

**UBC Campus Food Guide**

**A Responsible Food System Communication Tool**

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# UBC FOOD SYSTEM PROJECT

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## Abstract

The University of British Columbia's food system is a leader in sustainability efforts. By continually evolving to address the needs of students, staff and faculty through various projects and initiatives placing sustainability at the forefront of its operations, UBC has created a name for itself as one of the most progressive university campuses in Canada. Unfortunately, many of these efforts go unrecognized by the UBC community due to a number of barriers involving marketing and knowledge gaps *within* the UBC community.

The University of British Columbia Food System Project seeks to address these needs by utilizing the Faculty of Land and Food Systems' Land, Food and Community (LFS 450) course series and its students. In January 2012, nine LFS 450 students set out to create a UBC Campus Food Guide - a comprehensive guide detailing the sustainable food efforts on campus, and with the ultimate goal of promoting the greater sustainability efforts by the University of British Columbia. Using various surveying methods including ground-truthing, Internet research, and face-to-face interviews, students sought to obtain details regarding sustainable food sourcing and procurement, production methods, and availability of food products on the UBC campus.

While extensive research and data was gathered, the task of creating a physical food guide was found to require additional time and resources beyond the scope of the 2012 UBCFSP. Recommendations were made suggesting the inclusion of the UBC Campus Food Guide project for future LFS 450 classes in order to continue creating a food guide that adequately represents UBC and its status as a legitimately sustainable food system.

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## **Introduction**

The University of British Columbia, in collaboration with the Faculty of Land and Food Systems' Land, Food and Community (LFC) Series and the UBC SEEDS Program, has created a number of food systems projects that seek to address food security issues within the UBC food system and its community. Together, these projects make up the UBC Food Systems Project (UBCFSP). The overall objective of the project is to “conduct a campus-wide UBC food system sustainability assessment, where barriers that hinder and opportunities to make transitions towards food system sustainability are being collaboratively identified and implemented” (Rojas, Richter, & Wagner, 2007, p.86).

UBC is leading the way in campus sustainability initiatives. UBC was the first Canadian university to adopt a sustainable development policy (in 1997), with the explicit intent of becoming a sustainability leader among North American universities, and in 1998 became the first university to create a campus Sustainability Office (Rojas, Richer, & Wagner, 2007, p. 87). For these reasons, UBC is seen by many as a model campus and example for other institutions to strive for. According to Bartlett (2011, p. 23), the progress of higher education institutions can be extended and applied to the broader agri-food system, and holds the potential to branch out and lead to more sustainable food systems.

The UBC campus offers many opportunities to support a more sustainable campus food system, including the purchase of local, organic and Fair Trade products. On-campus food providers, such as UBC Food Services and the AMS Food and Beverage Department, have been committed to making improvements to their food offerings for over 10 years, such that UBC now offers only Fairtrade-certified coffee, local or Fairtrade-certified whole fruits, and cage-free whole eggs served on campus and at campus food outlets (UBCFSP, 2012, p.24). These improvements often go unacknowledged by the wider UBC community, however, and few people are aware of the changes being made. A challenge in the current UBC food system is the general lack of awareness amongst the UBC community—the benefits of local food,

important concepts of food system sustainability, and current sustainability initiatives often go unannounced and unrecognized (Rojas, Richer, & Wagner, 2007, p. 87).

This past summer's UBC Food System Project Workshop brought a consensus amongst the UBC Food System Project partners that a clear communication strategy is key in order to continue to make improvements to the campus food system, and to encourage increased participation by community members. As a result, project partners identified a campus food guide as a useful tool to help increase awareness of progress and developments to the UBC food system. The hope is that such a guide can increase the wider community's knowledge, attitudes, and practices around food system sustainability, and can aid in increasing the visibility of the UBC campus food system sustainability initiatives (UBCFSP, 2012, p.24).

Through our participation in the LFC series, we recognize that our global, national, regional, and local food systems are increasingly characterized as socially, ecologically, and economically insecure and unsustainable. As a result, these food systems are experiencing an array of vulnerabilities (Rojas, Richer, & Wagner, 2007, p. 88). We believe that the work carried out by the LFC series within the UBC food system and its associated communities is in the second of three stages on the continuum of food security: food systems in transition. By participating in the UBCFSP, we are helping to create and strengthen the community food system through partnerships and networks, and will hopefully help to shift the focus from the current unsustainable and industrialized system towards stage three: food system redesign for sustainability (Slater, 2007, p. 107).

### ***Problem Statement***

The UBC campus food outlets offer many sustainably produced options, but these often go unannounced and thus unknown to members of the UBC community. The community's knowledge, attitudes, and

practices around food system sustainability need to be increased, and the visibility of the campus initiatives needs to be publicized.

As a group of students experienced with the UBC campus food system and community-based food system research, our group has been asked to develop a UBC Campus Food Guide to help increase awareness and communication about ways to get involved with the UBC food system.

In order to address our problem statement and meet the goals of our UBCFSP, we identified the following research questions:

1. What outlets on the UBC campus offer sustainable food options? (e.g. UBC Farm and LFS Orchard Garden produce, Fairtrade-certified products, local and organic foods, Oceanwise seafood, and humanely raised animal products).
2. What places or groups does UBC offer where interested readers can exercise their ‘food citizenship’ and get involved with the local food system?
3. How can we create an effective and relevant communication tool to increase food system awareness on UBC campus?

