



Campus Sustainability Fund Final Report

1.0 - Project Report

1.1 - Project Title:

Edible Campus UVic (Phase 1)

1.2 - Report Prepared by:

Name: Adam Huggins & Hyeone Park

UVic affiliation: (student, staff, faculty) students

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1.3 - Key Accomplishments

Our key accomplishments include:

- Creation of a preliminary pilot edible landscape proposal (Appendix A)
- Coordinating between Grounds and the UVSS Student Food Bank to initiate harvest and use of fruit from the trees near UH1; harvest support and signage were provided as well (Appendix B)
- Delivery of a highly successful Edible Campus Walk during Campus Sustainability week (Appendix B)
- Co-delivery of a Permaculture Design Charrette workshop with the Campus Community Garden (Appendix B)
- Hosting an Edible Campus Design Competition to generate enthusiasm and ideas for a pilot edible landscape, yielding 10 high-quality designs (Appendix C)
- Maintenance of a growing Facebook Group and email list
- Initiating overdue conversations regarding improving the David Turpin Building gardens with Grounds and the ES Faculty (this process to be continued by Edible UVic, a Permaculture class)



(ES), and the ERVN)

- Working with Grounds and Campus Planning & Sustainability to narrow down sites for potential pilot edible landscape; confirming collaboration on this project with CCG and Student Food Bank
- Securing an “Edible Campus Facilitator” work-study position through Val Schaeffer to ensure continuity of Edible Campus in the near future

1.4 - Student Learning:

Student learning opportunities included:

- Hands-on learning different harvest methods and proper timing for plums, pears, and apples while harvesting trees at UH1
- Learning about the deep history of landscapes on campus, the locations of a variety of food plants already on campus, identification and harvest guidelines for several common edible plants, and locations of potential sites for developing edible landscapes during the Edible Campus Walk
- Hands-on learning about Permaculture site selection and guild design during the Design Charrette workshop
- Hands-on learning about landscape, art, and engagement strategy design through the creation of entries to the Edible Campus Design Contest: in the words of one student, *“Thank you for creating this competition! I have always had an interest in permaculture, and your competition forced me into action. In the past month, I have spent a shocking amount of time learning about the various facets of growing plants. Your efforts are very appreciated.”*



1.5 - Goal Acquisition:

In terms of students engagement and coordination between relevant stakeholders, the project has been quite successful. We've demonstrated that, with a little signage and some organizing, it is possible to take advantage of food resources already growing on campus. We've also stoked student interest through well-attended events (Brainstorming Session, Design Charrette, Edible Campus Walk, Design Contest). We have initiated conversations around developing edible landscapes on campus with most of the relevant stakeholders, including Grounds, the ES Faculty, the ERVN, the ER program, Campus Planning & Sustainability, the CCG, the Student Food Bank, and the UVSS. In addition, with the hiring of Marlo Shaw as our first Edible Campus Facilitator (a work-study position), we feel confident the the project will continue to develop into the future.

However, as per recommendation by Campus Planning & Sustainability, we have elected not to apply for a Phase 2 grant in this next grant period; instead, we have chosen to take stock of what progress has already been made and to allow the conversations we've started with various stakeholders to continue through our new facilitator. Thus, the pilot project proposal that we have prepared is not the fully fleshed-out, budgeted, grant-ready design we had intended, but instead a presentation of some of the ideas we have generated in the course of these events and conversations. Additionally, our attempts to engage (in person) and correspond (electronically) with members of the local First Nations community were initially promising, but unsuccessful. We recommend that further consultation be sought *in earnest* by the administration and/or faculty when the time is right.

In hindsight, we view our initial proposal as overly ambitious in terms of the speed at which projects such as this can gain widespread support, administrative approval, and implementation on this campus, but are nevertheless pleased with the progress we have made thus far.

1.6 - Long Term Consequences:

We are thrilled to have Marlo Shaw, our new Edible Campus Facilitator, on board to carry this project forward. We are also encouraged by the growing interest we have seen in edible landscapes through our events. The report and proposal we have generated should provide a foundation for more targeted work on this project in the future.

However, we wish to stress that for the goal of a pilot edible landscape to be realized, institutional support and a willingness to "break a leg" is crucial; in order for students to feel comfortable and motivated to engage in creating and maintaining edible landscapes on campus, these landscapes must be allowed to "breathe." Given the high standards UVic has traditionally held for its garden campus, we must emphasize that the best hands-on student learning often involves, on one hand, making mistakes, and on the other, hitting upon unanticipated successes. Therefore, while a pilot edible landscape should



be well thought-out, well supported, and carefully planned, a degree of spontaneity and flexibility *needs* to be a part of that plan.

1.7 - Lesson's learned:

One critical lesson we learned is that we would have benefited from a more careful allocation of our hours *throughout* the course of the grant period. Thankfully, we were able to divert funds from other aspects of the project which proved cheaper than we had expected to provide for all the necessary work; nevertheless, the last month or so has been tighter than desirable.

Another lesson we learned is that meaningful consultation and inclusion of local First Nations takes a good deal more time and effort than we had budgeted for, despite our offers of generous honorariums for community members' time. In hindsight, we believe that for meaningful consultation to occur on projects such as this, a formal invitation should be made by campus administrators in keeping with protocol and appropriate compensation for time. It is our impression that, despite UVic's ongoing endeavors to be inclusive of local First Nations, there remains a good deal of mistrust in much of the Lekwungen community, mistrust that cannot be dispelled by enthusiastic students.

1.8 - Timeline:

Please provide the *actual* project start and end dates

Start Date: 4/19/2016

End Date: 10/31/2016

1.9 - Feedback

Do you have any feedback for the Office of Campus Planning and Sustainability or the Sustainability Fund Application Review Committee regarding your experience with the Fund?

The Campus Planning and Sustainability team was of great support throughout the project. We strongly believe the Sustainability Fund should continue in order to support sustainability initiatives on the Campus and engage UVic communities.



2.0 - Project Financials

2.1 – Budget

Total Grant Amount	\$2,500			
Category	Total	Paid Amount	Remaining Amount	Due to
Salary of Adam (\$25/hr)	\$1,017	\$750	\$267	Adam
Salary of Hyeone (\$25/hr)	\$1,1013	\$750	\$263	Hyeone
Design Contest	\$300	0	\$300	Students (Roxanne and Matt)
Expenditure	\$170	0	\$170	Adam
We've attached a spreadsheet detailing all of our hours and project expenditures. The receipts are attached as well. Note that ferry transit expenses include bus fares (typically \$2.50 on either end), for which there are no receipts. Details are provided in Appendix D .				

Please submit completed forms electronically to mgreeno@uvic.ca
Any questions please contact:

Matt Greeno
(P): 250-721-6678
(E): mgreeno@uvic.ca

Appendix A: Conceptual Design for Pilot Project

Site Selection

The site is located along the northeast stretch of ring road, where it intersects the main promenade. This site was identified in the original Edible Landscapes on the UVic Campus report, and has been chosen based on the recommendations of both Grounds and Campus Planning & Sustainability; benefits include a high-visibility public location along main transit corridors, presence of an irrigation system, and proximity to the SUB and student residences. The 2016 Campus Plan stipulates that the main promenade and ring road be developed to be “destinations unto themselves” (p. 47).



Design Considerations

This design is not meant to be prescriptive, but rather to present a conceptual vision for what a pilot edible landscape could be at UVic. Ideas were drawn directly from entries to the Edible Campus Design Contest we held in September and October. Features include a guild of edible plants based around a central fruit tree (in this case, an apple tree), a bench planted with strawberries and herbs for sitting and socializing, a breath-freshening garden of mint and bee balm, a snail-structure with fruiting vines and a chalkboard for small outdoor meetings, and informative signage. Any of these ideas could be implemented on its own with good results; together, they would allow a variety of interactive activities to take place in this area.

Maintenance

Upkeep for such a diverse site would need to be collaborative. Basic watering and maintenance of physical infrastructure would be appropriate for Facilities Management and Grounds. Other responsibilities, such as pruning, harvest, weeding, and miscellaneous tasks could be distributed amongst ES and ER classes, the Campus Community Garden, the Student Food Bank, the Edible Campus Facilitator, and volunteers. For a project such as this to succeed, a healthy combination of student initiative and administrative support would be key.

