



Community Partner Project Document – LFS 350 Winter 2016

Land and Food Systems students who have completed the Land, Food and Community (LFC) core series are systems thinkers, able to work collaboratively in multicultural, inter- and trans- disciplinary teams to develop solutions for complex, multi-stakeholder issues related to food, health and the environment. Incorporating academic and community perspectives, they apply their knowledge in an environmentally, socially and economically sustainable manner to community food security challenges.

LFS 350 Course Goals

The goals of the course are to develop a successful service-learning community of practice, to participate and respond to community needs, and to promote a socially responsible, ethical, and culturally sensitive framework to potentially contribute to healthier and sustainable communities in BC.

LFS 350 students will research and act on food, health and agricultural issues of concern in partner communities throughout BC. Partners include organizations, industry, government, and individuals located mainly in Vancouver, Richmond and Delta. They also include rural and remote BC communities such as Pemberton, Galiano Island, Gambier Island, and Comox Valley.

Upon completion of LFS 350, successful students will be able to:

1. Critically analyze connections between food, health, and the environment within food security discourse.
2. Propose, implement and evaluate a community-based food systems project with an interdisciplinary team.
3. Interact professionally with project team members and community stakeholders by identifying and integrating personal, group, and community values and objectives

Class Meeting Location and Time:

Mondays, 1:00 pm – 4:00 pm

Plenary Lecture: MacMillan 166 for 1-2 hours

Group work: MacMillan building tutorial rooms

Course Website: www.lfs-350a.sites.olt.ubc.ca

Visit the course website to have access to student blogs and final reports associated with your project (<http://lfs-350a.sites.olt.ubc.ca/community-projects/>) as well as more general course information (session notes and assignments).

Teaching Team

Instructor Dr. Will Valley Office: FNH 210 Phone: 604-822-6534 email: will.valley@ubc.ca	Teaching Assistants Samantha Gambling - samantha.gambling@alumni.ubc.ca Carrie James - carrie.james@alumni.ubc Adrienne Levay - alevay@alumni.ubc.ca Latika Raisinghani - latikarai@hotmail.com
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Role of the Community Partner

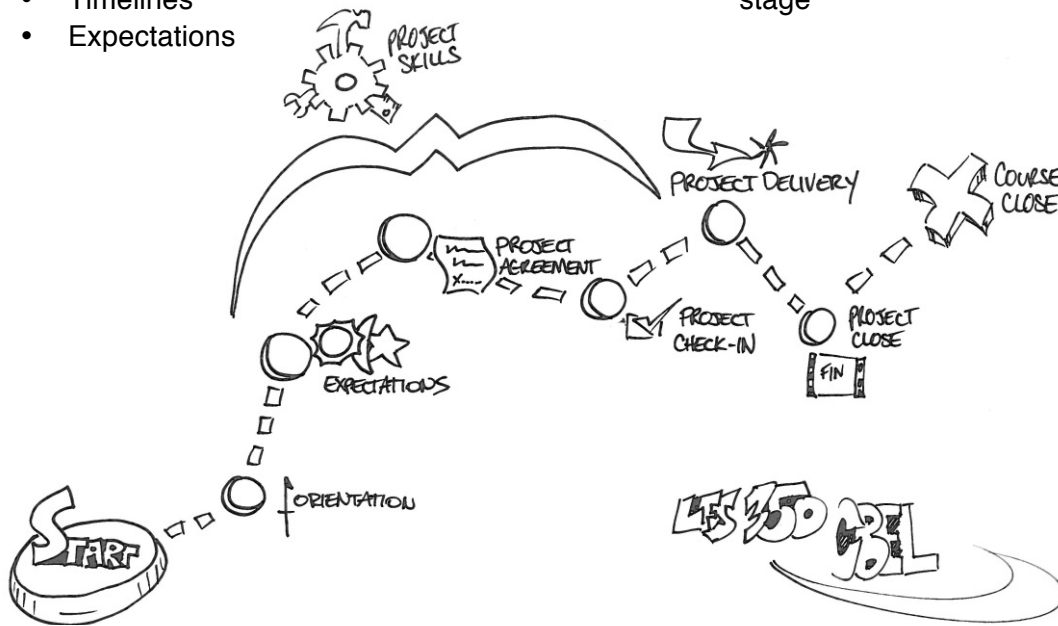
As a community partner, you play an integral role as an educator in the academic development of students. By sharing your knowledge and expertise, students are better able to connect and contribute to the community in which they live; learn about the larger political and social structures in the community; discover and address complex challenges in our food system; examine and challenge their values and belief systems; build professional networks; and, examine and interrogate theory and course concepts in meaningful ways. We thank you for the work that you do, and for your interest in being involved.

Feel free to join our lectures or tutorial sessions at anytime, your presence is always welcome and greatly benefits the students.

