

# THE \_\_\_\_\_ LOCAL FOOD FRAMEWORK FOR ONTARIO COLLEGES

A step-by-step guide  
to bringing more local food  
to Ontario colleges



Possibility grows here.



## Acknowledgements

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This research report was written and published by the Mohawk College Office of Sustainability and Climate Change.



*Members of the pilot project teams met at a project kick-off event at Mohawk College on June 6, 2017*

*From left to right: Sagal Dualeh, the Greenbelt Fund; Michael Yarymowich, Aramark; Kate Flynn, Mohawk College; Emily Baynes, Mohawk Students' Association; Steve Michailidis, Humber College; Roma Malik, Humber College; Mary Baxter, Algonquin College.*



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## Executive Summary

Increasing the amount of local food served on Ontario college campuses is an important opportunity for colleges to better serve their students and communities. By offering more local food options, colleges can increase student satisfaction, campus sustainability, and their regional economic impact — all while increasing the quality of campus foodservices.

This research report is part of a multi-stakeholder project entitled Increasing Local Food Procurement at Ontario Colleges, led by Mohawk College in partnership with the Greenbelt Fund and the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA).

The purpose of the project is to create a scalable, transferable framework for increasing local food procurement at Ontario's 24 colleges. The framework was developed through extensive industry research and a series of pilot projects at five Ontario college campuses.

The framework describes a series of actions that colleges can take to increase local food procurement on campus. The framework provides a step-by-step guide to implementing the actions described, as well as tools and resources that can be adapted by college staff.

The focus of the framework is on colleges that use third-party foodservices operators because the majority of colleges use third-party operators to manage their foodservices. However, ideas and initiatives described in this report may be applicable to self-operated foodservices and other institutions throughout the public sector.

While systematic challenges to institutional local food procurement persist, the set of actions outlined in this report will help colleges partner with their foodservice operators to implement innovative procurement solutions and bring more Ontario food to Ontario college campuses.



*Mohawk College hosted Local Food Literacy Training workshops for foodservice staff in August–October of 2016.*



## Introduction

Increasing the amount of local food served on Ontario college campuses is an important opportunity for colleges to better serve their students and communities. Offering more local food options will increase campus sustainability and the college's regional economic impact.

It will also improve student satisfaction. The demand for local food on campus is growing. In a 2017 survey administered by Mohawk College to 4,000 college students across Ontario, 84% of students said they believe it's important for colleges to support sustainability by increasing the amount of local food served on campus (Mohawk College, 2017).

Until now, foodservice providers have struggled to increase local food procurement — citing systematic challenges in bringing more Ontario food to Ontario colleges. The following framework addresses key barriers and provides strategies to overcome identified challenges. The actions described are based on in-depth research, applied best practices and successfully piloted solutions.

The framework is a step-by-step guide to increasing local food procurement on college campuses. It focuses on providing college staff with the necessary knowledge and tools to set local food procurement goals and drive results. It offers resources, such as worksheets, sample contract language, and case studies.

The framework focuses on the relationship between colleges and third-party foodservice operators because nearly all colleges use a third-party operator, such as Chartwells, a division of Compass Group, or Aramark. However, the information in this report can be adapted by colleges with self-operated and student association-operated foodservices, as well as institutions across the broader public sector.



*An apple grows in Mohawk College's Fennell Campus orchard.*

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The full results of the research are available in the research report *Increasing Local Food Procurement at Ontario's 24 Colleges*, which is available at [www.ONcollegefood.com](http://www.ONcollegefood.com).

## Project Overview

- 1 **Industry Research**
- 2 **Pilot Projects**
- 3 **Research Summit**



**Final Local Food  
Procurement Framework**

## Phase 1: Industry research

In the first phase of the project, Mohawk researched the barriers and opportunities to increasing local food procurement on college campuses. To start, Mohawk reviewed best practices on institutional local food procurement from Europe, the U.S. and Canada. Then, the project team conducted interviews with 48 stakeholders in the college foodservice supply chain. Interviews focused on understanding the unique challenges that colleges and their foodservice operators experience in trying to bring local food to college campuses.

In order to understand students' perceptions of the importance and impact of local food procurement, Mohawk then surveyed over 4,000 students at 14 Ontario college campuses. A summary of the survey results is available in Appendix A of this report.

## Phase 2: Pilot projects

The research informed the development of a series of pilot projects that tested identified solutions. Mohawk partnered with four other colleges to pilot a series of projects aimed at increasing local food on campus. The five colleges that participated are diverse in geography, foodservice model, and size.

**Table 1: Pilot projects by college**

College	Region in Ontario	# of Full-Time Students Enrolled	Participating Foodservice Operators	Pilot Project
<b>Algonquin College</b>	Eastern	21,060	Algonquin College Foodservices	Develop a seasonal local food menu
<b>Collège Boréal</b>	Northern	1,300	Co-op Boréal	Conduct a food origin audit
<b>Fleming College</b>	Eastern	5,900	Aramark	Develop a seasonal local food menu
<b>Humber College</b>	Greater Toronto Area	29,200	Chartwells School of Hospitality, Recreation and Tourism	Develop local food sourcing tools for college foodservice staff
<b>Mohawk College</b>	Southwestern Ontario	11,000	Chartwells Mohawk Students' Association	Conduct a food origin audit Conduct local food literacy training for foodservice staff

Each of the six pilot projects was successful in promoting local food on campus. The results of each help to inform this framework. The food origin audit methodology, described in Section 1, was successfully piloted by both Mohawk College and Collège Boréal. Both Mohawk and Humber developed resources for teaching local food literacy skills to foodservice staff. Both skills development methods are outlined in case studies in Section 4. Finally, Algonquin and Fleming successfully developed local food menus. These are examined in case studies in Section 5.

Tools and resources include:

- Case studies
- Sample RFP and contract language
- Workshop activity templates
- Factsheets and brochures

All of these tools and resources are available to download at [www.ONcollegefood.com](http://www.ONcollegefood.com).

## Phase 3: Research summit

In the final phase of the project, Mohawk College hosted a research summit on November 9, 2017. The purpose of the summit was to present the results of the pilot projects and a draft of the framework to stakeholders from throughout the supply chain. Eighty-five participants provided their feedback on the final framework and discussed the next steps for creating change on college campuses.

## How to use the framework

Each section of the framework represents a key action to increase local food procurement on campus. Actions outlined in the framework can be performed sequentially, starting with Section 1, or implemented as individual projects.

Each action is accompanied by a summary detailing what the action is, an estimate of how long it will take to complete, and what resources are required.



**Starting Point:** The optimal time to implement this project before, after, or during the foodservice contract



**Goals:** The objectives that will be met by undertaking the action



**Required resources:** The human resources — the staff, students and stakeholders — required to complete the action



**Time to complete:** An estimate of how long it will take to perform the action from the planning stage to implementation

Each section begins with an overview of the recommended action and is accompanied by a step-by-step guide to completing the action based on research and best practices.

The guide is followed by accompanying tools and resources, the purpose of which is to provide college staff with assets and ideas that can be adapted and applied on their own campuses.



# 1

## Conduct a Food Origin Audit

Starting Point:  
1 year to 6  
months prior to  
RFP or contract  
negotiations

A food origin audit is a process whereby institutions can identify the origins of food and beverages served on campus.

A food origin audit is an effective tool for increasing local food procurement. By identifying the origins of food and beverages served on campus, the audit establishes a baseline measurement of local food and can help stakeholders identify key opportunities to increase local food procurement.

It is a particularly useful tool as a college begins the RFP process, and enters into contract negotiations with foodservice operators. The audit results can help college stakeholders communicate priorities and goals. A baseline measurement of local food procurement can be used to set clear, realistic, and incremental goals for increasing local food on campus.

The following food origin audit methodology was first developed by My Sustainable Canada and the Canadian Coalition for Green Health Care. The methodology has been adapted for college foodservices by Mohawk College. The adapted version, detailed here, was successfully piloted by Mohawk College and Collège Boréal in 2017.

The following is a step-by-step guide on how to perform a food origin audit to establish a baseline measurement of local food procurement at college foodservices.



### Goals

- Establish a baseline measurement of local food procurement
- Clarify definitions and sourcing priorities
- Identify opportunities
- Set clear, realistic goals



### Required resources

- College or foodservice staff to directly supervise the audit
- Part-time staff or co-op student to conduct audit
- Assistance from foodservice managers, purchasing staff



### Time to complete

- 3–5 months depending on the scope of audit

## Before Conducting the Audit

### 1.1 Set the scope of the audit

The scope of the audit should be based on the college's objectives. If the objective is to increase local food procurement, then the audit should focus on identifying local food items served on campus. This will help the college establish a baseline measurement of local food available on campus and use the baseline to set goals to increase local food procurement and to market local food options to students.

Food origin audits can go beyond identifying local food. For example, Meal Exchange is an organization that helps students audit campus foodservices. Their audit methodology asks manufacturers and producers to provide information on production methods such as equitable, sustainable, organic, and/or Fair Trade practices. It is important to note that the more information required by manufacturers, the more time and effort the audit will take.

Additionally, many college foodservices represent a mix of "branded concepts" like Starbucks®, Tim Hortons®, and Subway®, and the foodservices' own brand concepts. It is unlikely that the college will be able to obtain food origin information from these brands and it is also unlikely that these companies will change their supply chains to accommodate the college's local food goals.

Colleges have the most influence over the brands owned by their foodservice provider. Therefore, this report recommends that auditors focus their efforts on auditing foodservices' own brands.



Photo credit: Humber College, 2017.

## 1.2 Set a clear definition of “local food”

Before starting the audit, it is important to establish a clear definition of “local food.” By setting a clear definition of local food, the manufacturers and producers contacted in the audit process will understand what is “local” and if their products are considered “local.” It also ensures that the college can confidently communicate the results of the audit in reports and marketing campaigns.

Based on extensive research, this report recommends that colleges use Foodland Ontario’s definitions of local food products. The definitions provided by Foodland Ontario are credible, extensive and widely accepted. In fact, year-over-year, more than 90% of Ontarians polled recognize the Foodland Ontario brand. A list of the Foodland Ontario definitions is provided in Appendix B.

Colleges that wish to include a more nuanced understanding of local food products can use the Sourcing Priorities Worksheet (Appendix C) to create a more nuanced “local food” criteria.

## 1.3 Identify and communicate with audit stakeholders

It’s important to effectively engage and communicate with audit stakeholders. Stakeholders represent anyone in the college foodservice value chain who can assist or support the audit, such as ancillary service directors, foodservice directors, college sustainability staff, and students or staff.

