Didn't know about it	Class or community kitchen to help build your food skills
4	No	Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food
7	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
8	No	Didn't know about it	Class or community kitchen to help build your food skills
8	No	Didn't know about it	Class or community kitchen to help build your food skills
8	No	Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food
10	No	Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food
8	No	No time/schedule conflicts	Workshop to learn more about nutrition,Workshops on growing your own food
10	No	Didn't know about it	Class or community kitchen to help build your food skills,Workshops on growing your own food

10	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
6	No	Didn't know about it	Class or community kitchen to help build your food skills
10	No	No time/schedule conflicts	Workshop to learn more about nutrition
7	No	Didn't know about it	None
9	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
6	No	Didn't know about it	None
10	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
6	No	Didn't know about it	Workshops on growing your own food
5	No	Didn't know about it	Class or community kitchen to help build your food skills
10	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
10	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
8	No	No time/schedule conflicts	Class or community kitchen to help build your food skills,Workshops on growing your own food
6	No	Didn't know about it	Class or community kitchen to help build your food skills
4	No	Didn't know about it	Workshop to learn more about nutrition,Workshops on growing your own food
7	No	Didn't know about it	Workshop to learn more about nutrition
8	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
9	No	No time/schedule conflicts	Workshop to learn more about nutrition
10	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
10	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
3	No	Didn't know about it	None
9	No	Didn't know about it	Class or community kitchen to help build your food skills
9	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills
8	No	Didn't know about it	Workshop to learn more about nutrition,Class or community kitchen to help build your food skills,Workshops on growing your own food
10	No	No time/schedule conflicts	Class or community kitchen to help build your food skills,Workshops on growing your own food

6	No	No time/schedule conflicts	Workshops on growing your own food Workshop to learn more about nutrition,Workshops on growing your own food
10	No	No time/schedule conflicts	Workshop to learn more about nutrition, Workshop to learn more about nutrition,Other
10	No	Didn't know about it	nutrition,Other

Would you attend any of these in the future? - Other - Text	What would be the maximum price you are willing to pay for a food literacy workshop?	If UBC had an online calendar showcasing all available food literacy workshops, would that make it more likely you would attend?
	\$0	No
	\$0	No
	\$0	Yes
	\$5	Yes
	\$10	Yes
	\$15	Yes
	\$5	Yes
	\$0	Yes
	\$10	Yes
	\$15	Yes
	\$5	No
	\$15	Yes
	\$15	Yes
	\$10	Yes
	\$5	Yes
	\$5	Yes
	\$15	Yes
	\$5	Yes
Presentation before class	\$0	No
	\$15	No
Something less formal as a workshop, different wording maybe	\$10	Yes
	\$10	Yes
	\$0	Yes
	\$10	Yes
	\$15	Yes
	\$5	Yes
	\$0	Yes
	\$10	Yes
	\$10	Yes
	\$0	Yes
	\$5	Yes
	\$15	Yes
	\$10	Yes
	\$15	Yes
	\$5	Yes
	\$10	Yes
	\$20	Yes
	\$10	Yes
	\$10	Yes
	\$10	Yes
	\$10	Yes
	\$10	Yes

Stakeholder Survey

Please tell us below which club/centre you represent	What types of workshops do you provide for students that address "Building food Skills or Food Knowledge" ? (Select all that apply) - Selected Choice	What types of workshops do you provide for students that address "Building food Skills or Food Knowledge" ? (Select all that apply) - Other - Text	If you offer more than one workshop, which ones were the most popular? - Selected Choice	If you offer more than one workshop, which ones were the most popular? - Other - Text	Why do you think this workshop was popular?	How frequently do you offer these workshops each year? - Selected Choice	How frequently do you offer these workshops each year? - Other - Text
UBC Cooking Club	Cooking,Nutriton	Cooking			<p>We kept our admission prices reasonable for students, while also providing all the ingredients and equipment. Participants would attend, and the executives would guide them through the recipe, showing them basic skills like how to cut, and where to buy ingredients. The nutrition workshops have been more popular than the other wellness workshops (dealing with break-ups, mental health), perhaps because of the hands-on component, practical information, and possibly better promotion. The community kitchen is for a specific population (Indigenous students)</p>	Once every two weeks	
UBC Wellness Centre	Cooking,Nutriton	Nutrition			<p>Great question! Maybe because there aren't too many other</p>	Once a month	
UBC Farm Workshop Series	Cooking,Gardening,Other	Sustainable Living Skills	Other	Cheesemaking		Once a week	

