# Methods for Studying Sustainable Foodscapes

RESEARCH METHODS FOR STUDYING FOODSCAPES

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# Food for Thought

**Ethics and Research**

How can research generate positive change while minimizing potential harm?

Who benefits from research, who might be harmed or excluded, and who gets to decide?

What ethical responsibilities do researchers have toward participants, communities, and the environments they study?

How can we address issues of consent, confidentiality, power, and accountability throughout the research process?

How can we design our own research to minimize harm, encourage reciprocity, and generate meaningful benefits?

# Individual Project

Select relevant chapters from The Routledge Handbook of Research Methods for Social-Ecological Systems. Why do these methods fit your question?

Begin to craft, in point form, what you intend to do for your study. Consider

- Research design
- Participants
- Materials
- Procedure
- Ethical Considerations
- Rationale

***Informal Presentations***

# Group Projects

We are 18 students in the class

Two groups will work on the World Café

- Set up logistics, recruit participants, reserve room, find funding for food
- Run the event, set up, take down, note taking at tables, hosting

Groups will interview campus farms (below are some of the most interesting options)

- CultivAction Solidarity Cooperative
- Dalhousie Farm
- University of British Columbia
- TMU Rooftop Garden
- McGill Farm or Eleves des Champs
- University of Toronto Scarborough
- Durham College
- Acadia Community Farm

# Research Questions

How can Bishop's Experimental Farm contribute to campus-community food sovereignty?

What can Bishop's learn from campus farms at other post-secondary institutions about strengthening the Experimental Farm's contribution to campus-community food sovereignty?

# Campus-Farm Interview Guide

**1. Could you briefly tell us about your campus farm?**
- What are its main purposes?
- What is the approximate scale of the operation?
- What do you grow or produce?
- Who is involved in operating or governing it?
- What roles do education, research, food production, experimentation, or community engagement play?

**2. How is the farm connected to your campus and surrounding community?**
- Where does food or other farm produce go?
- Is the farm connected with campus food services, farmers' markets, CSA programs, student cafés or restaurants, food-access initiatives, donations, events, or other forms of distribution?
- What partnerships or arrangements support these connections?
- What has helped these relationships work?
- What barriers or challenges have you encountered?
- Are there connections you would like to establish but have not yet been able to?

**3. Bishop's University is exploring how its Educational Farm can strengthen connections with its campus and surrounding communities. Based on your experience, what could Bishop's learn from your farm?**
- Are there particular practices or relationships that have been especially important?
- What conditions have helped maintain these relationships?
- Is there anything you would approach differently if you were developing the farm again?

**4. Is there anything important about your farm or its relationship with the campus or surrounding community that we have not asked about and that you would like to share?**

# World Café Questions

**Question 1: Imagining Possibilities**

- How can Bishop's Educational Farm strengthen connections with the campus and surrounding communities in ways that create conditions for campus-community food sovereignty? What could begin now, and what could develop within one year, three years, and five years? Who would need to be involved, and what roles could they play?

**Question 2: Creating the Conditions**

What would be needed to make these possibilities happen? What relationships, resources, infrastructure, knowledge, institutional support, or other conditions would be required? What barriers or challenges would need to be addressed?

**Question 3: Participation and Moving Forward**

How can students, faculty, staff, farm workers, and surrounding communities continue to participate in shaping the relationship between the Educational Farm, Bishop's, and surrounding communities? What opportunities for ongoing participation, collaboration, and decision-making could be created?

# Thank You!

Questions, concerns, comments?