

Lecture Series: Food Sustainability

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Land and Food Systems 450
**Land, Food, and Community Part III:
Food System Sustainability**

The UBC Food Systems Project #4:
Lecture Series: Food Sustainability

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Abstract

The University of British Columbia Food Systems Project (UBCFSP) is a community-based action research project coordinated by the Faculty of Land and Food Systems (LFS) and the UBC Social Ecological Economic Development Studies (SEEDS) Program. Since 2001, students, faculty, and campus food staff have been collaborating on food system projects to further campus sustainability. Our project was based on the creation of an engaging introductory activity to be used in an upcoming lecture series, Lenses of Sustainability, for a lecture focusing primarily on local food. Methods included a literature review on the UBC food system, the meaning of local food, and methods of participatory learning. Through our research we found the power of storytelling to be an effective means of introducing local food. We therefore conducted interviews with UBC faculty members to gather stories on the latter, intending to integrate their food systems experiences into a multimedia introductory presentation. To facilitate this interactive format, we are recommending that the lecture be held in the Centre for Interactive Research for Sustainability (CIRS) BC Hydro Theatre, which is a flexible learning space equipped with advanced visual and audio equipment. Furthermore, we developed a pre-registration questionnaire with the intention that responses be shared during the lecture by way of said audio-visual equipment as a means of tailoring lecture topics and/or proposed engagement activities to the group in question. This is intended to promote sharing of individuals' experiences and garner an open forum-type learning environment. In addition, we have developed a list of potential panelists from numerous faculties that could be asked to participate in the lecture to provide their personal lenses on sustainability, thus encouraging cross-faculty conversations on food sustainability.

Introduction

The “Lecture Series: Food Sustainability” project was to develop a lecture focused on a food sustainability issue. This lecture is part of a series that will be released in September of 2015, to help promote the University of British Columbia (UBC) 20-year Sustainability Strategy and generate sustainability conversations on campus. The objectives of the project were to choose a food sustainability issue aligned with the key themes from the 20-year Sustainability Strategy, develop content that draws from and integrates knowledge from multiple faculties, and present the material in a way that will engage and inspire students, staff and faculty in the UBC community.

We chose *Local Food* as the lecture topic. The “local food movement” is based on the recognition and support of local producers and consumers’ social accountability; food is produced, processed, and consumed locally by definition (Canadian Public Policy Collection, 2011; Telford, 2008). Often defined in miles or by regional boundaries, these systems are generally recognized to contribute to socially-responsible consumerism by supporting the local economy while also minimizing environmental impacts (Canadian Public Policy Collection, 2011; Telford, 2008). A locally-based food system can increase food security and employment opportunities in the local community (Telford, 2008), thus enhancing food system sustainability.

According to Hild (2009) of the Vancouver Economic Development Committee, local efforts face numerous challenges, such as consumer demand for ethnic foods, insufficient distribution networks, limited acquisition of retail partnerships, and a lack of capital for growth and investment (Hild, 2009; Kelleher *et al.*, 2009). Efforts by nonprofit organizations to encourage supermarkets to supply local foods have generally failed, thus

developing supply chains between large institutions and local producers may be an alternative way to strengthen infrastructure that supports local food sourcing (Friedmann, 2007). Creative models bridging local supply chains, nonprofit organizations, large transnational food corporations, and a public institution have been effectively implemented at academic institutions like the University of Toronto (Friedmann, 2007); however, some studies have identified many obstacles that foodservice providers at educational institutions face when procuring local food sources, such as “[...] adequacy, seasonality and reliability of supply, cost, dealing with more vendors, and getting approval for new suppliers.” (Strohbehn & Gregoire, 2005, p.2).

The University of British Columbia (UBC), between its two campuses in Vancouver and Kelowna, is home to just under 60,000 students and approximately 15,000 staff (UBC, n.d.). UBC Food Services provides roughly 9000 meals daily through 31 food outlets on the Vancouver campus, totaling annual sales of over \$24 million (Richer, n.d.); this represents significant purchasing power, which is used to support sustainable food procurement. Local food sourcing is one of the top priorities; while we were unable to find statistics about locally produced food on its own, in 2010/11 nearly 50 per cent of expenditures by UBC Food Systems and the AMS Food and Beverage Department was on food either organically grown, or grown, raised, or processed within 240 km of the UBC campus (UBC Sustainability, n.d.).