There are several critical points in the term where your contribution and collaboration with the student group will greatly impact the project process, the potential project outcomes and the overall student learning experience.

What follows is an **outline of the project process** that includes specifics on:

- Roles
- Deliverables
- Timelines
- Expectations
- Assignments
- Tips/supports for navigating each stage



January	February	March	April
<ul style="list-style-type: none"> •Orientation •Expectations 	<ul style="list-style-type: none"> •Project agreement and proposal development 	<ul style="list-style-type: none"> •Mid point check-in •Project Delivery 	<ul style="list-style-type: none"> •Final Presentation •Final Report



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January 4 - 25 th (Weeks 1-4)	
Stage 1: Orientation, Expectations and Starting the Project Proposal	
WEEK 1	<ul style="list-style-type: none"> Students begin in Weeks 1 and 2 to orientate themselves to their community partner and the context in which they operate via research and a systems mapping exercise.
WEEK 2	
WEEK 3	<ul style="list-style-type: none"> Week 3 is an ideal time for a face-to-face meeting (students are not in class on Jan 18th) and/or participate in orientation activities (tour/CSL/volunteer day/training etc.)
WEEK 4	<ul style="list-style-type: none"> Students are compiling information from the community partner to assemble a project proposal.
What to Expect	<ul style="list-style-type: none"> There will be a flurry of activity that starts on Week 3 and runs until Week 5 as the students strive to better understand your work and finalize agreements with you on how the project/inquiry process should look. They will be completing and preparing to present (with your input and guidance) a Project Proposal, which outlines the project objectives, its process and the intended outcomes.
How to Best Support	<ul style="list-style-type: none"> Meeting in person (or on-line through skype) to establish your expectations is critical for determining how the collaboration will work (process for working together). Make students aware of your expectations for when and how they ought to communicate with you and members of your organization. This may include identifying culturally sensitive (appropriate) approaches to interacting with members of your community. You can use this tool to support the clear agreement http://facultystaff.students.ubc.ca/sites/facultystaff.students.ubc.ca/files/ccel%20resources%20agreement_0.pdf



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February 1 – March 7 th (Weeks 5-9)	
Stage 2: Finalizing the Project Agreement and Implementing Project Activities	
WEEK 5	<ul style="list-style-type: none"> Students are presenting their proposal in class and getting feedback from the teaching team. It is critical that they have connected with you to get input into the Project Proposal by this point.
WEEK 6	<ul style="list-style-type: none"> Students incorporate the feedback from the teaching team and will likely reach out to you over the coming weeks for clarification and revision. Students have an open date on Monday, February 8th (Family Day holiday as well) University Reading Break begins (February 15 – 19th)
WEEK 7	<ul style="list-style-type: none"> Students will be on campus working on their project <p>NOTE: Weeks 6, reading week, and Week 8 are ideal for students to engage hands-on in the community.</p>
WEEK 8	<ul style="list-style-type: none"> Around Week 8 or 9 is a critical point to have a mid-point check-in. To re-assess and recalibrate project activities if necessary and create a plan for the last 4 weeks of project activity. Week 8 requires students to revisit their original Project Proposal and document any changes that have occurred. We expect the students to have consulted with their community partner about any major or significant changes to the original work plan.
WEEK 9	<ul style="list-style-type: none"> Students have an open date on Monday, February, 29th
What to Expect	<ul style="list-style-type: none"> This stage is characterized by the students gaining better clarity on what is expected of the project deliverables and how that might be achieved. This is also the time where significant challenges and tension are typically expressed in the project.
How to Best Support	<ul style="list-style-type: none"> Working through a mid-point project check will increase the likelihood that the project to be completed successfully. Students will have to re-assess their progress and receive feedback and approval from their community partner if there are any changes to the project plan and the agreed upon deliverables.



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March 21 – April 4th (Weeks 10 + 11)	
Stage: Focus on Project Work and Delivery	
WEEK 10	<ul style="list-style-type: none"> Weeks 10-11 are characterized by a renewed focus following the mid-point check-in. The final push is an exciting time for the students to deliver on all the hard work of the term.
WEEK 11	<ul style="list-style-type: none"> Arranging to debrief in-person with the student team will provide closure to the projects and help them as they prepare their final reports. Students are presenting their projects to the class (at UBC) on Monday, April 4nd from 1-4pm. Parking passes and directions will be provided to you in advance (let us know if you are planning on attending).
What to Expect	<ul style="list-style-type: none"> The last 2 weeks of the project will again be a flurry of activity.
How to Best Support	<ul style="list-style-type: none"> Honest feedback and guidance will best support the students to deliver the best possible project.

There will be additional points of connection with the teaching team throughout the term. Please do not hesitate to reach out for clarification, questions, concerns at any point in the process. Strong communication, support and reciprocity are founding principles that guide the teaching teams approach – we are always grateful for feedback to strengthen our practise.

Thank you again for your partnership, The LFS Teaching Team.