### ***Reflections on the UBCFSP Vision Statement***

As a group, we believe that sustainability should not have an endpoint, but that it should always be adapting and evolving to meet the needs of a complex system. While reflecting on the UBCFSP Vision Statement (UBCFSP, 2011), our group considered it a great foundation, but stress that the goals must be continually reassessed and modified to reflect changing attitudes and expectations.

The Vision Statement suggests an ideal UBC food system - a utopia. We caution that the current UBC food system has a long way to go before it is able to reach all of the goals identified in the vision statement, but through LFS 450 group work and collaboration with stakeholders, we believe that gaps could be limited and one day approach this ideal. Doherty, Cawood, Dooris (2011, p.222) encourage institutions to ‘think big’ in developing a healthy universities approach, and we support this notion. We hope that our ability to contemplate this kind of utopian food system will have beneficial effects on the movement towards a more sustainable UBC food system.

We acknowledge the success of the UBCFSP Vision Statement in covering many of the central themes of creating and maintaining a sustainable campus food system. We would add that the last point, “any student, staff, or faculty member desiring the opportunity to learn about food production and preparation will have access to such opportunities through on-campus land based food production sites” (UBCFSP, 2011) should include everyone who takes part in the food system on campus, not just those with a particular interest in it. We suggest that all students, staff, and faculty obtain baseline knowledge on the impacts of food production on our food system.

In addition, we would suggest that the Vision Statement should address the importance of preserving of farmland, particularly in the Lower Mainland, which would have a direct effect on our ability to work towards a social, ecological and economically sustainable food system.

### ***Value Assumptions***

As a group, we highly value sustainable food produced by local, small-scale farmers, and believe that we should be moving away from the intensified agricultural system we are living with today. We place a higher value on the environmental and social aspects of sustainability over those of economics, as we have been encouraged to foster these areas as students of the FLFS.



We also value higher education. Through our project of creating a UBC Campus Food Guide we are able to take this passion and educate our fellow community members, and share the wealth of knowledge we have obtained as FLFS students. We desire practical and tangible solutions to food system issues; we believe that working within the system to bring about change is the most practical and constructive way to do so. The creation of this guide is one way in which we are able to make a contribution to a more sustainable campus food system.

## **Methodology**

The UBC Campus Food Guide project includes an assessment of sustainability initiatives on the UBC campus involving outlets where sustainable food choices can be procured, and in addition, researching locations, groups and programs where individuals can engage in the production of sustainable food choices and projects. In order to best address both areas of interest in the UBC Campus Food Guide, two student groups worked in collaboration to create a comprehensive food guide detailing the wide array of sustainable food choices available, as well as the many opportunities available for exercising one's 'food citizenship' on the UBC campus. As stated by Wilkins (2005), food citizenship is defined as the practice of food-related behaviours that support the development of a socially, economically, and ecologically sustainable food system.

The two groups included nine students with a range of educational backgrounds in the Faculty of Land and Food Systems, including Nutritional Sciences, Animal Studies, Agroecology and Global Resource Systems (GRS). The diversity of majors provides multiple lenses with which to view the problem statement and guide primary and secondary research, and helps provide a more complete food guide.

The project's early stages featured multi-group collaboration in order to clearly identify project goals, discuss the division of labour, and set goals and deadlines for the next few months of the project. While our group focused on the research required to identify the food outlets on campus that provide local and

sustainable food products to the UBC Community, our partner group identified locations, groups and initiatives that provide opportunities for individuals within the UBC food system to exercise their food citizenship on campus. The two groups met throughout the semester to keep each other updated on progress, and to aid one another in solving the various problems and complications that arose during the primary research phase of the project. In February 2012, selected members from both groups collaborated on an AMS Sustainability grant proposal - a crucial step required in order to assess the feasibility of our project, and a step which upon completion would ultimately determine the success of our project by funding the printing fee for the guide. Working closely with one another, both groups helped the other meet numerous goals, address knowledge gaps and unforeseen challenges, and most significantly, helped one another complete extensive research throughout the duration of the project.

### ***Primary Research***

As outlined above, our group was assigned the task of identifying outlets on campus where sustainable food can be purchased. Our research question was as follows:

- *What outlets on the UBC campus offer sustainable food options?*

Initially, all outlets were identified that utilize or offer sustainable food products. Here we chose sustainable to include products that have been sourced locally, grown/produced organically, certified Oceanwise, humanely-raised meat products and eggs, and certified Fairtrade coffee/tea. Identification was primarily achieved by determining whether the outlet is associated with either UBC Food Services or AMS Food and Beverage Department, and thus operates under the general sustainability practices of both organizations. In order to determine which food outlets fell under each umbrella organization we used both UBC Food Services and AMS Food and Beverage websites and campus maps. Preliminary research into independent operations involved the use of Google searches and group brainstorming. For independent outlets such as

student-run operations like Agora and Sprouts, the strictly vegetarian menu largely governs the availability of sustainable products. Secondary surveying sought to identify organic products offered at campus outlets. As these products are labeled and easily identifiable, they provided hard data we could confidently include in our findings. In addition, the inclusion of organic items was featured in the UBCFSP scenario descriptions (UBCFSP, 2012, p.24), and suggested that a focus be placed on organic items as well as certified sustainable items. Outlets that offered a limited selection of organic products, such as a single processed item and no fresh produce, were excluded.

