

UBC Campus Food Guide - A Responsible Food System Communication Tool

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UBC CAMPUS FOOD GUIDE- A RESPONSIBLE FOOD SYSTEM COMMUNICATION TOOL

Scenario # 8 – Group 14

6/4/2012

LFS 450

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Abstract:

As a part of the University of British Columbia Food System Project (UBCFSP), our group worked in collaboration with one other group to produce a Campus Food Guide, particularly focusing on opportunities around the UBC campus for our community members to exercise their food citizenship. A literature review was conducted in order to find out what makes a good communication tool, identify content of other campus food guides, and to define a contextual criteria for food citizenship. We identified several stakeholders as contributors to food citizenship opportunities for the UBC food guide. The stakeholders were contacted via email in order to obtain approval for the information we found related to their organization. Two groups were responsible for creating the food guide and worked together to successfully secure \$1999 in funding from the AMS Sustainability grant for further distribution. A design team consisting of two people from each group worked collaboratively on the food guide layout. As a result of our preliminary research, a Google Doc© was created where information was compiled on each stakeholders opportunities and activities involving the food system. We recommend next LFS 450 students to continue with the design and distribution of the food guide as well as continue to enrich the database, so that the future groups can expand upon the food guide.

1. Introduction

The UBC Food System Project (UBCFSP) is a collaborative, community-based action research project aimed at food system sustainability in the University of British Columbia (UBC) Vancouver campus area. Over the summer of 2011 the UBCFSP partners acknowledged that the UBC campus offers many ways to interact with the food system that may be unknown to the majority of the community. The creation of a communication tool was identified as the next step to sustain progress of the UBC food system. From this an LFS 450 scenario arose to develop a food guide as a means to raise awareness about what is happening on campus. Because this is the first scenario involving the food guide, two groups were assigned to the project in order to build a solid foundation. This will further be elaborated on in the Methods section.

This report describes the process our group went through while working on this scenario over the term of Spring 2012. Topics covered include an explanation of the problem, followed by the relevance of the project to the wider North American and global food systems, and brief reflection on the UBCFSP vision statement. The report then goes into describing our methodologies; the process we went through over the term, the findings that emerged from those methods, and a discussion of the findings. The food guide produced from our findings focuses on the importance of food system engagement and how community members can begin and/or further their engagement in food system opportunities. This was accomplished by providing a list of sources available for food-related engagement on campus in the food guide.

1.2 Problem Statement

Traditionally, food security has been concerned with obtaining enough food but according to Rojas et al (2011) the "the concept has evolved in the developed world to

encompass a broader set of social, ecological and economic considerations" (p. 756). In this view "achieving food security is now inseparable from health and environmental sustainability" and "it is crucial to overcome the 'distancing' and disconnection that characterizes the current global food system" (Rojas et al., 2011, p. 765). Here the role of 'food citizens' is much required in order to change the status quo (Rojas et al., 2011). Food citizens are consumers who understand the impacts of their food choices on social, ecological and economic sustainability. It is a term often used to describe "an individual who employs socially and environmentally conscious decisions in his food acquisition and consumption" by basing his food decisions on a number of factors such as "origin, means of production, and range of accessibility and by doing so is able to influence numerous components of food systems" (Gliessman, 2007, p.339). We have no doubt that our practices at the local food system level can increase awareness of food citizenship in Canada and can provide a example for others to follow. We need to empower the individuals to get more involved if we want the consumers to be more conscious of the food decisions they make. One of the elements for systematically supporting good food systems is by inspiring, engaging and informing consumers and gathering support for collaboration among stakeholders in the UBC food system. Therefore, launching a food guide can be the key to bringing our community together and could prove to be a great resource. Our group's project investigated the UBC food services and practices in order to create a food guide aimed at raising awareness. The goal of our project was to provide local and sustainable food system initiatives for all consumers on campus, as well as introducing them to sustainable practices. UBC could be a benchmark for the country to get inspired and follow the movement of change that embraces food citizenship. Supporting and raising awareness of food citizenship can help invigorate food systems and the way in which people interact with food. The country needs a new approach to improve health of

Canadians and reconnect them with their food sources and reaching out to the young demographic is a means to achieve this. Almost 37% of Canadians use the Internet to obtain nutrition related information while 28% rely on the media for nutrition related information (AAFC, 2006). The majority of the Canadians that are healthy are also young, have higher levels of formal education, and are more likely to make changes in their diets to eat healthier and often report selecting food for its beneficial ingredients (AAFC, 2006).

1.3 Vision Statement

LFS 450 community partners and past students have worked collaboratively on the vision statement for the UBCFSP: “A sustainable food system meets the needs of the present generation without compromising the ability of future generations to meet their needs” (LFS Teaching team, 2012). All of our group members agreed with every principle of the vision statement and we believe that all 12 principles are necessary for attaining a sustainable and environmentally sound food system. In particular, the food guide directly addresses two principles, #6 and #12. Principle # 6 states that: “Food and the food environment enhance community through opportunities for community members to interact and support one another to meet common interests and goals.” Through providing a list of volunteering opportunities we hope to increase the interaction of UBC students and consumers with respective food producers, retailers and organizations involved in the food system, in hopes of increasing their interest in broader community. Similarly, the food guide addresses many opportunities provided by the UBC food system in order to have all members of the community learn more about food production and preparation through on-campus land- based food production sites (Principle # 12). Our hope is that the food guide can increase the wider community’s knowledge, attitudes and practices

around food system sustainability and can increase the visibility of the campus food system sustainable initiatives.

1.4 Value Assumptions

As members of the Faculty of Land and Food Systems, we are aware of the importance of environmentally sound practices when growing, producing, and eating foods. Consequently, we understand that the opinions, values and beliefs of individuals in our community also vary by far. Considering this, we wanted to provide our readers with as many food system-related options as possible in order to reach out to a variety of audiences. Therefore, we moved forward with our project while bearing in mind the ethical and cultural differences present among UBC students, staff, and community. By providing numerous options on campus, not only do we support social and environmentally sound practices, but we also offer diversity and appropriateness when it comes to personal preferences of each and every individual.

