

Healthy, Sustainable, and Equitable Food Strategic Plan

2023 – 2028

NOVEMBER 2023

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Acronyms

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| CALE | College of Arts, Law and Education (UTAS) |
| COBE | College of Business and Economics (UTAS) |
| COHM | College of Health and Medicine (UTAS) |
| CCE | Community-Campus Engagement |
| COSE | College of Science and Engineering (UTAS) |
| EMWG | Event Management Working Group |
| FINLAB | Food Innovation and Nutrition Lab, Stone Building, Inveresk Campus, UTAS |
| FSE | Food Systems Education |
| HNSWG | Health, Nutrition and Sustainability Working Group |
| LGAT | Local Government Association of Tasmania |
| MOU | Memorandum of understanding |
| NEIT | National Institute of Education and Technology |
| NGOs | Non-government Organisations |
| PAR | Participatory Action Research |
| SDG | United Nations Sustainable Development Goals |
| SFSWG | Sustainable Food Systems Working Group of the University of Tasmania Sustainability Committee |
| SIPS | Sustainability Integration Program for Students |
| STARS | Sustainability Tracking, Assessment & Rating System |
| TFSC | Tasmanian Food Security Coalition |
| THE Impact | Times Higher Education Impact Rankings |
| TIA | Tasmanian Institute of Agriculture (UTAS) |
| TUSA | Tasmanian University Student Association |
| UET | University Executive Team |
| UC | University College (UTAS) |
| UTAS | University of Tasmania |

Glossary

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| Community-Campus Engagement (CCE) | CCE can be described as a situation in which campus-based actors (including postsecondary students, postdoctoral fellows, staff, students, and contractors) work in partnership with practitioners in various sectors of the broader community (including the private, public, and non-profit sectors). |
| Culture and Tradition | Diverse cultures and food traditions of community members. |
| Edible Campus | Edible Campus is a sustainable and wholistic approach to the growing of food plants on campus. It is centred on campus community gardens, but also includes incorporating edible plants - including Indigenous food plants - into landscaping. The overall aim is to contribute to food security, as well as providing experiential and educational opportunities for students, staff, and the wider community. |
| Equity | Fairness, impartiality, and justice in the distribution of resources, opportunities, and benefits among individuals. It emphasises the importance of treating people equitably, considering their unique circumstances, needs, and backgrounds, to achieve fairness and social justice. It's different to equality as it may require tailored approaches and targeted support to address existing disparities and promote equal outcomes for all individuals. |
| Food Justice | Food Justice is communities exercising their right to grow, sell, and eat healthy, nutritious, and culturally appropriate foods. |
| Food Literacy | The ability of an individual to understand food, to develop a positive relationship with it, and make decisions and enact food practices (e.g., growing, cooking, composting) that support the attainment of personal and environmental health. |
| Food Security | A situation that exists when all people, always, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their dietary needs and food preferences for an active and healthy life. |
| Food System | The entire range of actors and their interconnected practices and processes involved in the production, aggregation, processing, distribution, eating and disposal of food, as well as their effects, including social, economic, health and environmental outcomes. |
| Food Systems Education | Provision of knowledge and skills in relation to all the elements and activities related to producing and consuming food, and their effects, including social, economic, health and environmental outcomes. (e.g., growing, harvesting, packing, processing, transforming, marketing, consuming, and disposing of food). |

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| Healthy Food | Healthy food is nutritious, affordable, culturally appropriate, and grown locally with care for the wellbeing of the land, workers, and animals. |
| Modern Slavery in the food supply chain | Modern Slavery is a broad term used to describe human trafficking, slavery and slave-like practices, often in situations that are used to exploit victims and undermine or deprive them of their freedom. It impacts workers across a range of industries, including fresh food retail, wholesale, fisheries, and agriculture industries. |
| PAR | Participatory Action Research is an approach that emphasizes collaboration and active involvement of stakeholders in the research process. Researchers work together with community members, stakeholders, or participants to co-create knowledge and develop strategies for solving specific issues and challenges. |
| Participation | A collaborative and inclusive approach, where individuals or groups can share their perspectives, insights, and ideas, and their input is considered when shaping outcomes, policies, or actions. |
| Rights-based approach to adequate food | A legal concept that is realised when every person, alone or in a community with others, always has physical and economic access to adequate food or means for its procurement. |
| Social Enterprise | A social enterprise is a business or organisation that operates with the primary objective of creating positive social or environmental impact, rather than solely pursuing profit maximisation. Social enterprises blend the principles of traditional business with a strong focus on addressing social and environmental challenges. |
| Social Justice | Equitable access to economic, political, and social rights and opportunities. |
| Steering Group | A committee responsible for overseeing the implementation process of the plan |
| Transition | The long-term process of change from one 'dynamically stable' system to another. Transitions involve complex, co-evolutionary reconfigurations of technology, policy, infrastructure, knowledge, and socio-cultural practices. |
| Transparency | When people can identify where their food comes from, and the practices involved in growing or manufacturing the food. |
| Whole of Institution approach | A holistic approach that goes beyond knowledge dissemination to include ways and activities to practice and implement knowledge. |

Acknowledgements

The University of Tasmania's Healthy, Sustainable, and Equitable Food Strategic Plan represents the voices of UTAS, including students, staff, and stakeholders. Thank you to everyone who contributed to this plan to improve the University's food systems.

Acknowledgement of Country

This strategy was prepared on the Country of Australia's First Peoples people across Tasmania and in New South Wales (Rozelle), in Lutruwita/Tasmania the palawa/pakana people and in Rozelle the Gadigal/Wangal people of the Eora nation. We pay our respects to elders, past, present, and emerging and to the many Aboriginal people who did not make elder status. In preparing this strategy, we acknowledge the loss of food cultures and practices through colonisation, and we work for a present and future that respects Aboriginal and Torres Strait Islander knowledges and rights. We seek to better understand and support Aboriginal and Torres Strait Islander food cultures and the food sources found here. We support honest truth-telling about the history of colonisation and the lives of Aboriginal and Torres Strait Islander people who cared for this Country for thousands of generations. We extend this respect to First People who may be in the Country, studying or working at the University.

Food Systems partners and contributors

- Individual students, staff, and community members
- Student and staff focus group participants
- Riawunna Centre for Education
- Student and Staff Wellbeing teams
- Sustainability team
- Student Engagement and Communities, Residential Colleges, and PVC Student Equity and Success
- Sustainable Food Systems Working Group (SFSWG)
- Health, Nutrition and Sustainability Working Group (HNSWG)
- Tasmanian University Student Association (TUSA)
- Supplier partners
- Gardening and cooking societies
- Sustainability Integration Program for Students (SIPS) interns and fellows

Executive summary

In 2020 and 2022, UTAS conducted biennial sustainability surveys of students and staff that included specific food related questions¹. The survey results indicated the prevalence of food insecurity within both our student and staff cohorts. These findings combined with The Tasmania Project² findings show that the rising cost of living is impacting the food security of one in two Tasmanians, disproportionately impacting the most vulnerable in our community, including younger people.

As a result of these findings, UTAS recognises the need for a planned transition to more healthy, sustainable, and equitable food systems for our students and staff across our campuses using a rights-based approach³. This ensures the voices of those with 'lived experience' are heard and are included in decision-making about their food system.

The University and the Tasmanian University Student Association (TUSA) have been working together to progress a range of initiatives focused on combating food insecurity for our student and staff cohorts. Nevertheless, these activities have not always been clearly aligned to ensure the effective use of resources and targeting of those in need more broadly. This Plan aims to bring together existing and new initiatives and activities to ensure that all areas of the University community are working towards a shared vision and leveraging off existing programs and relationships to provide a holistic response. While this excellent work continues, it is evident that there is a need for a systematic and dynamic approach that addresses food insecurity from a grassroots level through embedding 'food systems' into our campus design, operations, engagement, research, and curriculum. This needs to be a long-term and self-sustaining process supported by a whole-of-institution, rights-based approach, that is taken to address food security among students and staff.

This plan and its associated activities take a holistic view of how food systems can be embedded across all aspects of this institution. This will not only address the immediate needs of students and staff, but also can be refined and expanded to ensure that food security remains a top priority and becomes embedded in everyday operations. The plan is aligned with the Tasmanian Government's Department of Premier and Cabinet 'Tasmanian Food Security and Strategy 2021-2024'.⁴

¹ USDA, Six-Item validated Short Form of the Food Security Survey Module Accessed 20 Jun 2023 from [USDA ERS - Survey Tools](#)

² Kent et al 2022, Quality food is too expensive to afford": 1 in 2 Tasmanians are food insecure in 2022 due to the rising cost of living. Accessed 20 Jun 2023 from [Hunger and food insecurity in 2022 | University of Tasmania \(utas.edu.au\)](#)

³ FAO, 2023. [Food security and the right to food, Sustainable Development Goals | Food and Agriculture Organization of the United Nations \(fao.org\)](#)

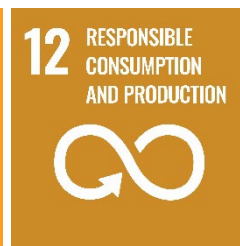
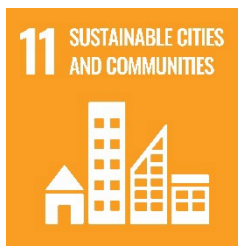
⁴ Food Relief to Food Resilience: Tasmanian Food Security Strategy 2021-2024 and Action Plan 2023-2025, Department of Premier and Cabinet, Tasmanian Government (www.dpac.tas.gov.au/divisions/cpp/community-policy-and-engagement/food-relief-to-food-resilience-tasmanian-food-security-strategy-2021-2021).

Introduction

“The University of Tasmania is committed to operating and focusing on sustainable outcomes for ourselves, our surrounding communities and the world. Respecting the traditional owners and their deep history with these lands and waters, we will strive to act in the best interests of not only the current generation but of generations to come. We will holistically embed this in the ethos of our operating model, our teaching, learning and research activities, and through engagement with our partners and stakeholders.”

University of Tasmania’s Strategic Framework for Sustainability⁵

This Healthy, Sustainable, and Equitable Food Strategic Plan (the Plan) is an important contribution to achieving the UTAS Strategic Framework for Sustainability, including working to achieve the UN Sustainable Development Goals (SDGs)⁶. This holistic Plan delivers most directly on SDG 2 – Zero Hunger, but in addressing this also focuses on SDG 3 – Good Health and Wellbeing, SDG 11 – Sustainable Cities and Communities, SDG 12 – Responsible Consumption and Production, and SDG 17 – Partnerships for the Goals.



⁵ UTAS, 2020. Strategic Framework for Sustainability.

⁶ UN Sustainable Development Goals 2030 <https://sdgs.un.org/goals>

This Plan, the first of its kind for our University, aims to transform our food environment to one that is healthy, sustainable, and equitable. Various sources have informed the development of this Plan, including:

- Responses to the 2020 and 2022 Sustainability Survey food-related questions
- Campus food environment audits conducted in 2020 and 2022
- A Participatory Action Research (PAR) process in 2021 facilitated by Sandra Murray, PhD Candidate, School of Health Science, and
- Stakeholder engagement with staff, students, and community members.

A person is food insecure when they lack regular access to enough safe and nutritious food required for normal growth and development and living an active and healthy life. This may be due to the lack of availability of food and/or resources to obtain food. Food insecurity can be experienced at different levels of severity.⁷

In 2022, the University of Tasmania Student and Staff Sustainability Surveys were open to all staff and students for two weeks in March. There were six food security questions included in both the student and staff surveys. This is the second time that food security has been included in the UTAS Student Sustainability Survey (the first being conducted in 2020), with the intention to continue to monitor the prevalence of food insecurity among our students and to inform the need to transition to more healthy, sustainable, and equitable food systems across our UTAS campuses. The 2022 Staff Sustainability Survey was the first staff survey to include these questions.

Using the USDA 6-item Household Food Security Short Form (6-item HFSSM),⁸ we can determine the severity of food insecurity faced by UTAS staff and students. From the number of affirmative responses to this survey, we can determine how many survey respondents experience food insecurity, and to what extent they are affected. Four levels of food security are identified:

- High food security – no reported indications of food-access problems or limitations.
- Marginal food security – one or two reported indications, typically of anxiety over a shortage of food in the house.
- Low food security – two to four reported indications, typically reports of reduced quality, variety, or desirability of diet.
- Very low food security – five or six reported indications, typically reports of multiple times of disrupted eating patterns and reduced food intake.

Findings of the 2022 surveys showed that the prevalence of food insecurity among UTAS students responding to the survey was 42%, consisting of 8% marginal food security (anxious about food situation), 17% low food security (reduction in the quality and variety of food eaten), and 17% very low food security (regularly going without food). While there was an increase of food insecurity levels from 2020 to 2022, possibly due to the ongoing impacts of COVID-19 and increasing cost of living, the results

⁷ FAO, 2023. Hunger and food insecurity. Food and Agricultural Organisation

⁸ USDA ERS, 2012. [Six-Item Short Form of the Food Security Survey Module](#)

remain high particularly for younger, non-binary, first year enrolled and international students. There was no difference in prevalence from campus to campus. This means that food insecurity among university students can have significant consequences on their mental and physical well-being, academic engagement and performance, and overall university experience.^{9,10,11} The prevalence of food insecurity among UTAS staff responding to this survey was 17% consisting of 4% marginal food security, 6% low food security and 7% very low food security with professional staff, staff on casual contracts and staff recently employed at greatest risk.¹² This analysis points to groups of students and staff at increased risk of food insecurity who should be the focus of food security initiatives.