After initial research had been completed, outlets that had met our primary criteria were contacted via outlet stakeholder in order to obtain more extensive purchasing information. Table 1 details the selection process and the methods used for contacting stakeholders directly. A questionnaire (see Appendix A) detailing the food sourcing and purchasing information we hoped to include in the guide was e-mailed following contact with stakeholders. The questionnaire sought to address ambiguities or knowledge gaps regarding food procurement at the specific outlet, while also assessing the degree to which these outlets participated in sustainability initiatives on campus. Face-to-face interviews were scheduled to further discuss the completed questionnaires, and to allow the stakeholders to share any additional information they believed was relevant or beneficial to the UBC Campus Food Guide.

Table 1. Evaluation rubric displaying the basic parameters used to determine inclusion/exclusion of food outlets in the UBC Campus Food Guide.

Does the outlet have <i>certified</i> sustainable products for sale? i.e. Fairtrade, Oceanwise, organic meat, free-range meat?	<b>No</b> →	The outlet serves meat but it does not meet sustainability guidelines. Outlet not included in guide.
<b>Yes, OR No – The outlet is vegetarian:</b> ↓		
Does the outlet have organic products for sale?	<b>No</b> →	Sustainable products mentioned, but no focus placed on outlet.
<b>Yes</b> ↓		

Are there a variety of organic products for sale? (i.e. produce and processed products)	<b>No</b> →	No, there is only one product/type of product. Certified products included in guide, but extensive write-up not included.
<b>Yes</b> ↓		
Does the outlet sell locally sourced produce, dairy products, or proteins?	<b>No</b> →	No. Do not contact stakeholder via e-mail.
<b>Yes</b> ↓		
Send an e-mail to outlet stakeholder to obtain additional information. Did the stakeholder respond and want to discuss project further?	<b>No</b> →	No. Include whatever information was sent, do not research outlet further.
<b>Yes</b> ↓		
Send the stakeholder e-mail questionnaire and schedule interview.		

*For an outlet to be included in the UBC Campus Food Guide it had to offer a number of the following products on a regular basis:*

- Unprocessed fresh organic produce
- Processed organic food products
- Locally sourced produce
- Locally sourced processed foods
- UBC Farm and/or LFS Orchard Garden produce
- Fairtrade certified coffee
- Oceanwise seafood
- Humanely raised animal products

### **Secondary Research**

Secondary research involved a literature review focused on the design component of the UBC Campus Food Guide. Here our research questions were two-fold:

- *What makes an effective communication tool?*
- *What should a campus sustainable food guide contain?*

In researching these questions we sourced scholarly articles from a wide range of disciplines. In addition, we explored the successes and failures of other sustainable campus food guides such those created by the University of California Santa Cruz (2010) and Yale University (n.d.). These sources allowed us to make conclusions regarding what elements to include in the UBC Campus Food Guide and what to suggest for future guides. A discussion of these elements is found below under *Secondary Research*.

## Findings and Discussion

### Primary Research

We identified 28 food outlets on campus that met the inclusion criteria outlined above. Of these 28 outlets, 18 fell under the umbrella of UBC Food Services; 3 fell under AMS Food and Beverage Department; and 6 were what we considered ‘Independents’. The ‘Independent’ category was composed of three student-run, primarily volunteer-based operations; two small privately owned businesses; and one national grocery chain. The Google map below identifies those food outlets we chose to include in the UBC Campus Food Guide.

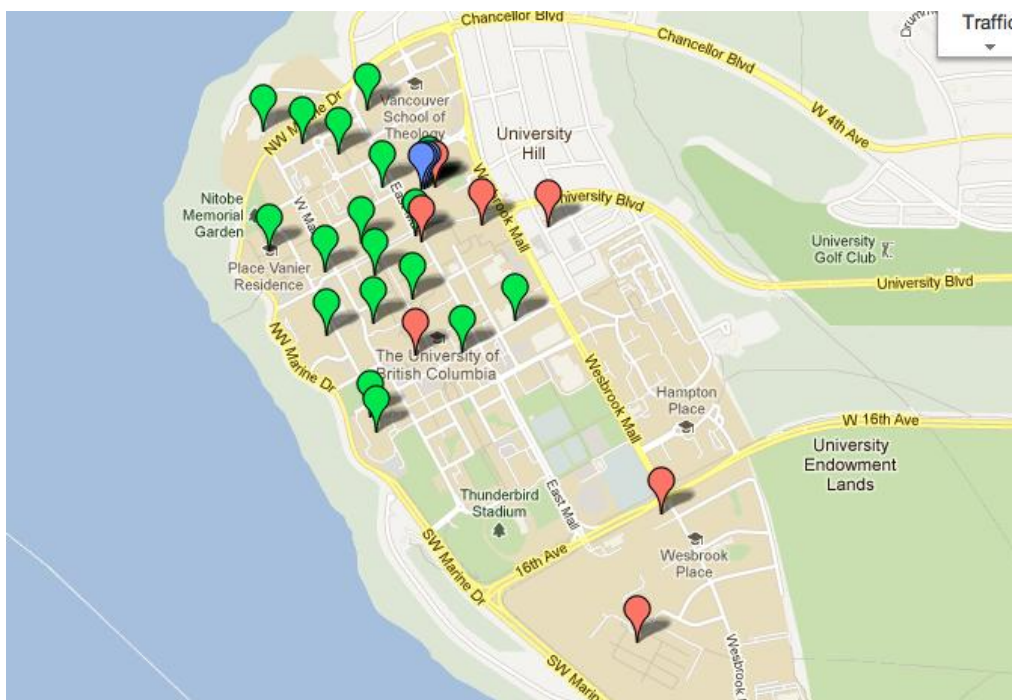


Figure 1. Google map displaying the food outlets included in the UBC Campus Food Guide. Green place marks indicate operations under UBC Food Services; blue place marks show those managed by AMS Food and Beverage; place marks in red show independent food outlets.