2. Methodology

To begin the process of researching and designing a campus food guide, a scenario was assigned to two teams of five students in the beginning of the term. Initially, all ten of us sat down together and decided on how we would divide the work among our groups, including what we would work on separately and together. After the first week, we were left with nine people working on this project, as one person had dropped the course. Our group then consisted of four people. Together we decided that our group was to focus on identifying the opportunities on campus where community members can engage with the UBC food system in various forms (i.e. volunteering, composting, and sustainability courses). Whereas, the other group (group 13) was

assigned to focus on local, organic and fair-trade options available on campus at food retailers. The following methods speak to those that were undertaken by our group in order to work towards the objectives set out by our group.

2.1 Literature Review

The next step was to conduct a literature review to help compare and contrast the current food guide to our proposed food guide. The search engines used to find the literature were the UBC library search engine, Google Search engine, and Google scholar. Based on the direction given in our scenario description, we divided the work among our four members by giving them each a research question to report back to the group on:

1. What makes a successful communication tool?

(Key search words: publication, communication tools)

2. Find different types or samples of communication tools (i.e. from North American universities)

(Key search words: university food guide, campus food guide, and food guide)

3. Relevant campus food guide components (list components with a brief description)

(Key search words: Food guide, Campus food guide, and community food guide)

4. Current knowledge of UBC food system

(Key search words: UBC Food system, UBC food sustainability, and UBC sustainability on campus).

Furthermore, to gain an understanding of UBC food services and policies, we consulted many resources to guide our project. Most of the preliminary information was obtained through UBC websites such as: UBC Food Services and the AMS Food and Beverage Department. Part of our research included analyzing successful food guides and sustainability-related communication tools of other universities. The food guides provided insightful information as to how we can progress forward with our project. These will further be elaborated in the findings

and discussion section. Conducting a literature review helped expand the concept referred to in the preliminary food guide, food citizenship, and further helped define the term, in order to maintain consistency within our project.

2.2 Defining Food Citizenship

Based on our literature review and overall interpretation of food citizenship, we formalized our contextual meaning of food citizenship as: any engagement opportunity related to the food system that would allow the community member to have a net positive effect on UBC community's *food security* (FAO, 2002) while keeping in mind his or her self's health and environmental sustainability. Engagement opportunities are either basic or applied: basic engagement is driven by community member's interests, is unrelated to immediate practical issues and is mostly concerned with understanding while applied engagement is driven by organizational interests, is closely related to immediate practical issues and is mostly concerned with involvement (Stoeker p. 5, 2005). Engagement opportunities relate to the UBC food system at all levels including food production, processing, distribution, consumption and waste management.

2.3 Identifying Key Stakeholders

We decided to further expand our knowledge of the specific stakeholders that we identified with opportunities in alignment with the previous section 2.2. A complete list of stakeholders can be found in Appendix B. A total of six major stakeholders were compiled in a Google excel, and provided on a Google map as a part of another assignment in LFS 450 see Appendix B for link. From here, seventeen organizations, including student-run clubs, were

identified within the major stakeholders. The assorted organizations were divided up among our four group members, and more information was obtained about each. We did this in three main ways: 1. An Internet search was conducted of websites pertaining to the stakeholders. 2. Interviews were held with The UBC farm and The Orchard Garden, as we wanted to have in depth knowledge on these particular stakeholders. This was important as both of these stakeholders have multiple types of opportunities associated with them (volunteer, retailer and educational), making them a large portion of the guide. 3. All other stakeholders were consulted over emails Appendix C 1-13. These emails were sent closer to the end of the term (mid-March) to all stakeholders clarifying information we sourced on them as a means of informed consent and for any additional information they saw fit. It is also important to note that we carbon copied Sophia Baker-French in all of these communications. Of the seventeen organizations identified and contacted, one did not respond to an email, which was the Waste Management contact, and the Arts Internship felt they did not meet our criteria.

Collaborating with UBCFSP stakeholders as a part of our process allowed us to gain more knowledge about components that could be incorporated in the guide and help us finalize ideas, while meeting their needs and expectations. These components also directed us in our visualization of the food guide. Our main community partner and contact Sophia Baker-French, Coordinator for UBC Food Systems Project, provided us with feedback and suggestions throughout the project. Through emails and meetings we were able to envision the process our food guide would have to go through. Also, contacting Sophia helped us to have an in depth understanding of our resources and limitations. Similarly, contacting Andrew Rushmere, Academic Coordinator for the UBC Farm, helped us to find out more on volunteer and internship opportunities within the UBC Farm Community.

2.4 AMS Sustainability Grant

Meanwhile, we also focused on attaining a grant to help facilitate the distribution process of the food guide. During the process of our literature review, one student from our group in conjunction with a member from the other team wrote a grant proposal to the AMS Sustainability Fund. This was a means to gain funding for the printing of the completed food guide. The grant requested was for \$2000, and a completed proposal is included in Appendix A. In the beginning of March it was found that the proposal was approved with \$1999 in funding (see Appendix A). A set of obligations must be met by accepting this grant, our group will fulfill them until the end of the semester and can then be carried on by whom ever is responsible for the distribution portion of the grant (See Appendix A).

2.5 Documentation

In order to keep track of all the information our group gathered on stakeholders we created two working documents on Google Doc®. One was an excel file where information on organization name, location, all contact information, short explanation of group, website, and social media pages were kept (Appendix B). The other document was a Word document where we compiled all the information we found in the previously explained methods. Stakeholders were further grouped into components that were identified as relevant to UBC, through the literature review of other food guides. Producing working documents continuously helped members of our group stay on track and up-to-date with the progress of different components. The documents were shared only among our group (group 14) since our part of the food guide was incorporated a separate set of information that the other group would hardly benefit from.

However, we had discussed with the other group that we were open to release of any relevant information with them on an as needed. Consequently, having the database in a spreadsheet format will open up various opportunities in the future for further distribution and/or reproduction of the food guide.

2.6 Designing the Food Guide

In the later phase of the term, we came together with the other group again to decide how to design the food guide. Our initial step was to meet with Duncan McHugh from the LFS Learning Centre to learn about different options available for us to design the food guide. From this meeting we decided that we would use Pages© (Apple trademark program) as the design program. Duncan also provided us with some general knowledge of making communication tools (i.e.; colour schemes, white space, and rule of thirds) and things to keep in mind for printing purposes. These will later be identified in the findings section. The next step was to create a storyboard to visualize our final product. We did this by assigning two people from each group onto the ‘design team’. This team was also in charge of the colour scheme and assembling the content compiled from each team into a Pages template, which will be passed along to subsequent groups. The design team was also responsible for the editing process of the food guide.