Supporting locally produced food has many documented benefits, including reduced environmental impacts, enhanced food security, and job creation in the local community; however, for local procurement initiatives to be sustainable long-term, everyone in the community needs to understand the challenges and implications around

the sourcing of locally produced food. A lecture on the topic of “Local Food” has the potential to inspire sustainability conversations at UBC between people with different experiences, and help them to uncover their own relationship to the UBC Food System. While the lecture series is intended for the UBC community, sustainability issues are global in nature, and this project could inspire similar projects and conversations elsewhere.

Reflections on the UBCFSP

The UBC Food System Project (UBCFSP) is a way for students, staff, and faculty to work together to improve the sustainability of the UBC Food System. Our group unanimously agrees with the *Vision Statement for a Sustainable UBC Food System*. Our comments are that there could be an added emphasis on UBC’s **institutional responsibility** to uphold a transparent, socially and ecologically responsible framework, and the definitions of food sovereignty and food agency should perhaps be included.

Value assumptions and perspectives

Our group consists of five undergraduate students in UBC’s Land and Food Systems (LFS) faculty, and we all believe that the UBC community has a collective responsibility to support a sustainable food system. Our undergraduate educations have taught us that food systems are influenced by complex interactions between social, economic, and environmental forces, and we believe that in addition to environmental sustainability, a successful and equitable food system must support diverse cultural food traditions, allow for freedom of food choice, and provide everyone with equal access to nutritious food in order to be socially and economically sustainable. While we all support

local food procurement within a sustainable food system, we believe that food issues can be approached from many valid perspectives.

Methods

Community Based Experiential Learning is a collaborative process in which both researchers and community members contribute knowledge and expertise. As a result, our overall methodology operated within a developmental evaluation framework.

Planning, acting, and adapting, happened simultaneously with the research team, community partners, and community of learners (faculty and staff) throughout the project, which supported exploration, development, and innovation. As a result of this process, the subjects of our primary research and content for interviews changed significantly throughout the project to adapt and support creative responses to core concerns, fostering innovation and ownership from start to finish.

Literature Review

As the initial objectives of our project significantly changed, so has the methodology of our project. To answer our research objectives, we primarily conducted a literature review. However, as our methodology, our literature review shifted from a narrow initial focus on local food, sustainable food systems, and food sovereignty and security to a broader focus that included active learning, associated engaging lecture activities, and the power of storytelling. For the literature review, we primarily used journal search engines Google Scholar and the UBC Library.

Interviews

In addition to undertaking a literature review to gain a better understanding of the impacts of active learning and storytelling, we also conducted interviews with faculty

members across the UBC campus with the intention of using their stories about local food in a short video about local food to be played at the beginning of the lecture. Interviews with faculty members from the faculties of medicine, education, and nutrition were conducted in order to get a “snapshot” of the inherent diversity in the definition and meaning of local food. As part of our story-building process, we conducted three private semi-structured interviews with three faculty members (Appendix I). Each faculty member was asked broad questions, which were designed to be specific enough to begin a thought-provoking conversation, but broad enough to allow the speakers to direct the conversation and talk about their personal relationship to local food. We limited ourselves as much as possible from interrupting to fully allow the dialogue to be dynamic and authentic, which we believe resulted in some very profound statements. The three questions that we asked were:

1. What do you think when you see the label "local"?
2. What's most important to you in defining what is local?
3. What is most important to you in a sustainable food system?

Pre-Registration Questionnaire

To further improve participant engagement at the lectures, we are proposing that a pre-registration questionnaire be conducted to gain a general understanding of participant attitudes and knowledge regarding the topic of the lecture. The responses to the questionnaire can be used to tailor the lecture content to the audience, and can be presented to give the participants an idea of their shared and conflicting attitudes and knowledge.

Potential Lecture Venue

As part of our objective of developing an interactive lecture, we also investigated possible venues that would facilitate as interactive an experience as possible. This resulted in a tour of the BC Hydro Theater, located in the Center for Interactive Research (CIRS) on Sustainability at UBC, which is specialized for interactive workshops. Members of our group were provided a quick tour of the facilities and technology to assess the venue as a potential for the lecture.