A list of the food outlets identified for the UBC Campus Food Guide can be found in Appendix B.

In addition to 28 food outlets we identified four locations on campus where food production is occurring: LFS Orchard Garden, UBC Farm, Acadia Community Garden and the University Neighbourhood Association Community Garden. A list detailing these locations can be found in Appendix C.

Three key areas identified by our primary research are procurement from alternative food systems, a lack of marketing and advertising at outlets, and limitations to procurement due to undeveloped supply-chains and volume requirements. These three themes are discussed below.

### ***Procurement from Alternative Food Systems***

At the outlets identified on campus we found widespread sustainability initiatives in food procurement from alternative food systems. According to Depuis and Goodman (2005, p.360), alternative food systems are those that reject the global, industrial, and environmentally degrading conventional food system in which most of the world operates. The most pervasive of those initiatives found on campus were the purchase of Fairtrade certified coffee, cage-free eggs and local food products.

In 2011 UBC was awarded Canada's first "Fairtrade Certified Campus" designation meaning all AMS and UBC Food Services outlets serve only Fairtrade coffee - although they have been offering such products for the last decade (note: the Fairtrade certification does not extend to franchise operations on campus). Fairtrade is an 'ethical consumption' movement which aims at providing a higher percent return for producers while "establishing more long-term and meaningful trading relationships" (Fairtrade Canada, n.d.). Coffee is one of the most heavily traded and valuable commodities in the world (Sick, 2008,

p.196), therefore Fairtrade certification can help to reduce the marginalization of millions of farmers and their families. Despite this, some authors (Sick, 2008; Levi & Linton, 2003) question the ability of the organization to provide significant economic and social benefits when compared to conventional markets. The food policy makers at UBC should routinely assess the impact of such sustainability initiatives in the global scope while continuing to create effective policy that adequately rewards food producers.

In addition to being a “Fair Trade Campus”, UBC has also been named a “Cage-free Campus” (Chicken Out, n.d.), along with four other campuses in BC. As of 2007 UBC uses only whole eggs from cage-free facilities - highlighting that UBC food policy makers see animal welfare issues as an important aspect of sustainable food procurement. In the future, UBC hopes to source all eggs from cage-free facilities (Chicken Out!, n.d.) and we would encourage them to take a step further and source free-range or organic eggs where possible. Free-range eggs originate from a more natural production system that allows some access to the outdoors, however the most humanely-produced eggs found in Canada come from certified organic producers. Eggs from certified organic operations are produced in “higher welfare systems where hens can behave more naturally” (Chicken Out!, n.d.) and are routinely monitored by certification bodies such as the COABC (Certified Organic Association of BC).

Local food procurement is another area where many UBC food providers focused sustainability initiatives (here the term ‘local’ refers to producers within BC). UBC Food Services, and Agora Cafe and Sprouts in particular, have made a commitment to sourcing from local farmers - notably UBC Farm and UBC Orchard Garden. Through procurement from both UBC Farm and UBC Orchard Garden these business are making a commitment to the experiential learning opportunities offered by these ‘living laboratories.’ Purchasing food products from local farmers, particularly through direct marketing, can facilitate the direct sharing of information between producers and consumers (Follett, 2009, p.47). This

type of interaction can help to rebuild the relationship between these two parties, which has all but disappeared in the conventional food system.

Depuis and Goodman (2005, p.365), however, warn that trust is a political social interaction and not necessarily based on equitable relationships. Academics often frame the local as the space, or context, where ethical norms can flourish, suggesting localization as a solution to the problems inherent in the conventional food system. Depuis and Goodman (2005, p.360) warn of the ‘unreflexive politics’ of the local food movement that occurs when a small group decides what is ‘best’ for society and then forces everyone to accept their ideal. This can lead to the romanticizing of a movement that is composed of a set of norms about a fixed place rather than the processes that occur within. There are two negative consequences of such a movement (Depuis and Goodman, 2005, p.360): it denies the ‘politics of the local’, and results in food system solutions that are vulnerable to corporate cooption. Due to their ability to purchase large volumes of product, UBC food providers should be particularly wary of the corporate cooption of ‘local’ foods. For example, in their Green Report Card (2011), UBC Food Services states that they source dairy products locally from Saputo in Burnaby, BC. Sourcing from a large-scale distributor or producer should not be regarded as a rejection of the industrial food system.

### ***Lack of Marketing and Advertising***

Through on-campus ground-truthing exercises, we continually found a lack of marketing and advertisement of the food sustainability initiatives being undertaken at food outlets. At most UBC Food Services and AMS Food and Beverage locations, signage displaying origin, production method, or other indicators of sustainable production was minimal to nonexistent. The lack of easily accessible information required our group to send out emails to food outlet managers, purchasers, and chefs. While this was more time consuming for us, the more significant problem is that consumers on campus do not readily have access to this information either.