2.7 Limitations

Limitations we encountered as a group included; the time consuming aspect of collecting information on organizations included in the food guide, therefore we only had time to finish so

much. Working with another group had its limitations as well, in that it was difficult to keep each other up-to-date on the progress made, and stay on track with one another.

2.8 Evaluation

Before the food guide is finalized, all the stakeholders involved will need to be consulted with the final product to ensure they are satisfied with their representation in the food guide. Consulting Duncan McHugh will also be an aspect of our evaluation. The next phase of this project will be to pilot the food guide with a group of representative community members, from there modifications can be made if necessary to ensure the success of the food guide once it is complete.

3. Findings and Outcomes

3.1 What Makes a Successful Publication?

In order to design a campus food guide, we need to understand what readers are interested in, what they already know and what we can expect them to learn from our work (WIPO, 2012). Furthermore, we need to have communication objectives that are aligned with the changes in attitudes and behaviour that the resulting food guide aims to bring about (WIPO, 2012). Before beginning the writing process, close attention is required when choosing the language and structure of the food guide according to knowledge level and interests of our target audience (WIPO, 2012). Keeping the writing short and simple would attract the attention of an average reader, while making it easy to understand and act upon (WIPO, 2012). The design is another key aspect of a successful communication tool. In order to achieve this, we were to use the following elements: usage of bright colours, white space, and rule of thirds, as provided by

Duncan McHugh, LFS Multimedia Developer. When finalizing these elements, we are to keep in mind that the criteria used, is in-line with the style and content of your message (WIPO, 2012). Usage of graphics to keep the reader engaged and using columns to avoiding large paragraphs was also suggestions provided by Duncan.

3.2 Current Communication Tools

3.2.1 University of California, Santa Cruz: Student Food and Garden Guide

In 2003–2004, University of California, Santa Cruz (UCSC) students, staff, faculty, and community members formed the Food Systems Working Group (FSWG) with the goal of improving the campus food system (FSWG, 2010, p.1). FSWG works to bring sustainable and locally produced food to the campus by socially responsible organization (FSWG, 2010, p.1). They promote education and awareness of the local food system by allowing students to receive credits through classes and internships pertaining to food and farming (FSWG, 2010, p.1)). The listed campus activities include: local and organic dinner nights, and hosting regional farm tours as well as “field to fork” tours (FSWG, 2010, p.1). The UCSC food guide helps consumers to eat well by providing them with many local and organic options (FSWG, 2010, p.3). Also it helps students to become better-informed consumers by supporting sustainable and local practices on campus (FSWG, 2010, p.3).

The UCSC food guide is designed to help one find sustainable food on campus, to share what is happening with the UCSC food system, to raise awareness of opportunities on and off campus, and to encourage involvement in internships and volunteerism that address agriculture, hunger, nutrition, and social justice (FSWG, 2010, p. 1). The guide has a communication objective to “create connections and foster a strong network of people who want to build a more

sustainable food system” (FSWG, 2010, p.1). The UCSC addresses the following questions to raise awareness and engage the reader: What’s a Food System? Why Local? Why Organic? Why Sustainable? (FSWG, 2010, pp.2-3). The information was of great value for our guide, as further explained in the discussion. The USCS food guide also helps one learn about the farms and gardens spread across the UCSC campus, to raise awareness about the meaningful work being done by their campus community to encourage involvement in intern-ships and volunteerism at gardens on campus (FSWG, 2010, pp. 9-10).

3.2.2 Yale University: Sustainable Food Project

The Yale Sustainable Food Project (YSFP) manages an organic farm on campus, runs diverse programs that support exploration and academic inquiry related to food and agriculture, and collaborates on a sustainable dining program at Yale (YSFP, 2012). The project acknowledges that the “world’s most pressing questions regarding health, culture, the environment, education, and the global economy cannot be adequately addressed without considering the food we eat and the way we produce it” and aims to “create opportunities for students to experience food, agriculture, and sustainability as integral parts of their education and everyday life” (YSFP, 2012). Yale Sustainable Food Project’s website incorporated information such as the definition of ‘sustainable purchasing’ in their website (YSFP, 2012). Other components present were a sample seasonal menu, get involved (volunteer, internships, job opening, and student jobs), education (courses, conferences, global reach, academic majors and senior projects) and calendar (upcoming events) (YSFP, 2012). In addressing the question of what is sustainable purchasing, they define the practice as one, which “can be called sustainable if and only if it can be continued indefinitely without degrading the systems and resources upon

which it relies” (YSFP, 2012). They acknowledge that the word ‘sustainable’ has become a popular buzzword that clouds its intended meaning. The communication objective of the Yale Sustainable Food Project was identified to be “offering a set of guidelines so that institutions and individuals have the tools they need to build a better food system, for the health of people and the land” (YSFP, 2012).

3.2.3 Harvard University: Sustainability Pamphlet

This pamphlet includes a section on green tips, which addressed topics such as: using CFL bulbs and power tips, buying local, get a bike, recycle and compost and more (Harvard School of Public Health HSPH, 2012).

3.3 Information from Stakeholders

We identified stakeholders for a campus-wide food guide as it relates to our criteria for food system engagement. The information obtained from each of the identified stakeholders was formatted into an excel file, which contains location, contact and social media information. This file is housed in a Google Doc© file available to anyone with the link. The link is provided in Appendix B. From this point the excel file can be further extended as needed. A Google Doc© with available link was also created where more complete information was compiled on each stakeholder's opportunities and activities engaging the food system (Appendix B).

4. Discussion

The ways to practice food citizenship and the role of UBC as a role model for food citizenship were the top two grounds for our project. By working closely with stakeholders

around campus we intent to help the community members to reconnect with the food sources we consume and become more engaged as food citizens. These objectives are aligned with the UBCFSP goals of implementing measures “to facilitate transitions towards UBC food system sustainability” (LFS Teaching team, 2012). The information we gathered and that is present in the proposed food guide was collected, while considering not only consumers’ benefits, but also the provider’s equitable compensation and their role in the UBC food system. We hope that our outcomes provide a list of readily available opportunities that reflect the attitudes of the UBC food system towards the environmental concerns of the day and provide benefits to both community members and the food producers. By the end of the food guide project we are hoping to increase the number of food conscious citizens who not only look for healthy choices, but also prefer local and fair-trade products. As UBC has several local food producers, we believe that this project can potentially have an immediate influence on the greater Vancouver area.