					cheesemaking workshops in Vancouver? People like to understand where their food comes from and reconnect with the process in a very tactile way	Once every two weeks
Agronomy Garden	Gardening	Gardening				
	What types of workshops do you provide for students that address "Building food Skills or Food Knowledge" ? (Select all that apply) - Selected Choice	What types of workshops do you provide for students that address "Building food Skills or Food Knowledge" ? (Select all that apply) - Other - Text	If you offer more than one workshop, which ones were the most popular? - Selected Choice	If you offer more than one workshop, which ones were the most popular? - Other - Text		Why do you think this workshop was popular? We kept our admission prices reasonable for students, while also providing all the ingredients and equipment. Participants would attend, and the executives would guide them through the recipe, showing them basic skills like how to cut, and where to buy ingredients. The nutrition workshops have been more popular than the other wellness workshops (dealing with break-ups, mental health), perhaps because of the hands-on component, practical information, and possibly better promotion. The community kitchen is for a specific population (Indigenous students)
Please tell us below which club/centre you represent						
UBC Cooking Club	Cooking,Nutriton	Cooking				
UBC Wellness Centre	Cooking,Nutriton	Nutrition				Great question! Maybe because there aren't too many other cheesemaking workshops in Vancouver?
UBC Farm Workshop Series	Cooking,Gardeni ng,Other	Sustainable Living Skills	Other	Cheesemaking		

People like to understand where their food comes from and reconnect with the process in a very tactile way

Agronomy Garden	Gardening		Gardening	
	What types of workshops do you provide for students that address "Building food Skills or Food Knowledge" ? (Select all that apply) - Selected Choice	What types of workshops do you provide for students that address "Building food Skills or Food Knowledge" ? (Select all that apply) - Other - Text	If you offer more than one workshop, which ones were the most popular? - Selected Choice	If you offer more than one workshop, which ones were the most popular? - Other - Text
Please tell us below which club/centre you represent				
UBC Cooking Club	Cooking,Nutriton	Cooking		
UBC Wellness Centre	Cooking,Nutriton	Nutrition		
UBC Farm Workshop Series	Cooking,Gardening,Other	Sustainable Living Skills	Other	Cheesemaking
Agronomy Garden	Gardening		Gardening	

Why do you think this workshop was popular?	How frequently do you offer these workshops each year? - Selected Choice	How frequently do you offer these workshops each year? - Other - Text	How many people on average attend these workshops? - Selected Choice	How many people on average attend these workshops? - Other - Text
We kept our admission prices reasonable for students, while also providing all the ingredients and equipment. Participants would attend, and the executives would guide them through the recipe, showing them basic skills like how to cut, and where to buy ingredients.	Once every two weeks		20-Nov	
The nutrition workshops have been more popular than the other wellness workshops (dealing with break-ups, mental health), perhaps because of the hands-on component, practical information, and possibly better promotion.				
The community kitchen is for a specific population (Indigenous students)	Once a month	0-10		
Great question! Maybe because there aren't too many other cheesemaking workshops in Vancouver?	Once a week	Other		Depends on the workshop, as different workshops have different max capacities
People like to understand where their food comes from and reconnect with	Once every two weeks	0-10		