Davies (2011, p.459) suggests that it is important for consumers to have the opportunity to influence the food system based on their own values and expectations. Labeling food as ‘local’ or ‘organic’ can play a role in enabling informed decisions and drive changes in the food system. A study in the UK (Davies, 2011, p.456) found that although many people were relatively unaware of food system issues and the impact of food production on the environment, most would be willing to make better choices if it was easy to identify food produced in a sustainable manner. It is important for food providers on UBC campus to allow consumers to exercise food choice by making decisions easier with clear labeling and information about what these labels mean. The development of a campus food guide, as outlined in this paper, provides one avenue for creating awareness among students, staff and faculty at UBC, but it should be coupled with proper signage indicating where food is sourced from and why.

### ***Undeveloped Supply-Chains, Volume Requirements and Procurement***

Through interviews and email communications with chefs and purchasers we found that food costs and the ‘bottom line of the business’ played a determining role in food procurement on campus. Often volume requirements limit the establishment of direct relationships with farmers outside the UBC campus. Although universities, such as UBC, often have formal agreements with external suppliers, they garner a certain position of power as a large purchaser (Doherty, Cawood, & Dooris, 2011, p.218). Unfortunately this position can have a limited ability to influence the food on offer, due to the cost and availability of sustainably produced items. Still, UBC food providers have the opportunity to motivate change in large sectors of the population (Doherty, Cawood, & Dooris, p.221) due to the sheer number of people they feed on a daily basis. With the exception of Sprouts and Agora Cafe, UBC food providers are managed as a business first, integrating sustainability initiatives into the business model where feasible and appropriate.

According to Barlett (2009, p.107) adopting sustainable food procurement strategies often requires institutions to create new, or tap into alternative, supply-chains. This poses a particularly complex challenge for sustainability initiatives and limits their impact on the local food system. Although local supply of sustainable food is often limited, the efforts of one institution, particularly one as large as UBC, can enable others in the area to act more sustainably (Barlett, 2009, p.108). UBC food providers have a unique opportunity to effect significant change through the development of new supply chain nodes and distribution channels. An example from UC Davis (Barlett, 2009, p.107) highlights the potential impact those institutions with large food budgets can have on the food system. In 2009, UC Davis implemented clear social and environmental concerns into its sustainability policy, requiring that 20% of food purchasing came from sustainable sources by 2020. With a budget of \$88 million dollars per year this commitment will result in a \$20-25 million dollar shift to sustainably produced food. The impact is actually estimated to be even larger since franchises, beverage operations, and corporate sponsors are not exempt from the guidelines. Nijaki and Worrel (2012, p.134) echo the potential for institutions to “utilize procurement that merges equity, environmental and economic goals” in the development of green economies. They further suggest that sustainable procurement can be employed as an economic development tool and driver of innovation (Nijaki & Worrel, 2012, p.135).

Although limitations were found to result from the vast size of the university and the challenges associated with feeding a large and constantly growing community, institutions such as UBC are in a unique position to “educate and facilitate learning towards the ‘global citizenship’ of the next generation of decision-makers“ (Doherty, Cawood, and Dooris, 2011, p.223) through changes to their own food system.

### ***Secondary Research***

*What Makes a Successful Communication Tool?*

Through our research we discovered that there are three general components to consider when creating an effective written communication tool; these include cover page and general design, content, and formatting. In order for a communication tool to be effective, all of these components need to be crafted to involve the reader and ensure the information presented is easily understood (Kaplan and Kaplan, 1982, p. 28).

### ***Cover Page and General Design***

Gilbert and Houghton (1991, p. 20) note the importance of the front graphic, as it is this aspect that will draw the reader in and encourage them to pick up the brochure. The researchers also suggest that when a customer is browsing brochures they are attracted to clarity and simplicity (Gilbert and Houghton, 1991, p. 20). It is important that the reader can tell what the brochure is offering at a quick glance. They also advise that brand names and logos are beneficial to include within your brochure (Gilbert and Houghton, 1991, p.20). Branding allows the reader to recognize how a product or service is relevant to the needs of that reader (Herrod and Whitlark, 2000, p.85). Another important aspect to include is bright and vibrant colors. Gilbert and Houghton suggest that a youth target audience is attracted to these types of colors (1991, p.23). The validity of the images contained within the brochure is also an important factor in the design. That is, a reader will not want to pick up a brochure if they find it to be artificial or suspicious (Gilbert & Houghton, 1991, p.24; Young & Witter, 1994, p. 30). Use of drawn illustrations decreased the efficacy of educational brochures. Instead, color photographs are suggested to increase the effectiveness and use of brochures (Young & Witter, 1994, p.30; Gilbert & Houghton, 1991, p.24). One final suggestion emphasizes the importance of the physical quality of the brochure. Grant and Houghton (1991, p.20) found that brochures of higher physical quality were more likely to be picked up than those of lesser quality. An example of a high vs. low quality brochure would be the difference between brochures that are photocopied onto a thin sheet of paper vs. brochures printed on heavy cardstock. It is

important to keep in mind that these suggestions not only apply to the front graphic, but the entire brochure as well. Interestingly, Young and Witter (1994, p.31) discovered that the general design of a brochure had more impact on its effectiveness than did the actual content.