Through our findings, we were able to obtain ideas that could be applied to our food guide. For example the ‘sustainable purchasing’ definition in the Yale Sustainable Food Project Guide gave us the idea that we should incorporate a section on how to become a good food citizen (YSFP, 2012). Similarly, the ‘green tips’ section in the Harvard University Sustainability Campaign further expanded the thought. As a group, we came up with a ‘to-do’ section on how to become a good food citizen (HSPH, 2011). We also found UBC-offered courses related to food systems and sustainability, while we were conducting our research. As a group we felt that this component would be highly useful in our food guide, it was also directly related to our topic of interest. One of the main aspects of our research was to get in touch with the current volunteer opportunities related to food systems present at UBC as presented in the findings

section. We are hoping to create a of food guide that is applicable to our food systems and can connect with people, and can build a platform for bringing the stakeholders of the UBC Food System closer together.

In particular, the education component will further enhance the reader's knowledge of food systems and in turn their perspective of food citizenship. It will provide the readers with available courses, which allow direct interaction with the food system. Such courses can teach the readers more about the environment, society, and/or economy and technology, depending on the course selected. Several courses also focus on sustainability by incorporating all the previously mentioned aspects. Hands-on-opportunities will make the readers more aware of activities offered across campus with the intention to increase their interaction with the UBC food system at different levels from farm to consumer. The seasonal availability of foods is also intended to make the readers consider the production of the foods they choose to eat. By having the compact chart readily available to them, they can instantly refer to it and make decisions based on its guidelines for seasonal produce in BC. Although this does not guarantee foods they are purchasing are grown in relatively local, the intent is that readers will enquire where their foods are coming from. They may even appreciate foods that are imported from long ways and eat such foods only occasionally. Lastly, the ways to eat sustainably will offer as a quick rule guide for readers and we hope that short and quick guidelines will be easy to remember. Through providing the reader with the numerous options, we aim to not only increase reader's knowledge about food system and sustainability, but also get more campus citizens involved with this issue. Overall, the aim is to engage and strengthen the skills of campus citizens as a whole after having the read the food guide.

Currently, conventional agriculture practices are facing challenges such as low prices, high input costs and ecological disadvantages such as soil degradation and environmental pollution (Gliessman, 2007, pp.8-15). However, these challenges provide a path from industrialized and mechanical food production to a sustainable one, which promotes not only health and nutrition, but also environmentally sound practices. For this reason, we need to stress the importance of having local and sustainable food practices around the campus. This identifies the importance of our project and the need for the UBC campus food guide. According to the book *Food Rules*, by Michael Pollan (2009), consumers need to understand the real costs of food production and consumption and not just the labelled price on products. Market price is usually not reflective of true costs of a product, as it does not label the health costs associated with the product. We hope that through our food guide we can increase the number of conscience consumers around campus and as a result improve the campus sustainability in the long-term. We are hoping that by creating a food guide consumers would come to know more about food safety, nutrition, sustainable food practices and environmental impacts of food production. Future students should carry on the food guide. This year laid the groundwork and initial draft for the project to be expanded upon, and there is still work to be done before distribution can unfold.

During the design phase with group 13 it was decided that the booklet would be a half page booklet, to be more manageable for the user. Since 8"x11" size paper will be folded in half and printed on both sides the page number of the booklet will have to be in increments of four. As mentioned in the scenario description, the interest for having a QR code that is linked to the LFS Cropedia was considered during the design phase of the food guide. In Appendix B the QR code image has been attached for future groups to use as they see fit. It has also been placed on

the initial draft of the food guide. Incorporation of further explanation of Cropedia may be necessary, as it is not incorporated into the guide at this point.

4.1 Evaluation Plan for Evaluating Project Success

Evaluate the success of our project when the UBCFSP stakeholders mentioned in the Appendix B are satisfied with the content provided. Feedback from Duncan McHugh in the Learning Centre will also be considered for future direction of the design. Furthermore, once the UBCFSP stakeholders are satisfied with the guide the distribution of the final food guide to the students and visitors of the UBC Vancouver Campus can commence. The next step for this project is to pilot the food guide with a small group of people before the monetary resources from the AMS Sustainability grant can be used to reproduce our work into paper format. Thus the approval of the grant was in part a success and further substantiated our food guide. Evaluation of the distribution will be the next step, by assessing product turnover at varying locations where the food guide is available. This form of evaluation is further discussed in the recommendation section of the paper. Beyond this a survey of reach, effectiveness, and acceptability among the UBC community could be conducted to assess whether the guide is meeting the intended objective of increasing UBC food system engagement.

5. Stakeholder Recommendations

5.1 Future Scenarios

The next LFS 450 scenario can carry on the project expanding upon the food guide and initiate the distribution of the food guide as a term project.

Food guide expansion can take shape in terms of additional components, editing to current components, and/or refining design/ layout. Other components that could be included: a centerfold map with all relevant locations marked, sustainable seafood chart, SUB rooftop garden project, and the Eco to-go initiative. From here a pilot study will need to be carried out to assess whether the guide is addressing the target audience and is visually appealing.

Beyond next year, the distribution process can commence in the form of establishing opportune locations and methods (i.e. to all new students at the Imagine day and website) to increase reach throughout the UBC Community. This scenario could also include partnering with stakeholders to establish monetary investment for printing and an online website (e.g. AMS). In terms of future promotion of the campus food guide we recommend that the LFS 450 team coordinate a promotional event during the term as a means to increase awareness and reach.

Future LFS 450 students can help maintain and update the food guide once it is completed and established within the community as well. At this time it may be beneficial to conduct a survey the population. This will establish whether the food guide has been effective in terms of increasing knowledge, attitudes, and practises of food system sustainability among the community. Reach can also be assessed at this time.