Most importantly, if a college is auditing foodservices supplied by a third-party operator, auditors will have to request data on all purchases from the foodservice operator. Typically this information will be requested from a sustainability officer or purchasing staff at corporate headquarters. This contact can help the auditor get in touch with distributors, or they will be able to provide velocity reports, which provide product information.

Asking for their assistance early in the process and communicating with them throughout the audit is important to guarantee the success of the audit.

During the pilot projects, both Mohawk College and Collège Boréal found that the food origin audit was an excellent project for co-op students. The audit can take three to five months to complete, but the most time-intensive part of the audit is the first month when the auditor is gathering and organizing product information. Once that is complete, most of the time is spent communicating with vendors and inputting data.


 1

Food origin audit tools are available at [www.ONcollegefood.com](http://www.ONcollegefood.com):

- A sourcing priorities worksheet
- A sample audit database
- A sample product origin form
- A sample introductory email to producers and manufacturers
- Sample contact management data

# 1

## The Food Origin Audit

### 1.4 Prepare for the audit

#### 1.4.1 Collect all product information

My Sustainable Canada and the Canadian Coalition for Green Health Care suggest that auditors prepare by first collecting information on all products under audit, as well as the contact information for all distributors and manufacturers. If the college's foodservices are run by third-party providers, the auditor will have to request this information from the foodservice company.

For each product, obtain the following information:

- Product name
- SKU number
- Manufacturer name
- Unit size
- Contact information for distributor
- Contact information for manufacturer

#### 1.4.2 Create a database for all product data

Before beginning the audit, create a database where the results can be recorded and then analyzed. In the database, list all the products to be audited and product information (name, SKU number, unit size, manufacturer, and distributor). Leave empty categories for:

- Primary ingredients
- % of total mass
- Origin of main ingredients
- Specific origin details/notes
- Audit status

As My Sustainable Canada and the Canadian Coalition for Green Health Care suggest, organize products by the manufacturer to avoid contacting manufacturers multiple times about the same products.



### 1.4.3 Create a simple product origin form

This is the form that auditors will send to food companies in order to obtain origin information about the products they sell. It should be tailored to each company with a simple list of items and a clear space for the producer to input the requested information. In the form, the auditor should list:

- Manufacturer
- Brand
- Product name
- SKU #
- Unit size (if available)

List items that the producer/manufacturer will provide:

- First ingredient(s)
- % of total product by mass
- Place of origin of main ingredients
- If from Canada, how much is from Ontario?
- Notes/additional comments

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A sample product origin form is available at [www.ONcollegefood.com](http://www.ONcollegefood.com)

#### 1.4.4 Create a sample introductory email and contact management database

It's imperative that communications with distributors, manufacturers, and producers are clear, efficient, and confidential.

To begin, create an introductory email that explains the purpose of the audit, what is being requested, and assures the company that the information they provide will remain confidential. Include an explanation of the definition of local food that is being used for the audit and how this definition applies to the products listed. For example, if the product is a cheese product, include a definition of Ontario cheese products in the email.

"Abiding by Foodland Ontario standards, in order to be considered an Ontario cheese product more than 90% of the milk in the cheese is produced on Ontario dairy farms. Up to 10% of the milk used for processing in Ontario can be sourced from within Canada. The curds and whey must be produced in Ontario from Ontario dairy inputs. Any identified secondary ingredients need to be grown and produced in Ontario (e.g. strawberry cream cheese)."

Follow up via phone and/or email as needed. Create a simple contact management system or call/email log to keep track of interactions with manufacturers and producers. This will help the auditor track correspondence and follow up in a timely manner. Another helpful tip is to use "read receipts" on all emails to ensure that emails are being read.



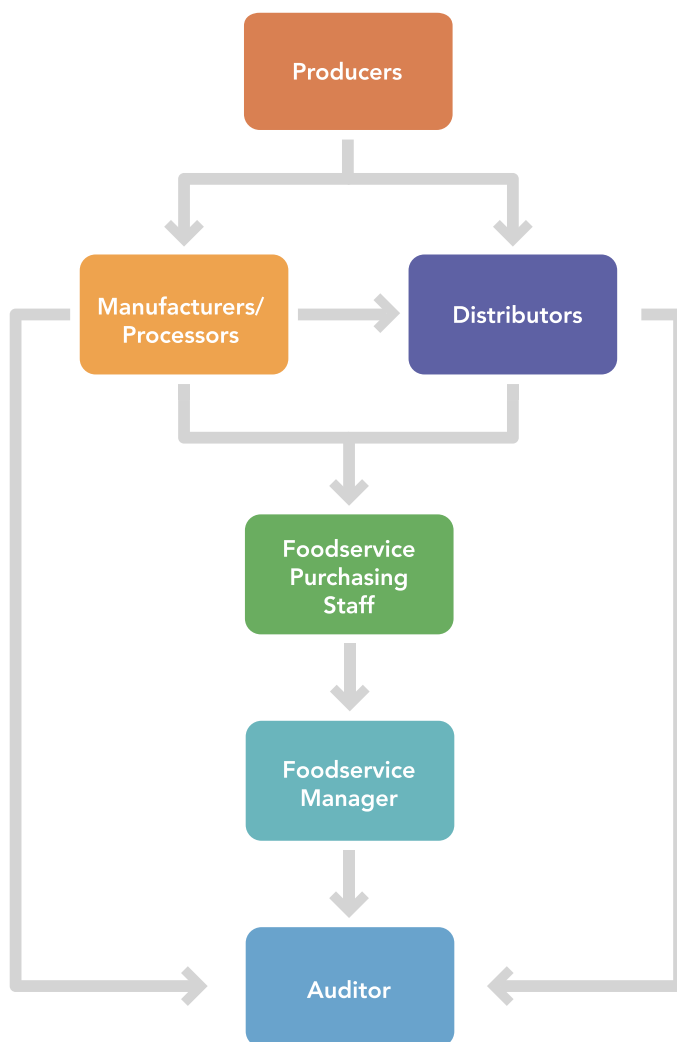
*Cows graze in a paddock on a farm located in the Greenbelt.*

### 1.4.5 Contact your foodservice provider

The majority of colleges contract their foodservices to third-party providers, such as Compass Group Canada, Aramark, Sodexo, or Brown's Hospitality Services. The foodservice provider will be able to provide a list of items purchased over the last year, as well as the contact information for the distributors with whom they work. Describe the food audit, its purpose, and be clear about the information needed. Send them the database, along with the forms and sample email that the auditor is sending.

Additionally, colleges may wish to include student associations and/or independent food providers on campus in the audit. In this case, the auditor will also have to request the list of purchased items and contact information for distributors and any producers/manufacturers with whom they work directly.

**Table 2: Flow of origin information during the audit**



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“ Establishing working relationships with the distributors is key to the success of the audit. ”



## 1.5 Conduct the audit

### 1.5.1 Contact distributors

Once the list of products and contact information is received from your foodservice contact, the next step is to contact the distributors. Ask for the contact information of the manufacturers. It's important to be clear and precise with this request. Share the list of purchased items being audited (include only the items purchased from that specific distributor) and the sample email that you wish to send to manufacturers.

Distributors are important gatekeepers. They provide a direct connection to manufacturers. Establishing working relationships with distributors is key to the success of the audit. Distributors can open doors; they can also provide additional support or alternative contacts if manufacturers are slow to respond.

### 1.5.2 Contact the manufacturers/producers

Once you have the list of manufacturers, start preparing all of the origin forms. Send the origin forms with the introductory email. Keep track of responses through the contact management system you've created.

### 1.5.3 Enter the data into the database

As information comes in, continually fill out the database. In some cases, manufacturers and producers will need additional information or clarification.

### 1.5.4 Follow up

It will likely take a few weeks for most of the contacts to provide the information requested. It is key to persistently follow up with contacts. Providing a reasonable deadline is an excellent way to get vendors to reply.

### 1.5.5 Adapt and problem solve as needed

It is unlikely that 100% of the manufacturers you contact will promptly provide the information needed. In this case, try to be flexible while maintaining the integrity of the audit. In some cases, companies may not be forthcoming with origin information. If not, try to simplify the question — ask manufacturers directly whether or not it's a local product.



## 1.6 Analyze the data

### 1.6.1 Determine which products are local

As the results are gathered, label which products are local in your database. You may also wish to label other products based on their origin, such as Canadian, North American, Foreign, and Undetermined, for a more in-depth analysis.

### 1.6.2 Determine a baseline of local food procurement

Measure the baseline of local food procurement by filtering the data for local food products. This will show the number of local food products procured.

As My Sustainable Canada and the Canadian Coalition for Green Health Care suggest, in order to evaluate the percentage of food that is locally sourced, this can be measured by determining the total number of items, total volume, or total price spent on local food as percentage of the whole. This report recommends that colleges evaluate the percentage of total price spent on local food in order to evaluate the economic impact of local food purchases and to set goals for increasing this impact over time.

### 1.6.3 Create a report outlining audit findings

Analyze the data for opportunities to increase local food procurement. In which categories (meat, dairy, produce, etc.) is the college succeeding in procuring local food products? Where are the opportunities to expand the number of local food items procured? What distributors and manufacturers are sourcing the most local food, and could they supply more?

Include the baseline and opportunities analysis in the final report shared with stakeholders. Make recommendations and suggestions for future areas of growth. Ultimately, the audit should be a tool for setting goals for increasing local food procurement and seeing where the productive opportunities lie.



# 2

## Manage the RFP Process

Starting Point:  
6–8 months prior  
to new or updated  
foodservice  
contract

Most colleges outsource the management of their foodservices to a third-party operator, such as Aramark or Chartwells (a division of Compass Group Canada). In order to become the college's provider, foodservice companies engage in a competitive bidding process. During this process, companies attempt to win the foodservice contract by demonstrating how their company will best meet the needs of the college.

The contract bidding process most often begins when the college issues a Request for Proposal (RFP). An RFP is a public document that invites companies to submit business proposals to demonstrate how their company will best serve the college and why they should be awarded the foodservices contract. In the RFP, the college outlines the scope of the services the college requires and its expectations for its foodservice operator. The RFP also outlines the evaluation criteria the college will use to award the winning bid.

Given that the RFP outlines the college's expectation for its foodservice providers, the RFP represents a critical opportunity for colleges to clearly articulate local food procurement goals. By articulating local food goals in the RFP, the college will receive proposals that demonstrate foodservice companies' abilities to meet these goals and will be able to award the contract based in part on the foodservice operator's ability to help the college meet its objectives.