Findings and Outcomes

As a result of our project not following a logically planned methodology for data collection, our findings and outcomes primarily include our deliverables: interview responses, a list of engaging activities, a pre-registration questionnaire, a recommended lecture venue, and a list of suggested panelists.

Interview Responses

From our interviews with three faculty members, we found very different perspectives on how local food is valued and how it fits into a sustainable food system. In terms of how the interviewees defined local food, responses ranged from food produced within a 50-km radius, to within the Fraser Valley, BC, to a personal relationship rather than a geographic area. For reasons why local food was important, responses included that local food supports local industry, and that local in itself is personal; a portrayal of our overall ethics towards food. Despite the respondents' personal support for local food, most of their comments about local food and the future were related to food education for youth, and reconnecting with each other, food, and the natural world. The short video we created using audio from the interviews can be found here:

https://www.dropbox.com/sh/tl4uh6yip43opih/AABrflkG_RZOV2z3Tyd71IpZa?dl=0

Engaging Activities

Possible engaging activities to begin the lecture include:

- *Think-Pair-Share* - The lecture facilitator will ask the audience a question (ex. What do you think when you see the label "local"?). After giving time for everyone to think about this, participants are asked to share their answers with a neighbour, and then volunteers are asked to share their answers with the group.
- *Numbered Heads Together* - The audience is counted off (1,2,3,4) and then a question is posed (ex. What do you think when you see the label "local"?). Participants discuss the question and come up with a group answer, then a spokesperson from each group shares it with the audience.
- *Value Line* - Using masking tape, mark a line on the floor. One end of the line is designated as strong agreement, and the other end is designated as strong disagreement. Ask students to stand at a point along the line that represents how they feel about a statement (ex. I try to support local food producers). Once everyone is stationary, ask volunteers to share their opinions and rationale.
- *Case Study* - Briefly explain a grocery dilemma you experience (ex. I do not have time to shop locally and so buy most food from Superstore). Ask the audience to, in small groups, analyze the dilemma and present possible solutions.
- *Round Table* - In small groups, have participants take turns writing a response of a few words or phrases to a prompt (ex. What is most important to you in a sustainable food system?) on the same whiteboard

- *Word Webs* - In small groups, have participants brainstorm keywords related to local food and then organize them into a graphic with lines or arrows demonstrating connections
- ***(post-assessment)** One-Minute Paper* - When the panel is finished speaking, distribute index cards and ask the audience to record their thoughts to one or two questions (ex. What was the most important thing you learned today? What is still unclear to you?). Allow about 5 minutes for this, and ask the participants to hand them in before leaving.

Pre-Registration Questionnaire

The three questions asked during our in-person interviews were also selected to be used in a pre-registration questionnaire for registrants to answer online. However, instead of keeping them as open-ended responses, they would be provided with a scale from 1 to 7 (7 being most important) based on the following factors: distance, boundaries (province, watershed, city, etc.), community, knowing the farmer, organic practices, participation, or not important in which each factor was ranked from most important to least important for each of the three questions (Appendix II).

Lecture Venue - BC Hydro Theater

After our tour of the BC Hydro Theater, we determined that it is the ideal venue for an interactive lecture. The theater has a capacity of roughly 80 people, and is equipped with HD projectors, video conferencing, two floor-to-ceiling projectors, iClickers, ipads, touch screens and tables, and is easily configurable for an array of particular set-ups (T. Herron, personal communication, March 26, 2015). This venue would provide for a highly interactive lecture, potentially creating a richer learning

experience that has a longer-lasting impact on participants than a traditionally-delivered lecture.

List of Suggested Panelists

One of our deliverables was to create a list of UBC faculty members who could speak about our topic from different perspectives. What we discovered is that there is an incredible number of research projects in a variety of faculties that are relevant to local food issues. A list of potential panelists includes:

- Philip Hill (Applied Science) - Emissions reduction
- Karen Bakker (Geography) - Geography of food
- Greg Chang (Dentistry) - SuperChefs Cookery
- Kerry Renwick (Education) - Food and nutrition education
- Will Valley (Land and Food Systems)- Think and Eat Green
- Douglas Harris (Law) - Urban property law
- Gwen Chapman (Food and Nutrition) - Food practices and concerns
- Jennifer Black (Food and Nutrition)- Think and Eat Green
- Michael Brauer (Medicine) - Emissions and public health
- Bob Woollard (Medicine)- Family Practice (rural experience)
- James Tansey (Business) - Emerging markets
- Larry Frank (SCARP) - Air quality and human health

