

## Farming the College Market: Food System Issues Survey

The following Food System Issues Survey was conducted on-line at the University of California, Santa Cruz from November 2005 until mid January 2006 in order to learn about the perspectives and preferences of campus food consumers. For details of the survey's methods, results, and their implications, see Center Research Brief #11, Farming the College Market: Results of a Consumer Study at UC Santa Cruz, by Jan Perez and Patricia Allen.

Published by the Center for Agroecology & Sustainable Food Systems at UC Santa Cruz, Center Research Brief #11 is available for free by contacting CASFS, 1156 High St., Santa Cruz, CA 95064, 831.459-240, or by email at jonitann@ucsc.edu. Papers in the Center Research Brief series can also be downloaded from the CASFS web site, <http://zzyx.ucsc.edu/casfs/publications/briefs/index.html>. For questions about this survey, contact Jan Perez at [jperez@ucsc.edu](mailto:jperez@ucsc.edu). If you would like to use these questions to develop a survey, please attribute them to Jan Perez.

## UCSC Food System Issues Survey

### Center for Agroecology & Sustainable Food Systems

This survey asks about your interests, concerns and support for certain food-related issues. Ultimately, the survey responses will help campus researchers, student groups, and dining services staff create education programs, inform policies, and understand the campus's concerns around specific food issues.

This survey will take approximately 10–15 minutes to complete. Thank you in advance for your valuable opinions.

1. There are many issues that concern people in this country. Please indicate how important the following national issues are for you.

	Top priority	Important but lower priority	Somewhat important	Not important	Not sure
a) Protecting the environment	4	3	2	1	8
b) Strengthening the nation's economy	4	3	2	1	8
c) Limiting the genetic engineering of food	4	3	2	1	8
d) Reducing the use of pesticides in the food system	4	3	2	1	8
e) Improving food access for low-income people	4	3	2	1	8
f) Improving the job conditions of hired workers on farms and in food processing	4	3	2	1	8
g) Improving food safety	4	3	2	1	8
h) Protecting the country from terrorism threats	4	3	2	1	8
i) Developing local food systems	4	3	2	1	8
j) Addressing unemployment	4	3	2	1	8

2. On a scale where "10" means you have a great amount of interest in the topic and "1" means you have none at all, how would you rate your interest in each of the following topics?

a) How far your food travels from where it is grown	_____
b) How nutritious your food is	_____
c) The environmental impacts of your food	_____
e) The influence of large corporations on food production and marketing	_____
f) The treatment of animals involved in the production of your food	_____
g) The wages or salaries of workers who grow, make or sell your food	_____
h) The working conditions of those who grow, make or sell your food	_____

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**3. If you were able to obtain more information about your food, how would you prefer to get it? Please check up to four.**

- Brochure, table tent, or display located where you purchase or eat your food
- Newspapers or magazine articles/books
- Campus event or presentation
- Classroom lecture/guest speaker
- Product labels
- Study group
- Talking to seller/farmer
- Television program/videotape/DVD
- Tours of farms and/or processing plants
- Web pages/the internet
- Other

**4. To what extent do you agree or disagree with the following statements?**

	Strongly agree						Strongly disagree	Not sure
• It is difficult to find out information about how my food is grown, processed, transported, and/or sold	7	6	5	4	3	2	1	8
• I already know enough about how my food is grown, processed, transported or sold	7	6	5	4	3	2	1	8
• When I buy products (not just food) I try to consider how my purchase will affect the environment	7	6	5	4	3	2	1	8
• There isn't much that an individual consumer can do about environmental problems	7	6	5	4	3	2	1	8

**5. The Fair Trade label guarantees that farmers are paid a minimum price, which enables them to earn a living wage and invest in environmentally sustainable growing practices. The label also ensures that farmers participate in democratic cooperatives. Products that may have a Fair Trade label include coffee, tea, chocolate, and some imported fruits (such as bananas, mangos, and pineapples). How often do you purchase fair trade products?**

- I don't buy chocolate, coffee, tea or other imported fruits listed above
- At least weekly
- At least monthly
- At least once a year
- Never
- I don't know

**6.** Certified organic foods are 3rd party certified that growers: 1) do not use synthetic chemicals, irradiation, sewage sludge, or genetically modified organisms, and 2) use soil building, conservation, and other environmentally positive methods to grow the food.

How often do you purchase certified organic food?

- At least weekly
- At least monthly
- At least once a year
- Never
- I don't know

**7.** Some people consider food to be locally grown if it was produced within a 250-mile radius of where it is sold.

How often do you purchase locally produced food?

- At least weekly
- At least monthly
- At least once a year
- Never
- I don't know

**8.** There are a variety of different labels that may appear on food packaging in the store. How interested are you in buying food with the following labels on it?

	Very interested						Very uninterested
• A fair trade label	7	6	5	4	3	2	1
• A certified organic label	7	6	5	4	3	2	1
• A locally produced label	7	6	5	4	3	2	1
• A label that ensures that farmers are protecting water quality	7	6	5	4	3	2	1
• A humane treatment of animals label	7	6	5	4	3	2	1
• A U.S. grown label	7	6	5	4	3	2	1
• A union label	7	6	5	4	3	2	1

**9.** How important is it to you that your food has been produced in a socially just manner—for example, where workers have safe working conditions and receive a living wage (allowing workers to meet their basic needs like housing, food, clothing and transportation)?

	Very important						Not at all important
<b>If "Not at all important" skip to Question 17</b>	7	6	5	4	3	2	1

**10.** How important is it to you that *the campus* provides food has been produced in a socially just manner – for example, where workers have safe working conditions and receive a living wage (allowing workers to meet their basic needs like housing, food, clothing and transportation)?

