PROJECT TITLE:

Promoting sustainable and nutritious food choices in dining halls through the SPE Certification

Please answer the following questions and return the completed form to the SPF Staff via e-mail.

Final Report prepared by   Natalie Berghuis

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Actual Project Start Date   2018-04-30   Actual Project End Date   2018-12-07

Questions

1. Please summarize the project and its key accomplishments to date in 1-2 sentences.
   (400 characters maximum)

This project aimed to create videos to promote New Residence Hall (NRH) and Royal Victoria College (RVC) Dining Halls' SPE Certified (healthy & sustainable) meals and ultimately empower students to make more sustainable food choices in their dining halls. The project team successfully produced 3 short videos and 1 longer video, shared on social media and residence digital screens, leading to increased awareness and purchase of SPE meals among certified residence students (percent increases can be found in the sections below).

2. Your team listed the following goal in your project application:

Promote the SPE Certification (which encourages sustainable, healthy food choices in University residences and would impact students' life long food purchasing and consumption patterns) through short videos.

Did your team achieve your project's goal? In your answer, please describe the impact your project had on McGill's structures, processes, and/or systems. Also, please specify how this positively transformed people's behaviors/perspectives/habits on McGill campus(es).
(Unlimited characters, suggested minimum ½ page or approximately 250 words)

Through this project, a total of 4 videos, promoting McGill's SPE Certified meals, were produced. Each video was displayed for one week on the digital screens in Carrefour Sherbrooke (CS), NRH), RVC and Bishop Mountain Hall (BMH) for a total of period of one month. Videos were also shared on McGill's Food and Dining Instagram (total average views per video: 120) and Facebook page (total average reach per video: 382) as well as the 2018-2019 McGill Undergraduate Facebook group, with a total 4,400 members. Furthermore, a total of 345 students dining at NRH and RVC were surveyed during the project to measure key success indicators, providing another opportunity to introduce the SPE meals, and in general, McGill's commitment to sustainability, to the 213 students who were not yet aware of them. Finally, during the presentation of this project to students and staff on MacDonald campus, an additional 60 students saw the videos, providing encouraging and positive feedback on the project. Ultimately, the post-project survey results revealed a 19% increase (from 30% to 49%) in SPE meal awareness after the completion of the project.

This project positively impacted McGill's Food and Dining student communications by introducing sustainability-related content. Generally, McGill Food and Dining social media and digital screen content is focused on special meal events and food-related promotions. However, these platforms also have the great potential to be used for communicating sustainability-related information and initiatives. Through this project, food sustainability content, in the form of videos, was developed, not only to be used this year, but year-after-year by the Student Housing and Hospitality Services (SHHS) Marketing team as an effective tool to reinforce future educational strategies/nutritional outreach activities related to the SPE Certification and promotion of sustainable eating in residence dining halls.

Given that the number of students intentionally selecting SPE meals up to 3 times per week only increased by 3% after the project (14% of students were selecting SPE meals up to 3 times per week after the project, compared to 11% before the project), sustainable food choice behaviours and habits of students were not significantly influenced. However, post-survey results did show that 30% of the students who were not yet aware of the SPE meals mentioned

their intention to purchase SPE meals more often now having heard of them. So, by continuing to expand the reach of these videos, sustainable food behaviours and habits among students can continue to improve. As will be elaborated in question 5, we also intend to increase unintentional purchases of SPE meals by improving their taste and visual appeal.

3. Please describe the key successes and challenges of your project. (Minimum of two examples for each)
   (Unlimited characters, suggested minimum ½ page or approximately 250 words)