Discussion

Storytelling

The use of storytelling as a way to start a lecture about the lenses of local food was a major part of our project. We wanted to show that local food was actually quite complex and surrounded by different interpretations and values. From roughly one hour of audio recordings we made a three-minute video to capture the diverse perspectives around local food. Not only does this indicate that there was a lot of content and ideas to be shared, but that people have stories to tell and values to share no matter what their background is; all you need to do is create a forum for people to voice what they wish to say. Our project was an example of this.

Storytelling as an important tool for planning and community participation is not new. A lot of research describes how stories represent diverse lived experiences that are crucial for planners, and that ignoring these other ways of knowing takes away the experiences and shared meaning of those living in a community (Ball-Rokeach et al. 2001; Goldstein et al. 2012; van Hulst 2012). The different narratives that people may have about a topic give an indication of what they find most important in their life, contributing to stories as a way to reconnect people to their social, political, and environmental spaces, and facilitate civic participation through empowerment (Ball-Rokeach et al. 2001). Communities are outcomes of social processes that are dynamic, thus, storytelling acts as a way to capture diverse voices in order to move towards a goal that is reflective of, and meaningful to the community (Allen 2010; van Hulst 2012).

In moving towards sustainable local food systems, McCullum et al. (2005) describes how it must involve the collaborative efforts of community members in improving the health of the community, environment, and individuals to build locally based, self-reliant food systems and economies. To do so, planners at all levels of organization must recognize that members of a community may not have shared interests and come from different backgrounds/experiences that have shaped their values and lens of the world. As a result, storytelling can be a tool that captures the socio-historical processes within a community, provides citizens with an avenue to participate in change contributing to a deeper sense of belonging, and deepen connections to local food system projects (Allen 2010; Ball-Rokeach et al. 2001). Policies and quantity of information can change, however, if values and beliefs cannot change then long term connection to any movement or initiative is not possible. The sharing and re-telling of stories adds the

human dimension to the food movement by making knowledge meaningful, and building communities without losing the culture and local traditions that are characteristic of that community (Goldstein et al. 2012). It is, fundamentally, a way of knowing that focuses on values and relationships.

Using a story piece at the beginning of the lecture offers an opportunity to further engage the audience with the topic. This complements the goals of the lecture series, which is to cultivate sustainable behavior. In addition, due to the technological capabilities of the BC Hydro Theatre, there is an opportunity to display the final image of the video onto touchscreen tables and allow participants to add their own stories to the image to create a new art piece, one that represents the participant's lenses of local food. The beauty of stories is that they are diverse and connectable. In relation to food issues, stories act as a way to put value back into our food, add the human dimension to food issues, and create the sense of community that is a key factor in connecting people to place and space, and to facilitate change.

Suggested list of panelists.

The diversity of perspectives around local food and food in general was not only evident through the stories shared by our three interviewees from education, medicine, and food and nutrition, but also in our list of suggested panelists. We selected panelists that could represent the many professors researching food systems from a variety of faculties to highlight the issue of fragmentation in our education system. Students often do not get the chance to hear perspectives coming from outside of their own faculty and this can prevent them from seeing the bigger picture. Through a specialized lens, we forget the network of relationships that make those individual components work. Stories

can be a tool to bridge different perspectives on food so that the community can gain a clearer understanding of food system issues and sustainability.

Active Learning / Engaging Activities

Lectures and classrooms are often places of passive learning, and we felt that adding engaging activities to the lecture would better contribute to the overall goals of cultivating sustainable behaviour and facilitating discussion around sustainability. Although educational methods are continually shifting and adapting to changes in society, it has been established that individuals experience enhanced learning and better retain information when they undertake an active role in the learning process (Prince, 2004; Smart & Csapo, 2007). Biggs (1999) found that students involved in active learning where a solution is derived from questioning and/or collaborative problem solving tend to evoke a deeper learning experience, resulting in a more thorough understanding of concepts (as cited in Cavanagh, 2011). Active learning in its simplest form entails a combination of students actively engaging in a specified activity while consciously thinking about what it is they are engaged in (Bonwell & Eison, 1991). It is focused on the student as opposed to the teacher, and allows for students to uncover their own personal meanings in the content (Smart & Csapo, 2007). This type of activity must be based on clear objectives (Smart & Csapo, 2007). Specific components of active learning include a teaching format that requires more than passive listening; emphasis on skill development rather than the transmission of information; activity engagement; and the exploration of personal values and beliefs (Bonwell & Eison, 1991). In terms of implementing an activity based on active learning it is recommended that the following four steps be incorporated: experiencing, reflecting, generalizing, and applying (Ukens,