Overview



Detailed View



"Interior" of Snail Structure



View from Student Residences



Aerial Perspective

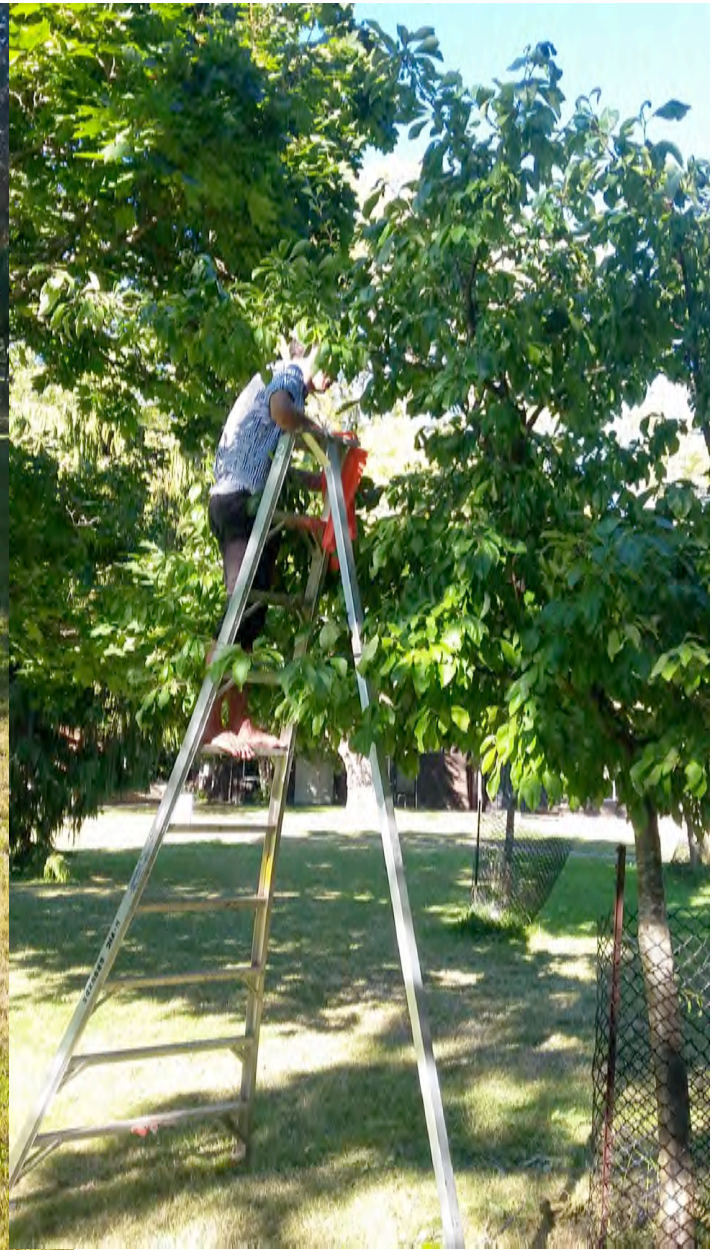




Appendix B Achievements



Engagement Signage at the UH1 orchard



Fruit harvest with UVic Food Bank



Fruit harvest with UVic Food Bank



Edible Campus Walk during the Sustainability Week



University
of Victoria

Campus Planning
& Sustainability



Permaculture workshop

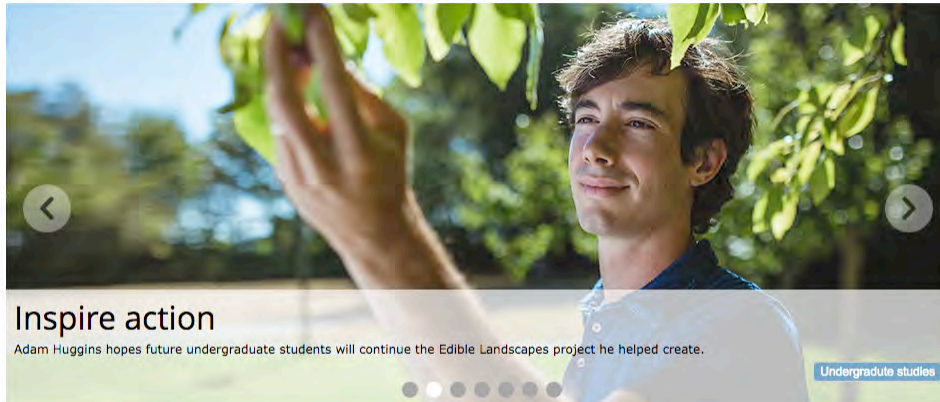
Environmental Studies



Why Environmental Studies at UVic?



Applying to UVic



Inspire action

Adam Huggins hopes future undergraduate students will continue the Edible Landscapes project he helped create.

Undergraduate studies

The environmental edge

Place matters. At the UVic School of Environmental Studies our research-inspired teaching and dynamic experiential learning opportunities are inextricably linked to our extraordinary location on the edge of the Pacific Rim.

Our students turn knowledge into action. From [field schools](#) aboard a schooner in the Salish Sea to developing community action plans as part of the Redfish School of Change or getting your hands dirty working on local ecological restoration projects, our students make an impact on real issues affecting local and international communities.

CAREERS IN
ENVIRONMENTAL
STUDIES

News Research

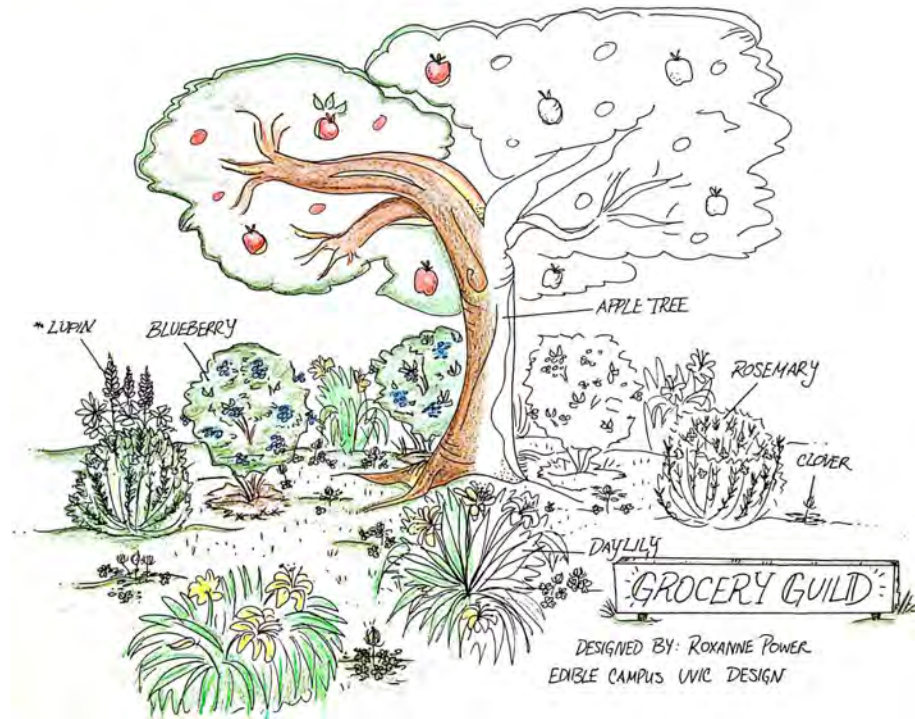
Promotion of the Edible Campus UVic project as part of concerted efforts of UVic communities for building sustainability on the campus



Appendix C Design Contest Entries

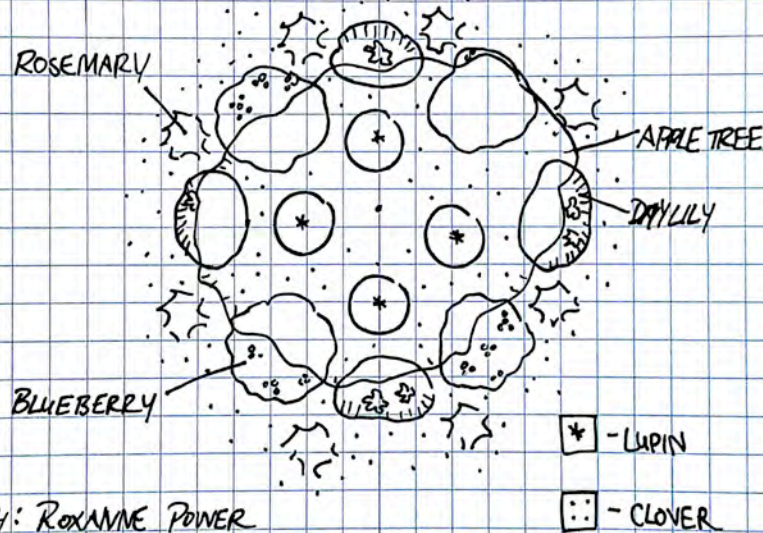
Plant Guild Design

Student	Roxanne Power (Winner)
Design Title	Grocery Guild
Description	<p>This guild is built around apple trees. Two or more varieties need to be planted according to cross-pollination compatibility. They are a great place to start in a new edible landscape; *deciduous, require little maintenance; versatile - apples can be used in fresh and cooked meals/desserts on campus by UVic food services. The shrub layer of this guild is blueberry. Blueberries are one of the most widely known berries and they have a beautiful fall-color, making them enjoyable year-round. Mixing varieties of blueberries could provide cross-pollination for a higher yield and staggered harvest times for a longer harvest. *Low-maintenance, deciduous, berries easily harvested, can be used for UVic's food services or a tasty snack for students on-the-go. The herbaceous layer is rosemary. This herb is well-known, almost entirely edible (including the flower), evergreen, and can grow on the perimeter of the guild where there may be less water available. UVic's food services or students can easily harvest leaves or flowers to use in cooking. The bulb layer is day-lily. Although not as commonly eaten as other bulbs, they do have edible parts. They also provide a perennial pop of colour to brighten students'/staffs' days. The ground-cover is clover. It has a beautiful small edible flower and tender foliage, which can also be eaten. It is also a great attractant for pollinators (bees!). *Lupins could be interspersed on the perimeter or between guilds for its nitrogen-fixing capacities; however, it is not an edible plant. Lupins may help establish the guild by providing nitrogen to young, growing plants. They are also great for attracting pollinators, which help fruit production. All edible plants in this guild have been chosen for their popularity, low-maintenance, and/or ease-of-harvest, as well as their compatibility in form. This guild will require deer-fencing, although this could be managed affordably.</p>