5.2 Teaching Team

We recommend that the LFS 450 teaching team continue to include the UBC food guide as a part of UBCFSP. We hope that future students can improve on the work that has been done so far by our groups. There may be two teams working on this scenario in the future, but we recommend that only one group works on the design. It would be both easier to manage and more consistent this way. A possibility is to have the second group focus on distribution of the

guide (print and web-based) and procuring further investment for further distribution to be feasible.

5.3 UBCFSP Coordinator

For the UBCFSP coordinator, we recommend communicating with the stakeholders the initial draft of the campus food guide. Before the next LFS 450 team moves forward with the food guide it may be beneficial to contact stakeholders in terms of future investment in the distribution phase of the food guide.

5.4 Food Guide Distribution

Publications are only as effective as their distribution. Having a clear idea of what the target audience is for a specific publication and where its members can be reached is the key to developing an effective distribution strategy for the publication (WIPO, 2012). The strategy will pinpoint the specific places where the target audience is likely to see and pick-up a copy of the publication. Common means of distribution for publications include:

- Websites (downloadable PDFs should be available not only at the website of the publishing organizations but also at other related websites that the target audience is likely to visit).
- Fairs, exhibitions, trade shows, concerts and other events attended by the target audience.
- Direct mailings
- Specific institutions, clubs, and associations aimed at the same target audience (including, trade associations, universities, museums, inventors clubs, etc.)

6. Scenario Evaluation & Feedback

Before completing the initial draft, we met with UBCFSP coordinator Sophia Baker-French to ensure the food guide was addressing the issues that the stakeholders envisioned in the project. We were recommended to send out emails to our stakeholders for their input and up to date information, and to be clear about what we meant about food citizenship within the food guide. We contacted each stakeholder to gain some feedback as to how each component will be presented in the final food guide. As for design of the food guide we asked for Duncan's comments along the process and we also sent the initial draft to Duncan before submission in order to have some feedback.

Our group aimed to have a more finalized draft complete by the end of the term, but because gathering and compiling data before we could design the food guide lasted until the third week in March, our group did not have enough time to do so. As we mentioned in the recommendations section, the next LFS 450 group should continue to refine the communication tool so it can be piloted and so forth.

7. Media Release

MEDIA RELEASE

UBC FOOD SYSTEM PROJECT

April 2012



A RESPONSIBLE FOOD SYSTEM
COMMUNICATION TOOL

What is happening on Campus?





AGORA CAFÉ





Check out LFS
Cropedia!



COMING SOON!

Our team worked creating a UBC campus food guide as a responsible food system communication tool. The aim of the food guide is to increase the communities awareness of what is going on in the UBC food system.

The food guide will contain the following sections:

- Locations of food retailers, outlets that sell UBC Farm and Orchard Garden products, or offer sustainable food options, and if local and organic foods can be purchased.
- Opportunities to engage with the UBC food system including- UBC courses, hands-on volunteering opportunities, seasonal availability of foods in B.C., and ways to eat sustainably.

The food guide acquired an AMS sustainability grant this semester that will be utilized for the initial investment for a printed version and a website for easy access to the

guide. The hope is that this will raise awareness and bring about change in the consumers attitude and behavior in regards to food sustainability.

As a group we all felt that we are part of a huge movement on campus, which will continue for years to come at the aim of improving campus sustainability. We realized that this project carries tremendous meaning as it aims to compile all current information in an easy to read booklet and website. We hope this project will result in a food guide that is not only informational and easy to read, but have a meaningful impact on its readers and provide them with the means to become passionate about the UBC food system that they interact with on a regular basis.

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9. Appendices

Appendix A Grant Application

Project Title: Campus Food Guide: A responsible food system communication tool

Total Amount Requested from the SPF \$2000

Is this a: Grant

Are you submitting to one of our designated funds?

UNA/AMS Campus Community Fund

UBC/AMS Social Solutions Fund

How did you hear about the SPF? LFS 450 UBCFSP scenario presentations

Project Description (*upload additional files if necessary*)

1. Executive Summary

The UBC food system offers opportunities to support more sustainable options all over campus, from purchasing local, organic or fair-trade products to gardening at the UBC Farm or the LFS Orchard Garden to learning how to prepare a homemade meal at Sprouts or Agora Café. 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. However, these improvements often go unrecognized by the wider UBC community and few people are aware of the changes being made. The UBC Food System Project Workshop brought about a consensus among the UBC Food System Project partners that a clear communication strategy is needed as it provides the key to be able 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 what is available at UBC. The hope is that such a guide can increase the wider community's knowledge, attitudes and practices around food system sustainability and can increase the visibility of the campus food system sustainability initiatives. As the LFS 450 team our aim is to; create a sustainable campus food guide using the LFS Learning Center resources if needed and based on consultations with UBCFSP partners (i.e. meetings, focus group). As a minimum, the guide will include all food locations of campus where food production is occurring, where UBC Farm and LFS Orchard Garden products can be purchased, where local or organic foods can be purchased, where other 'sustainable' food options can be purchased (i.e. Fair Trade, UBC made, low-carbon, healthy foods). Secondly, a guide to places and groups where interested readers can exercise their food citizenship and get involved with the local food system (for example: volunteering at Agora, Sprouts or the UBC Farm).

2. Describe how your project addresses all of the following criteria:

a. Reduction of Ecological Footprint

The food guide will list current food options and opportunities, this will provide 'sustainable' options for the UBC community, thus reducing the ecological footprint.

b. Increased Student Engagement

The food guide gives students information on two categories: sustainable food options on campus and volunteer opportunities within the food system.

c. Education and Outreach

The food guide will provide as an informative tool for the UBC community and the general public. Once printed the food guide will be available at several key sites and events across the campus.

d. Sustainability and Feasibility

The food guide promotes sustainable food options at UBC. The plan is to also offer the food guide online in a PDF format as a more sustainable option on an interactive website.

e. Impact at UBC

Through knowledge, attitudes and practices the food guide aims to get more people engaged in the UBC food system across the whole campus. This will aid in the movement of UBC towards becoming a more sustainable campus with a smaller ecological footprint.

Project Stakeholders

3. Which aspects of the university administration will be impacted by your project?

The AMS Campus Food Services, UBC food Services, Waste management, Faculty of Land and Food Systems.