For colleges with third-party foodservice providers, the RFP is an important opportunity for increasing the amount of local food served and promoted on campus. The following is a summary of tips and resources for using the RFP process to establish local food procurement goals.



### Goals

- Set actionable local food procurement goals
- Assess third-party foodservice operators' ability to procure local food
- Engage college stakeholders
- Better manage RFP and contract processes to maximize value



### Required resources

- RFP Stakeholder Team to collaborate on RFP development
- Procurement specialists to manage RFP process
- Student and stakeholder engagement program (optional)



### Time to complete

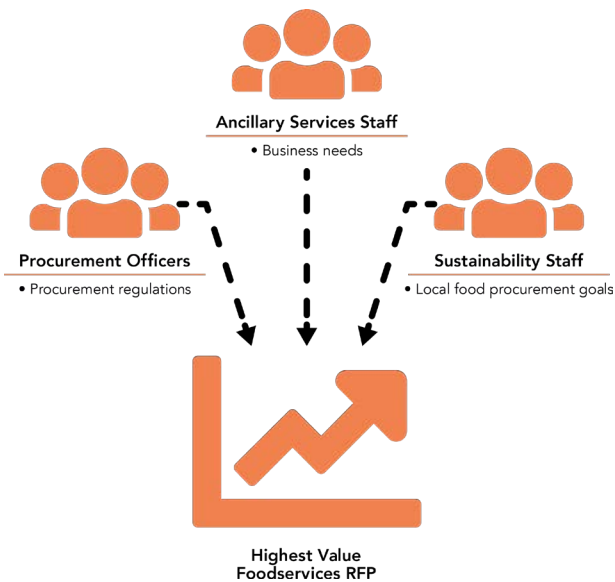
- 2–6 months depending on depth of involvement and number of stakeholders

## 2.1 Step One: Create a dynamic RFP stakeholder team

The RFP is typically written by a group of college stakeholders who each contribute different skills and expertise in the development of the RFP. Creating the right team to co-create the RFP is an important opportunity to develop an RFP that will help the college get the greatest value from its foodservice provider while meeting its local food procurement and sustainability goals.

This group may include:

### The RFP Stakeholder Team



**Procurement Officer:** A college staff member who oversees the contracting of services and the purchase of supplies and equipment. Procurement officers are procurement experts who understand the complex regulations, policies and best practices that dictate public-sector purchasing practices. Procurement officers are ultimately responsible for creating an RFP process that is open, transparent, and meets procurement regulations.

Beyond writing the RFP and managing the bidding process, procurement officers can help the RFP stakeholder team translate the college's needs, values, and long-term goals into a clear and fair evaluation criteria. Thus, the procurement officer can help the RFP stakeholder team translate local food procurement goals into RFP evaluation criteria.

## Working with student and staff stakeholder groups

Colleges can use the RFP process as an opportunity to engage stakeholders. Students and college faculty or staff can contribute through working groups, surveys, and/or focus groups. This can encourage participation and transparency.

Manage the stakeholder engagement process to ensure that adding additional stakeholders doesn't delay or distract from articulating clear, reasonable goals in the RFP and contract. If the college is using a student and staff engagement process, it is recommended the process begins several months before the RFP is set to be released.

2

“Creating the right team to co-create the RFP is an important opportunity to develop an RFP that will help the college get the greatest value for its foodservice provider.”



**Ancillary or Facilities Services Director:** A senior leader at the college who manages the foodservice contract and the relationship with the foodservice provider. This person is often a director in ancillary and/or facility services and holds a place on the college’s senior leadership team. **Often a hospitality or facilities services manager** works under the Director to oversee the day-to-day management of foodservices for the college. On the college-side, this staff member has the greatest understanding of the college’s foodservices needs.

Ancillary and/or facilities managers and directors who oversee foodservice operations are responsible for helping to create an RFP that clearly articulates the college’s needs, expectations, and requirements for profit-sharing. As revenue drivers for the college, their priority is to contract the foodservice company that will be the most profitable for the college while best serving its students and staff. It is important for this stakeholder to understand how increasing local food procurement is an opportunity to increase sales and customer satisfaction.



**Sustainability Coordinators or Stakeholders:** As sustainability is increasingly integrated into strategic plans, **campus sustainability coordinators** and campus sustainability stakeholder groups (such as “Green Teams”) have an important role to play in integrating sustainability objectives into RFPs and contracts.

The role of sustainability staff and/or stakeholders is to advocate for increasing local food on campus. This is best done in two ways. First, sustainability staff and stakeholders must clearly articulate clear, reasonable local food procurement goals to be included in the RFP. Secondly, sustainability stakeholders must educate other stakeholders about the importance of increasing local food procurement. By communicating the value of increasing local food on campus, the sustainability stakeholders can show how including local food procurement targets in the RFP can help the college get the best value from its foodservice operator and meet larger strategic goals.

#### **Additional RFP stakeholders may include:**

- Vice president of corporate services and/or operations
- Legal Services
- Financial Services
- Students and staff



## 2.2 Step Two: Integrate local food procurement goals into the RFP

The goal of the RFP is for the college to pick the proposal that demonstrates the best value for the college. Value, in this case, is not just monetary; it's also about the quality of service and how the foodservices will meet the diverse needs of the college population. The RFP needs to articulate the college's values and reflect these values in the RFP evaluation rubric. Points must be assigned to companies that demonstrate their ability to reflect these values in the foodservices they provide.

An effective clause in the RFP on local food procurement will include the following components:

### 1. A clear definition of local food

- It is recommended that all colleges use the Foodland Ontario definitions, created by the Ontario Ministry of Agriculture, Food and Rural Affairs, as the definition for local food (Appendix A). However, for colleges with more complex local food goals, a local food sourcing priorities worksheet is included as Appendix B.

### 2. A clearly defined goal for local food procurement. This is most easily expressed as a percentage of overall food spending (i.e., 20% of food purchases qualify as local)

- Ideally, this goal is based on the food origin audit and represents a slight increase from current local food procurement levels.
- Colleges may wish to include incremental increases throughout the span of the contract. Based on best practices, it is suggested that colleges increase the percentage of local food served on campus by 2–3% annually over 5–7 years — in order to build the foodservice providers' capacity to procure more local food.

## AASHE reporting

An increasing number of colleges are submitting reports to the Sustainability Tracking, Assessment and Rating System (STARS) program administered by the Association for the Advancement of Sustainability in Higher Education (AASHE) in order to measure the college's sustainability performance. Reporting on the sustainability of foodservices is part of the STARS framework. Therefore, participating colleges may also wish to include a clause in the RFP that outlines the information that the college will need from the foodservice provider in order to submit to the STARS program.

## 2

**3. A clear request for the successful vendor to advertise local foods on campus**

- Promotions on campus will encourage students to purchase local food products. It is also an opportunity for the college and the foodservices operator to demonstrate their mutual commitment to supporting the economy, environment, and students.

**4. A clear way to measure, track, and report on local food purchases**

- It is imperative that the foodservice operator submit annual reports to the college that demonstrate how the provider is meeting the local food procurement goals outlined in the RFP and subsequent contract. This promotes transparency and accountability, and allows the college and provider to both confidently report on their successes.

**5. A clear request for all responses to the RFP to demonstrate how the provider will work with the college to meet the local food procurement goals**

- This section of the RFP should ask providers to provide direct evidence of their ability to procure local foods



Photo credit: The Greenbelt Fund, 2016.

The following is an example of language that can be adapted and added to an RFP, and subsequently added to the contract.

### **Local Food Procurement**

*The College's environmental management plan includes a commitment to supporting and promoting sustainability and local food on campus. Purchasing local food is widely recognized as a means to improve the "triple bottom line" of the economic, social, and environmental impact of food purchasing. By purchasing, serving, and promoting local food on campus, the college can increase its regional economic impact, reduce its environmental impact, and promote the quality of its campus foodservices.*

*The college's definition of local food adheres to the definitions outlined by Foodland Ontario:*

- *Fresh food products must be grown in Ontario*
- *In the case of value-added or processed foods, the product's primary agricultural ingredient (e.g., chicken in the chicken pot pie) and the majority (51% or greater) of its remaining ingredients must be of Ontario origin and/or 80% of the processing costs must be returned to Ontario*
- *Any updated or amended definitions provided by Foodland Ontario*

*The successful contractor will partner with the college to meet its local food purchasing goals. The College, therefore, requests that 25% or more of all food purchased by the contractor must meet the Foodland Ontario definitions of local food.*

*The College also requests that the successful contractor actively market and publicize local food products and meal options. Promotions may include seasonal menus, specials, signage and/or outreach events.*

*The successful contractor will be required to submit a detailed annual report to the college that shows the actual percent of local food purchases at the end of each fiscal year in which the contract is in effect. The annual report will include a full list of all purchased food items and a breakdown of the percentage of local food products in each category (e.g., meat, beverages, etc.).*

*To demonstrate potential providers' abilities to help the college meet its local food goals, all bidders are required to answer the following questions (bidder responses will be compared during the evaluation process):*

1. *Describe how your company will help the college meet its goal to increase local procurement to 25% of all food purchases over five years.*
2. *Please describe any potential barriers that your company foresees in meeting this goal and how it will overcome them.*
3. *Describe past and present examples in which you have successfully helped an organization or institution meet its local food procurement goals.*
4. *Please name 10 local producers and/or local food distributors with whom you work.*
5. *Describe sample programs and initiatives that will promote local food on campus.*
6. *Please submit sample spring, summer, fall, and winter seasonal menus that incorporate locally sourced foods.*



### 2.3 Step 3: Translate local food procurement goals into the evaluation criteria

In order to assess the foodservice operator’s ability to meet the colleges’ needs, points should be assigned in the evaluation criteria to the foodservice providers’ demonstrated ability to help the college meet its local food goals.

The proposed operating plan (covering prices, operating hours, proposed offerings) and financial plan (the financial return to the college) will take top priority in the evaluation criteria. Each item is typically assigned 25%–30%. Other criteria, such as past experience, the human resource and staffing plans, and an oral presentation will also likely be included, evaluated at 10–15% each. This leaves around 10% to be assigned to the ability to procure and report on local food purchases. A sample RFP evaluation criteria is below:

#### 2.3.1 Sample RFP evaluation criteria

Item	Points
Operating Plan	30
Financial Plan	40
Human Resources	10
Oral Presentation	10
Ability to Procure, Promote, and Report on Local Food	10
<b>Total Points</b>	<b>100</b>



## 2.4 Potential barriers: Confusion on procurement legislation, trade agreements, and food safety

As previously mentioned, public procurement exists within a complex web of legislation, policy, and best practices. Confusion and misconceptions about the effects of trade agreements, procurement legislation, and food safety can be potential barriers to including local food goals in the RFP process. In order to combat misconceptions, several myths must be addressed.