- GROCERY GUILD. -

- BIRD'S-EYE VIEW -



BY: ROXANNE POWER



Student	Elise Pullar
Design Title	The Tasty Triangle
Description	<p>The Tasty Triangle Guild is full of a variety of edible plants for students to learn about and enjoy. Recognizable plants such as raspberries, herbs, lavender and cabbage will provide edibles that will draw people to harvest the space. Interesting edible plants such as nanking cherries, goumi berries, edible flowers (i.e. chamomile, agastache and bergamot) and miners lettuce. This biodiversity will allow to teaching opportunities and broaden people's palates. Educational signs would facilitate this learning process. The guild would also act as a community hub. The welcoming arch would attract students into the space. Community meetings could be held in the circle of stump seats, surrounded by the sweet smell of lavender and herbs. Students could study or relax while lying in the clover or sitting on the bench in the shade of the cedar tree. Passers-by could pick miners lettuce from the corner patch or nibble on some raspberries on their way to the SUB. In place of grass, I would put in clover. Clover as a groundcover would require less maintenance than grass. It would also fix nitrogen, enhance the soil health in the area. Although this guild is not surrounding a single central tree, it is well organized and user-friendly. Each edible plant is accessible and labelled. There is a mixture of common and exotic plants, which contribute to the vibrancy of the space. Overall, I designed this space as an educational community gathering area that contributes to food security, plant identification opportunities and campus landscaping.</p> 