The Tasmania Project also showed that during the COVID-19 pandemic one in five Tasmanians were food insecure, disproportionately impacting Aboriginal and Torres Strait Islander people as well as people living with disability and people living rurally.¹³ By October 2022, the prevalence had increased to one in two Tasmanians experiencing food insecurity due to the rising cost of living with young people most vulnerable.¹⁴ University campuses in Australia typically have private food outlets, rather than university run and subsidised cafeterias, as is common at universities in many other countries. Other contributing factors to food insecurity include access to inadequate cooking facilities and a lack of cooking skills and access to fresh foods.¹⁵

This Plan aims to bring together existing and new initiatives and activities to ensure that all areas of the University community are working towards a shared vision and leveraging off existing programs and relationships to provide a holistic response. Examples of current initiatives and activities that are being developed, implemented, and delivered include:

- Introducing the Freshie Bag program by TUSA in Sandy Bay, and expansion to the TUSA Food Hub supported by donations from Loaves and Fishes Tasmania, Gateway Life Solutions, and grant funding.
- Establishing an edible campus program by developing the community garden at Inveresk as well as improvements to smaller community gardens across the state, including those at residential colleges.
- Developing relationships between UTAS and community organisations (e.g., Loaves and Fishes Tasmania, Migrant Resource Centre North) whose aim, as

⁹ Universities Australia. 2018. 2017 Universities Australia Student Finances Survey. Accessed 20th July 2023 from [180713-2017-UA-Student-Finance-Survey-Report.pdf \(universitiesaustralia.edu.au\)](https://www.universitiesaustralia.edu.au/180713-2017-UA-Student-Finance-Survey-Report.pdf)

¹⁰ Monash Graduate Association. 2022. Monash HDR Stipend. Accessed 20th July 2023 from [Monash HDR Stipend Report 2022](#)

¹¹ Parliament of Australia, 2022. Petition EN5085 - Increase Research Scholarship Rates for PHD students. Accessed 20th July 2023 from [e-petitions – Parliament of Australia \(aph.gov.au\)](https://www.aph.gov.au/e-petitions/Petition/EN5085)

¹² Kent et al 2022. [Severity of Food Insecurity among Australian University Students, Professional and Academic Staff. Nutrients.](#)

¹³ Kent et al, 2021. [Prevalence and Socio-Demographic Predictors of Food Insecurity in Australia during the COVID-19 Pandemic. Nutrients](#)

¹⁴ Kent et al 2022. Quality food is too expensive to afford: 1 in 2 Tasmanians are food insecure in 2022 due to the rising cost of living. Accessed 23 Jun 2023 from [1 University of Tasmania \(utas.edu.au\)](https://www.utas.edu.au/1-2-Tasmanians-are-food-insecure-in-2022-due-to-the-rising-cost-of-living)

¹⁵ Jeffrey et al, 2021. Talking hunger – understanding and addressing food insecurity at the University of Melbourne https://socialequity.unimelb.edu.au/_data/assets/pdf_file/0011/3831086/Talking-Hunger-Summary-Report-2021.pdf

- social enterprises, is to support the establishment of a variety of networks whereby students and community can regularly access quality low-cost food.
- Procurement Policy and process that ensures the goods and services provided to UTAS comply and deliver a variety of embedded sustainable benefits and value for money.
 - A new catering model across our Tasmanian campuses that sources providers based on eight key principles developed by the ISD-led Health, Nutrition and Sustainability Working Group (HNSWG), which was only in existence to establish these principles and a draft food charter that has informed this Plan.
 - Various support programs and activities by UTAS Communities and TUSA centred around the provision of food to their cohorts including community lunches and dinners.
 - School of Health Science students and staff health and nutrition program known as the UTAS Foodies Program.
 - Development of the students' Gardening Society, now known as the TUSA SLUGS (Student Living University Garden Society) for students living in residential colleges in Sandy Bay and Hobart City.
 - Biennial Campus Food Environment Audit using the Uni-Food tool¹⁶ by students to benchmark the healthiness, equity, and environmental sustainability of university food environments across Australia, coordinated by staff from the School of Health Science, Sustainability and Campus Services.
 - A partnership between Eat Well Tasmania and researchers in the School of Creative Arts and Media (CAM) investigating the efficacy of seasonal eating campaigns directed at food insecure public including students.
 - HealthLit4Kids and HealthLit4Everyone are initiatives focused on holistic understanding of health, that includes healthy, sustainable and equitable diets.

¹⁶ Mann et al, 2021. [Development of the University Food Environment Assessment \(Uni-Food\) Tool and Process to Benchmark the Healthiness, Equity, and Environmental Sustainability of University Food Environments, I PJERPH.](#)

Strategic Plan Overview

As the inaugural Healthy, Sustainable, and Equitable Food Strategic Plan of the University of Tasmania, this document provides collective actions required to support informed and strategic decisions to reduce food insecurity among students and staff.

Aims

The Plan focuses on a broad understanding of food systems, including procurement, preparation, provision, and food waste management, which are common to many tertiary strategies. It considers aspects of socio-cultural sustainability to ensure our students, staff and community flourish today and into the future. The aim of this plan is to provide a framework that promotes:

- Development of a healthy food system that supports the health of our people and enhances the biodiversity of the natural environment
- A sustainable food system that strengthens our regional economies and builds the capacity and resilience of our communities
- An equitable food system that celebrates a rights-based approach to adequate food and that makes nutritious and culturally appropriate food accessible and affordable to everyone across our campuses including the people who are preparing our food
- Respect and acknowledgement for Aboriginal food cultures and practices, and
- Celebration of traditional food practices of Tasmania's diverse communities.

Priority areas

In this Plan, the University adopts a whole-of-institution approach to healthy, sustainable, and equitable food systems by focusing on nine priority areas. These areas are not mutually exclusive, but are interconnected and overlapping, and should be seen and acted on collectively. The nine priority areas are shown in Figure 1 and include:

1. Food security and social justice
2. Food systems knowledge and skills
3. Embedding Aboriginal and Torres Strait Islander knowledges
4. Urban agriculture and edible campuses
5. Sustainable food procurement, commercial and social enterprises
6. Facilities and services
7. Community engagement, support, and partnerships
8. Data, information, and knowledge translators
9. Leadership, participation, and change-makers

Each of these priority areas is presented in the following sections and includes action tables identifying specific activities, projects, and programs.



Figure 1 – Nine priority areas to deliver a healthy, sustainable, and equitable food system

Strategic Plan development

As a foundation for Plan development, in 2021 students, staff and community members participated in community conversations, as part of a Participatory Action Research (PAR) process facilitated by Sandra Murray, PhD Candidate, School of Health Science. The PAR process provided a platform for collaborative problem-solving, empowerment and the creation of inclusive solutions.¹⁷ Their input, perspectives and insights have shaped the Plan, ensuring that it reflects their voices and addresses their concerns. The vision of students and staff was to “create an environment for growing, cooking, selling, sharing, redistributing and eating sustainable, healthy and equitable food that is safe, affordable and easy to access for everyone.” In addition, stakeholders were invited by the Sustainability Committee’s Sustainable Food Systems Working Group to further refine the principles and actions identified.

¹⁷ Cornish et al, 2023. <https://aifs.gov.au/resources/practice-guides/participatory-action-research>

Implementation and coordination

The implementation of the Plan will continue to demonstrate UTAS' commitment and leadership to address the issue of food insecurity amongst our students and staff. It also aims to increase the future resiliency of our community ensuring that as an institution we embed food-focused activities – including but not limited to curriculum, commercial and social enterprises, food growing and production facilities, and support programs aimed at reducing food insecurity in the immediate term through to longer-term resilience.

Coordinating and facilitating implementation of this Plan will be the responsibility of the Sustainability team, with the specific tasking assigned to the Sustainability Support Coordinator at a 0.4 FTE allocation, this will be reviewed in late 2024 as to effectiveness of this model. Specific activities will still be undertaken by lead organisations or areas as identified in the following Priorities section.

Enablers for action

There are university-wide enablers required to ensure effective incorporation of food security improvement considerations into decision-making. These include institutional governance instruments that support and prioritise the combating of food insecurity, including policies and procedures, access to high-quality and detailed data analysis, as well as sufficient ongoing investments in programs, funding and infrastructure that support these initiatives.

The primary policies and procedures directing University activity and decision-making and directly influencing food insecurity outcomes are the Sustainability Policy, the Facilities, Infrastructure and Asset Management Policy, the People Policy, and the Procurement Policy. To implement these policies, there is a suite of procedures and guidelines that incorporate the principles embedded in these core policies.

Data availability, adequacy, and quality

Access to high-quality data is integral in assessing the success of the Plan in addressing food insecurity within our community. Data will be collected via the Sustainability Surveys for students and staff, future PAR efforts, participant and community feedback and direct surveys along with other methods as appropriate.

Engagement and outreach

Implementation of this Plan requires widespread University community support, buy-in, and participation, including various University areas, TUSA, and external partners. An engagement and outreach plan to track, support and coordinate implementation of communications, campaigns, and programs is an important element of success.

Program of Work

Priority 1 | Food Security and Social Justice

We recognise that campuses must provide healthy food environments, access to affordable food and access to skills and opportunities to grow, buy, cook, and eat and share good food. We acknowledge that food security is a systemic issue and that food impacts sustainability, social equity, health, education, and our physical environments. Thus, it is imperative that this priority is based on the inherent right to adequate food approach that puts the voice of those impacted foremost. Participation by students to inform decision-making regarding food provisioning on campus is important. With participation comes agency, where agency¹⁸ refers to the capacity of individuals and groups to exercise their voices by participating and making recommendations. Structural inequities and power differentials in our university community - based on gender, cultural diversity, social position, or other factors that are often beyond the control of the individuals – can be barriers to having voices heard and participating in decision-making about food systems, which in turn can undermine food security.¹⁹

Through the 2021 PAR process students and staff reiterated the need to address the high prevalence of food insecurity among students and staff through a social justice lens, reflecting a ‘rights-based approach to adequate food’. Food insecurity manifests in many forms including running out of food, skipping meals, and experiencing hunger, to the more common and widespread experience of compromising on the nutritional quality and diversity of foods consumed. There are both financial and physical contributors to university students’ food insecurity. Financial factors relate to poverty and a lack of disposable income, particularly from higher living expenses with students often having to choose between working more hours versus studying. This means that food insecurity among students and staff can have significant consequences on their mental and physical well-being, academic engagement and performance, and overall university experience.^{20,21,22}

This priority is broad and encompasses components of many other priorities within the Plan. The activities recorded here contain elements that could be included in other priorities, but being programs designed to be holistic and address food security and food justice, they are included here in their entirety.

¹⁸ FAO, 2018. Food security and nutrition – building a global narrative towards 2030 <https://www.fao.org/3/ca9733en/ca9733en.pdf>

¹⁹ Clapp et al, 2021. Viewpoint” The case for 6-dimensional food security framework <https://www.sciencedirect.com/science/article/pii/S0306919221001445?via%3Dihub>

²⁰ Universities Australia. 2018. 2017 Universities Australia Student Finances Survey. Accessed 20th July 2023 from <180713-2017-UA-Student-Finance-Survey-Report.pdf> (universitiesaustralia.edu.au)

²¹ Monash Graduate Association. 2022. Monash HDR Stipend. Accessed 20th July 2023 from [Monash HDR Stipend Report 2022](#)