### 2.4.1 Myth 1:

“Including local food in public-sector RFPs violates trade agreements ”

In recent decades, Canada has signed several free trade agreements that affect public procurement in Ontario, such as the Comprehensive Economic Trade Agreement (CETA)<sup>2</sup> and, within Canada, the Canadian Free Trade Agreement (CFTA). These trade agreements include “non-discrimination” clauses that require publicly funded institutions to ensure all companies are able to compete for their business regardless of the company’s location.

As mentioned previously, most colleges outsource their foodservices to third-party foodservice operators. In this case, when a college is issuing a foodservices RFP or contract, it must fairly judge bids from all companies regardless of location. But to be clear, in this case companies are bidding on the contract to provide foodservices — not on the actual food itself. The foodservice provider is purchasing the food it serves — not the college. As private sector corporations, third-party foodservice operators have more freedom in the criteria they use to source their food.

### 2.4.2 Myth 2:

“Self-operated college foodservices cannot mention local food in RFPs ”

Self-operated college foodservices have direct control over the purchasing of food on campus. However, anti-discrimination clauses can make it difficult for self-operated foodservices to award points in the RFP based on a prospective company’s location and their ability to source locally. However, there are still opportunities to clearly articulate local food sourcing goals and assign corresponding points in the evaluation criteria.

First, within these trade agreements there are exceptions for organizations with “legitimate objectives.” Environmental protection is widely acknowledged and used as a “legitimate objective” in public-sector RFPs. In the RFP, self-operated foodservices can tie local food sourcing to their organization’s environmental sustainability objectives.

Additionally, broader public sector (BPS) organizations are allowed to ask food companies to provide information on local products. Several government organizations, like the City of Toronto, have policies in which they ask contracted companies to list available local food

<sup>2</sup> As of December 2017, CETA is provisionally in force pending ratification by all signatories.

### 2.4.3 Myth 3:

“ Local food producers cannot meet food safety needs of foodservice operators ”

products, and track and report on local food. This request does not violate the above agreements (Sustain Ontario, 2016).

Most foodservice operators work exclusively with approved vendors. To become an approved vendor, suppliers must demonstrate rigorous food safety policies. They are often required to have expensive third-party safety certifications (such as HACCP).

There is a persistent myth that small local food companies cannot meet foodservice companies' corporate safety standards. For both third-party operators and self-operated foodservices, this can be a barrier to working with more local food vendors.

In order to allow more local companies to bid on contracts and/or supply college foodservices, the college and its operator can be clearer and more transparent about the required food safety standards in the RFP. This will help local food companies better understand the requirements and how they can meet them.

### 2.4.4 Adhere to best practices

In both instances, whether self-operated or third-party operated, colleges can legally articulate local food procurement goals in the RFP. To avoid confusion over concerns about the role of trade agreements and BPS procurement legislation, colleges can use the following best practices:

1. Clearly tie the local food procurement goals to environmental protection objectives
2. Clearly articulate expectations around reporting and tracking on local food

2



Produce for sale at Mohawk College's Farm Stand.

# 3

## Manage the Foodservice Contract

Starting Point:  
1-2 months before  
the foodservice  
contract is signed  
or amended

As previously mentioned, the majority of colleges outsource the management of their foodservices to a third-party operator. For colleges that work with third-party operators, the foodservice contract is the foundation of the relationship between the foodservice company and the college. The contract sets the expectations and responsibilities of both the college and foodservice company. It outlines the scope of the services provided and how both will work together.

Therefore, it is critically important that colleges include local food procurement goals directly in the foodservice contract. Setting clear goals and expectations will lead to increased local food procurement on campus.

The contract should include language that clearly states the college's expectations to procure and promote local food on campus, and include an accountability structure that will help the college and foodservice operator to report and track progress on increasing local food procurement.



### Goals

- Establish clear, measurable goals for increasing local food procurement
- Set expectations to promote local foods on campus
- Establish a clear reporting structure to ensure accountability and transparency



### Required resources

- Procurement specialists to manage the contract process
- Approval of legal team and senior leadership
- Ongoing management of the contract



### Time to complete

- Up to 2 months

“To guarantee local food goals set in the RFP are put into action, the college must ensure that the goals are in the contract.”

### 3.1 Ensure local food procurement goals and expectations are set in the contract

In the previous section, this report detailed how to integrate local food into the foodservice Request for Proposal (RFP). It is important to recognize that the RFP is a separate document from the contract. When the contract is created, there is no guarantee that local food goals set in the RFP will be referenced in the contract. In fact, it's likely that the contract will have clauses that state that the contract represents "the entire agreement" and supersedes the RFP or any prior agreements.

In order to ensure that the local food goals set in the RFP are put into action, the college must ensure that these goals are explicitly stated in the contract, either by:

- Including a clause that states that the RFP and response to the RFP inform the contract;
- By taking and inserting the local food section from the RFP as a clause in the contract.

Based on the research, it is recommended that colleges do the latter. This will eliminate confusion and ensure that both parties agree on how the college will work to increase the amount of local food served.

The language on local food in the contract should be the same or very similar to the language in the local food section of the RFP. A clause on local food in the contract should state:

- A clear definition of local food
- A clearly defined local food procurement goal
- Expectations on how the foodservice provider will advertise local food
- A request for the foodservice company to track, measure, and report on local food purchases

Section 2.2 of this report includes a sample of local food language that can be adapted and added to both a foodservice RFP and contract.

### 3.2 Manage the contract process to ensure local food goals are included

Contract negotiations are most often managed by senior executives at both the college and foodservice company. Therefore, most members of the RFP Stakeholder Team are unlikely to be directly involved in negotiations. However, the RFP Stakeholder Team can still play an important role in ensuring that values, expectations, and local food goals set in the RFP are carried into the contract.

First, the RFP Stakeholder Team should meet with the college's senior leaders who are handling the contract negotiations to reiterate that a clause on local food procurement should be included. Next, the RFP Stakeholder Team can ask to read over any final drafts and ensure that any language on local food procurement will not be left out of the final contract. If modifications to the local food goals must be made during the negotiations, then the RFP Stakeholder Team can help devise a reasonable alternative.

### 3.3 Implement and manage an accountability structure

Tracking, measuring, and reporting on local food purchases is an important way that a college and its foodservice provider can ensure that they are meeting the local food procurement goals set in the contract.

Implementing an accountability and reporting structure can also lead to marketing opportunities. Tracking and measuring the number of local food products on campus can help foodservice managers and college staff identify ways to market certain products and menu items as local. It can also help the college and foodservice provider share their commitment to supporting the economy, environment, and health of students and staff by sharing the process.





## Certification and reporting programs

Aside from reporting on local food, colleges may wish to include a commitment to undergoing certification with sustainable food programs. Examples include Fair Trade Campus, Marine Stewardship Council (MSC) Chain of Custody certification, or the Real Food Challenge.

# 3

Accountability structures should be determined by the college and clearly stated in the contract. The following are commonly applied accountability structures:

- The foodservice operator must submit an annual (or a bi-annual) report that shows local food purchases as an overall percentage of all foodservice purchases
- The foodservice operator must submit an annual (or a bi-annual) report that shows local food sales as an overall percentage of all foodservice sales
- The annual (or a bi-annual) report includes a list of all local food products broken down by key categories (i.e. meat, dairy, etc.)
- A commitment by the college and foodservice provider to report local and/or sustainable food purchases to a third-party organization, such as the AASHE STARS program



It is important for the college to identify a college staff member who will be responsible for requesting this information from foodservice providers and ensuring that it meets the standards set forth in the contract. For example, several institutions rely on sustainability coordinators to coordinate and review annual reports on local food procurement from foodservice operators.



### 3.4 Manage the contract as a living document

Contracts between foodservice providers and colleges are often set for ten or more years. This can create challenges as the college grows, students' expectations and tastes change, and the college's strategic priorities evolve. A contract signed eight years ago may no longer reflect the needs of today's college population.

College foodservice contracts are living documents that can be managed and amended in order to better suit the college's needs. It's possible to change an existing contract to include local food procurement goals through the addition of an amendment. However, adding an amendment to an existing contract can be a difficult and lengthy process. College staff may not wish to reopen contract negotiations through the requested addition of amendments.

If it is determined that an amendment is the best way to set and work towards local food procurement goals, then stakeholders should work with senior leadership, hospitality, and procurement staff to propose an amendment that helps the college reach its goals.

“It's important for the college to actively manage the contract.”

### 3.5 Actively manage the contract

As previously mentioned, the contract is the foundation of the relationship between the foodservice provider and the college. It is also an active, living document that sets the standards, roles, and expectations between both parties.

It is important for the college to actively manage the contract by continuing to communicate expectations, and support its foodservice operator to achieve mutual objectives. The research shows that colleges that prioritize communication and hands-on management with their foodservice provider are more satisfied with campus foodservices and more likely to be successfully working together to achieve sustainability goals.

Additionally, when discussing changes or the creation of a new RFP or contract, it is important to consult the procurement and legal teams on campus. Their expertise and guidance can make the amending or creation of new contracts an effective, productive process that achieves the desired outcomes colleges intend.



# 4

## Train Foodservice Staff

Starting Point:  
At the start of a new foodservice contract, annually or, as needed

Training college foodservice staff is an important opportunity to increase local food procurement. Foodservice staff who have the skills to identify, procure, prepare, and promote local food will drive local food sales on campus. Currently many foodservice staff lack the necessary knowledge and skills to procure and serve local foods.

In the research and pilot projects, a lack of local food literacy skills among foodservice staff was identified as an important barrier to increasing local food procurement at college foodservices. At colleges where foodservice staff — in particular foodservice managers and chefs — were “local food literate,” there was a significant increase in the number of local food items served. **Local food literacy** can be defined as the skills necessary to identify and prepare meals using locally sourced ingredients, as well as the knowledge and understanding of why local food choices are important.

The following is a series of recommendations and case studies on local food training for college foodservice staff that can be executed by college and/or foodservice staff in partnership with the foodservice provider.