<https://www.google.ca/maps>

Google Maps

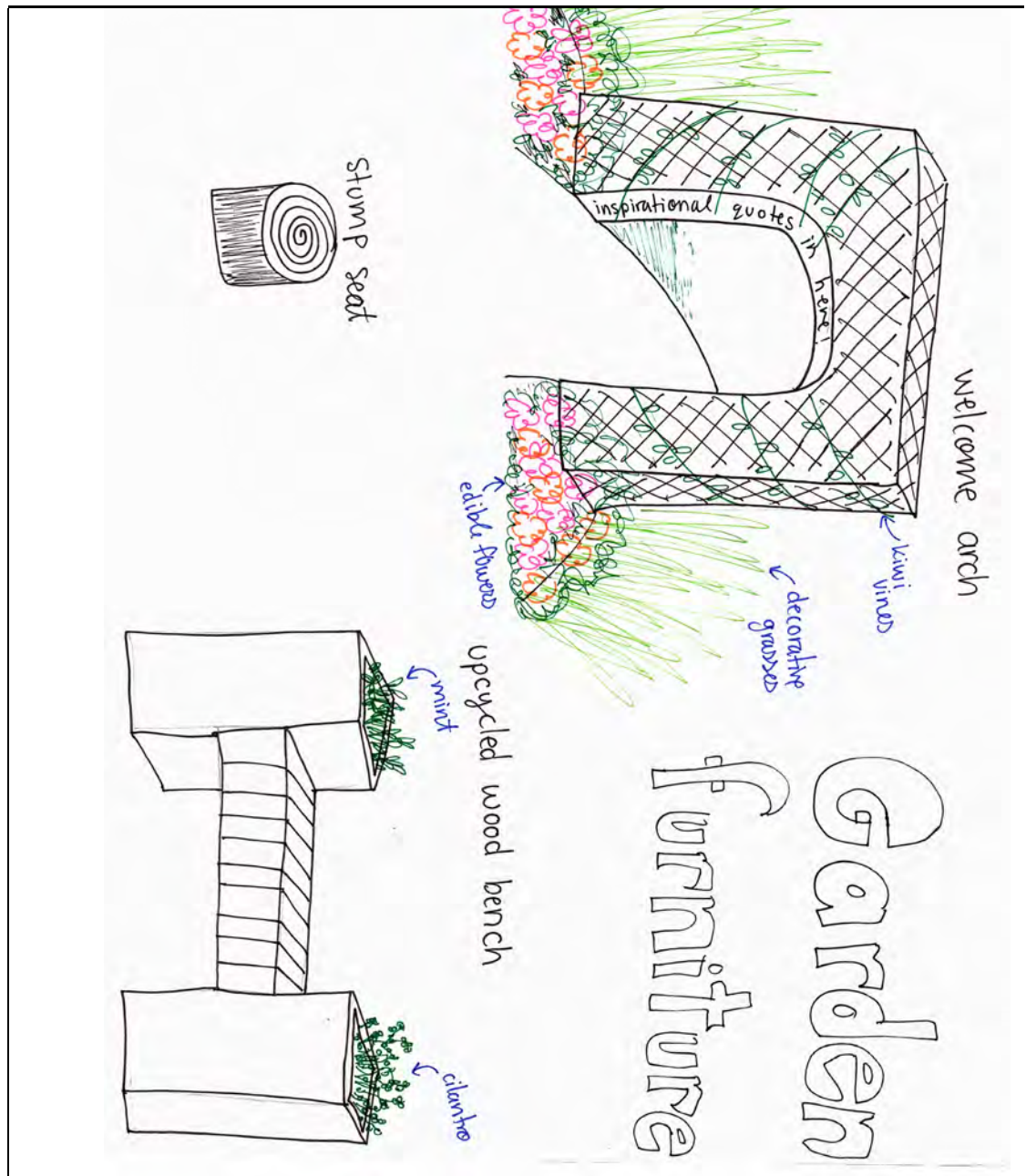
Google Maps

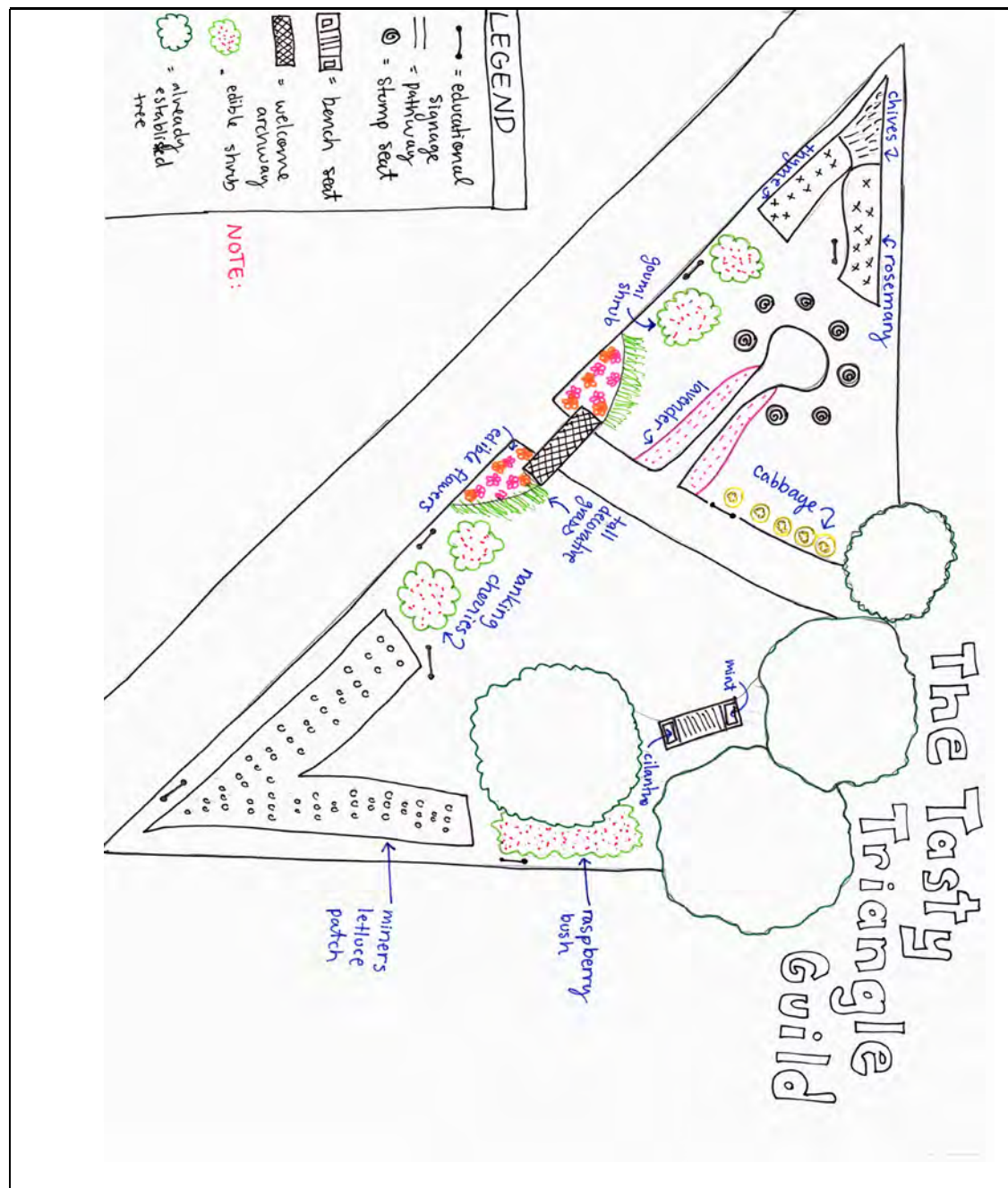


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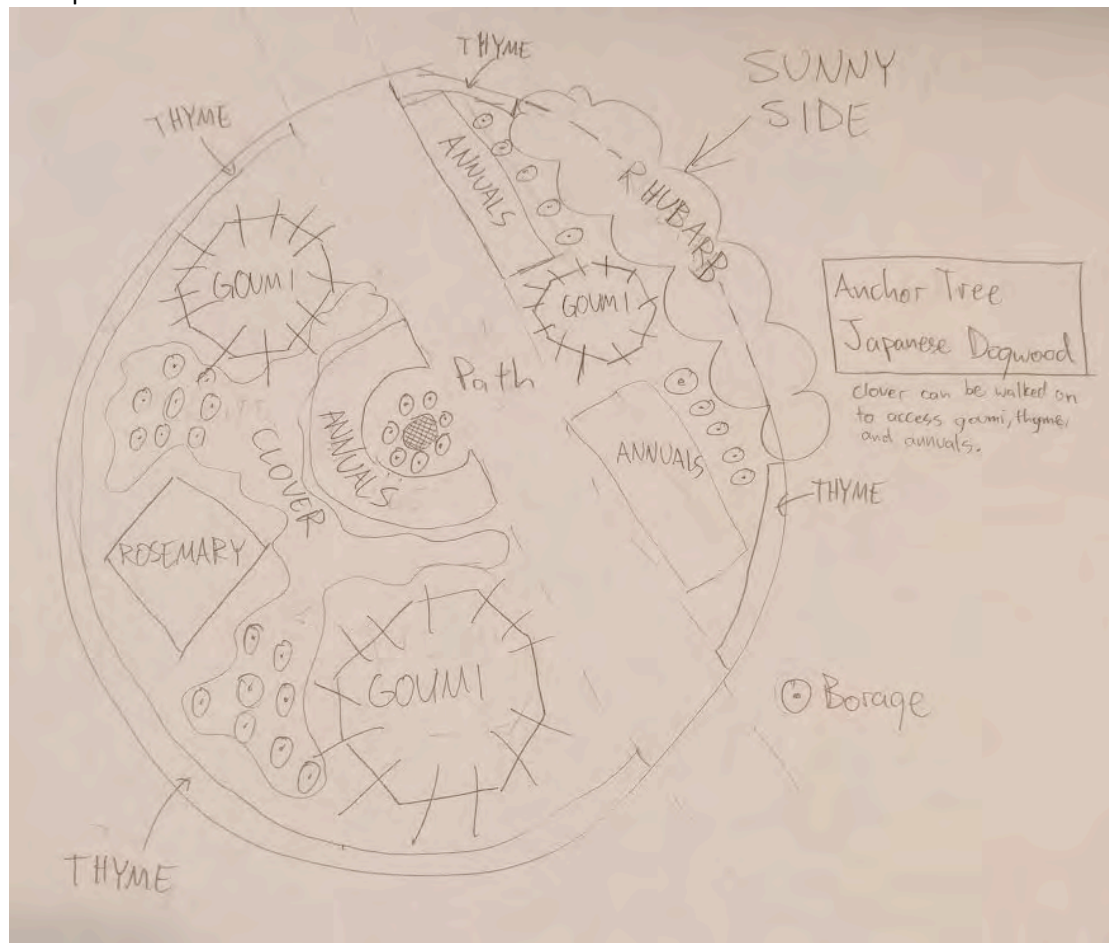




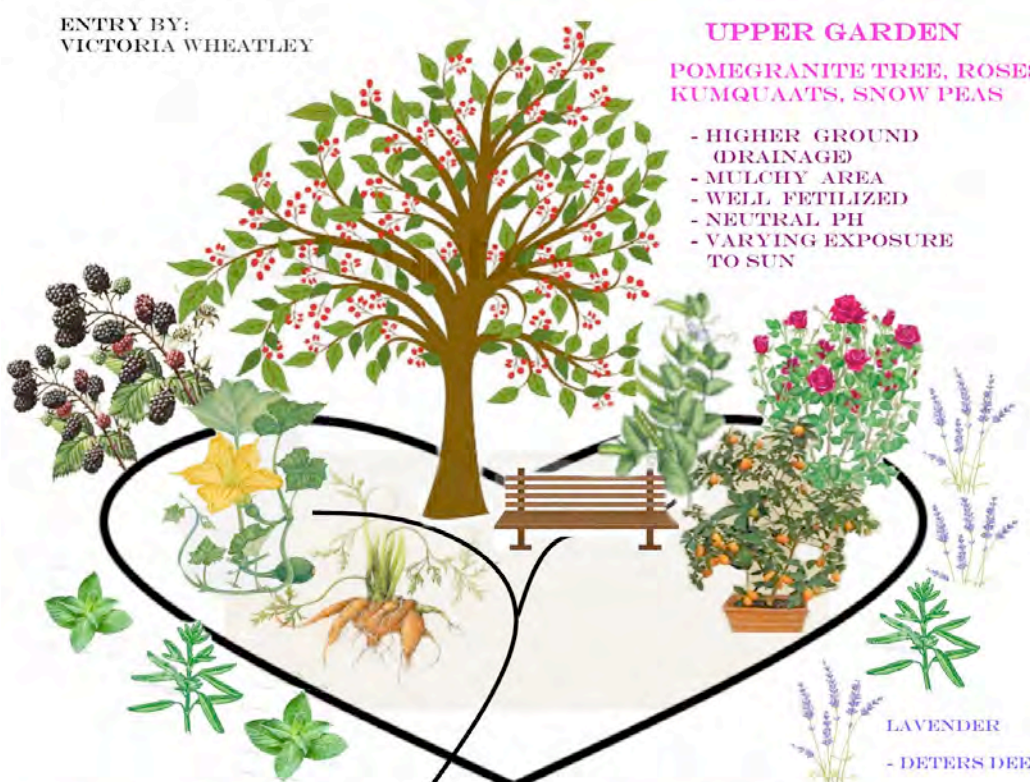
Student	Martin Drinnan
Design Title	-
Description	An effort was made to select plants which grow in a variety of soil conditions for minimal reliance on final location. Plant maintenance requirements were also a major factor in selection. This guild consists either of perennials or of annuals that reseed so prolifically as to be considered perennial. Every chosen plant can be grown in a wide variety of soils with little maintenance. Every chosen plant is deer-resistant. I have a document with more



information on all of the selected plants; please email me if interested. Anchor Tree: Japanese Dogwood – Edible fruit, provides mulch, attracts pollinators Shrub: Goumi – Tasty, nutritious berries, Fixes nitrogen, drought tolerant Shrub: Rosemary – Herb, attracts pollinators, pest repellent, recognizable to public Herbaceous: Borage – Edible leaves, attracts pollinators, deep taproot brings up nutrients, provides mulch Herbaceous: Rhubarb – Edible stalk, suppresses weeds, deep taproot brings up nutrients, recognizable to public Ground Cover: Coccineus Thyme – Herb, attracts pollinators, pest repellent, suppresses weeds, recognizable to public Ground Cover: White Clover – Fixes nitrogen, suppresses weeds, attracts pollinators In addition to these plants, garlic and tomatoes are deer-resistant annuals which grow well with the other selected plants, could provide a source of income (selling garlic), and are highly recognizable to the public. Note -- Not all these plants are well known; many people who enter the garden will have no idea how every plant can be used. The pfaf.org website provides QR codes pre-linked to plant information. These codes could easily and cheaply be printed, laminated and secured near each plant.