²² Parliament of Australia, 2022. Petition EN5085 - Increase Research Scholarship Rates for PHD students. Accessed 20th July 2023 from [e-petitions – Parliament of Australia \(aph.gov.au\)](https://www.petitions.parliament.gov.au)

| Priority 1 Food Security and Social Justice | | | | |
|--|---|--|---|---|
| Activity | Success Measures | Responsibility | Status | 2024 Resourcing and Notes |
| <p>TUSA Food Security Program (FSP)</p> <p>Purpose: To create an equitable secure food system that provides meaningful engagement, culturally appropriate & nutritious food education and events, food relief and access to affordable food, student employment, learning and volunteering experiences.</p> <p>Scope: 2023 Activities: 1. Establish Food Hub at Sandy Bay UTAS campus to: - scale-up food relief - deliver regular food-focused workshops and event programs: cooking classes, food literacy, nutrition workshops, short-courses, guest speakers - provide student employment opportunities, developing volunteer programs into student placements and traineeships - venue for student-led events and activities 2. Establish partnerships with Loaves & Fishes for Launceston and Cradle Coast campuses. 3. Finalise FSP Charter and establish Steering Committee.</p> <p>2024 Activities 1. Establish Food Hub at Launceston, Cradle Coast & Rozelle and assess options for Hobart CBD 2. Expand the FSP to include food preservation (e.g., fermenting, pickling, dehydrating, canning, freeze drying).</p> | <ul style="list-style-type: none"> • # of student volunteers • # of students attending food sessions • Volume of fresh fruit and vegetables redistributed • # or growth of students accessing a) food relief, b) Food Hub facilities, c) ancillary services (well-being, legal, counselling, etc). • % of increased food-secure students through improved student participation and retention, with better access to local, seasonal nutritious food | <p>Lead:</p> <ul style="list-style-type: none"> • TUSA <p>Partners:</p> <ul style="list-style-type: none"> • Loaves & Fishes and other external community partners • UTAS Communities Teams (Regional Campuses) • Source Eco Hub • Sustainability Team • SFSWG • COBE (TBC) | <ul style="list-style-type: none"> • Sandy Bay campus Food Hub established, supported by the UTAS Staff Giving Program (\$20k) • Launceston Food Hub - discussions commenced – location still to be confirmed • Recent success in Tasmanian Community Fund Grants round (\$50k) ensures delivery of three-year Food Education Project, starting late 2023. This grant funding is for Hobart City and Sandy Bay only. | <p>TUSA Food Hub Resourcing:</p> <ul style="list-style-type: none"> • TUSA Food Hub (Inveresk): \$15k set up, \$15k extra food/pantry items annually. • TUSA Food Hub (Cradle Coast): \$5k set up, \$3k extra food/pantry items annually. • TUSA Food Hub (Rozelle): \$5k set-up, \$3k extra food/pantry items annually. • TUSA Food Hub (Hobart City): \$5k set-up, \$3k extra food/pantry items annually. • Food Preservation Equipment (Sandy Bay), commercial freeze dryer and dehydrator (\$15k; \$10k achieved through external grant fund). • For edible campus projects, see Priority 4. • Food Education Project (based on the Sandy Bay model) initiated in Inveresk (\$5k), Cradle Coast (\$5k) and Rozelle (\$5k): \$15k total. <p>TUSA Food Hub Staff costs:</p> <ul style="list-style-type: none"> • Program Manager (Food Security), 0.5 FTE: \$50k (this is covered by TUSA as contribution to Plan implementation, not included in Appendix A Resourcing summary). • Food Hub Officer, 1.0 FTE (South): \$60k (TUSA covering this in 2024) • Food Hub Officer, 0.7 FTE (North/NW): \$42k |

| Priority 1 Food Security and Social Justice | | | | |
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| Activity | Success Measures | Responsibility | Status | 2024 Resourcing and Notes |
| <p>3. Undertake feasibility study in early 2024 for the establishment of large-scale simple and healthy meal options sold at a low fixed cost each week in the south and north, which is informed by review and undertaken as part of Priority 5, referencing Campus Services' existing campus food strategy document – location(s) would need to be assessed.</p> <p>4. Depending on the outcome of the feasibility study, implement a 'scaled to meet the need' social enterprise or other approach to provide a regular minimised-cost meal option for students and staff.</p> <p>5. Expand Food Hub Model to mobile, city and regional areas to serve and educate.</p> <p>6. Establish professional practical learning experiences for long-term food resilience (Food Innovation Hub).</p> | <ul style="list-style-type: none"> • Internal feasibility review completed • # of meals provided per month (if project is feasible) • Amount of food distributed through the hubs • # of, and attendance, at practical learning experiences | | <ul style="list-style-type: none"> • TUSA Food Security Program Steering Committee established with Terms of Reference and Food Charter in October 2023 | <ul style="list-style-type: none"> • Food Hub Officer, 0.2 FTE (Rozelle): \$12k <p>TUSA Large Scale Meal Options Resourcing:</p> <ul style="list-style-type: none"> • Food - \$30k <p>TUSA Large Scale Meal Options Staffing Costs:</p> <ul style="list-style-type: none"> • Social Enterprise Coordinator (0.4 FTE) - \$30k • Food preparer (0.8 FTE)* \$50k <p>Notes:</p> <ul style="list-style-type: none"> • These figures are based on a model of 100 serves per day (Mon-Thurs), sale price of \$6-\$7 per serve. • Commercial in confidence lease re: commercial kitchen agreement on campus (renegotiation of NIET (National Institute of Education and Technology) lease in The Ref) • Stone Build Stage 2 at Inveresk plans to include a commercial kitchen (<i>Masterchef</i> style) in the Food Innovation and Nutrition Lab to support teaching with CoHM's Bachelor of Nutrition Science, Masters Occupational Therapy, and CoSE's Bachelor of Science degrees. There is also space that could be allocated to a Food Hub and Sustainability Centre. • Professor Bogomolova from Flinders University (2023) has started a four- |

| Priority 1 Food Security and Social Justice | | | | |
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| Activity | Success Measures | Responsibility | Status | 2024 Resourcing and Notes |
| | | | | year research project examining innovative ways to preserve fruit and vegetables, to make use harvest surplus and rescued food. TUSA will expand its FSP to include Food Preservation (e.g., fermenting, pickling, dehydrating, canning, freeze drying). To include working with Ferment Tasmania and Source Eco Hub, for example. |
| <p>Support redistribution/donation of food through guidelines and/or coordination</p> <ul style="list-style-type: none"> Food outlets have procedures in place to reduce food waste: <ul style="list-style-type: none"> Regularly monitoring sales helps ensure that the outlets are not overproducing food, which can lead to excess waste. Surplus food may be handed out to students in the vicinity or donated to Residential Colleges, preventing food waste, and helping those in need. Leftover food at the end of the day may be taken to other business sites to provide staff meals, reduce waste, and benefit staff. Older food items are repurposed where possible, for example bread, is repurposed into croutons for soups and salads, and offcuts from meat fillets can be used in pies. Collecting organic waste separately for composting in the university gardens promotes sustainability and reduces the environmental impact of food waste disposal. | <ul style="list-style-type: none"> Volume of collected and distributed food donations # of campuses introduced the Loaves and Fishes food fridge model | <p>Lead:</p> <ul style="list-style-type: none"> Student Engagement Residential Colleges <p>Partners:</p> <ul style="list-style-type: none"> Campus Operations Student Wellbeing Colleges for creation of projects for inclusion in learning and teaching | <ul style="list-style-type: none"> MoU signed between UTAS Residential Colleges and Loaves and Fishes Tasmania to collect food donations on behalf of students and to distribute donations through residential colleges Already incorporate food security in wellbeing programs (e.g., food vouchers for | <p>Resourcing:</p> <ul style="list-style-type: none"> Contract manager time to work with food outlets to support the approach. Sustainability Support Coordinator and other student time to coordinate collection, processing, and distribution of food. SIPS internships to support (one each per semester equals \$6k/year). Access to UTAS/TUSA vehicles. Access to refrigerators (if need to purchase, up to \$5k per location maximum of 3 in 2024, funded by Campus Services). <p>Notes:</p> <ul style="list-style-type: none"> Kindness OR Dignity Pantries model – donated food for anyone to take. Innovative distribution options, such as food lockers as at University of Pittsburgh |

| Priority 1 Food Security and Social Justice | | | | |
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| Activity | Success Measures | Responsibility | Status | 2024 Resourcing and Notes |
| <ul style="list-style-type: none"> Consider support/capacity to pilot the Loaves and Fishes food fridge model, including site and transport at campuses other than Sandy Bay. | | | <p>participation and free lunches to wellbeing events</p> | <ul style="list-style-type: none"> Consider best practice such as the Food Insecurity Toolkit at University of Melbourne²³ Food quality and freshness will need to be monitored. Implementing a pay-it-forward meal/drink/coffee system in the Social Enterprise approach. Involving staff gives more numbers and buying power. A long-term approach in affected communities to help moving from reliance on emergency food relief to food solutions led by the community. |
| <p>Build on existing student-led, Residential College-supported initiatives, including:</p> <p>Breakfast Club (Sandy Bay / Hobart City / Newnham / Inveresk / West Park) Residents can access a quick, nutritious breakfast while connecting with other residents in a central location within the college. Breakfast always includes cereal, porridge, toast & spreads and has additions such as pancakes, pastries & fresh fruit when possible.</p> <p>Cooking Class (Sandy Bay / Hobart City / Newnham / Inveresk / West Park)</p> | <ul style="list-style-type: none"> # of events / activities focusing on culturally relevant food # of people participating in culturally focused food events | <p>Lead:</p> <ul style="list-style-type: none"> Residential Colleges <p>Partners:</p> <ul style="list-style-type: none"> TUSA Club & Societies SIPS SFSWG School of Health Science (COHM) has an interest in FINLAB | <p>Breakfast Club:</p> <ul style="list-style-type: none"> North: 112 breakfasts provided with 44 students regularly attending South: Hobart City – 800 attendees 4 weeks; Sandy Bay 500 | <p>Resourcing:</p> <ul style="list-style-type: none"> \$25k to maintain the Sandy Bay, CBD Hobart and Newnham-Inveresk breakfast services and expanding the program to Cradle Coast, general growth, and enable more culturally diverse dietary considerations. <p>Notes:</p> <ul style="list-style-type: none"> All programs allow Residential College Officers to engage informally with a high number and diverse range of residents. Need to clarify food options and timings are culturally relevant. |

²³ University of Melbourne, 2022. [Student food insecurity](#). Campus Food Insecurity Tool Kit

| Priority 1 Food Security and Social Justice | | | | |
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| Activity | Success Measures | Responsibility | Status | 2024 Resourcing and Notes |
| <p>Weekly cooking classes serve two main roles to: 1) support residents learning new cooking skills and understanding how to use cheap, readily available, healthy ingredients accessible in Australian supermarkets; and 2) produce meals to take away and freeze for later use. All cooking classes aim to provide multiple meals to each attendee and produce a surplus to provide to residents who were not able to attend the class.</p> <p>Sunday Brunch (Sandy Bay / Hobart City / Newnham / Inveresk) Sunday Brunch offers residents the chance to come together as a community to enjoy a hot brunch prepared by Residential College Staff. An opportunity to engage with their residential community and to connect informally with staff. Sunday brunch is usually a BBQ with the options varying week to week including offerings such as bacon & egg rolls, breakfast Taco's, pancakes & crepes.</p> <p>Soup Days (Westpark) An opportunity for residents to have access to nutritious meals and engage with the tight-knit community of forty at the West Park Apartments through weekly offerings of hot soups purchased from the Burnie Community House.</p> | | | <p>attendees 4 weeks</p> <p>Cooking Class</p> <ul style="list-style-type: none"> North: 5 classes delivered; 7 more planned – 40 residents attended; 120 meals provided South: Hobart City – 4 classes and 91 attendees; Sandy Bay 4 classes and 160 attendees <p>Sunday Brunch</p> <ul style="list-style-type: none"> South: Hobart City: 4 weeks and 71 attendees; Sandy Bay, 4 weeks and 160 attendees <p>Soup Days</p> <ul style="list-style-type: none"> 150 serves in 2023 | <ul style="list-style-type: none"> Some student groups (e.g., TUMMS) have cooking support during Ramadan and other times. Food and Nutrition Innovation Lab (FINLAB) at Inveresk Stone Building expected by 2025/2026. <p>Breakfast Club:</p> <ul style="list-style-type: none"> Students report reduced stress, healthier eating habits, helping with the costs of groceries and saving money. Committee members report fewer students asking for spare food/support. <p>Cooking Class:</p> <ul style="list-style-type: none"> High cultural diversity in attendance. Opportunity for culturally diverse residents to share recipes. Very positive feedback from residents statewide with collected 'impact stories'. Students report cost-savings; 'opening eyes' to new ingredients and cultural diversity; fun and making friends. <p>Sunday Brunch:</p> <ul style="list-style-type: none"> Reduced stigma - allowing students needing help to access free food without feeling 'embarrassed'. |

| Priority 1 Food Security and Social Justice | | | | |
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| Activity | Success Measures | Responsibility | Status | 2024 Resourcing and Notes |
| | | | | <ul style="list-style-type: none"> • Encourages social interaction among residents with a 'shared table' element. • Facilities – use of BBQ facilities is weather dependent. • Encourage students to bring their own plates and cups as single-use plates and cups increase cost and waste. • Identifying residents experiencing food insecurity or low mental health and connecting them to support. • Support 21 local programs focused on community mental health, employability, and those in need. |
| <p>Internal sources of food The University conducts research involving animals and plants that may result in waste that may be plowed under or discarded to landfill. There is an opportunity to access these 'waste products' and if deemed suitable for human consumption could be redirected into food distribution networks after appropriate processing.</p> | <ul style="list-style-type: none"> • Kilograms of materials diverted into food system | <p>Lead:</p> <ul style="list-style-type: none"> • SFSWG <p>Partners:</p> <ul style="list-style-type: none"> • TIA • IMAS | <ul style="list-style-type: none"> • Legal issues addressed | <p>Resourcing:</p> <ul style="list-style-type: none"> • Sustainability Support Coordinator time to coordinate process for diversion into the food system. • This may involve distribution through the TUSA Food Hubs. • Communications are important for these one-offs to be distributed. <p>Notes:</p> <ul style="list-style-type: none"> • Note that a SIPS project in 2019 resulted in legal impediments being removed to allow salmon used in growth research that have nothing wrong with them to be used as human food. Processing support was the issue that stymied the effort. |

Priority 2 | Food Systems Knowledge and Skills

Food systems education (FSE) can help individuals and communities transition to more sustainable food systems.²⁴ FSE goes beyond reading a label and learning to cook and includes the knowledge and tools required to better understand our complex food system challenges, particularly the following two years of COVID lockdowns and the current cost of living crisis. With the prevalence of food insecurity among our students, staff, and community higher than it has ever been before, a food systems approach to developing skills and knowledge is more important than ever.