2004). Although the lecture series is not so much a course, but instead a forum to educate, inspire, and create discussion around issues involving sustainability at UBC, incorporating active learning into the lectures should still prove highly beneficial for the reasons previously discussed.

Machemer and Crawford (2007) have also shown that students involved in active learning tend to be more motivated about the content that was covered (as cited in Cavanagh, 2011). This is a significant point to note as the objective of the lecture series is to inspire and create positive change within the UBC community. Providing a lecture that goes beyond the traditional lecture setting will go much further in accomplishing these objectives. Furthermore, although the lecture on lenses of sustainability is only one hour long and primarily focuses on a panel discussion, incorporating components of active learning would be highly beneficial in having a greater impact on the attendees. By engaging in discussion and dialogue about the topic, students will have the opportunity to integrate and synthesize new information and perspectives and leave the lecture with a better understanding of the topic (Pattison & Day, 2006). For this reason, we believe that a five-minute activity to begin the lecture would greatly add to the overall richness of the learning experience. In addition, a brief wrap-up activity at the end of the lecture can provide students with an opportunity to actively reflect on the lecture, which will create a sense of completion and encourage the integration of new knowledge (Brockbank & McGill, 1998).

Since the mid 1970's, David A. Kolb's research into experiential learning has influenced teaching to incorporate methods that reach diverse learning styles. Kolb separates learning aspects into four processes: concrete experience, reflective

observation, abstract conceptualization, and active experimentation (Svinicki & Dixon, 1987). While the different aspects of learning are not exclusive to different levels of knowledge or specific learning styles, concrete experience is more commonly used to introduce a topic, reflective observation is more commonly used to set objectives, and abstract conceptualization and active experimentation are more common during a presentation. Our goal is to encourage the use of an activity that establishes the relevance of the lecture and helps the audience focus in on the topic (Pattison & Day, 2006). Because the activity will help to introduce the topic and engage the audience members attention for the panel discussion, the suggested activities mostly fall in the concrete experience and reflective observation categories. The appropriateness of each activity will depend on the personal preference of the lecture facilitator, the size of the group, the location of the lecture, and the knowledge base of the audience, which can be assessed by a short quiz implemented during registration.

Pre-Registration Questionnaire

We designed a short questionnaire to be filled out by lecture attendees at the time of registration. A list of seven preferences to be ranked from most important to least important was used as the response to each question. This was intended to show how apparent attitudes towards local food may change based on the question being asked. For example, the way that an individual describes what the label “local” means to them may be very different than what they think local food should mean. This falls under our purpose of bringing about conversations around local food and how perspectives on local food are shaped by our different backgrounds and experiences.

Group Reflection

When selecting the Lenses of Sustainability UBCFSP, we had originally understood the project to involve the designing of a lecture on a topic related to food sustainability. We were excited to use our knowledge, experience, and interests to create an engaging and educational piece that would be shared with a wide audience of students, staff, and community members. After our first stakeholder interview, we were disappointed to realize that we were not being asked to create a lecture but to create a form with speaking points that could be used to guide a lecture. We felt that this was not fully in keeping with the goals of the UBCFSP, and sought a way to make the project better suit our needs as students while still providing our stakeholders with a set of deliverables they could be happy with and would put to use in the lecture.

It took a number of meetings to develop a project that could creatively address the meaning of local food within a lecture setting. We wanted to promote local food as a topic of conversation. We wanted audience members to better understand the range of experiences that everyone has with local food, and we wanted to inspire a meaningful connection to it. We thought storytelling would be the perfect way to accomplish this.

Conducting interviews, questioning audience members, and encouraging participation are all means to generate stories through the process of learning. Despite the complications that we encountered while designing and carrying out this project, the final outcomes were able to meet our expectations as well as those of our stakeholders.