### Goals

- Increase local food literacy among foodservice staff
- Increase the number of local food menu options offered
- Increase the number of ingredients in popular dishes that are substituted for local products
- Increase local food sales through point-of-sale promotions



### Required resources

- Commitment from foodservice provider to train staff
- College staff, foodservice manager or guest speaker to conduct training
- Agreed upon compensation for foodservice staff's attendance



### Time to complete

- 2 months to schedule, design, and implement



## 4.1 Build knowledge first

Local food literacy is a learned set of knowledge and skills. This includes the ability to identify, source, and promote local food products. Working in a globalized food system, many foodservice workers do not possess these valuable skills. For example, 83% of participating foodservice staff that attended Mohawk's local food literacy training in 2016 said that they knew little about local food before attending the workshop.

Training courses like "Local Food 101" focus on teaching the basics first. Topics should include the definition of local, why it's important, and the seasonal availability of different food products. The training workshop template is available at [www.ONcollegefood.com](http://www.ONcollegefood.com).

Another opportunity to build local food knowledge is through staff or pre-shift meetings. Managers and directors can brief staff on local food products on the menu and how to promote these items through point-of-sale interactions.

## 4.2 Build skills second

Procurement and preparation of local foods are key local food literacy skills. In Ontario, the availability of many local products changes rapidly with the seasons. Being able to plan menus to take advantage of seasonal availability is also an important local food literacy skill.

An advanced foodservice skill that encourages local food on campus is the ability to preserve seasonal fare. Foodservice chefs and prep teams can take advantage of opportunity buys by purchasing in bulk and making preserves. At both Algonquin College and the University of Guelph, chefs and prep teams use the less busy summer months to source local foods for lower prices. Then they prepare and store them to use through the fall, winter, and spring.

These skills are often taught on the job by knowledgeable staff. Colleges looking to expand local food procurement should work with their foodservice provider to hire a chef who has these skills and can teach others by doing.

“ Eighty-three percent of foodservice staff who participated in Mohawk's local food literacy training in 2016 said they knew little about local food before attending the workshop. ”

### 4.3 Create a local food culture

The ability to procure, prepare, and promote local food requires knowledge of local food, and the support of the foodservice company and college. Without their support, chefs and prep teams will not be able to use and grow these skills.

Colleges can make this happen by including specific demands in the foodservice RFP and contract. The contract must clearly state that the college expects the foodservice provider to increase the availability of local food on campus and that a certain number of meals will be prepared on campus. This will lead to the increased availability of fresh, healthy, local meals on campus.

To bring more local food to Ontario colleges, colleges have to work with their foodservice provider to find innovative ways to build the necessary knowledge and skills. By offering annual or bi-annual training, the college can bridge a current gap in skills training. By setting local food goals in the contract and partnering together to build foodservice workers' skills, colleges can create a culture of local food that increases the number of healthy, fresh, local food meals available on campus.

# 4



*A local food promotion at Algonquin College.*



## Case Study

### Local Food Literacy Training for College Foodservice Staff | Mohawk College

Mohawk College worked with its foodservice provider Chartwells and the Mohawk Students' Association (MSA) Foodservices to conduct local food literacy training for frontline foodservice staff. The training took place in three workshops in August and October of 2016.

Led by the Mohawk College Sustainability Office, the training had two goals. The first goal was to promote local food literacy. The first workshop, "Local Food 101," was delivered in a classroom setting. Staff were taught the importance of local food, how to promote local products in point-of-sale interactions, and what local foods are available in Ontario.

The second goal was to teach foodservice staff how to identify and prepare local foods in a cafeteria setting. The second and third workshops were hands-on cooking classes taught by a professional chef. These workshops focused on demonstrating how staff can increase the use of local foods by substituting local ingredients in popular dishes and by creating seasonal menus.

#### Pilot Projects

As part of the project Increasing Local Food Procurement at Ontario's 24 Colleges, Mohawk partnered with four colleges to launch a series of pilot projects. The pilot projects tested solutions to increase local food procurement on college campuses. Five colleges participated: Mohawk College, Algonquin College, Collège Boréal, Fleming College, and Humber College.



*Two of the workshops included demonstrations by a chef.*

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Training focused on frontline foodservice staff. However, research demonstrates that training for foodservice directors, managers, and chefs is just as important. Foodservice directors, managers, and chefs are responsible for ordering from the Managed Order Guide, as well as setting menus. Therefore, it's important to ensure that managers and chefs have local food literacy skills as well.

The first two workshops were held during the annual staff training weeks for both Chartwells and the MSA. The third workshop was held in October during a student vacation period. In both instances, training was conducted during times when most foodservice staff at the college were in training or on reduced schedules during student vacations. This was done purposely in order not to disrupt normal foodservice operations.

The first workshop, "Local Food 101," was the best attended. It was also the most cost-effective, requiring only staff time to be compensated.

**The workshop template for "Local Food 101" is available online at [www.ONcollegefood.com](http://www.ONcollegefood.com).**

## The Results:

- 18 foodservice staff attended
- 83% of participants said they knew little about local food before attending the training
- 94% said they are more likely to communicate local food options to students and staff after attending the workshops
- 100% of participants said that they were more likely to look for local food options at the grocery store or market after attending the workshops



*Foodservice staff get hands-on training at Mohawk College.*

## Case Study

### Creating Local Food Sourcing Resources for Foodservice Staff | Humber College

In order to encourage local food procurement at Humber College, Humber's Office of Sustainability worked with its foodservice provider Chartwells, and Humber's School of Hospitality, Recreation and Tourism (HRT) (which runs three foodservice outlets on campus) to develop educational materials for foodservice staff.

The goal of the pilot project was to create a series of resources that would help Chartwells and HRT staff identify opportunities to procure more local food. The resources included:

- A Myth-Busting Local Food Fact Sheet
- Local Food Seasonality Calendar
- Curriculum Document for HRT
- Your Local Food Guide Leaflet

To develop these resources, Humber worked closely with Chartwells and HRT staff to understand their procurement practices. They discussed challenges and opportunities to increasing local food from the foodservice providers' perspective.

From these discussions, Humber was able to design resources for

### Pilot Projects

As part of the project Increasing Local Food Procurement at Ontario Colleges, Mohawk partnered with four colleges to launch a series of pilot projects. These pilot projects tested solutions to increase local food on campus. Five colleges participated: Mohawk College, Algonquin College, Collège Boréal, Fleming College, and Humber College.



Photo Credit: Humber College, 2017

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staff that matched their needs. For example, the Myth-Busting Local Food Fact Sheet focuses on commonly held misconceptions about local foods. The Local Food Seasonality Calendar focuses on foods that are used in the most popular dishes on campus — thus, allowing foodservice staff to identify opportunities to substitute local ingredients whenever possible and maximize the impact of these procurement choices.

Humber's pilot project was successful not only because of the relevance of the resources developed but because of the relationships formed during the project. By working hand-in-hand with its foodservice providers, Humber worked with Chartwells and HRT foodservices successfully towards mutual sustainability goals.

Partially as a result of this project, Humber HRT focused its fall menu at the Humber Room, its full-service restaurant, on local food and beverages. This not only increased local food sales, but it provided an opportunity for Humber students who work at the Humber Room to learn new local food literacy skills that they can use in their future careers.

The fact sheet, calendar, and leaflet are all available to download at

[www.humber.ca/sustainability/sustainability-humber/food-and-dining-services](http://www.humber.ca/sustainability/sustainability-humber/food-and-dining-services)



*Student chefs-in-training at Humber College.*



# 5

## Market and Promote Local Food

Starting Point:  
Ongoing

In November 2016–January 2017, Mohawk worked with 13 other colleges to distribute an online survey on campus foodservices to college students. The objective was to better understand how students perceive foodservices on campus and local food.

Over 4,000 college students responded. In the survey, 84% of students said they believe it's important for colleges to support sustainability by serving local options on campus. When asked why, students said they believe increasing the availability of local food on campus would improve the freshness and healthiness of the meals served, as well as support local economic development and reduce the impacts on the environment. Over 78% of students said that they thought that serving more local food would improve the quality of the food.<sup>1</sup>

The survey results demonstrate that when students see local food options advertised, they are making positive associations about freshness, quality, and sustainability. Advertising local food options on campus can drive foodservice sales by providing options that compel students looking for healthy, fresh, and higher-quality options.



### Goals

- Increase foodservice sales by marketing local food on campus
- Promote the college and foodservice provider's commitment to local food



### Required resources

- Marketing and graphic design support
- Local food audit or traceability reports to determine available local food products
- Training and/or support of foodservice staff to prepare and promote local food options



### Time to complete

- 2–4 months to create and execute a seasonal promotion

<sup>1</sup> For a summary of the survey results, please see Appendix B.



As part of the pilot projects, Algonquin and Fleming College successfully engaged students and staff through local food promotions. Both examples are detailed in case studies on pages 43–45.

# 5

## 5.1 Decide who is responsible for advertising local food on campus

Foodservice companies often have limited marketing resources. To reduce the cost of marketing campaigns and the demand on staff, foodservice operators, such as Chartwells and Aramark, often develop standard marketing materials that are distributed to colleges throughout the country. Franchises like Subway® and Tim Hortons® provide their own marketing.

Knowing this, the college can decide how it wants to be involved in local food marketing campaigns. If the college has requested local food promotions in its foodservice contract, then the college may expect the foodservice operator to conduct marketing campaigns entirely on its own. However, if food promotions are not detailed in the contract, the college may wish to partner with the foodservice provider to create local food promotions.

Additionally, promoting the college and foodservice company's mutual commitment to increasing local food on campus is a key engagement opportunity for colleges and their foodservices. By creating college-specific promotions — including marketing and outreach opportunities — the college can promote its commitment to increasing the quality and sustainability of food on campus.

## 5.2 Identify local food products to promote

Before advertising local food options on campus, it's important to identify which products and menu items are local. This can be done by either conducting a food origin audit (see Section 1) or by requesting traceability reports from distributors.

Some products, such as many fruits and vegetables, may only be available locally in season. This creates an opportunity to create seasonal menu promotions that highlight Ontario's geography and educate students about eating seasonally. Other items, such as dairy, milk, bakery products, and a limited number of fruits and vegetables, could be locally available all year-round.



Example of Algonquin College marketing materials.

### 5.3 Decide on a consistent local food label

It is the recommendation of this report that colleges in Ontario use the Foodland Ontario definitions of local food. Ontario colleges are also encouraged to make use of the Foodland Ontario logo to help identify and promote local foods on menus. Foodland Ontario can help identify and promote Ontario foods by providing marketing materials, ideas for promotions, and retailer award programs. To learn more about Foodland Ontario programs, visit: <https://www.ontario.ca/foodland/page/retail>.

