DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF DEDICATED RESPONSES TO FOOD INSECURITY AT INSTITUTIONS OF HIGHER EDUCATION: A MULTI-SITE CASE STUDY

by

MARGARET SERRITELLA TENNANT

(Under the Direction of Laura Dean)

ABSTRACT

At institutions of higher education across the country, since the economic downturn of 2008, student affairs professionals have been hearing anecdotal evidence that students are hungry. In 2009, Chaparro, Zaghloul, Holck, and Dobbs conducted one of the first studies on food insecurity in higher education and found that there was a need to create a dedicated response to the problem. Cady (2014) noted that while data on food insecurity is scarce, based on the campus food bank movement, it is a salient concern in higher education. This multi-site case study was designed to elicit knowledge associated with developing, implementing, and maintaining dedicated responses focused on alleviating food insecurity at institutions of higher education.

This qualitative study was conducted at three sites: a private research university in the nation's capital, a Hispanic-serving institution in the south central United States, and an independent liberal arts college in the northwest United States. The purpose of this study is to provide a qualitative understanding of how institutions of higher education develop, implement, and maintain dedicated responses focused on alleviating food insecurity so that the results can be

used by other institutions. The case study was designed to identify barriers and opportunities involved in designing campus-based dedicated responses to food insecurity. For this multi-site case study, experiences of professionals were explored through semi-structured interviews based on the work of the College and University Food Bank Alliance (CUFBA) (2017); through reviewing relevant documents such as policies, processes, procedures, and marketing; and through a photo representation project that allowed the researcher to visually observe each of the dedicated responses (Bignante, 2010; Johnson & Christensen, 2014). For each of the sites, the primary response was the establishment of a campus food pantry.

In an effort to identify the emergence of both potential common themes or patterns and differences from the data there was a review of the interview transcripts and researcher notes as well as of the documents and photos provided. Findings were aligned with CUFBA recommendations and reflected the importance of documenting campus need, establishing a steering committee, identifying appropriate space, creating strong partnerships, developing effective operational strategies, and focusing on sustainability through marketing and fundraising. Recommendations for practice are included.

INDEX WORDS: Dedicated responses, Food insecurity, Food pantry, Higher education, Case study

DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF DEDICATED RESPONSES TO FOOD INSECURITY AT INSTITUTIONS OF HIGHER EDUCATION: A MULTI-SITE CASE STUDY

by

MARGARET SERRITELLA TENNANT

B.S., University of West Georgia, 2003

M.Ed., University of West Georgia, 2005

Ed.S, University of West Georgia, 2012

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2018

DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF DEDICATED RESPONSES TO FOOD INSECURITY AT INSTITUTIONS OF HIGHER EDUCATION: A MULTI-SITE CASE STUDY

by

MARGARET SERRITELLA TENNANT

Major Professor:	Laura Dean
Committee:	Merrily Dunn
	Georgianna Martin

Electronic Version Approved:

Suzanne Barbour
Dean of the Graduate School
The University of Georgia
May 2018

DEDICATION

I dedicate this to students and professionals in Higher Education. I dedicate this to my committee Dr. Merrily Dunn, Dr. Georgianna Martin, and especially my chair Dr. Laura Dean. Dr. Dean has been so much more than my chair. She has been a friend, a mentor, and a motivator.

I dedicate this to my children, Ian, Ben, and especially my sweet Maddie. My loves, you have been so patient throughout this process and I am so thankful to you. Not only have each of you supported me getting this degree, helping me search through my textbooks for assignments, moving me in my residence hall, and so much more. You have cheered me on and motivated me and I am so thankful to the three of you. Maddie…now we can play and color ALL THE TIME!

I dedicate this to my parents who have always supported me in my education and have constantly motivated me to be my very best, just like them. Your words of encouragement, whether in a phone call, text, or in a card, has helped pushed me through the last three years. I love you.

I dedicate this to the staff at the University of West Georgia Counseling Center (past and present). You are all the most amazing co-workers and friends. You are a hardworking group of professionals, which are not only smart and caring…but funny. I appreciate you.

I dedicate this to my amazing cohort (Ride or Die), especially Jonathan and David.

Lastly and most importantly, I dedicate this to my husband, Nathan. He is my biggest fan and I am his. He has endured three long years of my sleepless night, extra chores, and supporting me in this journey so that I can be a better me. A partner like that is a treasure and I am lucky.

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

Page

LIST OF IMAGES

Page

CHAPTER I

INTRODUCTION

> There exists an invisible student population on college campuses—those who are experiencing food insecurity. The issue is hard to see because of its cross-cutting nature and the fact that most people who are experiencing poverty want to keep it hidden due to stigma and shame. (Cady, 2014, p. 265)

Why should campus administrators respond to student food insecurity? Cady (2014) noted that being food insecure is a barrier to student well-being and success and merits a response from faculty, staff, and administration. On campuses across the country, since the economic downturn of 2008, student affairs professionals have been hearing anecdotal evidence that students are hungry. In 2009, Chaparro, Zaghloul, Holck, and Dobbs conducted one of the first studies on food insecurity in higher education and found that there was a need to create a dedicated response to the problem. Cady (2014) noted that while data on food insecurity is scarce, based on the campus food bank movement, it is a salient concern in higher education.