### ***Content***

Wigington (2008) suggests a number of factors to consider when determining the content of your communication media. One suggestion is that the number of messages one is trying to get across should be limited to three (CDC, 2009, p.5). The most important of these messages should be placed near the beginning of the communication tool (Wigington, 2008, p.71). As well, Wigington (2008, p.71) advises that all unnecessary words and jargon be left out of communication mediums to ensure that only relevant content is included. Weiner (2007, p.11) allows the use of figures of speech, however rejects the use of clichés, mixed metaphors or unintentional sarcasm. When using acronyms in your writing it is important to write out the entire name once, at the beginning, then simply use the appropriate acronym there-after (Wigington, 2008, p.71). Another suggestion is the use of an active voice in your writing. When using an active voice in your writing, the subject carries out the action. For example, the sentence “Students can purchase sustainable food at Agora” uses an active voice whereas the sentence “Sustainable food can be purchased by students from Agora” uses a passive voice.

Young and Witter (1994) also offer suggestions for writing the text of an effective educational brochure. They discovered brochures that had connections from one section to another and promised “new information” later on in the brochure were more successful at communicating their message (Young and Witter, 1994, p.30). Brochures with personalized and easy to understand messages were also found to be more effective than ones that were not. Lastly, brochures that had specific management information and used concrete words were most effective. In our case, an example of specific management information could involve conveying to readers where and how they can source sustainable

food options. It is important to remember that in order for a communication tool to be effective the messages must be clear, as well as relevant and appropriate for the audience (CDC, 2009, p.5).

### ***Formatting***

Wigington (2008, p.71-72) suggests using 12-14 pt. serif type fonts for the body of the text.

Headings/titles may be larger and use non-serif fonts and should also be descriptive (Wigington, 2008, p.72). Weiner (2007, p.10) stresses the importance of headings, and advises that they be no longer than eight words in length. Young and Witter (1994, 30) also found that the use of headings, with lots of connections within the text, help to increase the effectiveness of a brochure. The use of bullet points is also suggested, however, list should be kept short and concise with no more than seven bullet points (Wigington, 2008, p.72). If it is not possible to use bullet points, paragraphs should be kept short. The use of all capital letters, italics, or cursive writing is discouraged (Wigington, 2008, p.72). Finally, it can be useful to incorporate graphics into your written media, although, they should correspond with the message (Wigington, 2008,72).

### ***What Should a UBC Campus Food Guide Contain?***

The second set of research questions aimed to inform the group on what to include in our campus food guide:

- *What should a campus food guide contain?*
- *What are some other examples of sustainable food guides we can draw from?*
- *What lessons can be learned from looking at other food guides?*

To answer these questions we looked to two quite different campus food guides: UC-Santa Cruz Campus Food Guide (2010) and Yale Sustainable Food Purchasing Guide (n.d.). Both of these guides offered valuable information when planning our own food guide.

Both guides offered a variety of different design components and formatting that we wanted to incorporate into our own food guide. In the UC Santa Cruz Food Guide, we found the use of photos, in both black and white, and in colour to be appealing. Pictures and profiles of chefs and farmers also helped give ‘food a Face’. Giving food a face helps to bridge the gap between families and their food system, as well as encouraging them to take an active role with their food system (Gillespie & Smith, 2008, p.342). We found the use of bullet points to help increase the readability of the text, and noticed they did a good job of using branding throughout their guide. Also, all text that was not in point form was broken down into columns.

Yale Sustainable Food Purchasing Guide made good use of tables and figures in their food guide. This helped to increase the readability of the guide and made it easily approachable. One final component that was particularly successful in the food guide put out by Yale University was the use of general information. We suggest this is a key component to keeping the food guide up-to-date.

### **Scenario Evaluation**

Evaluating the progress of the UBC Campus Food Guide project required assessing the project in more detail than simply identifying the printing of the guide as a measure of success. By limiting the determinants of success to whether or not the guide was printed and distributed, we would ultimately exclude a number of important components of the project from inclusion in the evaluation plan. Using the “SMART” evaluation plan, and determining specific, measurable, action-oriented, relevant, and time-bound indicators help to focus project goals and measure success (Shutzbank, 2012), enabled our group to highlight a greater number of project milestones and helped identify lacking components which were later addressed in our project recommendations.

A variety of indicators were created which defined success through measuring the response of key groups to the guide. This method focused primarily on short-term, intermediate, and long-term goals in

order to address the immense scale of the project. It was identified early on in the project--through the vast volume of research required to create and manage the guide--that this was the first year of a multiple-year project.

As noted in our research methods, the completion of primary and secondary research involved extensive communication with UBC food outlets and stakeholders; a practice that was both time and labour intensive. Due to the large amount of time devoted to this research, and the large number of both individuals and businesses included, it was important to include the satisfaction of our stakeholders as a measure of whether the project's goals were met. In order to confirm that key stakeholders of the UBC Food Guide project were satisfied with the information presented in our guide and final paper, e-mail correspondence was carried out and project research was presented with the hopes that stakeholders would read through and assess our research, and make corrections or additions as necessary. Once stakeholders have expressed their satisfaction with the information we intended to include in the guide, we will be able to identify our primary, and short-term goals, as being met.