Student	Victoria Wheatley
Design Title	Persephone's Paradise
Description	<p>This plant guild, inspired by Persephone's infamous love of pomegranates, features a pomegranate tree in the centre. The garden is separated into upper and lower sections to improve irrigation to plants in each section. The garden features both flowering plants and fruits/herbs that may be harvested. Shelter under the pomegranate tree and the robust assortment of plants makes this an ideal place for students to wander, relax, or take a snack.</p> <h2>PERSEPHONE'S PARADISE</h2> <p>ENTRY BY: VICTORIA WHEATLEY</p>  <p>UPPER GARDEN POMEGRANITE TREE, ROSES, KUMQUAATS, SNOW PEAS</p> <ul style="list-style-type: none">- HIGHER GROUND (DRAINAGE)- MULCHY AREA- WELL FERTILIZED- NEUTRAL PH- VARYING EXPOSURE TO SUN <p>LOWER GARDEN CARROTS, PUMPKIN FLOWERS, BLACKBERRIES, MINT</p> <ul style="list-style-type: none">- LOWER GROUND (RAIN WATER FLOWS HERE)- WELL-FERTILIZED- LATE-WINTER FRUITS <p>LAVENDER - DETERS DEER</p> <p>Visitors can relax under shelter of the pomegranite tree and pick delicious fruits and herbs from a variety of garden footpaths.</p> <p>This Persephone-inspired garden brings an abundance of beauty and edible treats to passersby.</p> <p>The plants are organized by height, sun, soil, and water requirements, and the diversity of fruit all year long.</p>



Art/Engagement Proposals

Student	Matt Kemp (Winner)
Design Title	Snail Garden
Description	<p>I produced this design to represent what I believe to be the foundations of place-making in campus environments: a space to relax, (physical and mental) refuel, and reconnect to the physical while disconnecting from technology. I find that the latter to be the most pivotal, and if our campus can endorse such a message- whilst creating an opportunity for collaborative learning- we can hope to build spaces that connect students to socio-ecologies within the university populace.</p> <p>The aim of this feature is to create a symbol of sustainable agro-ecosystems and their importance in university environments as an enriching space to slow down repetitive commutes whilst enjoying a quick snack. There are several components that will enable inclusivity and engagement in passersby: a spiralling garden with berries growing up on the fencing, with fruit and nut trees anchoring guilds around the perimeter; a 15 meter green-roofed shelter covering an 8m angled chalkboard table (w/ book storage) and 6m bench; a small round (1.2m diam.) shelter that holds some garden tools, a few books, and a tea kettle (connected to the grid). The idea is that one can stop by this space on a break, harvest some ingredients and make some tea, proceed to take some time to read or write a quote, maybe draw something interesting that stirs another's mind. The point is to share, collaborate, and learn in a place that endorses relaxation and education. In order to achieve this, the spiralling garden may serve as a plant library, using the fence to support berries and vines, and supplementing it with plaques that highlight important ecological and cultural plants, among other information to be determined in later planning steps.</p> <p>I believe that a project such as this has the capacity to engage multiple faculties in creating and sharing a space on campus. On top of that, the University of Victoria is disseminating important agro-ecological information with unique eco-art installations that foster connectivity amongst campus pedestrians. An alternative to this major project could involve creating meaningful spaces with educational and practical features at various scales and locales, considering the large amount of open grass between paths and buildings, the opportunities are endless: miniature snail gardens (or other arrangements of fencing mazes and climbing plants), recycling or compost stations with 2-3 fruit tree guilds, or rain collection and green-roof structures supporting a tea garden and kettle (displaying plant identification and usage whilst acknowledging ethno-ecological significances). There is a variety of fencing options to be considered in limiting animal disturbance, using gridded metal, recycled plastic, wood panelling, or even willow waddling in the appropriate locations, but the intention is to have berries and vines growing up and through them with other plants at the base (creating a small plant guild).</p> <p>In all of these features I believe a chalk-board and educational signage to be an effective</p>



vector for sharing art and information. I also see them as conveniently available through the university (potential to recycle old boards), easily maintained, and low budget while allowing quick turnover (as opposed to features that people linger on).

In ES 341 the other day, Eric Higgs said something that I thought complimented this idea perfectly; he mentioned that chalk boards in classrooms are far more tactile than projectors, allowing more expression and dynamism in teaching than prepared presentations. I instantly saw a connection to this project in the way that the art on these boards is constantly changing and evolving, whether someone continues another's work, finds inspiration in it, or wishes to start anew, there is an open canvas for the community to share and enjoy. In addition, it can promote ideals around consciously disconnecting from technology, embracing conversation with others on campus, and limiting dependence on social media.

Let's take a moment with biomimicry- there is a very attractive combination between palatable plant guilds and art features that seem much like a flower to an insect: somewhere appealing to rest for a moment, which is bouncing and absorbing sunlight, exuding fine fragrances and sugars that give me just the boost I need to get to the next flower and back home afterward. Perhaps interact with another insect stopping by for the same reason- in these moments we see the truest of interactive art: life and conversation). These spaces are buzzing with life, and that life flows out into the corridors between them, and soon enough the campus is a series of living, breathing, flowing organelles tied together by the palpable and intangible connections that we strive to understand in ethno-ecology.

In conclusion, this proposal aims to portray the integrated nature of this project, and the interactive art and edible components are major elements in creating meaningful spaces on the University of Victoria's campus. The resulting socio-ecological connections and educational possibilities are essentially unpredictable, but with the right messages being endorsed within these spaces one can expect the ideals to disseminate through campus populus. In addition, these gardens can facilitate healthy mentalities within students by offering a place to slow down, relax, reflect, refuel, and reconnect. As a result, this concept has the potential to not only complement UVic green spaces with buzzing practicality, but to instill BOTH socially and environmentally conscious thoughts/behaviors in those who interact with this place.

Interactive Art feature:

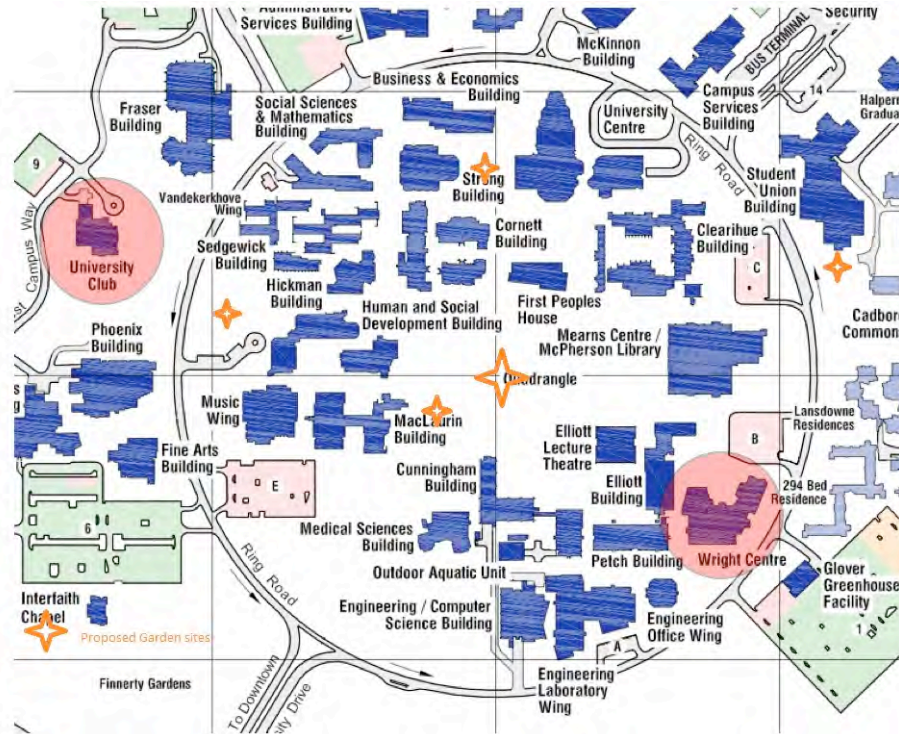
- Long chalk board allowing passersby a quick sketch, quote, or a message
- Spiralling path and edible garden
- Spaces on fencing that could support approved ethno-ecological information; the aim with this is recognition of First Nations homelands and their insurmountable ties to the landscape. This signage could express salient ideals around a responsibility to future generations, ecological restoration and conservation, knowledge and resource sharing, as well as avenues to get involved or learn more.



I have not included a budget because I expect the University to have some avenues for recycling wood, metal, and chalkboard surface; I believe salvaging and recycling to be a very important component of this movement, and the university should be supporting such endeavors.

I also provided several options differing in size, materials, and art feature so as to allow some flexibility on the application of interactive art and hopefully collaborate for the perfect project to compliment various locations on campus.