Throughout the PAR process in 2021, students and staff ²⁵ corroborated that raising awareness and developing food skills and knowledge through experiential learning was important.²⁶ In addition, creating an environment where students can learn about food, from seed to plate, and gain hands-on learning opportunities through projects that improve the campus food system was seen as critical. Some of the activities identified by students included:

- Celebrate local and diverse agriculture, including Aboriginal Knowledges (see Priority 3)
- Connecting with food justice (bring together scholars and students talking about food)
- Partnering with the community garden and kitchen
- Webinars about how to support local food systems
- Ways for all students to identify vegetables grown in Tasmania and ways to cook them
- Access to cooking facilities (campus community kitchens) for cooking classes
- Embedding food systems knowledge and skills into curriculum development

²⁴ Pope et al 2021. Developing a Functional Food Systems Literacy for Interdisciplinary Dynamic Learning Networks [Frontiers | Developing a Functional Food Systems Literacy for Interdisciplinary Dynamic Learning Networks \(frontiersin.org\)](#)

²⁵ Murray et al 2022. in-press

²⁶ Murakami et al, 2021. [Experiential learning and pedagogical content knowledge in a graduate food studies program. Food, Culture and Society](#)

| Priority 2 Food Systems Knowledge and Skills | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <p>Community programs Implement a range of community programs that are aimed at building skills in healthy and environmentally sustainable eating, including but not limited to workshops, webinars, cooking classes, food production and propagation and master classes on food-related topics.</p> | <ul style="list-style-type: none"> • # of programs / events • # of students participating • # of staff participating • # of community members participating | <p>Lead:</p> <ul style="list-style-type: none"> • TUSA • Student Equity & Success • HealthLit4Everyone <p>Partners:</p> <ul style="list-style-type: none"> • Sustainability • CoHM • SFSWG • Residential Colleges | <ul style="list-style-type: none"> • Some initial efforts completed | <p>Resourcing:</p> <ul style="list-style-type: none"> • TUSA-related resourcing is included in Priority 1 above. • TUSA Strategic Plan coordinator (0.5 FTE) to coordinate activities within priority areas with each lead agency including travel - \$60k (not covered by TUSA or included in current budgets) <p>Notes:</p> <ul style="list-style-type: none"> • Link nutritional and adequate food to self-care and positive mental health, such as through HealthLit4Everyone. • Develop case studies (e.g., northern Student Engagement Leaders provide opportunity to cook on Wednesdays in the Grove Kitchen Café). • Opportunity to work with Loaves and Fishes Tasmania to provide cooking training. |
| <p>Embedding food research in University operations Work to link University research and expertise in food systems with University operations and programming and includes opportunities for student involvement.</p> | <ul style="list-style-type: none"> • # of opportunities for student involvement • # of staff / units involved | <p>Lead:</p> <ul style="list-style-type: none"> • SFSWG <p>Partners:</p> <ul style="list-style-type: none"> • Colleges • TIA • Campus Services • Sustainability | <ul style="list-style-type: none"> • Some initial efforts completed | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires staff time for coordination, such as academics including it in engagement hours and professional staff included in activity plans. • SIPS internships to support (two each per semester equals \$12,000/year). <p>Notes:</p> <ul style="list-style-type: none"> • Requires incorporation in College research plans and support from the Research Strategy. |
| <p>Peer-to-peer nutrition education programs Implement peer-to-peer nutrition education programs (e.g., UTAS</p> | <ul style="list-style-type: none"> • # of opportunities for student involvement | <p>Lead:</p> <ul style="list-style-type: none"> • CoHM (Nutrition Science students) | <ul style="list-style-type: none"> • Pilot program completed | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires staff time to coordinate program, such as academic staff having it included in |

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| <p>Foodies Program, HealthLit4Everyone) to build food literacy skills and create a movement.</p> | | <p>Partners:</p> <ul style="list-style-type: none"> • TUSA • Student Equity and Success • Residential colleges | | <p>engagement hours and professional staff having it included in activity plans.</p> <ul style="list-style-type: none"> • Purchase of ingredients \$2000 / year. • Purchase of equipment, utensils, learning resources, including \$2000 in 1st year and \$500 thereafter per year. • Creating online resources for distance students \$10,000 and then updates every 2 years. <p>Notes:</p> <ul style="list-style-type: none"> • Requires inclusion in CoHM strategies and plans. |
| <p>Interdisciplinary food systems qualification Explore opportunities for such a qualification and, if deemed feasible, develop, and deliver a cross-College, interdisciplinary food systems qualification (certificate / diploma / major) including embedding food systems knowledge and skills into new and existing curriculum</p> | <ul style="list-style-type: none"> • Business cases developed for offering. | <p>Lead:</p> <ul style="list-style-type: none"> • DVC (Education) <p>Partners:</p> <ul style="list-style-type: none"> • Colleges / TIA | <ul style="list-style-type: none"> • Restart the conversation | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires academic staff time to design this qualification and, if feasible, take it through the various approval required. <p>Notes:</p> <ul style="list-style-type: none"> • Requires incorporation in College plans and support from Academic Senate. • Previous efforts were led by Prof Fred Gale and other colleagues. |

Priority 3 | Embedding Aboriginal and Torres Strait Islander Knowledges

The University of Tasmania places significant importance on collaborating with Aboriginal and Torres Strait Islander peoples to incorporate their perspectives into the University's approach to food sustainability. As traditional custodians of the land, Tasmanian Aboriginal peoples and communities possess invaluable knowledge of food practices and ecosystems. By working closely with Aboriginal Tasmanian peoples, the University aims to gain a deeper understanding of this cultural wisdom and its relation to food. These insights will be used to develop strategies that respectfully and authentically integrate Indigenous knowledge into university programs. In pursuit of a just, sustainable, and equitable food system, the University will meaningfully engage Indigenous students, staff, and communities to understand their experiences of food insecurity, needs related to campus food environments, and perspectives on Aboriginal food cultures and practices. These viewpoints will inform evidence-based strategies and actions that are inclusive, equitable, and culturally appropriate.

In valuing the voices and experiences of Aboriginal and Torres Strait Islander peoples, The University of Tasmania moves closer to fostering a sustainable and equitable food system for all. Furthermore, by integrating Indigenous knowledge into university programs, the University can develop evidence-based strategies and actions that are inclusive, equitable, and culturally appropriate. This approach can lead to better outcomes for all parties when it comes to food sustainability, environmental responsibility, and health betterment.

| Priority 3 Embedding Aboriginal and Torres Strait Islander Knowledges | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <p>Sharing knowledges in events and other initiatives Provide opportunities for Aboriginal and Torres Strait Islander students and staff to share knowledges to incorporate into campus-wide events and initiatives related to food, sustainability, and social justice.</p> | <ul style="list-style-type: none"> # of students and staff engaged # of initiatives created # of partnerships with Indigenous-led organisations and businesses | <p>Lead:</p> <ul style="list-style-type: none"> Pro Vice-Chancellor Aboriginal Leadership Sustainability <p>Partners:</p> <ul style="list-style-type: none"> TUSA TIA | <ul style="list-style-type: none"> Underway | <p>Resourcing:</p> <ul style="list-style-type: none"> Sustainability Support Coordinator time to support coordination. Riawunna additional staffing 0.6FTE at HEO6. SIPS internships to support (one each per semester equals \$6,000/year). <p>Notes:</p> <ul style="list-style-type: none"> Opportunities may include surveys and yarns. Important to be thoughtful when asking First Peoples to disclose culturally specific knowledge and create spaces where food and food systems perspectives can be shared in a respectful and culturally appropriate way. |

| Priority 3 Embedding Aboriginal and Torres Strait Islander Knowledges | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| | | | | <ul style="list-style-type: none"> • Include local (palawa/pakana) and national perspectives. • Could be supported by the Indigenous Student Support Program. • Identify key knowledge holders (e.g., Jamie Graham-Blair, Rob Anders). |
| <p>Sharing knowledges in curriculum Provide opportunities for Aboriginal and Torres Strait Islander students and staff to embed knowledges they would like to share in food-related courses and programs.</p> | <ul style="list-style-type: none"> • #of food-related courses with Aboriginal and Torres Strait Islander knowledge embedded | <p>Lead:</p> <ul style="list-style-type: none"> • PVC Aboriginal Leadership <p>Partners:</p> <ul style="list-style-type: none"> • SFSWG • CoSE / TIA • CoHM / RCS | <ul style="list-style-type: none"> • n/a | <p>Resourcing:</p> <ul style="list-style-type: none"> • Sustainability Support Coordinator time to support coordination. • (see above for additional Riawunna staffing) <p>Notes:</p> <ul style="list-style-type: none"> • Critical to food systems education. • Could be supported by the Indigenous Student Support Program. • Strong interest from academics from food-related units. (e.g., BNutSci CoHM, CALE, CoSE). |
| <p>Knowledge Repository Establish a repository for sharing Tasmanian Aboriginal and Torres Strait Islander food culture and practice for teaching and learning, events and other initiatives.</p> | <ul style="list-style-type: none"> • Repository established and populated with resources | <p>Lead:</p> <ul style="list-style-type: none"> • PVC Aboriginal Engagement • Riawunna <p>Partners:</p> <ul style="list-style-type: none"> • SFSWG • Colleges | <ul style="list-style-type: none"> • n/a | <p>Resourcing:</p> <ul style="list-style-type: none"> • Sustainability Support Coordinator time to support coordination. • (see above for additional Riawunna staffing) <p>Notes:</p> <ul style="list-style-type: none"> • To be led by Aboriginal staff and students to choose the sharing. • Could be supported by the Indigenous Student Support Program. • Strong interest from academics from food-related units. (e.g., BNutSci CoHM, CALE, CoSE). |

Priority 4 | Urban Agriculture and Edible Campuses

Urban agriculture – growing food in cities and towns – has an extensive and well-recognised role in many parts of the world. An estimated 800 million people are involved in urban agriculture globally, producing as much as 20% of the world's total food requirements. Urban agriculture provides many benefits, especially regarding food security for low-income groups, employment and training opportunities for disadvantaged and marginalised groups, enhanced access to fresh fruit and vegetables, and reduced environmental impacts through less transport, packaging, and storage.²⁷

UTAS recognises and reinforces the role of urban agriculture in advancing experiential learning, placemaking and beneficial social impacts, and is committed to its ongoing support, including through the appointment of a Community Garden Coordinator in 2021.²⁸ This role has allowed UTAS to better manage its orchards and campus food gardens across Tasmania and connect the staff and students who volunteer at these sites. It has also enabled the development of relationships with partners such as 24 Carrot,²⁹ Interweave,³⁰ Big Picture School,³¹ Tamar NRM,³² Neighbourhood Houses,³³ and other organisations across Tasmania. Investing in this resource has demonstrated the importance of an experienced garden coordinator who is able to both manage the garden facilities as well as provide education for students about when to harvest and how to cook with the harvested produce. Since the creation of this role, food retail outlets have been purchasing vegetables and herbs grown on campus in exchange for food vouchers for students. The flagship UTAS community garden is situated at the core of the new campus at Inveresk in Launceston and contains more than 40 raised garden beds covering some 650m² making it a small urban farm in scale.

Results from UTAS Sustainability Survey for students in March 2022 revealed that 49% of students agreed that they would join a university gardening group. In response, the University has sought to increase the opportunities through a network of community gardens across all campuses for students to grow, harvest, cook and eat their own food on campus, something that increases the likelihood of them accessing affordable fresh fruit and vegetables. In addition to vegetable gardening, UTAS is progressively rolling out a University-wide 'edible campus' approach, which will see food plants of all kinds (including indigenous plants) incorporated across UTAS campuses both in on-campus community gardens, but also includes incorporating edible plants – including Indigenous food plants – into landscaping.