Stakeholder Recommendations

It is difficult to make recommendations based on project deliverables that have not been put to use; the effects of this project will not be observed until the Lenses of Sustainability lecture series begins in September. This makes it more difficult to make

objective recommendations as they are based primarily on the assumption that the deliverables presented herein are implemented. Based on the latter, the next round of scenarios should include a follow-up assessment of the Lenses of Sustainability lecture series, including an analysis of the efficacy of the elements provided to the stakeholder by this project. Conversely, a future group could contribute by employing the type of lecture elements designed by this project in addition to working on the event logistics for a Lenses of Sustainability lecture or similar event. Furthermore, a group could analyze the benefits and advantages of the local food movement in more depth—it is often accepted as being the most sustainable option, though literature is beginning to challenge this perspective.

Regarding organized UBCFSP participants, UBC Food Services, AMS Sustainability Coordinator, and the Campus Sustainability Office must develop material(s) as means of promoting on-campus food systems awareness regarding the role of local food and food systems awareness. The effects may be measured by way of “local food” shelf-talkers and their perceived impact on consumer choice—local food awareness may be observed as an increase in “local food” sales, for instance. Said local shelf-talkers could be a future LFS450 UBCFSP. Depending on the resources available to these groups this may be achieved as early as next September, which will serve as means of communicating to new UBC students, faculty, and staff. Furthermore, UBC Sustainability and our stakeholder, Owen Sondergeld, should focus on their utilization of the available technology in the BC Hydro Theatre. Based on the questionnaire data provided to them by way of the pre-registration questions, in addition to the audio-visual component, at least two projectors could be used effectively; live feed and/or recording of

the presentation may be arranged as well as live conferencing with distant panelists.

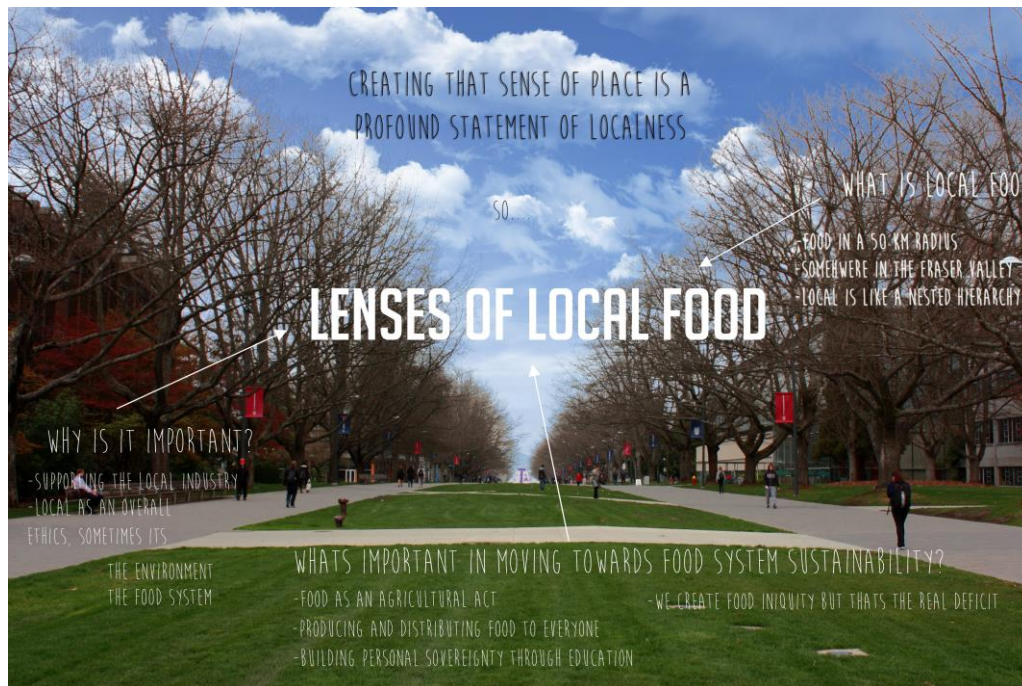
Looking into the latter and determining what will be put to use should take no more than a couple days of work and should be done well prior to the presentation itself; a number of technical staff are there to provide assistance and to configure the room as necessary. The benefits of the latter will be apparent once the lecture is underway—the effects may not be measurable per se.