Suggested
location
(Yellow
stars)





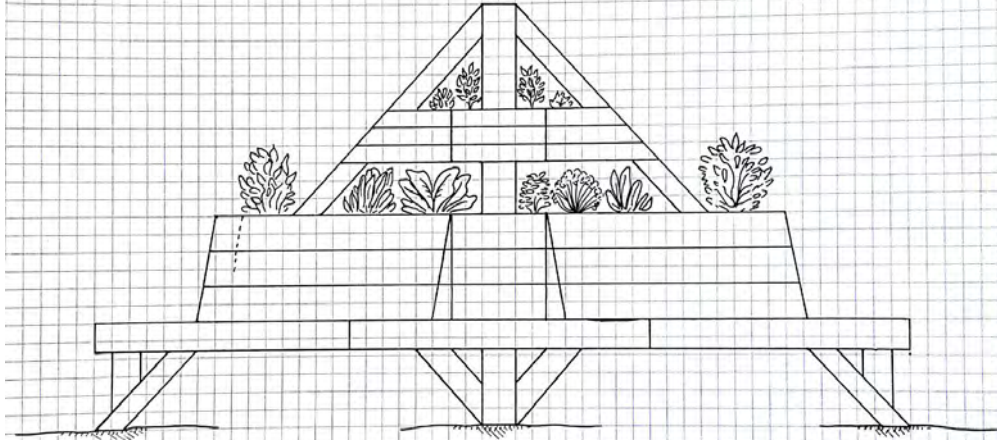


Student		Martin Drinnan
Design Title	-	
Description	<p>A simple, inexpensive way to create a sense of place is the addition of an extra-large picnic table, 4 or 5 meters long. The table offers space to study, eat, and socialize. It would ideally be one large picnic table, rather than several smaller ones, as this promotes social interaction. I believe that two people sitting at one large table are much more likely to interact than two people at two separate tables. The table could be painted to give the space a more unique feel. A key feature in the creation of a new place is an invitation to the passerby. I believe a sign declaring "Please, come in!" at the entrance to the garden would encourage more people to explore the garden, and perhaps sit down. The academic departments interested in supporting this proposal would depend on the exact location of the garden. Departments near the garden would be more likely to use it, and therefore to support it. These departments do not necessarily need to be related to the garden in any way. In principle, the environmental studies department would be interested in supporting the garden. The UVSS might also be interested, as this is a place for students.</p>	

Student		Roxanne Power
Design Title	Edible Planter Bench	
Description	<p>This piece can serve as a space for sharing, teaching, studying, eating, and/or simply enjoying the atmosphere of green, edible spaces on campus. For example, a student might initially be drawn to the piece for a place to sit and while there, has time to peruse the plants and educational features. Handmade or printed placards could be assigned to each plant to describe edible parts, harvest times, potential health benefits or medicinal properties of the plants, other uses and recipes etc. as well as to describe the benefits of vertical food production in urban settings and small spaces. Visitors can be encouraged to feel, smell or even taste the plants - it would be beneficial to select plants that facilitate this engagement. Potential plants for this planter include: various fragrant herbs (mint, rosemary, sage, thyme etc.), edible perennial flowers, strawberries, or leafy greens etc. It is a fairly low-maintenance design, requiring some watering (varying with plant-selection), weeding, and perhaps pruning of plants, and little to no maintenance of the structure itself. I would need help to create this design; perhaps in the form of a work-party, collaborating with one or more student(s) who have carpentry skills. The overall goal of this piece is to create a functional structure that is both aesthetically-pleasing and a vertical learning garden, teaching about various edible plants and small-scale food production. Thank you for your consideration!</p>	



EDIBLE PLANTER BENCH → ...plant, share, eat, sit, learn



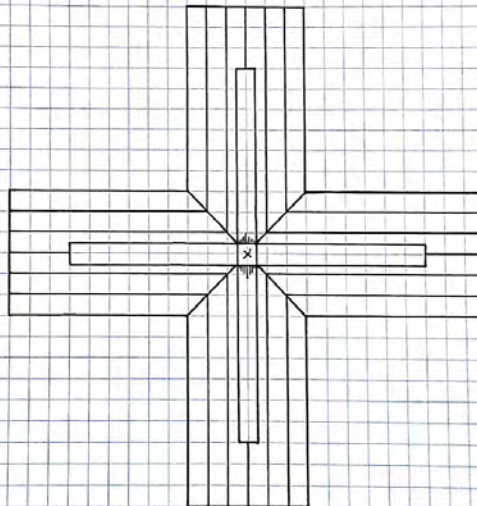
DRAFTED + DESIGNED BY: ROXANNE POWER

1" = 1'

SIDE VIEW

EDIBLE PLANTER BENCH

...plant, share, eat, sit, learn...



BY: ROXANNE POWER

1" = 2'

BIRD'S-EYE VIEW



Student	Sam Brun
Design Title	Mint Garden
Description	<p>My proposal is an engagement campaign/advertisement for Edible Uvic as well as the community garden. I think it would be rather fun to have a small plotted area and just grow some native mint. It would be easy to maintain, cheap, and practical. We would have a slogan such as "Woke up late, couldn't brush your teeth? Just chew a leaf and feel relief." encouraging students and faculty to engage in the first steps of their relationship with natural and native edible plants. There would be a little blurb about the plant, how to find it in nature and some other tasty treats in the woods. There would also be a link to the Edible Uvic information sites as well as information on a free tea making seminar we would put on. I would hopefully talk to David's tea about receiving some free empty teabags, have volunteers from Edible Uvic as well as the Community gardens pick some fresh native herbs and berries. I would dry them and host a small event teaching people how to make fresh tea from native plants, including our very own mint plot. This seminar would also be an opportunity for networking and finding potential volunteers for Edible Uvic.</p>



Appendix D Detailed Budget Spent

Grant Total \$2,500 Paid \$1,500 Total Amount Remaining \$1,000

Adam Huggins Salary Total \$1,017			Hyeone Park Salary Total \$1,013		
<i>Date</i>	<i>Amount</i>	<i>Description (\$25/hr)</i>	<i>Date</i>	<i>Amount</i>	<i>Description (\$25/hr)</i>
4/19/2016	\$50.00	2 hrs meeting	4/19/2016	\$50.00	Meeting
4/19/2016	\$50.00	2 hrs meeting followup	4/19/2016	\$62.50	2.5 hrs Follow-ip
5/9/2016	\$25.00	1 hr creating job description	5/10/2016	\$50.00	2 hrs CCG / UVSS meetings
5/10/2016	\$50.00	2 hrs CCG / UVSS meetings	5/18/2016	\$50.00	Follow-ups
5/18/2016	\$62.50	2.5 hrs FM / Grounds meeting	5/18/2016	\$62.50	2.5 hrs FM / Grounds meeting
5/31/2016	\$112.50	4.5 hrs FB/CCG/ES meetings	5/31/2016	\$112.50	4.5 hrs FM/CCG/ES meetings
6/3/2016	\$50.00	2 hrs follow-up emails, updates	5/31/2016	\$12.50	0.5 hrs meeting note
7/27/2016	\$12.50	.5 hrs phone meeting	6/3/2016	\$25.00	follow-up emails, updating the report
08/05/2016	\$62.50	1 hr Uvic Edge & 1.5 hrs meeting	6/21/2016	\$25.00	0.5 hr meeting & 0.5 hr meeting note
08/06/2016	\$12.50	.5 hrs followup emails	08/05/2016	\$37.50	1.5 hr meeting
08/08/2016	\$12.50	.5 hrs skype meeting	08/08/2016	\$12.50	0.5 hr skype meeting and follow up emails
08/09/2016	\$12.50	.5 hrs email follow-up	08/09/2016	\$25.00	follow-ups, checking work study position,
8/16/2016	\$75.00	3 hrs first harvest and meeting	8/16/2016	\$87.50	Meetings, harvest, follow-up
8/17/2016	\$12.50	.5 hrs email follow-up	9/9/2016	\$25.00	Meeting



9/5/2016	\$62.50	2.5 hours sketchup/poster	09/14/2016	\$12.50	Poster fix 0.5 hr
9/9/2016	\$25.00	1 hr meeting	09/16/2016	\$62.50	2.5 hr posting + promotion
9/10/2016	\$25.00	1 hr promotion / poster fix	09/19/2016	\$62.50	2 hr workshop + 0.5 follow up emails
9/22/2016	\$12.50	.5 hrs promotion, email	10/7/2016	\$25.00	Marlo meeting
10/2/2016	\$25.00	Form creation, email. promo	10/12/2016	\$50.00	Edible campus walk
10/7/2016	\$25.00	Marlo meeting	10/26/2016	\$25.00	Contest
10/12/2016	\$50.00	Edible Campus Walk	10/27/2016	\$50.00	Final meeting
10/24/2016	\$25.00	Contest (responses, consideration)	10/27/2016	\$87.50	Final report
10/27/2016	\$37.50	Final Report			
10/27/2016	\$50.00	Final Meeting (Hannah, Marlo, Steph, Hyeone)			
10/28/2016	\$80.00	Final Report			