They key success of this project was the creation of professional videos that concisely and attractively promoted McGill's SPE Certification and meals. Rather than being information-focused, the videos focused on grabbing student's attention through visually appealing food that appears fresh, wholesome and tasty (important determinants of food choice for this age group). It was, at times, challenging for our team to come to a consensus on the balance between the amount of information to be shared in the videos versus the amount of focus on shots related to food appeal. However, after a few team meetings with discussions centered around pertinent marketing literature, consensus was reached. Further, these videos were created and shot in such a way that they can be used for years to come as a tool to reinforce future promotional strategies related to the SPE Certification and sustainable eating in residence dining halls. Finally, these videos were shared via multiple platforms (i.e. McGill Food & Dining and undergraduate student social media accounts as well as dining hall digital screens), in the hopes of reaching as many students in residence as possible. However, the key challenge we faced was, in fact, measuring this student reach. With regards to the digital screens in the dining halls, it is uncertain how many students saw each video. Indeed, it may have been difficult for students to watch each video in its entirety (even though they were only 30-45 seconds) or may never have gotten the chance to see the video, either because they didn't often look at the screens, they didn't look at the right time to catch the video in the line-up of other screen content, or sat in spots where the screen was not visible to them. In terms of Food & Dining social media, we got adequate reach (although, again, it's unclear how many of the viewers were students from McGill vs. staff or non-McGill followers), though continuing to improve the platforms' followings will assist in greater student exposure for future video sharing.

4. What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?
   (Unlimited characters, suggested minimum ½ page or approximately 250 words)

For students working on videos, it is very helpful to the videographer to have very specific ideas about (1) length of the videos; (2) the main objective and messages to be communicated throughout the video; (3) the types of visuals to be used to communicate these messages (4) and an idea of the sequence of shots. Before filming our videos, we presented storyboards with the information above to the videographers to then discuss feasibility of execution. This not only ensured that we were going to film what we were envisioning, but also was extremely helpful in assisting us stay within our budget; the story boards helped minimize the time filming (because we knew exactly what shots to film and in what sequence) and also facilitated the editing process.

Putting a lot of time and thought into determining which strategies will be used to share the videos – even before they are created - is critical. Recommendations would be to (1) use multiple strategies (2) make use of student-to-student sharing, like we did with Rez Council students sharing our videos on their Facebook page, as this can be very influential and (3) ideally try to choose a platform/medium that can be easily tracked, as this will give a better understanding of the success of the project and inform the need, or lack thereof, for using other strategies to reach the intended target group.

5. What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Who will take responsibility for the project's future and how can interested persons be in touch? The SPF team will also be in touch with this contact for updates on the project's progress in coming years, if ongoing.

(Unlimited characters, suggested minimum 1 paragraph)

From the results of the post-project survey, we observed that despite there being an increase in the number of students aware of the SPE meals in the certified residences (from 30% to 49%), there was not a significant increase in the number of students purchasing an SPE meal up to 3 times per week (from 11% to 14%). When students were asked what might encourage their purchase of the SPE meals, 58% of students responded by saying that they would purchase SPE meals more often if there were more appealing options. So, moving forward, beyond attracting student's attention to the meals through visually appealing videos, there needs to be follow-through when it comes to the appeal of the menu options and their presentation. Therefore, we would like to encourage student feedback on the SPE menu options, in the future, through test-kitchens or other pertinent methods. More broadly, we see these videos as one part of a program used to promote the SPE meals. So while continuing to share the videos on social media and other more easily tracked methods, such as electronic newsletters (similar to McGill's WhatsNew, which would allow linking of videos for direct access by students) sent to students at the start of the year, other promotional strategies/student engagement activities need to be created and implemented to reinforce the SPE message. As far as the implementation of these menu changes and the creation of the SPE program, this will be carried out internally (i.e. by SHHS staff) with assistance from dietetic stagiaires, to start. Further collaborations, externally, may also be considered.

6. Would you or your project team member(s) be willing to serve as a mentor to SPF project teams? Please choose one. If yes, SPF Staff will contact you with more information.
   (800 characters maximum)

   ☒ Yes ☐ No

Natalie Berghuis

7. In your application, you listed the following sources of funding:

Student Housing and Hospitality Services (SHHS), $140.00.

Please confirm if you received this funding in the space below. In your response, please list the actual amount (in dollars) that you received. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.
(1,800 characters maximum)

In the initial application, we had anticipated getting this funding for kiosks to be held by stagiaires to further promote the SPE meals. However, when later re-submitting the application with the desired modifications that SPF had suggested in their letter of conditional acceptance, this element of the project was removed, as there were no longer stagiaires that were going to be available to us. Thus, we did not ask for, nor receive, the funding.

8. Did you purchase equipment or make an installation on campus? ☐ Yes ☒ No
   If yes, please briefly describe how these items will be maintained and used in the future.
   (1,800 characters maximum)

9. The following Key Success Indicators were indicated in your project application and selected for tracking. Please indicate the actual results that you have achieved in the "Actual" column.