²⁷ Sustain – the Australian Food Network, 2022. Urban Agriculture Forum. Urban Agriculture Forum

²⁸ UTAS, 2022. Sustainable Food on Campus. Food and Gardens | University of Tasmania (utas.edu.au)

²⁹ <https://24carrotgardens.org.au/>

³⁰ <https://interweavearts.com.au/>

³¹ <https://lbps.education.tas.edu.au/>

³² <https://www.tamarnrm.com.au/>

³³ <https://www.nht.org.au/>

Priority 4 | Urban Agriculture and Edible Campuses

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
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| <p>Edible Campus Develop an 'Edible Campus' plan and implementation working group that is inclusive of the community garden network within and beyond University campuses and embraces and enacts the concept of growing food plants at all our locations.</p> | <ul style="list-style-type: none"> • Multi-stakeholder working group established • # of partnerships with local governments • # of partnerships with community garden groups • Resourcing model established | <p>Lead:</p> <ul style="list-style-type: none"> • Sustainability • Campus Services • Campus Futures • Residential Colleges • TUSA <p>Partners:</p> <ul style="list-style-type: none"> • Colleges • SFSWG | <ul style="list-style-type: none"> • Underway | <p>Resourcing:</p> <ul style="list-style-type: none"> • Sustainability Support Coordinator and Community Garden Coordinator time and prioritisation to support plan development. • See above for additional Riawunna staffing. • TUSA contribution: Edible Campus (Sandy Bay) to extend community gardens from Source Eco Hub and a compost system near the TUSA Food Hub (\$5k achieved through external grant fund). • Implementing the plan will require annual inclusion into budget requests for any infrastructure or program proposals. <p>Notes:</p> <ul style="list-style-type: none"> • Requires guidelines that support urban agriculture projects and a framework for the evaluation of new projects. • Explore collaboration with our retail outlets so they role-model the use of harvests (e.g., for herbs, microgreens). • External partners include Cities of Hobart, Launceston and Burnie, Community and School Garden network, Source, The FARM, 24 Carrot, SFSWG). • Forthside farm could re-assess disposal of produce that would otherwise be plowed under or diverted elsewhere. • Include focus on growing Tasmanian Aboriginal food plants on campus. |

| Priority 4 Urban Agriculture and Edible Campuses | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| | | | | <ul style="list-style-type: none"> Opportunity to work with local councils to establish 'urban agriculture' strategies (e.g., City of Yarra Urban agriculture strategy). |
| <p>Food distribution Enhance promotion, support, and education around distribution of campus and community-grown food through the support of Student Equity and Success and TUSA-led food distribution activities.</p> | <ul style="list-style-type: none"> Quantity of food distributed # of promotions / campaigns | <p>Lead:</p> <ul style="list-style-type: none"> Sustainability <p>Partners:</p> <ul style="list-style-type: none"> Student Equity and Success TUSA SFSWG | <ul style="list-style-type: none"> Underway | <p>Resourcing:</p> <ul style="list-style-type: none"> Sustainability Support Coordinator time and prioritisation to support and coordinate engagement and communication. SIPS internships to support (one each per semester equals \$6,000/year); could be annual project. Dedicated and well-equipped space for handling, storing, and distributing food. <p>Notes:</p> <ul style="list-style-type: none"> Include exploration of selling campus and community-grown food through farmers markets, but only after all internal avenues are accessed (e.g., food hubs donations). |
| <p>Mapping and communication Map the use of campus green space for urban agriculture projects.</p> | <ul style="list-style-type: none"> UniMaps kept updated Annual reporting Stakeholder engagement activities undertaken | <p>Lead:</p> <ul style="list-style-type: none"> Sustainability Campus Services <p>Partners:</p> <ul style="list-style-type: none"> TUSA SFSWG | <ul style="list-style-type: none"> Ongoing | <p>Resourcing:</p> <ul style="list-style-type: none"> Sustainability Support Coordinator time to support project coordination and establish a newsletter to communicate updates. Campus Services and Sustainability staff time to complete the mapping. SIPS internships to support (one each per semester equals \$6,000/year); ideally a one-off major project, then just kept updated. <p>Notes:</p> |

| Priority 4 Urban Agriculture and Edible Campuses | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| | | | | <ul style="list-style-type: none"> • Meta data should include when food is ready to harvest, etc. • Track and communicate successes and lessons learned from collaborative greening projects on campus. |
| <p>Integrate the edible campus approach Integrate the edible campus approach into the curriculum (where appropriate), induction/orientation, volunteer, and work-integrated learning opportunities (also see other Priorities).</p> | <ul style="list-style-type: none"> • # of integration efforts/delivery | <p>Lead:</p> <ul style="list-style-type: none"> • Sustainability • Partnering Colleges • Student Equity and Success <p>Partners:</p> <ul style="list-style-type: none"> • TUSA • SFSWG | <ul style="list-style-type: none"> • Underway | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires Sustainability, Academic Division, and College staff time and prioritisation to support and coordinate engagement and communication. • Require marketing and advertising for the edible campus approach. <p>Notes:</p> <ul style="list-style-type: none"> • Explore offering the Foodie Program (food education program) as part of the induction of students / staff. |

Priority 5 | Food Procurement, Commercial and Social Enterprises

The University of Tasmania has established principles in the Procurement Policy that guides evaluation and purchasing to incorporate holistic sustainability outcomes. A Sustainable Procurement Guide was released in 2021,³⁴ with further guidance on decision making for sound sustainable purchasing.

The University of Tasmania acknowledges that modern slavery and exploitation of people is linked to the food systems from production, procurement, preparation through to the eater from a food security and social justice perspective. UTAS is committed to protecting and respecting human rights and has a zero-tolerance approach to modern slavery in all its forms. We ensure that wherever possible we prevent and do not contribute to acts of modern slavery through our supply chains and operations and are committed to the eradication of modern slavery.³⁵ This Plan includes people who grow, harvest, process and make the food we eat. It acknowledges this is a long-term commitment that requires interdisciplinary collaboration, and that we are starting with a rights-based approach starting with the producer. We acknowledge that guaranteeing slavery-free is not possible where there is low transparency and traceability in supply chains, so one way to mitigate is to find local suppliers who have short supply chains, and to evaluate certifications and adopt a continuous learning approach.

The Sustainable Procurement Guide is available externally on the University's Procurement webpage. It specifically includes guidelines for food service providers, including:

- Food from on-campus providers should not compromise the environmental, health, economic and social wellbeing of present and future generations, considering the below:
 - ⇒ Sustainably or ethically produced supply chains (e.g., UTZ certified, Rainforest Alliance Certified, Fair Trade certified).
 - ⇒ Menus are 'plant-forward' meaning the plant-based items are listed at the start of the menu.
 - ⇒ Animal products are certified as humanely produced / ethically sourced.
- Food providers should also demonstrate a commitment to responsible waste management and/or waste minimisation including the following initiatives:
 - ⇒ A commitment to reducing waste to landfill across all operations (including food preparation and sale).
 - ⇒ Recycling and compostable options and the education material at the bin site so that customers know how to dispose of materials.
 - ⇒ All delivered catering includes information about how to dispose of the packaging.

³⁴ UTAS, 2021. Procurement Guide. [University-of-Tasmania-Sustainable-Procurement-Guide.pdf \(utas.edu.au\)](https://utas.edu.au/procurement-guide)

³⁵ UTAS, 2018. University of Tasmania approach to modern slavery. Accessed 20th July 2023 from [University of Tasmania approach to Modern Slavery - University Council | University of Tasmania \(utas.edu.au\)](https://www.utas.edu.au/modern-slavery)

- ⇒ Outlets selling hot drinks accept reusable cups from customers.
- ⇒ All food sold on campus is single use plastic free (as per local council requirements).
- ⇒ All packaging is either compostable or recyclable including coffee cups and lids.
- ⇒ Where possible, caterers donate left over food-to-food charities.
- ⇒ On site dining (cafes) provide reusable or compostable crockery and cutlery for customers.
- It is the University's preference that on-campus cafes are supported by ordering food service (catering) through them.

In early 2021, the UTAS Health, Nutrition and Sustainability Working Group established eight strategic principles to guide decisions and inform the operating model of food vendors who were interested to submit a Request for Proposal (RFP) in July 2021 for UTAS Food and Retail Services across campus food precincts and sites (see Figure 3).



Figure 3 – University of Tasmania Catering Principles

Through the PAR process, in 2021, students and staff identified two on-campus food enterprise pathway opportunities, including the existing for-profit food retail option, and a second not-for-profit food social enterprise pathway, which is community based and student led and driven (Figure 2). Focusing on who the target customers are for a particular location or service will determine the appropriate pathway to pursue. An example of this is Source Eco Hub³⁶ and the developing TUSA Food Hub,³⁷ both based at Sandy Bay Campus.

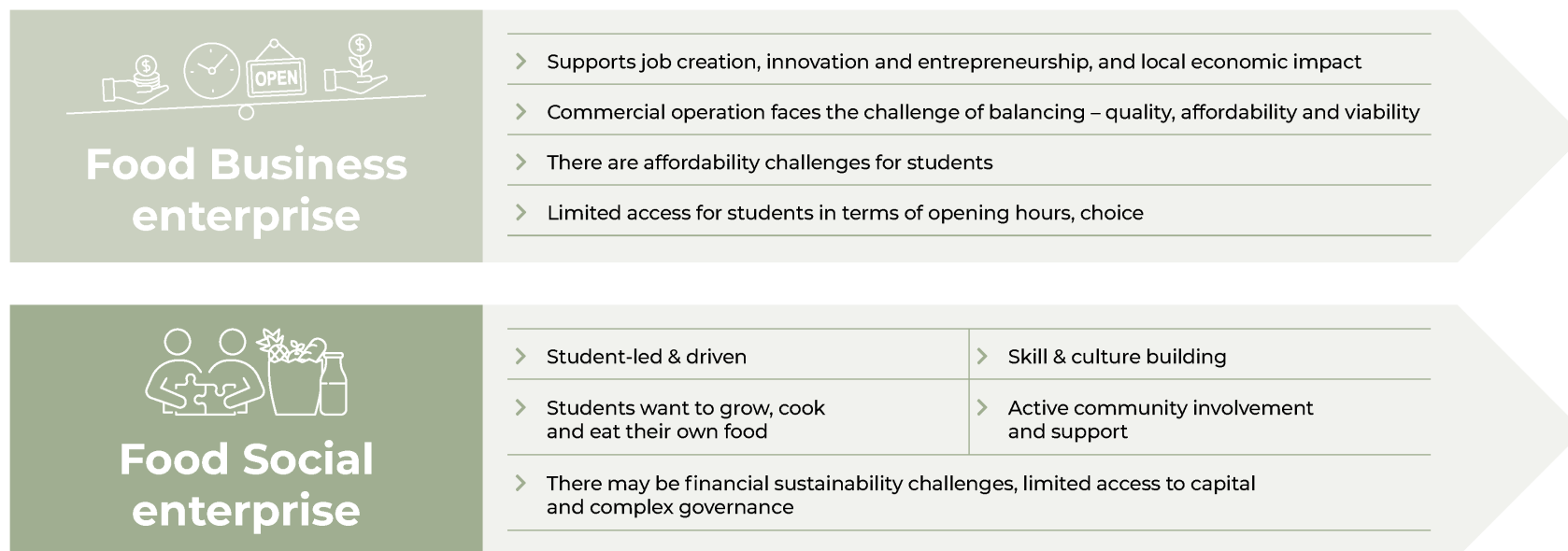


Figure 2 – Two evolving food enterprise pathways on-campus

³⁶ <https://ecohubsource.org.au/>

³⁷ <https://www.tusa.org.au/food-hub/>

Priority 5 | Food Procurement, Commercial and Social Enterprises

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|---|--|--|---|--|
| <p>Waste reduction: packaging On-campus food outlets have procedures in place to reduce packaging and food waste.</p> <ul style="list-style-type: none"> Adherence to the UTAS Waste Minimisation Action Plan³⁸ that strongly discourages single-use plastic packaging and serving ware in food outlets so that on-campus Food outlets only use reusable, recyclable or biodegradable packaging. Support allowing customers to bring their own re-useable containers. Separate waste management bins are provided to minimise landfill and maximise recycling, and composting. | <ul style="list-style-type: none"> Quantity of packaging purchased Quantity of landfill waste collected Quantity of compostable waste collected | <p>Lead:</p> <ul style="list-style-type: none"> Campus Services <p>Partners: TUSA</p> | <ul style="list-style-type: none"> Contract terms included for all campus outlets. Waste bins have been deployed in all campus food outlets and is a requirement for use. | <p>Resourcing:</p> <ul style="list-style-type: none"> Contract manager time to work with food outlet to support the approach. <p>Notes:</p> <ul style="list-style-type: none"> Contract terms are regularly monitored, and feedback is promptly provided to our food outlet partners as necessary, with follow-ups to ensure actions are taken. |
| <p>Waste reduction: food On-campus outlets have procedures in place to reduce food waste in adherence to the UTAS Waste Minimisation Action Plan that supports elimination of food waste through better ordering, stock management and preference for distribution before composting. (See also Priority 1)</p> | <ul style="list-style-type: none"> Quantity of food donated for use Quantity of compostable waste collected | <p>Lead:</p> <ul style="list-style-type: none"> Campus Services <p>Partners:</p> <ul style="list-style-type: none"> TUSA | <ul style="list-style-type: none"> Underway | <p>Resourcing:</p> <ul style="list-style-type: none"> Contract manager time to work with food outlets to support the approach. Proper packaging and delivery of donated food to distribution outlets. <p>Notes:</p> <ul style="list-style-type: none"> Leftover and excess food can be donated to food distribution outlets (e.g., TUSA Food Hub in the South) and also preserved for future use. |
| <p>Procurement and commercial viability Ensure alignment with the Sustainable Procurement Guidelines as they relate to food on campus including but not restricted to:</p> | <ul style="list-style-type: none"> Range of products that meet accreditation | <p>Lead:</p> <ul style="list-style-type: none"> Campus Services | <ul style="list-style-type: none"> Contract terms included for | <p>Resourcing:</p> <ul style="list-style-type: none"> Contract manager time to support food outlets on the approach. |

³⁸ <https://www.utas.edu.au/about/sustainability/facilities-and-operations/resource-and-waste-management>