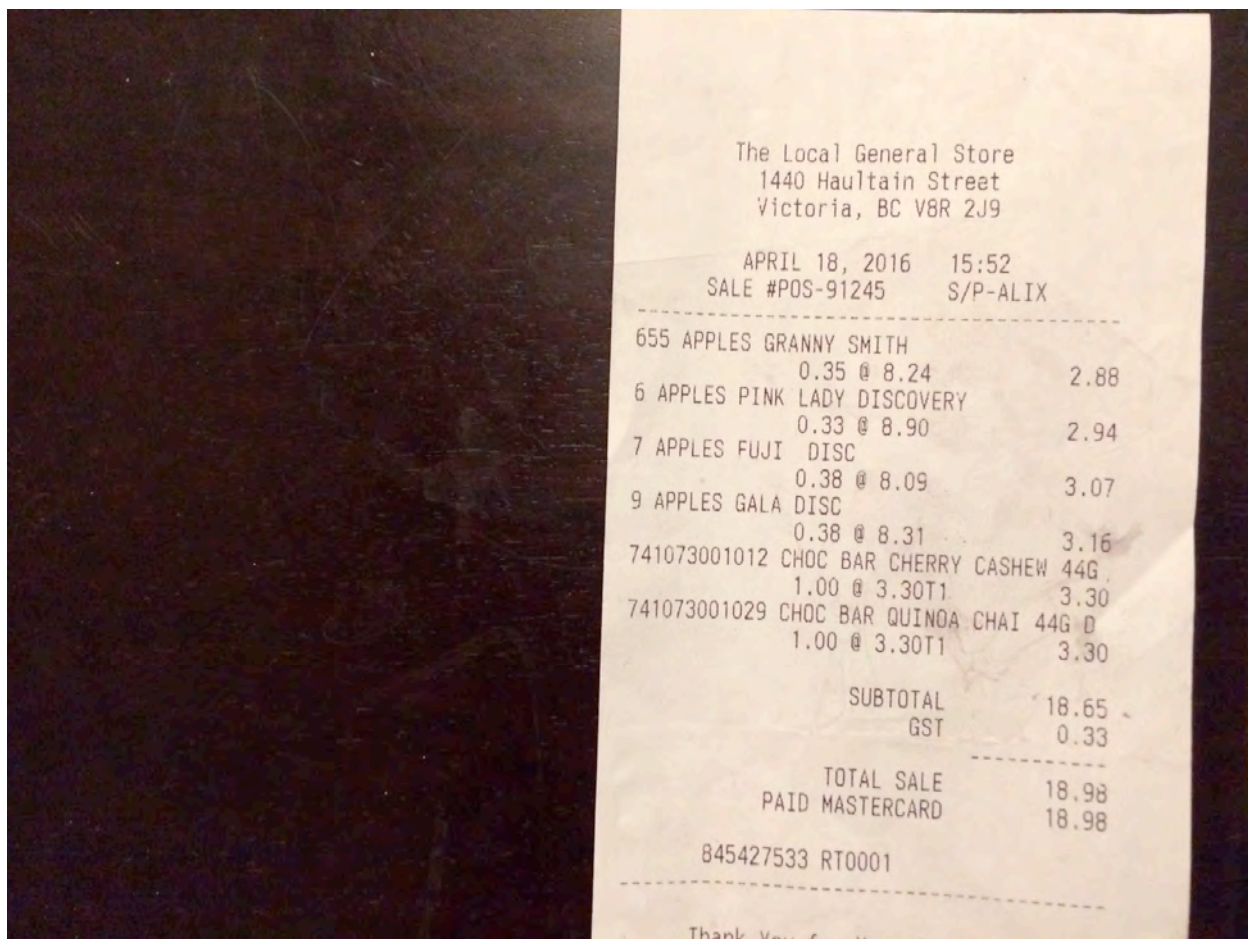
Due to Adam	\$1,017	Due to Hyeone	\$1,013
Paid to Adam	\$750	Paid to Hyeone	\$750
Amount Remaining	\$267	Amount Remaining	\$263

Design Contest Total \$300				Expenditure Total \$170			
Date	Amount	Description	Due to	Date	Amount	Description	Due to
To be paid	\$300.00	\$150 each	Students			Snacks for 1st meeting	
September	in-kind (Campus Planning and Sustainability)			4/18/2016	\$19.00		Adam
				5/10/2016	\$16.80	Printing	Adam
				5/31/2016	\$13.70	Galiano <> Victoria	Adam



			08/05/2016	\$24.20	Vancouver <> Victoria	Adam
			8/17/2016	\$13.70	Galiano <> Victoria	Adam
			10/7/2016	\$43.80	Vancouver <> Victoria	Adam
			10/12/2016	\$38.80	Vancouver <> Victoria	Adam
Total	\$300		Total	\$170.00		
Paid Amount	\$0		Paid Amount	\$0		
		Roxanne				
Amount Remaining	\$300	Matt	Amount Remaining	\$170		Adam

Receipts





PURCHASE
BCFerries

2016/05/31
Swartz Bay
To
Sturdies Bay
PURCHASE

1	Bicycle	2.00
1	Adult	13.45
1	Adult Savings	4.45-
1	Bike Savings	2.00-
	Fuel Rebate	0.30-
Total		8.70
BCF Experience		8.70
*** ** 702		0.00
CHANGE DUE		0.00
Today's Savings		6.45

Stored Value
Savings:PASS Savings
Balance:\$37.10

FOOT AREA OG
SWB 31 May 2016 17:29
1005082 643403
SEE REVERSE SIDE OF TICKET

PURCHASE
BCFerries

2016/08/05
Swartz Bay
To
Tsawwassen
PURCHASE

1	Adult	17.20
1	Bicycle	2.00
1	Bike Savings	2.00-
	Fuel Rebate	0.50-
Total		16.70
BCF Experience		16.70
*** ** 702		0.00
CHANGE DUE		0.00
Today's Savings		2.00

Stored Value
Savings:PASS Savings
Balance:\$34.00

FOOT AREA OT
SWB 05 Aug 2016 17:31
1005082 893518
SEE REVERSE SIDE OF TICKET

PURCHASE
BCFerries

2016/08/17
Swartz Bay
To
Sturdies Bay
PURCHASE

1	Bicycle	2.00
1	Adult	13.45
1	Adult Savings	4.45-
1	Bike Savings	2.00-
	Fuel Rebate	0.30-
Total		8.70
BCF Experience		8.70
*** ** 702		0.00
CHANGE DUE		0.00
Today's Savings		6.45

Stored Value
Savings:PASS Savings
Balance:\$71.10

FOOT AREA OG
SWB 17 Aug 2016 10:17
1005114 541295
SEE REVERSE SIDE OF TICKET

ZAP COPY
05/10/2016 000000
#9955 3:05PM SERV.01 0001

VEND	1x \$15.00
MOSE ST	\$15.00
PST	\$1.05
GST	\$0.75
***TOTAL	\$16.80
CASH	\$20.00
CHANGE	\$3.20

PURCHASE
BCFerries

2016/10/05
Tsawwassen
To
Swartz Bay
PURCHASE

1	Bicycle	2.00
1	Adult	17.20
1	Bike Savings	2.00-
	Fuel Rebate	0.50-
Total		16.70
BCF Experience		16.70
*** ** 702		0.00
CHANGE DUE		0.00
Today's Savings		2.00

Stored Value
Savings:PASS Savings
Balance:\$21.00

FOOT AREA 5S
TSA 05 Oct 2016 18:25
1007012 321894
SEE REVERSE SIDE OF TICKET

PURCHASE
BCFerries

2016/10/07
Swartz Bay
To
Tsawwassen
PURCHASE

1	Bicycle	2.00
1	Adult	17.20
1	Bike Savings	2.00-
	Fuel Rebate	0.50-
Total		16.70
BCF Experience		16.70
*** ** 702		0.00
CHANGE DUE		0.00
Today's Savings		2.00

Stored Value
Savings:PASS Savings
Balance:\$4.30

FOOT AREA OT
SWB 07 Oct 2016 17:28
1005083 141588
SEE REVERSE SIDE OF TICKET

PURCHASE
BCFerries

2016/10/12
Tsawwassen
To
Swartz Bay
PURCHASE

1	Bicycle	2.00
1	Adult	17.20
1	Bike Savings	2.00-
	Fuel Rebate	0.50-
Total		16.70
BCF Experience		16.70
*** ** 702		0.00
CHANGE DUE		0.00
Today's Savings		2.00

Stored Value
Savings:PASS Savings
Balance:\$52.60

FOOT AREA 3S
TSA 12 Oct 2016 08:25
1007025 529409
SEE REVERSE SIDE OF TICKET

PURCHASE
BCFerries

2016/10/12
Swartz Bay
To
Tsawwassen
PURCHASE

1	Bicycle	2.00
1	Adult	17.20
1	Bike Savings	2.00-
	Fuel Rebate	0.50-
Total		16.70
BCF Experience		16.70
*** ** 702		0.00
CHANGE DUE		0.00
Today's Savings		2.00

Stored Value
Savings:PASS Savings
Balance:\$35.90

FOOT AREA OT
SWB 12 Oct 2016 18:39
1005040 020185
SEE REVERSE SIDE OF TICKET

Appendix E Meeting notes

April 19, 2016 First Group meeting!