Otherwise, colleges can create their own label to advertise local food products. For example, Algonquin College created its own “Locally Sourced” label to advertise menu items that use local ingredients. Consistency is important. Advertisements and promotional materials should convey the same message and local food criteria no matter where they appear on campus.

### 5.4 Create seasonal menu promotions

Seasonal menu promotions are a great way to advertise local foods and drive foodservice sales. Seasonal menu promotions can also be a cost-efficient way to increase local food procurement by purchasing Ontario foods when local products are widely available and at their lowest price.

To create seasonal menu promotions, foodservice managers and chefs need to possess the knowledge and ability to source, prepare, and promote local foods. Section 4 of this report outlines key ways that foodservice staff can build these in-demand skills. Also, foodservice managers can work with their distributors and purchasing organizations to better understand what’s available and what to promote. For example, Gordon Food Services distributes a weekly newsletter that highlights available Ontario foods.

### 5.5 Use local food to promote campus restaurants

Colleges in Ontario with culinary and hospitality programs often use on-campus restaurants to teach students key skills, such as food preparation, presentation, and professionalism. Several colleges have begun to create seasonal local food menus in order to teach students local food literacy skills. With a seasonal menu focus, students learn how to purchase, prepare, and promote local foods.

Campus restaurants are often looking for new ways to advertise themselves to not only college students and staff, but also external customers. A few campus restaurants have publicized their use of local foods to market their restaurants. As the Farm to Table and Local Food movements continue to gain momentum, local food skills and the popularity of local food restaurants will continue to grow.

#### Feast On Certification

Bistro 67 at Durham College and Centennial College’s the Local Café and Restaurant have both become Feast On certified restaurants through the Feast On culinary tourism program. In order to qualify for this certification, restaurants commit to sourcing local food and beverages whenever possible and provide proof that at least 25% of their total annual food and beverage receipts reflect Ontario products. Certified Feast On restaurants receive advertising and access to local food resources like a preferred purveyors program and professional development opportunities for staff.



### Celebrating The Season With a Local Food Menu | Algonquin College

In the fall of 2017, Algonquin College Food Services piloted a successful eight-week seasonal menu promotion celebrating local food. The campaign raised awareness of local food on campus, was financially sustainable, and showcased Algonquin College Food Services' role in promoting students' health and wellness by providing healthy, affordable, and sustainably sourced food on campus.

To create the campaign, in the months leading up to the pilot, Algonquin's Executive Chef developed relationships with 18 local food vendors. To keep menu items competitively priced and consistently available, each vendor was required to meet Algonquin's sourcing standards: to be provincially inspected for food safety, have products that meet Algonquin's definition of local, have the ability to deliver to Algonquin or be in an existing partnership with their current distributors, able to accept their accounts payable terms, and their products have to be comparably priced.

Local food items were featured in Algonquin's self-operated foodservice outlets, as well as catering and banquet services. Menu items were promoted through a comprehensive marketing and outreach plan. The campaign included print and digital marketing materials, educational and outreach events, and internal connections to academic and outreach programs.

Digital and print marketing materials focused on showing which items were local and where they were available on campus. At the "grab-and-go" locations, a "locally sourced" logo was advertised on menus, stickers, and on chef specials. In catering services, local food items were identified through the online ordering portal. Marketing materials also advertised the story behind the companies that produced the products.



Algonquin College President CEO Cheryl Jensen and Executive Chef Russel Weir with volunteers and staff.

### Pilot Projects

As part of the project Increasing Local Food Procurement at Ontario Colleges, Mohawk partnered with four colleges to launch a series of pilot projects. These pilot projects tested solutions to increase local food on campus. Five colleges participated: Mohawk College, Algonquin College, Collège Boréal, Fleming College, and Humber College.

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**Print materials developed:**

- Local food logo
- 5x7 handouts
- Roll-up banner
- Tent cards
- Staff t-shirts
- Coffee sleeves
- A veggie cart (built by students)
- Floor stickers
- Sneeze guard stickers
- Salad bag tags

**Digital materials developed:**

- Digital TV screen slides
- Update to Food Services homepage
- “Feature of the week” email
- Social media assets

“ Student engagement was a key part of Algonquin’s local food pilot project. ”

Student engagement was also an important part of the campaign. Algonquin Food Services partnered with Student Support Services to offer a series of student engagement opportunities focused on local food, food security, and the environment. The community projects program allowed for students to learn more about local food in Ottawa and provide opportunities to volunteer in their community. Projects included student volunteer fundraising campaign with a local garlic farm, a local food sampling event, a College Harvest Lunch, and community harvest at the Black Family Farm.

By the end of the eight-week pilot, Algonquin Food Services had identified local food products they are committed to continually sourcing from local vendors. While Algonquin noted that the number of marketing and student engagement activities was too time-intensive to replicate every year, now that the marketing assets had been created, Algonquin will continue to advertise local food products on an ongoing basis.



Photo Credit: Algonquin College, 2017.





## Case Study

### Creating the Eat Local Fleming Campaign | Fleming College

As a pilot project, Fleming College developed an Eat Local Fleming campaign. Each month, from September to April, Fleming will promote a seasonal menu item that celebrates seasonal foods of the Kawartha region.

To create this campaign, Fleming College Sustainability staff worked with their foodservice provider, Aramark, and student groups to identify local food vendors, develop seasonal menu options, and create marketing materials like an Eat Local Fleming website and incentive program.

Fleming began by investigating local food vendors and determining who could meet the requirements for consistent delivery, food safety, and price. Then, Fleming College staff worked with their executive chef from Aramark to create seasonal menu items based on the products identified.

This proved to be an effective way to design seasonal menus. Instead of trying to fit local food items into already established menus, the project team developed menus based on the products consistently available from the vendors they wanted to work with. This helps foodservice staff plan menus months in advance and manage concerns about cost, food safety, and volume.

Fleming and Aramark staff also worked to create promotional materials to help students understand the importance, diversity, and availability of local foods. A website, Eat Local Fleming, focuses on providing information about local food in the Kawartha region and the impact of eating local. Eat Local Fleming logos, posters, and pop-up banners advertise the local food items. Fleming is also planning to launch an incentives program in winter 2018.

### Pilot Projects

As part of the project Increasing Local Food Procurement at Ontario Colleges, Mohawk partnered with four colleges to launch a series of pilot projects. These pilot projects tested solutions to increase local food on campus. Five colleges participated: Mohawk College, Algonquin College, Collège Boréal, Fleming College, and Humber College.



An outreach event at Fleming College with a local farmer.

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# 6

## Evaluate and Build on Success

Starting Point:  
3–5 years after  
setting initial local  
food goals



Once the college starts meeting its local food procurement goals, colleges should continue to drive contracts with foodservice vendors. College staff can oversee ongoing accountability processes, such as food origin audits and annual reports, and continue to partner with their foodservice operator to increase the availability of local and sustainably produced foods on campus by setting new goals and identifying new opportunities.

Ultimately, this report and the proceeding research report, *Increasing Local Food at Ontario's 24 Colleges*, are proposing the evolution of campus foodservices. Colleges have an opportunity to partner with their foodservices operators — as well as producers, distributors, and students — to implement innovative solutions that support bringing more Ontario food to Ontario college campuses.

As the college and its foodservice partner together to better promote local food on campus, additional opportunities will arise. The following is a list of ideas for building towards creating a more sustainable campus.



### Goals

- Continue to improve foodservices through local food procurement
- Pursue opportunities to increase access for small- and medium-sized producers
- Use local food to engage students and drive satisfaction rates



### Required resources

- Ongoing partnership between college and foodservices staff
- Tracking and reporting on sustainability goals
- Outreach support



### Time to complete

- Ongoing, throughout the life of the foodservice contract

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“ Accountability structures allow colleges and their foodservice operators to share their success. ”



## 6.1 Continue to use origin audits and annual reports to measure success

As previously mentioned, food origin audits, velocity reports and annual reports from foodservice operators can help the college measure the amount of local food offered on campus. Tracking and reporting local items can increase transparency and accountability. It can also help the college and foodservice operator identify new opportunities for increasing local food procurement and marketing their success.

Food origin audits and annual reports can help the college ensure that the foodservice provider is meeting the goals set forth in the contract. It is imperative that the college continue to communicate and enforce expectations.

Food origin audits can be conducted every two to three years by the college to identify local food products. It can also help identify areas where local food items could be more frequently procured. For example, if only 80% of dairy products are from Ontario, the college and foodservice provider can explore ways to reach 100%.

These accountability structures also allow colleges and their foodservice operators to share their success. Marketing and public relations materials can celebrate the achievement of goals to student and staff stakeholders. Local food purchases can help demonstrate regional economic impact.

## 6.2 Facilitate access for small- and medium-sized producers

Most small- and medium-sized producers in Ontario struggle to enter the boarder public sector supply chain. However, several public organizations, such as the St. Joseph’s Health System Group Purchasing Organization and University of Guelph, have successfully provided access for smaller farms and local processors.

As a first step, colleges can work with their foodservice providers to host a vendor fair. At a vendor fair, small- and medium-sized operators network with foodservice providers and their distributors to build awareness of their products and form connections.

The local food distribution company 100km Foods hosts annual vendor fairs to better connect their institutional and food-sector clients to the producers with whom they work. The case studies on page 46 describe how to host a successful vendor fair.

### 6.3 Evaluate current franchises and integrate ones that support sustainability

At many colleges, franchises sell the majority of food on campus. Most of these franchises use their own procurement guidelines, as well as their own products and suppliers. Few of them prioritize local food.

Colleges broadening their commitment to sourcing local food and supporting sustainable businesses can work with their foodservice operator to identify franchises that better meet their commitment to sustainability.

As part of Mohawk College's commitment to increasing sustainability by supporting local businesses and local food, Mohawk worked with its foodservice provider Chartwells to develop a local food concept that replaced a struggling Tim Hortons® outlet on campus. The case study on page 50 demonstrates a working relationship between a foodservice operator and college that helps both achieve mutual goals.



## 6.4 Include local food in broader engagement and sustainability goals

At many colleges and universities throughout Canada, local food is used as a tool to engage students. Several colleges host community gardens, on-campus farmers markets, and local food events such as harvest dinners and thanksgiving celebrations. Local food can be an important way to connect students to their campus community.

Local food can also be part of a greater effort to support a sustainable campus. In 2017, McGill University announced its plan to become a carbon-neutral campus by 2040; but even today, foodservices at McGill centre on sustainability. McGill Foodservices serve over 12,000 full meals a day using as many local food ingredients as possible. All beef on campus is sourced from Quebec, and 30% of their chicken products are sourced from small and independent producers. Their on-campus farm supplies most of their produce from August to October (Chesterman, 2015).