4. Have you contacted these units? (If yes, list contact you spoke with about your project)

Our team is in contact with the UBC food systems project team, which includes Sophia Baker-French and Liska Richer

5. If you are an individual student being sponsored by a campus department, advisor, or community organization please explain their involvement and include their contact information.

Our team is a group of 9 students working on this scenario in the LFS 450 class from January- April 2012. We are working within the Land and Food Systems Faculty.

6. How much of your project will involve students? What roles will students play in your project? Does your project target involvement of a certain section of the student body?

The project is a product of annual LFS 450 food systems projects, where two student groups are working on the research and design of the campus food guide. The project aims to include everyone across campus that is interested in sustainable food options and/or volunteering for groups that promote food citizenship. The aim is to inform students who do not have a direct connection with food systems (i.e. outside of the Land and Food Systems faculty) and new students who are unaware of what the UBC food system encompasses.

7. How do you plan to gauge success with this project?

The food guide has been an interest expressed by stakeholders of the food system project at UBC. Our team is working to establish proper content and design for a successful campus food guide. Therefore, our first gauge of success will be dependant on whether or not we meet the expectations of Sophia Baker-French and the UBC food systems project

stakeholders. The grant money can then be used to print the campus food guide and further evaluation can be analysed by future groups. It should be noted that this is an ongoing project, we have thought of some long-term objectives that will be communicated to subsequent groups working on the project. Long-term measures of success could be noting any increase in sustainable, or local product revenues at establishments mentioned in the food guide created, and whether or not the number of volunteers in the mentioned opportunities show an increase. Also, by keeping a track of the amount of food guides being taken from the designated locations across campus to measure best placement.

8. Please provide contact information for a reference that can vouch for your ability to successfully complete this project:

Josh Edwards (LFS 450 TA)
 William Valley
 Sophia Baker-French

Project Education and Outreach

9. What is your plan for publicizing your project on campus?

This is a LFS 450 ongoing project at the moment we have been tasked with the initial design of the campus food guide. Initial plans for the distribution of the guide include:

- At establishments mentioned in food guide including the SUB
- Advertisements on campus websites (UBC/AMS, LFS)
- Handed out at orientation days (i.e. Imagine Days, International Student GALA)
- Ubyyssey advertisement
- Provide a web-link to increase reach

Budget Proposal

AMS SUSTAINABILITY		Proposal Budget	
<small>List all budget items for which funding is being requested from the SPF under the appropriate category. Include cost and total amount for each item requested. Please be as detailed as possible. (Insert additional rows if necessary. If you have price quotes from vendors or additional historical budget information from similar projects that have occurred previously or are on-going, please submit those with this application.)</small>			
PLEASE FILL OUT THE TIMELINE ON THE ADDITIONAL WORKSHEET IN THIS FILE			
Item/Service	Cost	Quantity	Total
General Supplies/Services			
Printing the food guide			
Copysmart	12 page booklet colour \$1.75	1142	
	B/W \$0.67	2,985	
			\$2,000
Personnel & Waives			
Publicity and Communications			
Equipment and Construction			
Other			
		SPF Grand Total	\$2,000
Other Funding Sources			
<small>List all non-SPF sources you are pursuing for funding, in-kind donations, etc. using the table below</small>			
Source/Description	Amount Requested	Date Requested	Date Received/Announced

Reply from AMS Sustainability grant

From: Justin Ritchie

Date: March 7, 2012 4:35:13 PM PST

Subject: Your AMS Sustainability Projects Fund Application for the Campus Food Guide

Hi,

We have reviewed your AMS Sustainability Projects Fund application for a Campus Food Guide. We really enjoyed your proposal and our committee has decided to support your proposal for \$1,999.

By accepting this funding you are obligated to:

- Use this funding only for the purposes stated on your project application
- Keep full documentation of your expenditures and submit them using the invoice form here: <http://amssustainability.ca/documents/>
- Submit a blog post at the end of your project, ideally with the PDF of your guide
- Display our AMS Sustainability Fund logo wherever possible on marketing and presentation materials for the project

Please don't hesitate to email or call if you have any questions.

Justin Ritchie
Sustainability Coordinator
AMS Student Society of UBC Vancouver

Introduction

Become a good food citizen! Follow the following tips and become more involved in the UBC food system!

- Every dollar spent at a farmer's market is one less dollar supporting the industrialized food system
- Give up store bought convenience food and make your own. If you buy it from the store, do a quick recipe search and try making it at home.
- Buy Fair-Trade. When you don't know your farmer because Serving Sizes you're buying from a foreign country look for the words "Fair-Trade". It ensures that farmers are treated justly and paid fairly for their work.
- Learn to cook. Without basic cooking knowledge, none of this is possible. Learning to cook your favourite foods using local ingredients.
- Eat seasonally. Eat root vegetables and hearty greens in the fall and winter. Eat salads, fruit, and tomatoes in the summer. Even milk and eggs are more abundant during certain times of the year.
- Check out the seasonal availability chart on page for more info!

UBC Food Rules

1. Buy produce from the UBC farm at least once a season
2. Get to know someone from the Faculty of Land and Food Systems
3. Have a UBC Food Guide handy
4. Take a course on sustainability
5. Join a food-related AMS Club of your choice

6. Get to know the composting bins around your classes each term

UBC Campus Food Citizenship Opportunities Database

The following file can be viewed by anyone with the link. If you wish to expand on the document you need to go to file make a copy, save it in your documents and make your changes.

URL:

<https://docs.google.com/spreadsheets/cc?key=0Ai1G2oU3PYjHdEE3YU5qamVZeGJHbkZHM28xd3dGZVE>

Working Food Guide

URL:

<https://docs.google.com/document/d/1s0Z3vYVr8F1mJkVjqNp-uoGhAfi1rdMIz7O-lxEPws/edit>

Google Map of stakeholders

URL:

<http://batchgeo.com/map/99ba7be2688ab741b9290b8f9aef32a4>

QR code linked to the Cropedia Main page

Large:

http://qrcode.kaywa.com/img.php?s=8&d=http%3A%2F%2Fcropedia.landfood.ubc.ca%2Fwiki%2FMain_Page

Medium:

http://qrcode.kaywa.com/img.php?s=6&d=http%3A%2F%2Fcropedia.landfood.ubc.ca%2Fwiki%2FMain_Page

Small:

http://qrcode.kaywa.com/img.php?s=5&d=http%3A%2F%2Fcropedia.landfood.ubc.ca%2Fwiki%2FMain_Page

* Pages© food guide file should be included with this document

Appendix C-1: Agora

Hi Jennifer,

This looks good. See the changes I've made in red below.