Priority 5 | Food Procurement, Commercial and Social Enterprises

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|---|---|---|----------------------------|--|
| <ul style="list-style-type: none"> Local and sustainable sourcing of goods includes buying locally from local producers (e.g., Eat Well Tasmania’s local producer guide: https://www.eatwelltas.org.au/producers/) and following sustainability certifications (e.g., Fair Trade, Rainforest Alliance, etc.) based on a transparent food supply chain. Preference is given to goods and services that can be manufactured, used, and disposed of in an environmentally and socially responsible way. Support on-campus outlets to ensure the sale of healthy and sustainable food is commercially viable for sustainable on-campus outlets. | <p>under supported certification schemes</p> <ul style="list-style-type: none"> # of local producers in supply chain % of offering coming from local suppliers # of commercially viable on-campus food outlets | <p>Partners:</p> <ul style="list-style-type: none"> SFSWG On-campus food outlets Modern Slavery working group | <p>all campus outlets.</p> | <ul style="list-style-type: none"> On-campus outlets are preferenced for events and activities catering. <p>Notes:</p> <ul style="list-style-type: none"> Contract terms are regularly monitored, and feedback is promptly provided to our food outlet partners as necessary, with follow-ups to ensure actions are taken. Perceived lack of food affordability offered by some students by food outlets does not meet our catering principles that state “small scale businesses which provide affordable offerings and at the same time remain commercially viable and market driven pricing”. Note that local and ethical may cost more, which counters the provision of affordable food options. Align food offerings with University sustainability goals and strategies. Focus on special dishes that are seasonally responsive to local Tasmanian growers and suppliers. A Farm to Institution program can support prioritised food procurement, connecting with suppliers, producers, and processors to be able to supply, with request for proposals including targets. (e.g., Vermont First by Sodexo https://vermontfirst.sodexomyway.com/) |

| Priority 5 Food Procurement, Commercial and Social Enterprises | | | | |
|---|---|--|---|---|
| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <p>Co-exist: Commercial and Social Enterprise Develop procurement sub-category guidelines to ensure that both commercial and social enterprises can co-exist in the one environment, which would include a definition as to what constitutes a social enterprise and how to support it.</p> | <ul style="list-style-type: none"> • Governance model in place • # of social enterprises • # of students, staff or community engaged | <p>Lead:</p> <ul style="list-style-type: none"> • Procurement • Campus Services • Campus Futures • TUSA <p>Partners:</p> <ul style="list-style-type: none"> • SFSWG • COBE | <ul style="list-style-type: none"> • Existing models available to review | <p>Resourcing:</p> <ul style="list-style-type: none"> • \$25,000 for feasibility assessment via consultant on current commercial on-campus model and social enterprise to inform future procurement process and decisions. • Requires UTAS and TUSA staff time and project prioritisation to support. <p>Notes:</p> <ul style="list-style-type: none"> • A range of services and support required to not compromise the ability of either model to operate. • Needs clarification of target customers to determine appropriate model. |
| <p>Work towards evaluating food social enterprise in each precinct</p> <ul style="list-style-type: none"> • Engage industry partners to fund and collaborate in research projects to map and co-design place-based recommendations that address the specific needs of each community. • Embed student learning opportunities at all stages of the research, including pilots and creation of demonstration projects. | <ul style="list-style-type: none"> • See Priority 2 • # of industry partners • # of learning opportunities for students and staff | <p>Lead:</p> <ul style="list-style-type: none"> • TUSA • Campus Services <p>Partners:</p> <ul style="list-style-type: none"> • SFSWG • COBE | <ul style="list-style-type: none"> • Some existing | <p>Resourcing:</p> <ul style="list-style-type: none"> • Industry partners funding. • Requires staff time to engage with industry partners. <p>Notes:</p> <ul style="list-style-type: none"> • Used for feasibility assessments by Campus Services and Campus Futures. • Seek to provide large-scale healthy meal options sold at a low fixed cost each week (e.g., Hari Krishna cafes.³⁹); commercial or community outlets. |

³⁹ <https://www.harekrishnamelbourne.com.au/crossways-vegetarian-restaurant/>

Priority 5 | Food Procurement, Commercial and Social Enterprises

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|--|---|---|--|--|
| <p>Internal and external catering follows our principles Ensure that catered events / meetings within UTAS provide healthy, environmentally sustainable, and equitable food and beverages.</p> <ul style="list-style-type: none"> • Preference is for 100% vegetarian and noting that the University Emissions Reduction Strategic Plan requires a minimum 50%. • Maintain awareness of the preferred caterer panels (e.g., food trucks, etc.). • Foster our commercially sustainable operating model for on-campus providers and ensure that this commitment extends to major events like O-week when external food trucks and providers are brought on-campus. • Continue to proactively communicate with College and Divisional staff decision makers to raise awareness of the diverse offerings our on-campus food outlets can deliver. | <ul style="list-style-type: none"> • % of catered events using on campus outlets (commercial and social enterprise) • % of products having certifications | <p>Lead:</p> <ul style="list-style-type: none"> • Marketing • Campus Services <p>Partners:</p> <ul style="list-style-type: none"> • Activity and event organisers • TUSA • TUSA Communities and Societies • SFSWG | <ul style="list-style-type: none"> • n/a | <p>Resourcing:</p> <ul style="list-style-type: none"> • Contract manager time to support food outlets on the approach. • Requires event and activity organisers ordering catering to preference on-campus outlets. • Requires staff time and prioritisation to support and coordinate engagement and communication. <p>Notes:</p> <ul style="list-style-type: none"> • Ensure awareness of the Sustainable Procurement Guide that provides simple guiding principles for small event catering to encourage good practice (e.g., buy locally made goods, zero plastic, low emissions, etc.) |
| <p>Vending machines: stocking and signage</p> <ul style="list-style-type: none"> • Vending machines on campus contain predominantly healthier, sustainable food and beverage options. • Healthier foods and beverages are placed in the most prominent location. • Signage to help consumers understand the nutrient quality of foods and beverages. • There is a diverse range of culturally appropriate foods available within vending machines across campus. | <ul style="list-style-type: none"> • # of machines updated • Variety of foods offered • Variety of culturally appropriate foods offered • Customer satisfaction levels with the quality, choice | <p>Lead:</p> <ul style="list-style-type: none"> • Campus Services <p>Partners:</p> <ul style="list-style-type: none"> • SFSWG | <ul style="list-style-type: none"> • Campus Services is coordinating with the vending machine contractor to update machine signage and continuously improve | <p>Resourcing:</p> <ul style="list-style-type: none"> • Contract manager time to oversee implementation and support installation, signage and communication. <p>Notes:</p> <ul style="list-style-type: none"> • Focus is on firstly, to implement traffic light nutrition signage campus-wide on all vending machines. Secondly, we will transition to arranging the stock of the machines to align with the traffic light signage promoting healthier options on the top shelf (green), |

Priority 5 | Food Procurement, Commercial and Social Enterprises

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|--|---------------------------------------|-----------------------|-------------------|---|
| <ul style="list-style-type: none"> Adherence to the UTAS Waste Minimisation Action Plan that strongly discourages single-use plastic packaging and serving ware across vending machine product selections where possible. | and variety of the food and beverages | | stocking methods. | gradually transitioning (orange) to less healthy choices on the bottom shelf (red). |

Priority 6 | Campus Facilities and Services

Throughout the PAR process in 2021, campus kitchens were recognised as important amenities to support the food security of students and staff who prefer to self-cater while on-campus, because they choose to or cannot afford to purchase food from on-site food businesses. Campus kitchens also provide opportunities for students to undertake food rescue and redistribution programs on campus where food is brought to a central kitchen location and transferred from what would have been landfill-bound into nutritious frozen meals that are distributed to community members. Infrastructure and amenities should also include places for students to sit down while they eat, places outside a classroom where they can sit for lunch or a break both inside and outside. Areas for students to sit and eat should not be restricted to commercial food retail outlets. As university students and staff can spend considerable time on campus, the campus food environment is an important physical enabler or constraint to accessing healthy, sustainable, and affordable food.

Feedback during the PAR also included comments on access to free drinking water, including not wanting to fill up their water bottle from the bathroom sink and the need for availability of water in easy to find and accessible locations (e.g., building entrances) to address the challenge of a long practical class and being unable to walk across campus to the water refill station during their break. Students also clearly indicated that they want to grow, cook, and eat their own food.

| Priority 6 Campus Facilities and Services | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <p>Design Principles</p> <p>Design principles applied in campus planning to consider food security issues and accessibility, and embed within infrastructure and landscaping projects these key elements:</p> <ul style="list-style-type: none"> • Appropriate food environments including amenities and infrastructure that support the existence of both commercial and social enterprises (see Priority 5). • Communal tea rooms on campus that encourage staff and higher degree research candidates to take breaks and are not positioned next to desks. | <ul style="list-style-type: none"> • # and location of facilities and mapped in UniMaps • Surveys of students and staff deliver positive feedback | <p>Lead:</p> <ul style="list-style-type: none"> • Campus Services • Campus Futures <p>Partners:</p> <ul style="list-style-type: none"> • SFSWG • TUSA | <ul style="list-style-type: none"> • Need to review design guidelines • Some areas addressed at some campuses | <p>Resourcing:</p> <ul style="list-style-type: none"> • Design principles and guidance under review, so these can be fed into that process. • Sustainability Support Coordinator time to review existing facilities that meet the key elements (e.g., community kitchen access). • If a need is detected, the project will need to be scoped with conversions possible at \$10-20,000 and new facilities up to \$250,000. |

Priority 6 | Campus Facilities and Services

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|--|------------------|----------------|--------|---|
| <ul style="list-style-type: none"> • Provide access to self-catering facilities that are available for staff and student use, ideally including community kitchenettes that are situated close to campus gathering spaces (e.g., tutorial rooms and libraries) and are free, open access, with a refrigerator for redistributing food. • Each campus has a community or collective kitchen that is set up for cooking education classes to build food skills and knowledge as well as informal sharing of meals among students to promote social inclusion. • Support the urban agriculture approach including the principles of an edible campus model (see Priority 4). • All students and staff have reasonable access to places to eat both inside and outside. • All students and staff have access to accessible, dedicated, and private parenting rooms to support breastfeeding and milk storage. • Ensure staff and students contribute to the vision and design of campus food environments. | | | | <p>Notes:</p> <ul style="list-style-type: none"> • Post Occupancy Evaluations are planned to include assessing the impact of communal tea rooms being embedded in work areas in some new developments (e.g., Stone Building) to determine use and impacts to inform future designs. • Students have noted that community kitchen facilities are minimal or non-existent, have restricted availability or hard to access at the scale required. Both the location of kitchen facilities and the length of students' break times between classes were a factor. • Inveresk main staff/HDR kitchen spaces (L2 Field building, L4 River's Edge) include full kitchens so that users - particularly HDRs - can cook meals. River's Edge L4 kitchen has been equipped with pots/pans following feedback from HDRs that they would like to do more communal cooking. • Community/collective kitchen facilities to support small groups of people who pool their resources to cook large quantities of food. • Parenting rooms - we have at least one at each campus (there will be three at Inveresk and there are plans to add another 1 - 2 at Sandy Bay. Sustainability Support Coordinator time to review existing coverage. |

Priority 6 | Campus Facilities and Services

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|--|---|---|--|--|
| <p>Drinking water All students and staff have reasonable access to drinking water for free.</p> | <ul style="list-style-type: none"> • # of water access points and included in UniMaps • Free drinking water available in all food outlets (where water fountains are not accessible). | <p>Lead:</p> <ul style="list-style-type: none"> • Campus Services | <ul style="list-style-type: none"> • Partially complete | <p>Resourcing:</p> <ul style="list-style-type: none"> • Sustainability Support Coordinator time to review existing access to free drinking water. • If a need is detected, additional installations will need to be scoped with costs \$2,500-\$7,500 each. <p>Notes:</p> <ul style="list-style-type: none"> • Resourcing will fill gaps in coverage. • This could include the phase out of bottled water in the cafes in future café tenders. |

Priority 7 | Community Engagement, Support and Partnerships

Academic institutions and community-based organisations have increasingly recognised the value of working together to meet their different objectives and address common societal needs. It is well recognised that food systems are more resilient and inclusive when we collaborate. There is greater power for innovation and systemic change when diverse partners create a shared vision based on a collective understanding of complex problems and goals for addressing them. UTAS can engage the people of Tasmania in developing regionally integrated, sustainable food systems and a strong local food economy. UTAS, across many areas, already actively works with community partners, food systems stakeholders, and public and private organisations. UTAS recognises that our community and business partners are powerful and effective visionaries of their local and regional food systems. One example of this is establishing community food hub facilities that could act as an aggregator of local food products from producers and farmers across our local regions to support the local food economy of Tasmania (refer to Priority 5).