Our secondary, or intermediate project goals, relate directly to the printing of the UBC Campus Food Guide. After ensuring that our key stakeholders have first approved the content of the guide and that both groups approve the layout and design of the guide, our intermediate goal would involve seeking the opinion and advice of our target audience. Before filling a commercial print order and beginning distribution, holding a number of focus groups involving students, staff and faculty from the UBC community in order to determine whether the guide is user-friendly, concise, and representative of the UBC campus community enables our group to determine whether our intermediate goals have been met. Edits and corrections using the collected research from the focus groups allows our group to address any concerns from the community, and confirms that our guide is ready for print and distribution. It should be noted that these intermediate goals are beyond the scope of this stage of the UBC Campus Food Guide,

and this stage should likely be completed by the SEEDS office over the next few months while the preliminary draft of the food guide is being considered.

Finally, the long-term evaluation of the UBC Campus Food Guide project involves surveying key groups within the UBC community following the food guide's distribution. Surveying of students, staff and faculty using a variety of questionnaire formats such as in-person and online to try and determine the guide's usefulness and availability will help determine what is lacking in the guide, and how improvements can be made. In addition, distributed questionnaires and face-to-face interviews with stakeholders, key outlet owners, managers, and employees will help to establish whether the outlets included in the guide were affected by the guide's presence. For example, asking business owners whether an increase in consumer traffic was noted, or whether a higher level of interest in sustainable and organic products was observed since the printing and distribution of the guide in the community. This stage of the project is best left to a future LFS 450 class in order to allow an adequate amount of time for the guide to be in use and circulating amongst members of the UBC community, and due to the time and resources required in order to complete effective and efficient surveying.

### **Stakeholder Recommendations**

On campus ground-truthing exercises, communications with project stakeholders and secondary research findings have allowed us to make the following recommendations for the direction of a UBC Campus Food Guide:

**1. Obtain feedback from stakeholders prior to further development, design and printing.** First and foremost, it will be imperative that each of the project's stakeholders approves the written descriptions that have been created for many of the food outlets. Asking stakeholders questions about the clarity of the tool should also be done prior to printing. This could include interviews or focus groups with a small number of students, project stakeholders, and the general public in order to work out some of the flaws of



a draft of the guide. Although we initiated preliminary feedback via email, follow up communications are beyond the time and scope of this project and should be carried out by the UBCFSP coordinator or future LFS 450 students.

**2. Upon completion of a final UBC Food Guide, annual review and modification should take place.**

Once it is created we suggest the UBC Campus Food Guide be reviewed and modified on an annual basis. Although we have tried to only include general information to limit the number of changes, there will continue be new programs and food outlets starting up in the future that should be included in the campus food guide. We predict that the construction of the new Student Union Building in 2014 will have a significant impact on the food system at UBC and will require that the UBC Food Guide be reassessed. We suggest updating and improvement to the food guide be carried out by future LFS 450 groups.

**3. Emphasis should be placed on the development of a web-based UBC Campus Food Guide over a hard copy version.**

Due to the financial cost associated with re-printing the guide annually, it may be more feasible to place an emphasis on a web-based food guide. This web-based food guide could be updated annually with little-to-no financial cost associated. The web-based food guide could be incorporated into a blog with news and events.

**4. We would like to see the UBC Food Guide expanded to include outlets, groups and food events in the Greater Vancouver area.**

In the future we would like to see the food guide expand beyond the campus to include local restaurants, markets and food outlets that have specific local/sustainable initiatives similar to those found at UBC. The UBC Campus Food Guide could also contain information about urban farms with markets and community sponsored agriculture (CSA) opportunities as well as other urban farm initiatives.

## Conclusions

From our UBC Food System Project, we identified the following conclusions:

- The information collection stage for the creation of a campus food guide requires extensive ground-truthing, email communication and face-to-face interviews with food purchasers and policy makers.
- Further procurement identification exercises (above) are required; the success of this project was significantly limited due to time constraints.
- We recommend the continuation of this project under the LFS 450 Land, Food, and Community series as a means of increasing awareness about food system issues on UBC campus among students, staff and faculty.



## MEDIA RELEASE

# UBC Campus Food Guide: A Responsible Food System Communication Tool

Monday April 9<sup>th</sup>, 2012

The University of British Columbia, in collaboration with the Faculty of Land and Food Systems course series LFS 450 and the UBC SEEDS Program, created a number of Food Systems Projects (FSP) seeking to address a number of food security issues within the UBC food system and its community.

The UBC Campus Food Guide project researched the current availability of local and sustainable food products at food outlets on the UBC campus, as well as specific locations and initiatives focused on the creation and promotion of sustainable food options where individuals can become involved beyond their role as a consumer. The research and information was obtained through surveying and interviews conducted with major stakeholders such as AMS Food and Beverage Department, UBC Food Services, and the chefs and staff who play significant roles in the functioning of the UBC food system, and who possess the ability to make changes to improve the sustainability of the current UBC food system.

Information gathered from research was then formatted into the first draft of a comprehensive UBC Campus Food Guide—A communication tool aimed at UBC students, staff and faculty to help spread awareness of current sustainability efforts on the UBC campus, and to help promote participation in the various sustainability programs currently taking place throughout UBC.

Primary findings reinforced the growing sustainability efforts and achievements taking place at UBC, however limitations were found to result from the vast size of the university and the challenges associated with feeding a large and constantly growing community such as the UBC community.