Thanks!

Jing

A student volunteer-run cafe, which sells, baked goods and sandwiches, and offers numerous refreshments. With a focus on local and organic ingredients, the cafe is geared towards food security and sustainability while providing an engaging experience for their volunteers.

Menu

- **Soup:** Tuesdays-Fridays
- **Frittata & Lasagna:** Mondays-Fridays
- Baked goods, snacks, and beverages are also available everyday

Hours of operation

- Monday to Friday from 9:30AM - 3:00PM
- *Open during each semester- closed for holidays

Volunteering

- Students can signup each semester to commit to a designated shift throughout the term. Volunteer signup is through the Agora website and there are two options: volunteer in the cafe or prepare hot entrees in the evenings.
- There are also opportunities to become part of the student Executive Committee each year; students can send their resume and cover letter and interview to become part of this team.

Appendix C-2: AMS Sustainability

This group was contacted, but the correspondence was misplaced. The emails were carbon copied to the UBCFSP coordinator.

Appendix C-3: Botanical Garden

Hi Richa,

Other aspects of our Garden that you may want to promote in your food guide are:

1. Our Demonstration Food Garden: <http://www.botanicalgarden.ubc.ca/food-garden>
2. Our courses and lectures on food topics including pruning, "backyard bounty" gardening course, espalier fruit tree pruning and training, pruning and more. Lists of currently offered courses appear here on our website: <http://www.botanicalgarden.ubc.ca/courses>
3. Our event "A Growing Affair" <http://www.botanicalgarden.ubc.ca/growing-affair> which is a plant sale with educational component (demos on beneficial insects, composting etc) as well as a large selection of edibles and herbs for sale.

Please let me know if you'd like any more information on any of these. We'd also love to know when the food guide comes out and how it will be distributed. Will it be free or sold? Online or print? There might be an opportunity for us to help promote it and possibly sell it (if there is a cost for it).

Cheers,
Katie

Katie Teed

Senior Manager, Marketing and Communication | UBC Biodiversity Collections | Beaty Biodiversity Museum and UBC Botanical Garden including Nitobe Memorial Garden | Faculty of Science

The University of British Columbia | Vancouver
6804 SW Marine Drive | Vancouver, BC Canada V6T 1Z4
beatymuseum.ubc.ca | botanicalgarden.ubc.ca

Appendix C-4: Cooking Club:

From: UBC Cooking Club

May 11

Hi Afsaneh,

My name is Cathy Wang and I'm a 3rd year FNH student who started the UBC Cooking Club. As a club, we are dedicated to introducing everybody to practical cooking skills and to help connect foodies alike. We host cooking sessions in the Food Nutrition and Health building, room 130. During these cooking sessions, we create 2-3 dishes (both savoury and sweet) together and enjoy these dishes together. We are also involved in charity efforts with food banks and soup kitchens. For example, we are volunteering at Gordon Neighbourhood House by organizing a baking program with kids. In September, we are also looking to start a partnership with the Lighthouse Society, a soup kitchen in Vancouver. Our members will have the opportunity to acquire hands on cooking experience while gaining a deeper understanding for food insecurity in our community.

We are looking for partnerships with organizations who offer sustainable produce and meats for next year. One of the founding principles of this club is to support local and sustainable agriculture and use these ingredients for our cooking sessions and club events. This is definitely an area that we are looking to expand in the future.

I've attached the logo of the UBC Cooking Club to this email, and below is an excerpt from our constitution, which outlines our purpose. Please let me know if you have any further questions.

Cheers,

Cathy

Appendix: UBC Cooking Club Constitution

THE PURPOSES OF THIS ORGANIZATION ARE:

To foster a community of cooking enthusiasts through the promotion of food preparation skills and the enjoyment of delicious and healthful foods.

To emphasize the importance of food in maintaining a healthy lifestyle.

To promote safe and healthful foods for all through charity efforts.

To support the use of local, sustainably grown ingredients

Appendix C-5: Food Bank

Hi Jennifer,

Thanks for the email. The information you sent me is correct. The only thing is our hours of operation will change from term to term as well as during the summer (it is usually by appointment only) so perhaps it would be better to say "For hour of operation, please check the website or email foodbank@ams.ubc.ca" instead.

Let me know if you need anything else

Michelle Ning

Coordinator, Food Bank

AMS Student Society of UBC Vancouver

58 - 6138 SUB Student Union Blvd, Vancouver V6T 1Z1

AMS: Enhancing Student Life | ams.ubc.ca

This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system.

Appendix C-6: Friends of the Farm

Hi Jennifer,

Thank you for your work on the UBC Campus Food Guide. I have made small changes. Here is the edited version:

Friends of the Farm is a UBC based AMS group, but you do not have to be a UBC student to join! Their main goal is to raise awareness about the UBC Farm, urban agriculture and sustainable food systems taking place at the farm within UBC and the wider community. They were also a big part of 'Save the farm'. They achieve this through representing the farm at campus events and holding social events such as the scarecrow festival, pumpkin carving, wreath making, and farm walking tours.

Take care,
Esha

Appendix C-7: Food Science Club

Hi Jennifer

Yes you may use our logo; I have attached it in the email.

On Sun, Mar 18, 2012 at 1:24 PM, Jennifer Abele wrote:

Hi Food Science Club,

We have the following information regarding your organization:
Please modify any fields that need to be updated.

The UBC Food Science Club provides opportunities to learn about the science behind food through food processing tours, demonstrations and the club's own experiments. It also provides opportunities to learn about wine and cheese pairings, making wine, brewing beer, making yogurt and cheese and all the great chemical reactions that happen in baked goods! You can find out where and when these events are happening through their website and Facebook page

We may also use your logo- if that is ok with you?

Appendix C-8: Land and Food Systems Undergraduate Society

Hey Richa,

That looks good.