the process in a very tactile way

How much do you charge per workshop?	Where do you conduct workshops?	What equipment/facilities do you use?	Are there equipment/facilities you would like to have to be able to conduct your workshops smoothly? We are fine with our facility, but we do need more funding since it is \$80/hr. We are unable to sustain ourselves if we must continue using this venue.	What has worked well in your workshops? Our format (groups, how we cook, demos, etc)
Between \$6-10	FNH 130	Vij's Kitchen No kitchen facilities for nutrition workshop, just tables and energy bites/overnight oats with basic kitchen utensils. We do collaborate with the Indigenous Wellness Committee to put on the community kitchen in Vij's kitchen in the FNH building. Funding provided by UBC Wellbeing/Health Promotion & Education.	Multiple sets of mixing bowls, measuring cups/spoons, and for more advanced workshops, perhaps pots, pans, oven, stovetop	hands-on demos where students get to take some items away, free cost, free snacks, interactiveness Most of our workshops sell out. We have an active promotional approach, with the UBC Farm newsletter, social media, etc.
No fee	Life Building	Facilities (Yurt, Kitchen, Marquee); Equipment (Projector/Laptop/Screen, Cooking supplies) Our gardening tools, like shovels and rakes	Wish we had easier access to Vij's Kitchen in the FNH building... but it's been difficult for us to access that space.	The casual atmosphere

What are some challenges when conducting your workshops?	What other workshops are you interested in hosting?	Are there barriers preventing you from hosting them?	Do you have sponsors to help provide for your workshops?	How do you promote your Workshops? (Select all that apply) - Selected Choice	How do you promote your Workshops? (Select all that apply) - Other - Text

Finding an adequate space (FNH 130), as no where else allows food and beverage, or has enough power to sustain out equipment.) getting enough people to attend, fitting in nutrition content and an interactive demo in 50 minutes	Techniques workshops and more socials for club members.	Yes, the cost of the FNH kitchen, and pricing for admission (which we use towards covering the cost of our venue) capacity on our team to facilitate these workshops	Yes	Facebook,Instagram,Email,Word of Mouth
Infrastructure challenges, as there are a HUGE number of diverse user groups at UBC Farm. So simple overload of users at times. Other infrastructure challenges: our kitchen isn't ideal of teaching larger groups, our stove is faulty, our yurt isn't adequately lit or heated for winter workshops, etc...	nutrition on a budget	We might be able to host them. However, generally speaking, our barriers are infrastructure/space-related as well as limited staff availability to coordinate/promote.	Yes	Facebook,Instagram,Email,Posters,Word of Mouth
Getting volunteers to return consistently and passing down leadership	So many! We do roughly 50 per year!	Mostly schedules and harvest schedules	No	Facebook,Instagram,Email,Posters,Word of Mouth,Newsletter

What time in the day do you have your workshops? (Select all that apply)	Which days do you have workshops? (Select all that apply)	Which other hosts of food skills/knowledge workshops on campus are you aware of? (Select all that apply) - Selected Choice	Which other hosts of food skills/knowledge workshops on campus are you aware of? (Select all that apply) - Other - Text	Would you be interested in collaborating with other groups on campus to provide similar food skills/knowledge workshops?
Night	Weekdays	Sprouts,Roots on the Roof,UBC wellness,UBC cooking club,UBC Food Science club,Other	Food Society, UBC Brewery	Yes
Afternoon	Weekdays	Sprouts,Roots on the Roof,UBC wellness,UBC cooking club		Yes
Morning,Afternoon,Night	Weekdays,Weekends	Sprouts,Roots on the Roof,UBC wellness,UBC cooking club,UBC Food Science club		Yes
Afternoon	Weekdays	Sprouts,Roots on the Roof		Yes

Do you currently have a workshop evaluation form that you use?	Would you be willing to send out a survey to your workshop participants to collect data on food skills/knowledge workshop effectiveness at UBC?	If a collective public Food Skills/Knowledge calendar were available for you to post your workshop times and days in, would you be willing to contribute to this public calendar everytime you host a workshop?
Yes	No	Yes
Yes	Yes	Yes
Yes	No	Yes
No	Yes	Yes