	Very important						Not at all important
	7	6	5	4	3	2	1

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**11. Do you currently have a meal plan (7-day, 5-day, or 55 meals plan)?**

- Yes (go to question 12)
- No (go to question 16)
- Unsure (go to question 16)

**12. Do you personally pay for part or all of your meal plan (from personal savings, work, grants, scholarships, loans, or trust funds)?**

- Yes (go to question 13)
- No (go to question 14)

**13. Would you be willing to pay more for your meal plan if the food has been produced in a socially just manner – for example, where workers have safe working conditions and receive a living wage (allowing workers to meet their basic needs like housing, food, clothing and transportation)?**

- Yes
- No
- Unsure

**14. Do your parents or other guardians pay for part or all of your meal plan?**

- Yes (go to question 15)
- No (go to question 16)

**15. Do you think your parents or guardians would be willing to pay more for your meal plan if the food had been produced in a socially just manner – for example, where workers have safe working conditions and receive a living wage (allowing workers to meet their basic needs like housing, food, clothing and transportation)?**

- Yes
- No
- Unsure

**16. If a pint of strawberries cost \$1.50, would you be willing to pay 25 cents more for a pint of strawberries that guaranteed a living wage and safe working conditions for farm workers?**

- Yes
- No
- Unsure

[Note: this question was asked 4 different ways and randomly assigned to people. The four different questions asked if people would either pay \$.05, \$.25, \$.50 or \$1.50 more for a pint of strawberries.]

**17.** There are many criteria people include in definitions of social justice. How important is it to you that the concept of social justice includes the following goals (please rate the following goals based on how you would *ideally* define social justice).

	Very important						Not at all important
a) Everyone is guaranteed nutritious food	7	6	5	4	3	2	1
b) Everyone is guaranteed a living wage	7	6	5	4	3	2	1
c) Water is owned by society rather than by private interests	7	6	5	4	3	2	1
d) Everyone has equal access to quality education	7	6	5	4	3	2	1
e) There is a cap on the highest amount someone can earn	7	6	5	4	3	2	1
f) Everyone is guaranteed basic health care	7	6	5	4	3	2	1
g) Land is owned by society rather than by individuals	7	6	5	4	3	2	1
h) Everyone is able to participate in the decisions that affect their lives	7	6	5	4	3	2	1
i) Food is produced and consumed locally as much as possible	7	6	5	4	3	2	1
j) Natural resources are protected for future generations	7	6	5	4	3	2	1
k) Inherited wealth is equally distributed in society	7	6	5	4	3	2	7

**18.** How often do you obtain food on campus?

Never	At least once a year	At least monthly	At least weekly	Daily
1	2	3	4	5

**19.** Have you heard that the UCSC administration has terminated their food service contract with Sodexo and is providing dining hall food service workers with higher salary and benefits?

Yes  
 No  
 Unsure

**20.** What is your gender?

Male  
 Female  
 Other

**21.** What year were you born?

\_\_\_\_\_

**22.** Are you a student?

Yes  
 No

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**23. [If a student]:** What year in school are you?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate student

**24. [If a student]:** Are you receiving some form of financial aid? (Check all that apply)

- None
- Merit scholarships (e.g., Regents Scholarships, etc.)
- Merit and need-based scholarships (e.g., Campus Merit Scholarship, etc.)
- Grants (e.g., University grants, Pell grants, Cal Grants, etc.)
- Need-based loans (e.g., Federal Perkins, Federal Direct Subsidized, etc.)
- Other loans (e.g., Unsubsidized Federal Direct, etc.)
- Other: \_\_\_\_\_

**25.** Are you –

- Staff
- Faculty
- Other: \_\_\_\_\_
- None of the above

**26. [If a staff or faculty member]:** What is the highest level of education that you have completed?

- Some high school
- High school graduate
- Some college/associate's degree
- College graduate
- Postgraduate degree

**27. [If a staff or faculty member]:** Do you work on the UCSC main campus?

- Yes
- No
- Not sure

**28. [If a staff or faculty member]:** How many days a week do you work on campus, on average, during the school year?

- 1
- 2
- 3
- 4
- 5
- 6 or more

**29.** What is your ethnic background? (check all that apply)

- African-American/Black
- Asian-American/Pacific Islander
- European-American/White
- Latino/Hispanic/Chicano
- Native American/American Indian
- Other: \_\_\_\_\_
- Decline to state

**30. a.** A person's social class is determined by a number of things, including education, income, occupation and wealth. If you were asked to use one of these five names for your social class, in which would you say you belong?

Wealthy	Upper Middle Class	Middle Class	Working Class	Low Income/Poor	Don't know
1	2	3	4	5	6

**30. b.** Which social class was your family in when you were growing up?

Wealthy	Upper Middle Class	Middle Class	Working Class	Low Income/Poor	Don't know
1	2	3	4	5	6

**31. a.** Regarding **social** issues facing the nation, where do you consider yourself to be politically on a spectrum from left to right?

Left				Right
1	2	3	4	5

**31. b.** Regarding **economic** issues facing the nation, where do you consider yourself to be politically on a spectrum from left to right?

Left				Right
1	2	3	4	5

**32. [Open-ended comment]:** Is there anything else you'd like to share with us?

Note: Questions 30a and 30b were slightly modified, from a New York Times poll on class issues in the U.S. This poll was conducted on March 3-14 2005, and reported on May 14, 2005. For a complete copy of that survey, go to: [http://www.nytimes.com/packages/html/national/20050515\\_CLASS\\_GRAPHIC/index\\_03.html](http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_03.html)