| Priority 7 Community Engagement, Support and Partnerships | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <p>Creating positive experiences On-campus outlets champion and communicate best practice and test innovative retail solutions to promote healthy, equitable and environmentally sustainable food as per the 8 principles (Figure 3) developed for on-campus outlets (whether they be commercial in nature or a social enterprise), including elements covered in other Priorities as well as:</p> <ul style="list-style-type: none"> • ‘Eating in Place’ by retaining or creating sites contributing positively to student experience. • Prioritising suppliers with Health, Nutrition and Sustainability initiatives. • Outlets increase the number and diversity of plant-based offerings. | <ul style="list-style-type: none"> • % of Tasmanian grown, fresh, ethical, and seasonal food • # of available eating places on campuses • # of local suppliers’ partnerships • % of customer satisfaction with the quality, choice and variety of the food and beverages | <p>Lead:</p> <ul style="list-style-type: none"> • Campus Services <p>Partners:</p> <ul style="list-style-type: none"> • TUSA | <ul style="list-style-type: none"> • Contract terms included for all campus outlets. | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires staff time to support coordination, such as academic staff having it included in engagement hours and professional staff having it included in activity plans. <p>Notes:</p> <ul style="list-style-type: none"> • Contract terms are regularly monitored, and feedback is promptly provided to our food outlet partners as necessary, with follow-ups to ensure actions taken. • Ensure common understanding of what ‘best practice’ means (e.g., ethical food). • Ensure we tell stories about our local producers alongside the nutritional aspects of food. • Raise awareness of the human rights and ethical aspects of food. |

| Priority 7 Community Engagement, Support and Partnerships | | | | |
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| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <ul style="list-style-type: none"> • UTAS provide training for interested students and staff in plant-based, allergen-free, and culturally inclusive foods. • Explore opportunities to share carbon emission impacts of food choices • Ensure proper health and nutrition labelling of food served on campus. • Bring learnings and expertise together in a student and staff co-designed Food Charter. | <ul style="list-style-type: none"> • % of customer satisfaction with the price point and affordability of food and drinks | | | <ul style="list-style-type: none"> • The Deakin University Food Charter - Food & Hospitality @ Deakin informed development of a draft UTAS food charter, which has morphed into this Plan. |
| <p>Establish partnerships Establish and support partnership plan(s) and systems that promote communication and partnership between the university and external stakeholders and support co-creation of community food infrastructure.</p> | <ul style="list-style-type: none"> • # of newsletters • # of partnerships | <p>Lead:</p> <ul style="list-style-type: none"> • Campus Services • SFSWG <p>Partners:</p> <ul style="list-style-type: none"> • TUSA • HealthLit4-Everyone | <ul style="list-style-type: none"> • Ongoing | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires staff time to support coordination, such as academic staff having it included in engagement hours and professional staff having it included in team and/or individual activity plans. <p>Notes:</p> <ul style="list-style-type: none"> • Engage regional Pro Vice-Chancellors. • TIA, UC, CoBE, CoHM, CALE, CoSE potential partners. |
| <p>MoU – Social Justice Establish an MOU between UTAS and the Tasmanian Food Security Coalition (TFSC) that also clarifies the responsible UTAS organisational unit.</p> | <ul style="list-style-type: none"> • MoU established • Annual Reports | <p>Lead:</p> <ul style="list-style-type: none"> • UTAS TFSC representative <p>Partners:</p> <ul style="list-style-type: none"> • Sustainability • SFSWG • TUSA • Colleges | <ul style="list-style-type: none"> • TFSC incorporating before MOU possible | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires staff time to coordinate and participate, such as academic staff having it included in engagement hours. <p>Notes:</p> <ul style="list-style-type: none"> • Tasmanian Food Security Coalition (TFSC) – includes NGOs led by Eat Well Tasmania and includes Neighbourhood Houses Tasmania, 24 Carrot School. Gardens, Loaves and Fishes Tasmania, School Food Matters, Families Tasmania, and TASSCOSS. • UTAS is an informal member. |

| Priority 7 Community Engagement, Support and Partnerships | | | | |
|--|---|---|---|--|
| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| MoU - community gardens Establish an MoU between UTAS and Source Eco Hub on the Sandy Bay campus for the community garden and on campus learning and teaching. | <ul style="list-style-type: none"> MoU established Annual Reports | Lead <ul style="list-style-type: none"> Sustainability Partners: <ul style="list-style-type: none"> Colleges | <ul style="list-style-type: none"> Draft in progress | Resourcing: <ul style="list-style-type: none"> Part of Sustainability / Community Garden portfolio to manage coordination, no additional staff resourcing required. Notes: <ul style="list-style-type: none"> Source Eco Hub has a lease on a portion of UTAS Sandy Bay campus land on French Street near the TUSA building. |
| Tasmanian Food Research Network Establish a Tasmanian Food Research Network to increase Tasmania's food profile. | <ul style="list-style-type: none"> Establish a network of stakeholders | Lead: <ul style="list-style-type: none"> Centre for Food Innovation Partners: <ul style="list-style-type: none"> SFSWG | <ul style="list-style-type: none"> initial efforts completed | Resourcing: <ul style="list-style-type: none"> Staff time to support coordination and included in academic engagement hours. Notes: <ul style="list-style-type: none"> Prof Roger Stanley leading this network. |
| Research funding Seek research funding opportunities to support implementation and assessment of the Plan's programs and projects. | <ul style="list-style-type: none"> Amount of funding received | <ul style="list-style-type: none"> All | <ul style="list-style-type: none"> Ongoing | Resourcing: <ul style="list-style-type: none"> Staff time for funding applications aided by the Sustainability Support Coordinator. Notes: <ul style="list-style-type: none"> TUSA has recent successes to build on. |
| Regional development Deliver regional development opportunities by identifying and supporting local food producers, distributors, and processors. | <ul style="list-style-type: none"> # of local businesses supported | Lead: <ul style="list-style-type: none"> Campus Services TIA Partners: <ul style="list-style-type: none"> SFSWG COBE Procurement | <ul style="list-style-type: none"> n/a | Resourcing: <ul style="list-style-type: none"> A coordination activity across several portfolios where activities exist or possible. Notes: <ul style="list-style-type: none"> Ensure final products are truly local, with low food miles (e.g., not being shipped to mainland and back). COBE social enterprise focus. TIA has this as part of their mission and progress opportunities as appropriate. |

Priority 8 | Data, Information, and Knowledge Translators

Collection of data and information, and the translation and sharing of knowledge are important for a better understanding of the University's campus food environment and help in decision-making. Research is an important enabler of this to inform policy, management, and contracts. It is important for the University to support initiatives that deepen understanding, collaboration, and evidence-based action relevant to food systems.

Through the PAR process, students and staff indicated that it was important to work together to:

- Encourage opportunities for staff and students to learn about sustainable food and gain practical skills.
- Support research and teaching to improve our understanding of sustainable food systems and use evidence to improve University practice.

Areas for food systems-related research focus include:

- Tracking prevalence of food insecurity.
- Understand the lived experience of those experiencing food insecurity.
- Understanding risk factors for food insecurity.
- Understanding enabling factors that assist staff and students move towards food security.
- Understand which students and staff are experiencing this insecurity, and whether approaches for supporting students and staff would be targeted enough to address everyone's situation.
- Understand the Campus Food Environment, using the Uni-Food tool,⁴⁰ by undertaking a biennial audit to benchmark the healthiness, equity, and environmental sustainability of university food environments.

⁴⁰ Mann et al, 2021. [Development of the University Food Environment Assessment \(Uni-Food\) Tool and Process to Benchmark the Healthiness, Equity, and Environmental Sustainability of University Food Environments. IJERPH](#)

Priority 8 | Data, information, and knowledge translators

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|--|---|--|--|--|
| <p>Surveys Conduct further quantitative and qualitative surveys regarding our food systems approach (e.g., food insecurity, waste, emissions, food miles, socio-cultural factors, health, and nutrition).</p> | <ul style="list-style-type: none"> • Biennial Campus Food Environments Audits • Biennial Sustainability Surveys of students and staff | <p>Lead:</p> <ul style="list-style-type: none"> • Sustainability • SFSWG <p>Partners:</p> <ul style="list-style-type: none"> • TUSA • CoHM, Nutrition students • Colleges | <ul style="list-style-type: none"> • Pilot Campus Food Environment auditing UNIFOOD TOOL (via Deakin University) – make results public in 2023 • March/April 2024 Sustainability Surveys planning underway | <p>Resourcing:</p> <ul style="list-style-type: none"> • Partially undertaken as part of existing Sustainability Surveying efforts managed from within the Sustainability portfolio. • SIPS internships to support (one per semester equals \$6,000/year); could be annual project. <p>Notes:</p> <ul style="list-style-type: none"> • Requires a platform supporting regular measurement of the healthiness, financial and environmental sustainability of campus food environments to benchmark its performance. • ‘Lived experience’ qualitative understanding is also required. • Ensure data collected meets the needs of STARS, THE Impact, QS, etc. |
| <p>Data collection – First Peoples Ensure collection of Aboriginal and Torres Strait Islander specific data related to prevalence and nature of food insecurity, as well as the experiences and needs of Indigenous participants related to the campus food environment.</p> | <ul style="list-style-type: none"> • # of surveys / data collection efforts • # of survey participants | <p>Lead:</p> <ul style="list-style-type: none"> • Sustainability • Riawunna / Engagement Team • SFSWG <p>Partners:</p> <ul style="list-style-type: none"> • TUSA | <ul style="list-style-type: none"> • Under consideration | <p>Resourcing:</p> <ul style="list-style-type: none"> • Riawunna and Sustainability to undertake new surveying efforts with existing staff to coordinate. • SIPS internships to support (one per semester equals \$6,000/year); could be annual project. <p>Notes:</p> <ul style="list-style-type: none"> • Requires surveys specifically for Aboriginal and Torres Strait Islander staff, students, and communities. • Ensure survey questions are culturally appropriate, respectful, and sensitive to Indigenous perspectives and experiences, working with Indigenous staff, students, and communities to co-design questions, and providing language translation services and |

Priority 8 | Data, information, and knowledge translators

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|---|---|---|---|--|
| | | | | assistance with accessing technology for Indigenous participants as needed. <ul style="list-style-type: none"> • Use the data to inform evidence-based strategies and actions that are more inclusive and equitable for Indigenous staff, students, and communities. |
| <p>Data collection – contracts Track progress of all sustainability measures and targets in on-campus food outlet contracts.</p> | <ul style="list-style-type: none"> • Annual reports generated | <p>Lead:</p> <ul style="list-style-type: none"> • Campus Operations <p>Partners:</p> <ul style="list-style-type: none"> • Procurement | <ul style="list-style-type: none"> • Ongoing | <p>Resourcing:</p> <ul style="list-style-type: none"> • Completed as part of contract management within Campus Services. • SIPS internships to support (one per semester equals \$6,000/year); could be annual project. <p>Notes:</p> <ul style="list-style-type: none"> • Reports to have supplier names de-identified as commercial-in-confidence contract terms. • Needs Legal team review of new clause inclusions in any new agreements. • Ensure agreements meet the needs of our external monitoring tools (e.g., STARS, THE Impact Rankings). |
| <p>Communicate and share data Prepare and share an annual report with stakeholders and make publicly available.</p> | <ul style="list-style-type: none"> • Annual reports generated • # stakeholder engagement activities undertaken • # of comms activities | <p>Lead:</p> <ul style="list-style-type: none"> • Sustainability team • SFSWG • Procurement • Marketing • Communications <p>Partners:</p> <ul style="list-style-type: none"> • TUSA • Colleges | <ul style="list-style-type: none"> • Ongoing | <p>Resourcing:</p> <ul style="list-style-type: none"> • Requires staff resources and prioritisation to produce this new report, would be a task for suggested Plan coordinator role. • SIPS internship to support (one equals \$3,000/year); could be annual project. <p>Notes:</p> <ul style="list-style-type: none"> • Reports to have supplier names de-identified as commercial-in-confidence contract terms. • Include this in STARS rating submission, THE Impact and QS ranking submissions. |

Priority 8 | Data, information, and knowledge translators

| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
|--|--|---|---|--|
| <p>Mapping and data collection - grounds Track and map the use of campus green space for urban agriculture projects; track successes and lessons learnt from collaborative greening projects on campus.</p> | <ul style="list-style-type: none"> • Annual reporting • Stakeholder engagement activities undertaken | <p>Lead:</p> <ul style="list-style-type: none"> • Sustainability <p>Partners:</p> <ul style="list-style-type: none"> • TUSA | <ul style="list-style-type: none"> • Ongoing | <p>Resourcing:</p> <ul style="list-style-type: none"> • Part of the Edible Campus strategy implementation and tasked to the Community Garden Coordinator in the Sustainability team. • SIPS internships to support (one each per semester equals \$6,000/year); could be annual project to update. <p>Notes:</p> <ul style="list-style-type: none"> • A part of the Urban Agriculture and Edible Campus strategy. |

Priority 9 | Leadership, Participation, and Change-makers

Throughout the PAR process in 2021, students identified their involvement in decision-making as critical to a 'rights-based approach to adequate food' on campus. As discussed in Priority 1, the concept of agency is critical to successfully delivering on Priority 9 as well. Achieving this priority requires continuous engagement, feedback, and adaptation to ensure meaningful and inclusive governance practices, which can include evaluating representation and diversity, assess communication channels, conduct stakeholder interviews, and analyze decision-making processes.