Action Items:

- Research one school of your choice that is growing food on campus and bring (or send, if not in town) info sheet to share at May meeting (see Case Studies in Feasibility Report for examples)
- Create shared Google Drive, FB group, Mailing list, and Doodle for next meeting
- Reach out to Facilities Management
- Reach out to CCG and attend May visioning meeting (date? Elise?)
- Reach out to other potential stakeholders / interested groups (add an action item)

Next steps

- Consult with stakeholders and put together a committee
- Establish communication channels and social media
- Consider possible events to develop and refine vision

Update from Campus Planning and Sustainability

Edible landscapes are in the Sustainability Action Plan (section 5.5)

Major considerations

Need to woo Facilities Management = Peter James and Rhonda Rose

Deer are a major issue

Academic priorities are foremost, so we need to tie edible landscapes in with them

Discussion

- How to approach stakeholder groups
- One on one engagement at first with interested groups (ex. CCG, Facilities)
- After, create committee and get representatives from each group together



- CCG has a great model, could provide support, volunteers, and legitimacy
- UVSS is a potential funding source, could support potential student referendum
- Need to consider politics here (Bill 31?)
- Val Schaefer of Restoration of Natural Systems has offered to help fund a student work-study position to develop edible landscape
- Family Centre and Family Housing should be considered an interested stakeholder
- Involvement from kids and high schoolers?
- Yes!, but after we get plants in the ground
- Growing Schools (Lifecycles) and Growing Young Farmers are potential allies

May 10th - with the Campus Community Garden

Attendants: Em, Ali, Brooklyn, Adam and Hyeone

Em: CCG is interested in fruit trees (orchard type) at Strong Building site, (permaculture based). Gradually creating a connectivity from the current garden the SUB across the campus educational component (e.g. pruning): current garden no trees allowed

Discussion:

Visibility is important

Have a budget for buying fruit trees

Who's going to maintain?

will discuss this at the board meeting

UVic Food Hub: involving all groups related to campus food security including

UVSP, Campus dinner (Tuesdays) at the church. Want to include Edible UVic

interested in growing food for the campus food bank program

Ali: willing to be a committee, representing the CCG

Brooklyn: encourage students to volunteer in maintaining, partaking educational events who receive food

Things to do:

- Check with UVSP the jurisdiction of the lawn areas near SUB building
- Consult First Nation's House : if they are interested in growing food on the campus; what and how; who want to be a committee
- Meet with Food Bank
- Food security, professors & student in sustainability course or program
(Business department) near Strong building

Pre-meeting

- Brooklyn: Place-making demonstration site near SUB – labyrinth, tied into students' health

May 18 –with the Facility Grounds

Attendants: Rhonda, Peter, Matthew, Ground Manager, Adam and Hyeone

Objectives:

- How is the edible campus feasible?
- What will be needed?
- What do we need to do?

Discussion

Bellingham: Process of approval. Key considerations:

Stakeholders: Campus Planning Committee (especial, Neal, Christy Simpson, Academics, and Facility

How's it going to be managed? Clearly identify who is responsible for finance, maintenance, consistency

Management: pest (deer, increasing cotton-tail rabbits); policing commons (how to prevent overharvesting by a few individuals); Formalizing interests in commitment (in writing)

Strong academic tides

Marketing as an academic/research institution, beauty, other interests in a specific area

Facility:

Welcome projects that would not change their roles or responsibilities (unless there is funding available). They can provide expertise and information on landscaping, water situations on the campus.

(side note) Peter is enthusiastic about growing food on the campus and very knowable with pruning etc. He might be a great source for teaching students how to prune or take care of fruit trees.

DTB: No irrigation, hand-watering, only strong drought-tolerant plants are surviving. Watering issues should be dealt with.

Strong building: existing irrigation in. identify with the offices about potential issues of growing fruit trees in front of the building

SUB lawn: proximity to the students, existing irrigation (?)

Clearihue courtyard: underused area, great in terms of controlling pests and overharvesting but noise could be issue.

Using existing "orchard" (1 apple, 1 plum, 1 pear, 1 cherry, ?) in front of University House 1 and putting up signage. Potential for the CCG and food bank to plant more and use food for their use. But overharvesting by a unknown individual issue should be resolved.

Matthew Greeno:

We need a solid, specific plan (proposal) addressing all the potential issues and discuss with the Community Planning Committee.

Things to do:

Arranging a meeting with the Food Bank

Reporting about the meeting to the CCG

Arranging a meeting with Eric, Kara, and other ES faculty about DTB

Follow up with the UVSP about the jurisdiction and potential conflicts in terms of land-use.

May 31, 2016

Food Bank with Jasmine

If we plant fruit trees, Food Bank will harvest

Food Bank has 10-20 volunteers and can harvest fruits in front of UH1

We will check with the facilities if the food bank can harvest fruits; harvesting time, varieties

We provide a signage (note: there is a food bank signage in their vegetable box at SUB)

CCG with Ali and Em

CCG likes the sub area for growing food

CCG can do weeding, thinning, pruning, and planting

CCG can have a budget for organizing design or site prep workshops (outsourcing Joshua and Nick from Living Landscapes company)

CCG will contact art students about mural and some art

We will check with the facilities if the irrigation is available and if they are interested in helping with watering and planting, providing some training

We will check with UVSS if they want to be on board and if they are okay with that location

We will organize a design contest (incorporated with placing-making, art, or labyrinth idea?)

Timeline: design contest prep (summer)

Design workshop and contest (Sep 2016)

Site prep (Oct 2016)

Planting (2017)

ES with Nancy, Kara, and Eric

ES is willing to involve in pruning, planting, harvesting and some weeding but needs help with watering and weeding from the facilities



We contact Ruth Young at First Peoples' house and see what they are interested in; if they are interested in maintaining and how they want to maintain; and if they want to be involved in DTB garden

We check with the Facilities what help they can give e.g. watering and weeding

Five year plan and long-term plan which includes management and maintenance. Who's doing what (management plan incorporated with the classes). ES has resources for creating a class

ES is going to move to Wing A and is interested in starting with a north dry end plot that is in the worst shape.

Kara will talk with Val and Trevor if they are interested in leading the garden restoration project and will check who's going to be the next Rhonda.

There is miscommunication and mistrust between the ES and the facilities. They want us to facilitate the communication and to maybe organize a meeting in the future

CF) Kara's follow-up (June 1st, 2016)

Val and Trevor are happy to be contacted and to help out. Trevor will be available from July 1st. Ryan Hilperts <ryzome@uvic.ca> is very keen.

June 21 with Rhonda, Peter, Matt, Belling(?), Hyeone

UH1 Orchard

Ground welcomes that the Student Food Bank harvest and we can plant more fruit trees in the open space between UH 1 and UH2

Irrigation is already in place. Up to drought stage 3, lawn water irrigation is viable. In case, exceeds the stage 3, there is water source and equipment from the building. Then, we or the Student Food Bank should hand-water

Matt will check with a signage committee about the signage

SUB area

Matt suggests a different spot for the demonstration site but his boss is still brainstorming an alternative area.

CCG site

Neil is fine with planting a fruit tree at the current CCG site

Discussion

Finnerty apple tree cutting (heritage apple tree cutting from the original Finnerty orchard in quad)

Ground can donate and use it as awareness-raising public event

Where to plant it?

Ground will put some sort of protection to keep it from deer browsing

Varieties of fruit trees at UH1

Ground doesn't know

Pruning workshop

Ground works with Horticulture Centre of the Pacific (HCP)

We contact Ground and Ground will arrange for us.

Aug 16 - Meeting note with Em (CCG)

1. Signs are up for the trees at UH 1 orchard!

Design contest:

- 1) guild incl. design, description, budget, maintenance plan
- 2) art incl. design, budge, description (e.g. signage)
- 3) engagement/activities (e.g. academic learning and research, meditation; sports, socialization; outdoor study (outdoor power installed))



Prize: \$150 each

Things to do:

Making a poster: Adam/Aug. 31 (check with the Sustainability office if we can use their logo? We are after all using their money)

Posting a poster, identifying/talking to classes: Hyeone

Writing to ESSA/UVic health? (do students read these?)

Budget: Check the google excel spreadsheet :Hyeone

Permaculture workshop: we are providing materials for the demonstration site and the contest

check with Ali: workshop date, our role in the workshop

Oct 27

Marlo – Edible Campus Coordinator (work-study position) / TED TALK & Consultation (Jan 12)

Hannah – Permaculture class instructor / possibility to incorporate a Permaculture class