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## Appendix A

### General UBC Food Outlet Food Sourcing Questionnaire

1. How much individual purchasing power do(es) *you/your outlet* have within UBC Student Housing and Hospitality's food purchasing for the year?
  - a. What products does this include?
2. Outside of UBC-wide sustainability practices such as Fairtrade coffees and teas, does *your outlet* have any unique sustainability practices?
3. How much of the produce used at *your outlet* (whole fruits, cooking produce, salad/fruit bar) is sourced locally or organically throughout the year?
  - a. What local producers is this food sourced from, and where are they located?
4. How much of the protein sources used at *your outlet* (meat, poultry, fish, seafood, eggs) are sourced from local producers?
  - a. What producers do you use on a regular basis, and where are they located?
  - b. Are the eggs all guaranteed organic, cage-free, free-run, or free-range? Are a certain percentage guaranteed organic, cage-free, free-run, or free-range?
  - c. Is the seafood Oceanwise?
  - d. Are the meat products ethically raised?
5. How much of the dairy products used at *your outlet* (yoghurt, milk, cheese, butter) are sourced from local producers?
  - a. What producers do you use on a regular basis, and where are they located?
  - b. Are any of these organic producers?
6. What other products are made fresh on-site that the UBC community should be aware of (bread, pastries, soups etc.)?

## Appendix B

Table 2. List of outlets offering sustainable food options on UBC campus

Name	Contact	Category
Agora in H.R. MacMillan Building	59-2357 Main Mall <a href="http://blogs.landfood.ubc.ca/agora/">http://blogs.landfood.ubc.ca/agora/</a>	Independent: student-run, volunteer based, non-profit
Bernoulli's	6138 Student Union Boulevard	AMS Food and Beverage
Bookstore Cafe	6200 University Boulevard (604) 822-0522	UBC Food Services
The Boulevard Coffee and Roasting Co.	5970 University Boulevard <a href="http://www.theboulevard.ca/">http://www.theboulevard.ca/</a>	Independent: small privately owned business
Cafe Moa	6393 North West Marine Drive (Museum of Anthropology)	UBC Food Services
Caffe Perugia	2350 Health Sciences Mall (Life Science Centre) (604) 827-3291	UBC Food Services
Granville Island Produce	5767 Dalhousie Road (University Village)  Note: located outside campus boundary	Independent: small privately owned business
Ike's Cafe	1961 East Mall (Irving K. Barber Learning Center, South Wing, Second Floor)	UBC Food Services
IRC Snack Bar	2194 Health Sciences Mall (Instructional Resources Centre, Main Floor)	UBC Food Services
Law Cafe at Allard Hall	1822 East Mall (Second Floor)	UBC Food Services
The Loop Cafe at CIRS	2260 West Mall (Main Floor)	UBC Food Services
Neville's	2125 Main Mall (Neville Scarfe Building - Library, Main Floor)	UBC Food Services
Niche Cafe	2212 Main Mall (The Beatty Biodiversity Museum)	UBC Food Services
Pacific Spirit Place	6138 Student Union Boulevard (Student Union Building, Main Floor)	UBC Food Services
The Pendulum	6138 Student Union Boulevard	AMS Food and Beverage
Pie R Squared	6138 Student Union Boulevard	AMS Food and Beverage
The Point Grill	Building 4 - 2205 Lower Mall (Marine Drive Residence)	UBC Food Services
Pond Cafe	2071 West Mall (Ponderosa Centre)	UBC Food Services
Reboot Cafe	2366 Main Mall (ICICS Addition, Main Floor)	UBC Food Services
Sage Bistro	6331 Crescent Road (University Centre)	UBC Food Services

	<a href="http://sage.ubc.ca">http://sage.ubc.ca</a>	
Sauder Exchange Cafe	2053 Main Mall (Henry Angus Building, Main Floor)	UBC Food Services
Save-On Foods	5945 Berton Avenue	Independent: national grocery chain
Sprouts	6138 Student Union Boulevard <a href="http://ubcsprouts.ca/">http://ubcsprouts.ca/</a>	Independent: Student-run, volunteer-based, non-profit
Stir It Up	1866 Main Mall (ARTS - Buchanan Block A)	UBC Food Services
Totem Park (Residence Dining)	2525 West Mall, Totem Park (Coquihala Common Block, Dining Room)	UBC Food Services
UBC Farm Markets	Saturday Farm Market: 6182 South Campus Road Wednesday Campus Market: 6200 University Boulevard <a href="http://ubcfarm.ubc.ca/">http://ubcfarm.ubc.ca/</a>	Independent: collaboration between UBC and Centre for Sustainable Food Systems
Vanier's (Residence Dining)	1935 Lower Mall, Place Vanier (Gordon Shrum Commons Block, Dining Room)	UBC Food Services
Westcadia Catering	2525 West Mall, Totem Park (Commons Block, Second Floor) <a href="http://www.catering.ubc.ca/">http://www.catering.ubc.ca/</a>	UBC Food Services

## Appendix C

Table 3. List of locations where food production is occurring on UBC campus.

Location	Contact
*Acadia Community Garden	Acadia Park Lane /UBC
LFS Orchard Garden	Located Behind H.R. MacMillan Building 2357 Main Mall <a href="http://blogs.landfood.ubc.ca/lfsog/">http://blogs.landfood.ubc.ca/lfsog/</a>
UBC Farm	6182 South Campus Road <a href="http://ubcfarm.ubc.ca/">http://ubcfarm.ubc.ca/</a>
*University Neighbourhood Association Community Garden	Hawthorne Place

\*We were not able to contact Acadia Community Garden or The University Neighbourhood Association Community Garden to determine what food products were being produced. It is assumed these products are for personal consumption only and not available for consumption by the wider UBC community.