McGill Foodservices began to overhaul their foodservices in 2010. The decision was made to focus on what students wanted: more sustainable, healthy, and better-quality options. Since then, McGill has worked each year to improve its foodservices and expand its sustainability mission. Before the overhaul, in 2009, McGill Foodservices received over 200 grievances. In 2013, they received just ten (ibid).

Increasing the amount of local food served and celebrated on Ontario college campuses will not only have a positive impact on local producers and businesses. It can have a profound effect on the campus itself — increasing student satisfaction and sustainability while driving economic impact.



*Students in the community garden at Mohawk College.*



## Case Study

### Host a Vendor Fair to Create Connections throughout the Supply Chain

Colleges, and other broader public sector (BPS) institutions like universities and healthcare organizations, spend an estimated \$745 million on food annually. Providing small- and medium-sized farmers, producers, and local food distributors with access to this market will encourage economic development and a more sustainable, secure food system in Ontario.

However, studies show that small- and medium-sized businesses in Ontario struggle to break into the BPS foodservice supply chain. Several enduring barriers have been identified such as expensive food safety certifications, price, volume, consistency in supply and payment policies (for example, some foodservice companies have a payment term of 90 or more days, which can strain small businesses' cash flow).

Vendor fairs have been identified as one opportunity to encourage access for small businesses. Vendor fairs are events where supply chain actors — producers, processors, distributors, and foodservice organizations — are able to network and develop relationships. The networks that are formed through these fairs open new connections between supply chain actors, which can lead to more Ontario products in the BPS supply chain.

Colleges can host vendor fairs to make direct connections between their foodservice providers, the foodservices' distributors, and local producers. This can help the college build a local food supply network for specific products.



Photo credit: A vendor fair hosted by 100km Foods, 2017.





100km Foods is a local food distribution company based in Toronto. They source food directly from local farmers and distribute it to restaurants, retail stores, and BPS institutions. As part of their mission to connect small- and medium-sized producers to their clients, 100km Foods host annual vendor fairs.

Paul Sawtell is the co-owner and CEO of 100km Foods. The following is a list of his recommendations on how to host a successful vendor fair that creates lasting, sustainable connections within the BPS supply chain.

## How to host a successful vendor fair

### 1. Invite willing participants

It's important to get buy-in from foodservice providers before the fair. Establish what products the provider is willing to source locally. Then invite producers and distributors based on what the foodservice provider is looking for.

"You want participants on all sides to be networking with a purpose," says Sawtell. "But most importantly, buyers need to be driven to make a connection and follow through because it's a product that they want."

### 2. Pre-address barriers

Vet producers and distributors before you invite them to attend. Many foodservice providers have strict rules that require producers and distributors to have certain food safety certifications, and consistent volume and delivery standards.

To ensure a productive event, "focus on inviting the producers and distributors that already meet or could reasonably meet the foodservice providers' standards," Sawtell says. Ensure that these standards are known and acknowledged by all participants.

This may cause smaller producers to be excluded but, as Sawtell says, "It's unreasonable to expect small producers to meet these expectations and expand production overnight. Reserve these kinds of events to producers who can make it work, then you can work with those small producers to scale to the point where they can be included as well."

### 3. Facilitate the event to facilitate connections

At the event, create opportunities for participants to meet and make meaningful connections. For example, allow foodservice providers enough time to meet to present their products and services, as well as discuss high-level logistics.

"You're aiming to create real connections so give the participants enough time to ask and answer real questions," Sawtell suggests. "Your aim is for the buyer to leave the conversation excited that this can work."

### 4. Follow up

The purpose of the fair is to create lasting, sustainable connections throughout the supply chain, but most of the work to forge these connections will happen in the months after the fair as the producer and foodservice provider work to establish a relationship. Organizers can prompt participants by following up via email or phone a few weeks later.

As Sawtell says, "These connections become sustainable when a relationship is created. Relationships are key to making lasting changes to the supply chain."



Photo credit: 100km foods, 2017.



### The Fuel Station: A Campus Food Outlet Focusing on Local Businesses | Mohawk College

The F-Wing at Mohawk College's Fennell Campus is not an ideal location for a foodservice outlet. As the college has grown, this tucked-away section of the school sees less foot traffic than the main arteries of the college.

"We tried the traditional fare — a Subway® and a Tim Hortons® — but both concepts are available elsewhere on campus and they weren't very popular," says Ian Foote, Director of Foodservices for Chartwells at Mohawk College. "We thought: we need something special to attract students and staff to this area."

At the same time, Mohawk was working to action the Environmental Management Plan (EMP) 2.0, a plan that maps the college's commitment to sustainability and reduce the college's environmental impact. Supporting Sustainable Food Systems and Sustainable Procurement are two of the eight pillars of the EMP 2.0.

Understanding the opportunity to meet mutual goals, Chartwells, Mohawk's Ancillary Services, and Mohawk's Sustainability Office partnered together to develop a successful foodservice concept that supported Mohawk's commitment to sustainability. "We understood that this concept was an opportunity to forward the college's goals while meeting students' preferences."

“ We understood that this concept was an opportunity to support the college's goals while meeting students' demands. ”



The Fuel Station at Mohawk College.



First, Mohawk and Chartwells identified local vendors who met the necessary sustainability, food safety, and delivery criteria. Then, Chartwells staff worked to ensure that selected vendors were, or could become, approved vendors. Foote worked directly with the chosen coffee vendor to walk them through the approval process. “We knew that they had the product we wanted. The approval process is rigorous so we wanted to ensure that they understood and could meet the requirements,” Foote says.

Today, the Fuel Station hosts a coffee bar with directly sourced, organic Fair Trade coffee from a local roaster, Relay Coffee, and baked goods from a Toronto-based bakery. There are plans to put a gelato bar made using local dairy and advertise local vegetables in the salad bar at the Mohawk Market next door.

In the meantime, the Fuel Station is showing strong sales in its first year on campus.

“ Together, we created a concept that meets the needs of the college while contributing more to the local economy. ”



A Mohawk College student designed the logo and marketing assets of the Fuel Station.



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As part of the research, an online survey was distributed to students at 14 Ontario colleges from November 27, 2016, to January 27, 2017. Prior to distribution, the survey was vetted by the Research Ethics Board at participating colleges, and received approval from the Multi-Site College Research Ethics Board Expert Panel.

The following is a summary of the survey results. A complete analysis of the survey is available in the research report *Increasing Local Food Procurement at Ontario's 24 Colleges*, which is available at [www.ONcollegefood.com](http://www.ONcollegefood.com)

More than 4,000 college students participated in the survey. Given a current population size of 237,000 full-time students, the survey has a 99% confidence rating and a 3% margin of error.

Students from the following colleges participated in the survey:

- Algonquin College
- Confederation College
- Durham College
- Fanshawe College
- Fleming College
- George Brown College
- Georgian College
- Humber College
- Loyalist College
- Mohawk College
- Niagara College
- Northern College
- Sheridan College
- St. Clair College



Photo credit: Mohawk College, 2017.

The following is a summary of the Ontario Colleges Foodservices Survey. The survey was open from November 27, 2016, to January 27, 2017, and 4,023 responses were received. This section presents a high-level synopsis of the results. For full survey results, please refer to Appendix E.

In summary, our findings demonstrate that:



**84% OF STUDENTS  
WANT TO SUPPORT  
SUSTAINABILITY BY BUYING  
LOCAL FOOD OPTIONS**

Nearly 84% of respondents think it is important for colleges to support sustainability by serving local food options. Students noted improved freshness, healthier meals, local economic development, and environmental benefits as their top reasons for supporting local food.

**74% OF STUDENTS  
THINK THAT  
LOCAL FOOD = HEALTHY OPTIONS**



Further building the case for increasing local food options on campus, 74% of respondents thought serving more local food would increase the availability of healthy food options, while 78% of respondents thought it would improve the quality of food.

**MORE THAN 75%  
OF STUDENTS BUY FOOD  
ON CAMPUS AT LEAST  
ONCE A WEEK**



More than 75% of respondents buy food on campus at least once per week.

## Survey Statistics at a Glance

- 4,023 responses from students at 14 Ontario colleges
- Participating colleges represented regions from across the province: Northern, Western, Eastern and Southcentral (GTA)
- Just over 45% of responses were from first-year college students
- Roughly 31% of responses came from second-year college students
- The other 21% of respondents comprised third-year, fourth-year, post-graduate, and continuing education students
- 2,225 students (over 50% of respondents) took the time to respond to the survey's open-answer question: What would you change about your campus foodservices?



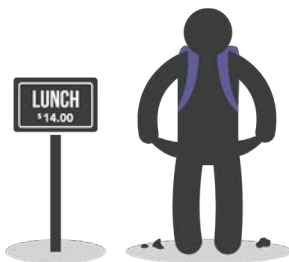
**STUDENTS ARE ASKING FOR**  
**HEALTHY** QUALITY INGREDIENTS  
**OPTIONS** **&** **OPTIONS** MORE LOCAL  
LONGER AVAILABILITY LOWER PRICES

Approximately 64% of respondents indicated they feel there is a need for improvement in on-campus foodservices. In line with this, respondents pointed to fresher and healthier options, better-quality ingredients, more local food options, lower prices, and longer operating hours as the top five ways in which on-campus foodservices could improve.



**STUDENTS**  
 WANT THE **VALUE** | TO MATCH THE **QUALITY**  
**OF FOOD ON CAMPUS**

Affordability is the top barrier to purchasing more food on campus, which strongly suggests that students are looking for better value for money with respect to foodservices options. As noted, respondents see local food as being fresher tasting and healthier. Improving these aspects of foodservices through increasing the number of local food options could provide the value for money students are looking for.



**AFFORDABILITY**  
 IS THE MAIN BARRIER THAT  
 STANDS BETWEEN **STUDENTS**  
 AND BUYING FOOD ON CAMPUS

Currently, convenience is the top driver behind on-campus food purchases, while affordability is the main barrier preventing students from purchasing more food on campus.

## Consumer and industry approved definitions of Ontario food products | Foodland Ontario

### **Ontario beef**

Ontario beef will be born, raised, slaughtered, and further processed in an approved facility in Ontario. When there are not enough calves born in Ontario to meet the demand for beef, calves may be sourced from within Canada. This beef will be raised, slaughtered, and further processed in Ontario. This would return more than 80% of the direct costs of production to Ontario's farmers and economy.