David

Appendix C-9: Sprouts

From: Linda Liu || Sprouts VP

May 11

Sprouts is a student-run cafe and grocery store dedicated to supporting sustainable food systems, cultivating community, and promoting awareness about food security. There are volunteer positions in the cafe/store (located in the basement of the SUB), as well as in the kitchen where volunteers can help to create soups and baked goods. Volunteers are also needed to help with packing and delivering fresh, local, and organic produce boxes called Sprouts Boxes. Sprouts offers local, organic, vegetarian options in the cafe/ store from Monday to Friday 9:30 am-4 pm, as well as a by-donation lunch at Community Eats on Fridays if you bring your own reusable container.

URL: <http://ubcsprouts.ca/index.php>

Logo (you can find this on our website)

YouTube

Twitter @UBCSprouts

Facebook <https://www.facebook.com/ubcsprouts>

Thanks, Linda

Appendix C-10: Sustainability in Rez Program

Hi Richa,

I have a few edits to make, mostly just details. Our program is now called the Sustainability in Residence program, so the new blurb should read as follows:

URL <http://sustain.ubc.ca/rez> ; <http://www.sustain.ubc.ca/teaching-learning/beyond-classroom/volunteer-opportunities>

Email

Telephone

YouTube I don't think we have a YouTube video...

Twitter <http://twitter.com/#!/SustainUBC>

Facebook <http://www.facebook.com/sustainabilityinrez>

Small Excerpt about your organization as related to volunteering opportunities as a Sustainability Rep: The Sustainability in Residence Program is an opportunity for students living in residence to lead, inspire, and engage other residence students to find sustainable solutions and create change. The program allows reduction of waste, water and energy consumption in residences and to build a culture of sustainability through student action. As a Residence Sustainability Committee member, one will have the opportunity to plan fun events to promote ecological and social sustainability with like-minded students, help implement more sustainable waste, water, and energy practices in your residence. You will also have the opportunity to collaborate and network with students living in other residences on campus and get involved with UBC's larger sustainability goals while of course... having fun!

Cheers,

Shelley Long

Coordinator, Sustainability in Residence

Campus Sustainability

CAMPUS + COMMUNITY PLANNING

UNIVERSITY OF BRITISH COLUMBIA

EMAIL

BLOG www.sustainabilityinrez.wordpress.com

FACEBOOK www.facebook.com/sustainabilityinrez

2260 West Mall, Room 3331
Vancouver, BC Canada V6T 1Z4

www.sustain.ubc.ca

Appendix C-11: UBC Waste Management

Hi Jennifer

Please find attached a list of building where composting is available.

Regards

Darren Duff
Manager Municipal Services
UBC Building Operations
Web: www.buildingoperations.ubc.ca

*Darren was emailed a second time to confirm information on composting program at UBC, so that it could be used in the food guide, but did not respond.

Hi Darren,

I hope you are doing well. I had contacted you previously and you provided me with a list of the compost bins around campus. On behalf of the UBC Food Systems Project I wanted to let you know that UBC compost bins have been selected to be included in a proposed UBC Campus Food Guide.

We are particularly interested in including the compost bins with regards to the food citizenship they offer the campus.

The term *food citizenship* is defined as the practice of engaging in food-related behaviors that support, rather than threaten, the development of a democratic, socially and economically just, and environmentally sustainable food system.

We have the following information regarding your organization:
Please modify any fields that need to be updated.

We hope to provide a map of the locations of the compost bins across campus in our potential food guide based on the list you had sent me as well as a brief description of composting on campus from the information provided on the sustainability website.

To become a composting coordinator of a building on campus, steps are provided at their website.

URL: <http://www.sustain.ubc.ca/campus-sustainability/composting>
Email:

If UBC Waste Management would like anything modified or updated we will be contacting you with our final draft prior to the food guides being printed in case any further changes need to be made.

Also, if you have any questions or concerns you can contact me by email or telephone.

Regards,

Jennifer Abele

Location: Organics Collections			
Abdul Ladha			
Asian Centre			
Biol Sciences			
BioDiversity			
Brock Hall			
Buchanan D – Arts Advising			
C K Choi			
Cecil Green House			
Chan Centre			
Chem/Biol Engineering			
Chemistry South			
College of Interdisciplinary Studies			
C&CP			
Earth & Ocean Sciences			
Family Nutrition			
First Nations			
Forestry			
Geography			
GSAB			
International House			
LPC (Library Processing Centre)			
LS Klink (monthly)			
LSC – Microbio (Loading Dock)			
MacMillan			
Mary Bollert Hall			
Med B – Friedman Bldg			
Michael Smith Labs			
Museum of Anthropology			
Music Building			
Norman McKenzie House			
Osborne Centre			
Physics & Astronomy			
Ponderosa B (UBC Press)			
President's Row			
Scarfe Tower South Dock			
Waste Mgmt @ LBS			
West Mall Annex			
Acadia Daycare			
AERL			
Bookstore			
Café Perugia – LSC			
Childcare Acadia Daycare on Osoyoos			
Childcare Chuva/Main Office on Acadia			
Fairview			
Fraternity Houses			
Graduate Centre			
Graduate Students Society			
Green College			
Ike Barber			
IRC Snack Bar @ Woodward			
Kaiser/Starbucks			
Marine Drive Residence			
Ponderosa			
Powerhouse			
Reboot @ ICICS			
Ritsumeikan House			
Sage/Koerner			
Scarfe/Nevilles (formerly Edibles)			
Scarfe			
St. John's College			
SUB/Pacific Spirit Park			
The Barn			
Tim Horton's @ FSC (TBird)			
Totem			
Vanier			
White Spot			
Acadia Park (Comm Garden)			
Argyle House			
Bld. Roasting Coffee Co.			
Carey Hall			
Clement Green			
FERIC			
Gage Recycling Area			
Granite Terrace			
Hawthorne 6395			
Hawthorne Bldg A			
Hawthorne D 6308			
Hawthorne Green			
Keenleyside			
Logan Lane Townhouse			
NRC			
Promontory			
Regent College			
UNA: Bean Around the World (Old Barn)			
St. James House – Hampton Place			
TEF III			
Thunderbird 4000 Block			
Thunderbird Blvd 6320			
West Hampstead			
CIRS			

Appendix C- 12: Undergraduate Student Research Program

This group was contacted, but the correspondence was misplaced. The emails were carbon copied to the UBCFSP coordinator.

Appendix C-13: The Veggie Club

This group was contacted, but they did not respond.