| Priority 9 Leadership, participation, and change-makers | | | | |
|--|--|--|---|--|
| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <p>Formalise the Sustainable Food Systems Working Group Formalise the Sustainable Food Systems Working Group Terms of Reference to ensure that it has a formal role in overseeing the implementation of this Plan and is a cross-university group including staff and students to coordinate the implementation of strategy and action on campus food environments.</p> <p>This will help create an authorising environment that enables staff and students to contribute to the vision and design of the campus food environment.</p> | <ul style="list-style-type: none"> • Terms of Reference updated • Support for group organised • Document processes required in evolving this live Plan • Annual review of governance environment | <p>Lead:</p> <ul style="list-style-type: none"> • Sustainability Committee <p>Partners:</p> <ul style="list-style-type: none"> • UET • TUSA • Residential Colleges • Student Wellbeing • Student Equity and Success • Campus Services • Colleges | <ul style="list-style-type: none"> • Need to formalise the working group and provide authorisation • Development of this Plan is part of this process | <p>Resourcing:</p> <ul style="list-style-type: none"> • Undertaken by the Sustainability Committee. • Group facilitation provided by the Sustainability Support Coordinator within existing resources. <p>Notes:</p> <ul style="list-style-type: none"> • Represents all areas with operational delivery of initiatives. • Clearly articulate the desired outcomes which include inclusivity, representation, transparency, and accountability. • Consider the best ways to include Aboriginal community members, students, and staff to provide guidance and input on food-related policies and initiatives. • A focus on community consultation to assess barriers and determine the best ways to increase access to food security and emergency food resources for the UTAS community |

| Priority 9 Leadership, participation, and change-makers | | | | |
|--|---|--|---|---|
| Activity | Success Measures | Responsibility | Status | Resourcing and Notes |
| <p>Supporting student groups Students are supported in their own groups and represented by key working groups responsible for promoting and delivering healthy, equitable and sustainable campus food environments.</p> | <ul style="list-style-type: none"> # of student groups established | <p>Lead:</p> <ul style="list-style-type: none"> TUSA SFSWG <p>Partners:</p> <ul style="list-style-type: none"> Sustainability Committee | <ul style="list-style-type: none"> Some groups established that include a food focus in their objectives | <p>Resourcing:</p> <ul style="list-style-type: none"> Supported and established as part of normal TUSA processes. Sustainability Support Coordinator support for non-TUSA groups. SIPS internships to support (one each per semester equals \$6,000/year). <p>Notes:</p> <ul style="list-style-type: none"> This is here to empower students to organise themselves in the best way they see fit, complemented by formal groups |

Conclusion

In the short term, there is an immediate need to build on the food solutions already underway at UTAS. Our ongoing efforts will be centred on the nine priority areas identified in this Plan. In the medium to longer term, expanding the reach of food social enterprises across all campuses will be a key component to increasing food security. Furthermore, food-sensitive planning using a co-design approach with students, staff and community is essential to ensure a healthy, sustainable, and equitable food future for UTAS.

To ensure the successful implementation of this Plan, we recognise the need for dedicated resources. This includes the coordination of activities within all nine priority areas, promoting and communicating the Plan, and providing updates to the University Executive Team (UET) and Sustainability Committee on our progress towards achieving these activities.

We have come a long way but the journey towards a healthier, more sustainable, and equitable food future at UTAS has only just begun. Together with the collective efforts of our university community, we can turn this vision into a reality.

Appendix A – Consolidated additional resourcing requirements

The Activity Tables for each of the Priorities include resourcing requirements notes over and above existing staff resourcing. This appendix consolidates, where possible, the resourcing requirements to implement this strategic plan into the following tables.

| Infrastructure, Equipment and Educational Materials | | | | | | |
|---|---|--|---|---|--|---|
| Priority | Activity | Item Description | Cost – Year 1 (new funding) | Cost – Year 1 (budgeted or grant funded) | Responsibility | Notes |
| Priority 1 Food Security and Social Justice | <ul style="list-style-type: none"> TUSA Food Security Program implementation | <ul style="list-style-type: none"> Food Hub set-ups: <ul style="list-style-type: none"> Hobart City Inveresk Rozelle West Park Food Preservation Equipment (Sandy Bay), commercial freeze dryer and dehydrator Food Education Program (based on Sandy Bay model) initiated in: <ul style="list-style-type: none"> Hobart City / Sandy.Bay Inveresk Rozelle West Park Extend Source Eco Hub Gardens at Sandy Bay campus | <ul style="list-style-type: none"> \$5,000 \$15,000 \$5,000 \$5,000 \$5,000 0 \$5,000 \$5,000 \$5,000 0 | <ul style="list-style-type: none"> 0 0 0 0 0 \$60,000 0 0 0 \$5,000 | <ul style="list-style-type: none"> TUSA | <ul style="list-style-type: none"> One-off In 2023 TUSA self-funded the Food Hub (Sandy Bay), with a contribution of \$20k from UTAS Staff Giving Program. Food Education Project in South (Hobart City and Sandy Bay) covered by \$60k grant) Edible Campus (Sandy Bay) to extend community gardens from Source Eco Hub and a compost system near the TUSA Food Hub (\$5k external grant received to cover this) |

| Infrastructure, Equipment and Educational Materials | | | | | | |
|--|--|--|--|--|---|--|
| Priority | Activity | Item Description | Cost – Year 1 (new funding) | Cost – Year 1 (budgeted or grant funded) | Responsibility | Notes |
| Priority 1 Food Security and Social Justice | <ul style="list-style-type: none"> Support redistribution / donation of food through guidelines and/or coordination | <ul style="list-style-type: none"> Refrigerators | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> \$15,000 | <ul style="list-style-type: none"> Student Equity and Success Residential Colleges Campus Services | <ul style="list-style-type: none"> One-off Maximum of three in Year 1 Purchasing and installation is Campus Services responsibility, others for defining where they go and managing once in |
| Priority 2 Food Systems Knowledge and Skills | <ul style="list-style-type: none"> Peer-to-peer nutrition education programs | <ul style="list-style-type: none"> Equipment, utensils, learning resources Online resources for distance students (scoped in 2024) | <ul style="list-style-type: none"> 0 0 | <ul style="list-style-type: none"> \$2,000 0 | <ul style="list-style-type: none"> CoHM (Nutrition Science students) | <ul style="list-style-type: none"> Online resources require biannual updating In partnership with Residential Colleges and Student Support and Equity. |
| Priority 6 Campus Facilities and Services | <ul style="list-style-type: none"> Drinking water stations | <ul style="list-style-type: none"> Installation of up to five drinking water stations at various campuses | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> \$25,000 | <ul style="list-style-type: none"> Campus Services | <ul style="list-style-type: none"> Up to five, depending on identified gaps Review will determine if additional needed based on facilities remaining part of activated UTAS campuses |
| | | TOTAL | \$52,000 | \$107,000 | | |

| Consumables | | | | | | |
|--|--|--|---|---|---|---|
| Priority | Activity | Item Description | Cost – Year 1 (new funding) | Cost – Year 1 (budgeted or grant funded) | Responsibility | Notes |
| Priority 1 Food Security and Social Justice | <ul style="list-style-type: none"> TUSA Food Security Program implementation | <ul style="list-style-type: none"> TUSA Food Hub (Inveresk) Pantry Item annually TUSA Food Hub (Cradle Coast) Pantry Item annually TUSA Food Hub (Rozelle) Pantry Item annually TUSA Food Hub (Hobart City) Pantry Item annually Large Scale Meal Options Resourcing Food | <ul style="list-style-type: none"> \$15,000 \$3,000 \$3,000 \$3,000 \$30,000 | <ul style="list-style-type: none"> 0 0 0 0 0 | <ul style="list-style-type: none"> TUSA | <ul style="list-style-type: none"> Annual cost Large-scale meal options item is included as maximum depending on results of social enterprise feasibility study |
| Priority 1 Food Security and Social Justice | <ul style="list-style-type: none"> Build on existing student-led, Residential College-supported initiatives | <ul style="list-style-type: none"> Breakfasts Communal dinners | <ul style="list-style-type: none"> 0 0 | <ul style="list-style-type: none"> \$25,000 \$40,000 | <ul style="list-style-type: none"> Residential Colleges | <ul style="list-style-type: none"> Costs to be confirmed on an annual basis |
| Priority 2 Food Systems Knowledge and Skills | <ul style="list-style-type: none"> Peer-to-peer nutrition education programs | <ul style="list-style-type: none"> Cooking ingredients | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> \$2,000 | <ul style="list-style-type: none"> CoHM (Nutrition Science students) | <ul style="list-style-type: none"> Annual cost In partnership with Student Living (Suzy Singline) at Newnham/ Inveresk Campus |
| | | TOTAL | \$54,000 | \$67,000 | | |

| Staffing and consulting | | | | | | |
|---|--|---|--|--|---|--|
| Priority | Activity | Item Description | Cost – Year 1 (new funding) | Cost – Year 1 (budgeted or grant funded) | Responsibility | Notes |
| Priority 1 Food Security and Social Justice | <ul style="list-style-type: none"> TUSA Food Security Program | <ul style="list-style-type: none"> TUSA Program Manager (Food Security), 0.5FTE Food Hub Officer (South), 1.0FTE Food Hub Officer (N/NW), 0.7FTE Food Hub Officer (Rozelle), 0.2FTE Social Enterprise Coordinator, 0.4FTE Food Preparer, 0.8FTE | <ul style="list-style-type: none"> 0 0 \$42,000 \$12,000 \$30,000 \$50,000 | <ul style="list-style-type: none"> \$50,000 \$60,000 0 0 0 0 | <ul style="list-style-type: none"> TUSA | <ul style="list-style-type: none"> Annual cost Program Manager (Food Security), 0.5 FTE: \$50k (this is covered by TUSA as contribution to Plan implementation) Food Hub Officer, 1.0 FTE (South): \$60k (TUSA covering this in 2024) |
| Priority 2 Food Systems Knowledge and Skills | <ul style="list-style-type: none"> Community Programs | <ul style="list-style-type: none"> Strategic Plan coordinator, 0.5FTE | <ul style="list-style-type: none"> \$60,000 | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> TUSA | <ul style="list-style-type: none"> Annual cost Not included in TUSA 2024 budgets |
| Priority 3 Embedding Aboriginal and Torres Strait Islander Knowledges | <ul style="list-style-type: none"> Sharing knowledges in events and other initiatives | <ul style="list-style-type: none"> Riawunna additional staffing 0.6FTE at HEO6 | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> Riawunna | <ul style="list-style-type: none"> Annual Cost Design and scope the approach in 2024, seek ISSP funding and/or UTAS funding in late 2024 and 2025 |
| Priority 5 Food Procurement, Commercial and Social Enterprises | <ul style="list-style-type: none"> Commercial and Social Enterprise assessments | <ul style="list-style-type: none"> Feasibility assessment consultant tender | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> \$25,000 | <ul style="list-style-type: none"> Procurement and Campus Services | <ul style="list-style-type: none"> One-off |
| | | TOTAL | \$195,000 | \$135,000 | | |

| SIPS Internships (support activities, such as benchmarking, assessment, planning, implementation) | | | | | | |
|--|--|---|---|---|--|---|
| Priority | Activity | Item Description | Cost – Year 1 (new funding) | Cost – Year 1 (budgeted or grant funded) | Responsibility | Notes |
| Priority 1 Food Security and Social Justice | <ul style="list-style-type: none"> Support redistribution / donation of food through guidelines and/or coordination | <ul style="list-style-type: none"> 1 each per semester | <ul style="list-style-type: none"> \$3,000 | <ul style="list-style-type: none"> \$3,000 | <ul style="list-style-type: none"> Sustainability | <ul style="list-style-type: none"> Annual cost |
| Priority 2 Food Systems Knowledge and Skills | <ul style="list-style-type: none"> Embedding food research in University operations | <ul style="list-style-type: none"> 2 each per semester | <ul style="list-style-type: none"> \$6,000 | <ul style="list-style-type: none"> \$6,000 | <ul style="list-style-type: none"> Sustainability | <ul style="list-style-type: none"> Annual cost |
| Priority 3 Embedding Aboriginal and Torres Strait Islander Knowledges | <ul style="list-style-type: none"> Sharing knowledges in events and other initiatives | <ul style="list-style-type: none"> 1 each per semester | <ul style="list-style-type: none"> \$0 | <ul style="list-style-type: none"> 0 | <ul style="list-style-type: none"> Sustainability | <ul style="list-style-type: none"> Annual cost Pursue Indigenous Student Success Program funding |
| Priority 4 Urban Agriculture and Edible Campuses | <ul style="list-style-type: none"> Food distribution Mapping and communication | <ul style="list-style-type: none"> 1 each semester 1 each semester | <ul style="list-style-type: none"> 0 0 | <ul style="list-style-type: none"> \$6,000 0 | <ul style="list-style-type: none"> Sustainability | <ul style="list-style-type: none"> Annual cost Mapping and communications curricular placement |
| Priority 8 Data, Information, and Knowledge Translators | <ul style="list-style-type: none"> Surveys Data collection – First Peoples Data collection - contracts Communicate and share data Mapping and data collection - grounds | <ul style="list-style-type: none"> 1/ semester 1/ semester 1/ semester 1/ per year 1/ semester | <ul style="list-style-type: none"> \$6,000 0 \$3,000 \$3,000 \$0 | <ul style="list-style-type: none"> 0 0 \$3,000 0 0 | <ul style="list-style-type: none"> Sustainability | <ul style="list-style-type: none"> Annual cost Pursue Indigenous Student Success Program funding Mapping and communications curricular placement |
| | | SUBTOTAL | \$21,000 | \$18,000 | | |
| TOTAL | | | \$322,000 | \$327,000 | GRAND TOTAL \$649,000 | |