### **Ontario cheese**

More than 90% of the milk in Ontario cheese is produced on Ontario dairy farms. Up to 10% of the milk used for processing in Ontario can be sourced from within Canada. The curds and whey must be produced in Ontario from Ontario dairy inputs. Any identified secondary ingredients need to be grown and produced in Ontario (e.g., strawberry cream cheese).

### **Ontario chicken**

Ontario chicken will be hatched from eggs laid in Ontario or from newly hatched chicks, which may be sourced from within Canada or the United States. These chickens will then be raised, slaughtered, and processed in Ontario.

### **Ontario dairy products (yogurt, sour cream etc. – excludes milk and cheese)**

More than 90% of the milk in Ontario dairy products must be produced on Ontario dairy farms. Up to 10% of the milk used for processing in Ontario can be sourced from within Canada. Any identified secondary ingredients need to be grown and produced in Ontario (e.g., peach yogurt).

### **Ontario eggs**

Ontario eggs must be laid on egg farms in Ontario.

### **Ontario fruit**

Ontario fruit must be grown in Ontario.

### **Ontario hard wheat flour**

A majority (over 80%) of the final volume of the product must be grown in Ontario and 100% of the wheat must be milled in Ontario.

### **Ontario honey**

100% of the product must be produced, extracted, and packaged in Ontario.

### **Ontario lamb**

Must be born, raised, slaughtered, and processed in Ontario.

### **Ontario maple syrup**

100% of the product must be collected, processed, and packaged in Ontario.

**Ontario milk**

More than 90% of the milk processed in Ontario is sourced from Ontario dairy farms. Up to 10% of the milk used for processing in Ontario can be sourced from within Canada. Any identified secondary ingredients need to be grown and produced in Ontario.

**Ontario pork**

Must be born, raised, slaughtered, and processed in Ontario.

**Ontario processed food products**

Ontario processed food products must be made in Ontario from a majority of Ontario ingredients. More than 80% of the total direct costs of production must return to Ontario. Primary agricultural ingredients will meet the individual Ontario foods definition.

Example: "Ontario beef and vegetable soup" — the primary ingredients (in this case beef and vegetables) would need to meet the individual Ontario food definitions.

**Ontario soft wheat flour (cake and pastry flour)**

Due to extensive production of soft wheat in the province, 100% of the Ontario soft wheat needs to be grown and milled in Ontario.

**Ontario turkey**

Ontario turkey will be hatched from eggs laid in Ontario or from newly hatched poults, which may be sourced from within Canada or the United States. These poults will then be raised, slaughtered, and processed in Ontario.

**Ontario vegetables**

Ontario vegetables must be grown in Ontario.

Commodities or commodity organizations that have not developed commodity specific definitions for the use of the Foodland Ontario logo will use 100% Ontario definitions (born, raised, slaughtered, and processed in Ontario).





## Introduction

The Foodland Ontario definitions of local food are widely recognized, comprehensive, clear, and communicable. Foodland Ontario's definitions are therefore easy for a college to adopt and use.

However, colleges may have different local food sourcing priorities. For example, a college may wish to source "local food" first and foremost from producers within 100km of the campus to further reduce the environmental impacts associated with the transportation of food.

The following worksheet is a facilitation tool that can help campus stakeholders create a dynamic definition of local food. The worksheet can be used in consultation with campus stakeholders to develop a tiered sourcing priorities policy that reflects the values of the institution. It can also help the college translate these values into reasonable and attainable local food procurement goals to include in the foodservices RFP and contract.



### Goals

- Establish sourcing priorities based on organizational values
- Create a clear, dynamic definition of local food
- Engage campus stakeholders



### Required resources

- Facilitator
- Note taker
- Whiteboard or paper easel (to capture group discussion)
- Printed copy of the worksheet for each participant

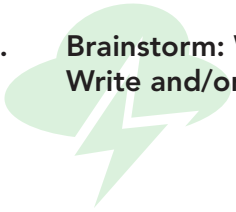


### Time to complete

- Approximately 1 hour

<sup>1</sup> For a complete list of Foodland Ontario definitions please see Appendix B.

1. **Brainstorm: Why is it important to source, serve, and promote local food on campus?**  
Write and/or draw any ideas that come to mind. (5 minutes to write.)



2. **From the list of ideas above, pick the three most important reasons for supporting local food on campus.**

List them below. Include 1–2 sentences to explain your choice.  
(5 minutes to write; 10 minutes for group discussion.)

SOURCING LOCAL FOOD ON CAMPUS IS IMPORTANT BECAUSE...

1.

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2.

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3.

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3. Given your top three reasons for sourcing local food, and the considerations mentioned below, begin to create a tiered sourcing criteria by completing the following sentences. (5 minutes to write; 10 minutes for group discussion.)

To ensure that local food products can be sourced sustainably, five considerations should be taken into account:

1. **Affordability** – meals must be affordable for students
2. **Food safety** – food products must be purchased from organizations that guarantee the safety of their products
3. **Efficiency** – sourcing practices must enable busy chefs, managers, distributors, and producers to work together efficiently
4. **Accountability** – foodservice providers must be able to trace and report on local food procurement on an annual or semi-annual basis
5. **Availability** – some local food products may only be available in limited quantities and at affordable prices during different times of the year<sup>2</sup>

**Priority #1: Given the college's values, the college's foodservice provider should:**  
(e.g., source as much local food as possible)

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**Priority #2: Recognizing the constraints of affordability/safety/availability/accountability, the foodservice provider should:**  
(e.g., source at least 25% of all food locally)

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**Priority #3: Whenever possible, the foodservice provider should also:**  
(e.g., purchase food products within Canada if not available locally, purchase from small- and medium-sized producers, purchase organic or ecologically grown food, advertise local food products on campus, etc.)

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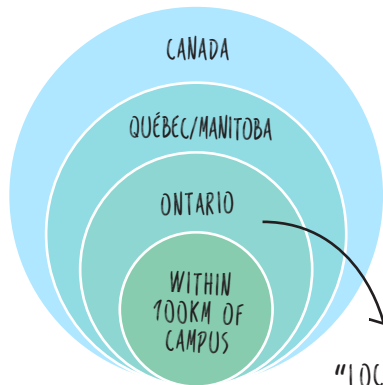


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<sup>2</sup> For an in-depth examination of the challenges to local food procurement at Ontario colleges, read the report: *Increasing Local Food Procurement at Ontario Colleges: The Evolution of College Foodservices*, Mohawk College (2017). Find the report at [www.oncollegefood.com/report/](http://www.oncollegefood.com/report/).

4. Fill out the following diagram. Visualize the sourcing criteria that you think best suits the college's priorities. (5 minutes to write.)

Example:

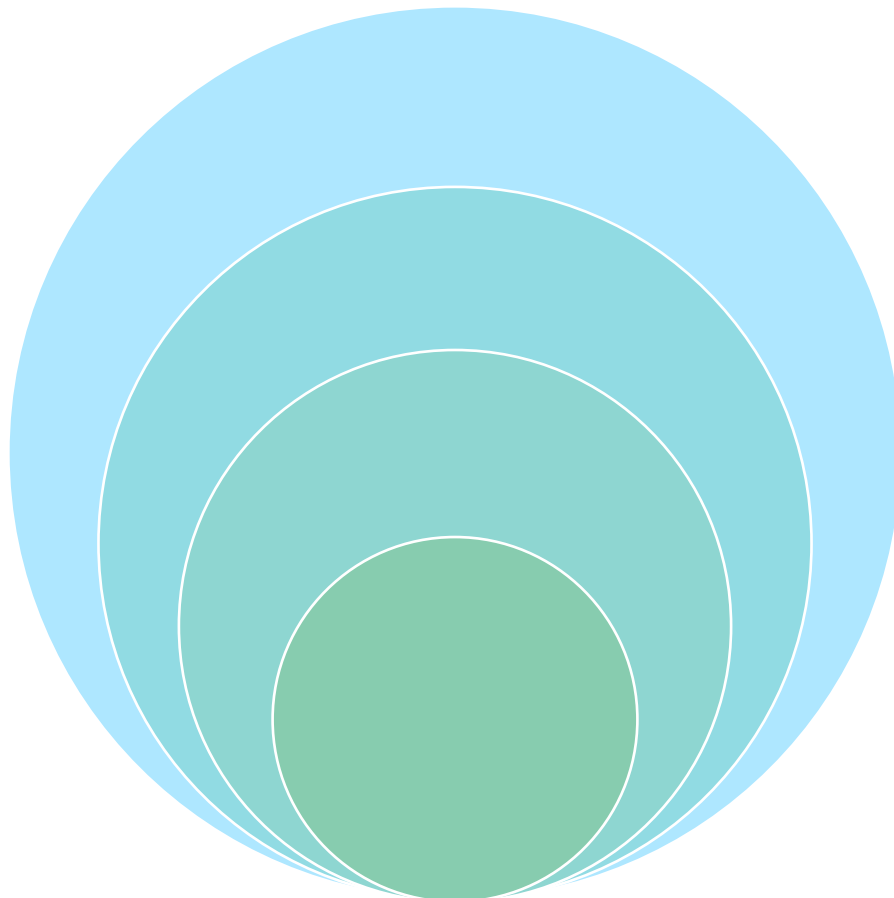


The innermost circle should represent the top sourcing priority. The second innermost circle should represent the next sourcing priority.

For example, "If a food product cannot be sourced within 100km of campus, then the next sourcing priority is a product from Ontario. If a product cannot be sourced from Ontario, then the product should be sourced from Québec or Manitoba."

"LOCAL FOOD" BASED ON  
FOODLAND ONTARIO DEFINITIONS

### Visualization of sourcing criteria



The goal should be reasonable and attainable. It can also serve as a starting point with targets set progressively over the course of the contract.

The college's 5-year local food procurement goal:

- BY 2023: 25% OF PURCHASED PRODUCTS WILL BE LOCAL FOOD PRODUCTS (AS DEFINED BY FOODLAND ONTARIO)

The college's 5-year local food procurement goal:

[illegible]



## 6. Wrap-up

In the discussion, the group may come to a consensus on the college's local food procurement goals. Inevitably, there will be some compromise between ideal and practical goals but setting clear, progressive goals, is a critical step towards increasing local food procurement within your organization.

**Hand in your worksheet to the facilitator.** The facilitator will pass these worksheets along to the staff responsible for managing the foodservices contract on campus.

You may also choose to **set a follow-up date** to discuss opportunities to continue to support these goals on campus.