A final recommendation would be to work on the logistics for the event based on the themes of the introductory audio-visual presentation, participatory learning, and storytelling. As per our findings, these methods have shown to be beneficial in developing rich learning environments and should therefore be drawn throughout the lecture. Said logistics should allow for integration of audience perspectives and discussionary learning—encourage questions and objective thinking. This recommendation requires that panelists be selected and involved in the process, preferably in the context of a shared discussion. The logistics should be completed well before the lecture date and be “measured” by continued conversation with the speakers involved—whether they are satisfied with the plan, whether they believe anything is required of the venue, of the other speakers, or the prospective audience.

Scenario Evaluation

Due to the unique circumstances it was required that we continually re-evaluate these criteria over the course of the semester as our project goals evolved by way of communication with our stakeholders and Land and Food Systems 450 instructor, Andrew Riseman. As a result of major project changes mid-semester we have focused primarily on producing something worthwhile for the stakeholder without designing

means of assessing the latter. Initial project deliverables included a food sustainability lecture framework, a backgrounder for panelists, and a list of suggested panelists—these required a different form of evaluation than our final offerings: introductory visuals and audio, a list of panelists, an engaging audience activity, and a pre-registration questionnaire. Evaluation of these deliverables is based primarily on stakeholder satisfaction; however, we request further feedback be provided regarding the effectiveness of the engagement activity and audio-visual presentation. According to what has been presented up to this point, the stakeholders in question are wholly satisfied with what has been provided—this will be confirmed by way of a formal stakeholder feedback interview. The list of panelists includes professionals of all disciplines and represents an array of specializations and outlooks on the subject of food systems; the introduction consists of highly relevant, yet basic information on both local food and the UBC food system; the audiovisual presentation portrays the diversity in knowledge, perspective, and emotion of the latter; and the proposed engagement activities encourage these themes, but in the context of a people and community, not as an individual within an encompassing, impersonal system. We firmly believe in integration and participatory learning as means of sharing food systems and sustainability knowledge. The group has received a great deal of thanks and gratitude for all final deliverables presented in our March 8th UBCFSP final presentation, suggesting successful collaboration between our group and the stakeholders.



A Cross-Faculty Lecture on Food Sustainability

Part of the Lenses of Sustainability Lecture Series

How often do you get the chance to talk about sustainability issues with people with different perspectives? As a group of students in Land and Food Systems (LFS) at the University of British Columbia (UBC), we were given that opportunity when we became part of the Lenses of Sustainability lecture series project.

Lenses of Sustainability is a student initiative led by 4th year UBC student Owen Sondergeld to develop a series of cross-faculty lectures to promote UBC's 20-year Sustainability and inspire sustainability conversations on campus. Our role was to design a lecture on a food sustainability issue, and we chose **Local Food** as the lecture topic.

For our project, we prepared background information about local food and the UBC Food System to be used at the lecture. Additionally, we identified faculty members on the Vancouver campus that are involved in research that relates to local food issues, making them ideal candidates for a lecture discussion panel.

As students of LFS, we've learned that storytelling is a valuable tool for bringing together different values and experiences, so a critical part of our lecture design is to start with visual images of food paired with quotes about local food from UBC faculty members. We've also learned that participatory activities allow the audience to uncover their own personal meanings in the content, so another key piece of our lecture design is a selection of engaging activities that encourage reflection and discussion about local food.

We hope that this project will facilitate conversations about food sustainability between people of different backgrounds, experiences, and values, and enable them to view the food system and their role in it from a richer perspective.

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Appendix I

Interview Participants:

- Dr. Kerry Renwick (Department of Curriculum & Pedagogy, Faculty of Education, UBC)
- Dr. Robert Woollard (Department of Family Practice, Faculty of Medicine, UBC)
- Dr. Gwen Chapman (Department of Food, Nutrition & Health, Human Nutrition, Faculty of Land and Food Systems, UBC)

Appendix II

Pre-Registration Questions:

1. What do you think when you see the label "local"?
2. What's most important to you in defining what is local?
3. What is most important to you in a sustainable food system?

Factors to rank from 1-7:

- Distance
- Boundaries (province, watershed, city, etc.)
- Community
- Knowing the farmer
- Organic practices
- Participation
- Not important