Selected Key Success Indicators	Target	Actual
% increase in SPE Certification awareness	15%	19%

# of short videos created and promoted via screens and social media	3	3
# of longer comprehensive videos promoted via social media	1	1
% of students surveyed purchasing an SPE meal up to 3 times per week.	20	14%

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.
(1,800 characters maximum)

14% of students are intentionally purchasing SPE meals up to 3 times per week (10% of students before the videos were released), though students stating 'likely' purchases of SPE meals up to 3 times per week was an additional 28%, a 16% increase from the 12% before the videos were released. According to the post-survey, 58% of students stated not selecting SPE meals more often because they did not appear 'appealing' compared to the other options available in the dining hall. Thus, to improve intentional purchases, not only do sustainability attitudes need to be strengthened, to translate increased awareness into increased purchases, but judicious incorporation of appetizing SPE meals into the dining hall cycle menu needs to be considered as a strategy to increase the purchases of those not aware of the meals or not motivated to intentionally choose sustainable foods (see question 5 for more elaboration).

10. Please report on your progress with the standard SPF Key Success Indicators in the "Actual" column.

Standard SPF Key Success Indicators	Actual
# of volunteers directly or indirectly engaged in the project	0
# of people (student, staff, or other) trained in the context of the project	17
$ raised for project activities subsequent to SPF funding	0
# of tons of GHG emissions reduced by your project	N/A
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	2

Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.
(Unlimited characters; point form acceptable.)

We collaborated with the NRH and RVC Dining Hall Food Council Representatives to feature our videos on the 2018-2019 Undegraduate Facebook Page with 4.4K followers. There was also collaboration with SHHS chef's and cooking staff for the filming of the videos.

If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below.
(1,800 characters maximum)

11. Please indicate the McGill stakeholder groups that were involved with your project as a team member or collaborator/partner. Choose all that apply.

☒ Undergraduate ☒ Postgraduate ☒ Administrative Staff ☒ Academic Staff ☐ Alumni

12. Please rate your project team's overall satisfaction with the support provided by the SPF Staff. Choose only one response.

☐ Very Dissatisfied ☐ Dissatisfied ☐ Neither Satisfied Nor Dissatisfied ☐ Satisfied ☒ Very Satisfied

13. Please provide any feedback or recommendations regarding your team's experience with the SPF
(Unlimited characters, suggested minimum 1 paragraph)

We received great support from the SPF team, both during the application process and during the project. Having experience with so many projects, they are an invaluable resource, themselves, and also a connection point to other potentially useful resources. Never hesitate to ask them questions!

14. If there is additional information you would like to share about your project, please use the field below.
(Unlimited characters)

15. Has involvement in this SPF project positively impacted your team in the area of <u>professional growth</u>? Please choose one. If you would like to elaborate, please use the field below.
(800 characters maximum)

☒ Yes ☐ No ☐ Prefer Not to Share

16. Has involvement in this SPF project positively impacted your team in the area of <u>personal growth</u>? Please choose one. If you would like to elaborate, please use the field below.
(800 characters maximum)

☒ Yes ☐ No ☐ Prefer Not to Share

17. Which of the following skills or attributes has your team improved through involvement in your SPF project? Choose all that apply.

☐ Budgeting	☐ Networking	☐ Systems Thinking
☒ Communications	☒ Planning	☒ Teamwork
☐ Conflict Resolution	☐ Problem Solving	☐ Technology
☒ Leadership	☒ Project Management	☐ Time Management
☐ Listening	☐ Public Speaking	☒ Writing
☒ Mentoring	☐ Stakeholder Engagement	☐ Other (Please specify in
☐ Negotiating	☐ Stakeholder Identification	the field below)

Other:

18. Since starting your SPF project, has your team improved its knowledge of sustainability? Please choose one. If you would like to elaborate, please use the field below.
(800 characters maximum)

☒ Yes ☐ No ☐ Prefer Not to Share

19. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities:

Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)
(1,800 characters maximum)

Women

THANK YOU FOR COMPLETING YOUR FINAL REPORT!

Please e-mail your report to the SPF Staff attaching any additional information that you would like to share about your project (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF project's webpage.