"Identification of food insecurity and its determinants among college students across the nation can enable policy makers to both assess the magnitude of the problem and to formulate effective strategies to reduce its prevalence" (Chaparro, Zaghloul, Holck, & Dobbs, 2009, p. 2103). For institutions and higher education professionals, how can we, in the most advantageous and productive way possible, create dedicated responses to food insecurity to best help serve our students and assist them in meeting their most basic needs?

Operational Definitions

Within this dissertation the term *dedicated response* appears. Dedicated responses are the specific ways in which institutions can address food insecurity. Based on institutional need, whether short term or long term, a dedicated response can take many forms. Dedicated responses could be food pantries, vouchers, community gardens, apps focused on locations of free food, community resources, emergency grants, and other community initiatives.

Additionally, the terms *food bank* and *food pantry* appear. Although the commitment is the same, to feed the hungry, food banks and food pantries are not the same.

> Food banks are often mistaken for food pantries. Unlike pantries, most food banks do not distribute food directly to the public. A food bank is a warehouse and distribution center where food is solicited, received, inventoried, and then distributed to local pantries and soup kitchens. A pantry is a charity that distributes food and grocery products directly to those in need. Pantries have the responsibility to seek out and help individuals and families receive food. Food banks act as the supply line and are responsible for ensuring that their member pantries have the resources they need to feed those seeking help. (Food Bank of Central New York, 2017, para.1-2)

For institutions of higher education and for the scale that is needed, I am referring to food pantries throughout this study.

Throughout this study the terms *development*, *implementation*, and *maintenance* appear. For the purpose of this research, development is defined as creating a plan by deliberate effort over time, implementation is defined as putting the plan into effect, and maintenance is defined as marketing, operations, and the upkeep of inventory, property, and equipment.

Statement of Problem

Hunger and food insecurity are a growing problem on college campuses (Dubick, Mathews, & Cady, 2016). The rising cost of a college education and the increasing number of nontraditional students mean that more students are living on a shoestring budget (Dubick, Mathews, & Cady, 2016).

Food insecurity is a threat to student success on college campuses in the United States. It has the potential to impact academics, wellness, and behavior -- all factors that have bearing on student retention and graduation rates (Cady, 2014). “College and university administrators and leaders around the country are realizing that undergraduate students are among the millions of Americans who experience food insecurity, or a lack of resources to obtain nutritional food” (Nellum, 2015, para.1).

The College and University Food Bank Alliance (CUFBA), co-founded by the Michigan State Student Food Bank and the Oregon State University Food Pantry, is a professional organization consisting of campus-based programs focused on alleviating food insecurity, hunger, and poverty among college and university students in the United States (CUFBA, 2017). Food insecurity has increasingly become an issue on college and university campuses (Hughes et. al., 2011) and can pose a significant barrier to student success (CUFBA, 2017), although education is the key to getting out of poverty (Beegle, 2003) and/or improving students’ prospects after graduation (Planty, Hussar, Snyder, Kena, KewalRamani, Kemp, Bianco, & Dinkes, 2009). The number of food banks at institutions of higher education is on the rise, and CUFBA (2017) provides support, training, and resources to over 500 food banks and pantries that primarily serve college students across the nation. CUFBA has created guides for institutions seeking to create food pantries (CUFBA, 2015). For other initiatives, however, there is not one

single available source for understanding how institutions can best identify their needs, how they can best decide what to implement, and how they can best develop the procedure that follows. Research and exploration are needed at institutions of higher education on the development of dedicated responses focused on alleviating student food insecurity as well as the implementation and maintenance of those initiatives.

Purpose of the Study

Exploring dedicated responses focused on food insecurity at institutions of higher education in the United States will add clarification about the development, implementation, and maintenance of such programs. Research on the prevalence of food insecurity in college student populations is limited (Cady, 2014), and implementation of dedicated responses focused on food insecurity at institutions of higher education in the United Stated has received even less attention in academic literature. A search for published and peer reviewed literature using the search terms *food insecurity*, *dedicated responses*, and *higher education* yielded no articles published within the past two years. However, students at institutions of higher education are at an increased risk of food insecurity because their funds are often limited and must cover a range of necessities including tuition, rent, and other life expenses (Gaines, Robb, Knol, & Sickler, 2014). The purpose of this study is to provide a qualitative understanding of how institutions of higher education develop, implement, and maintain dedicated responses focused on alleviating food insecurity so that the results can be used by other institutions.

Research Questions

As the researcher, I sought to elicit knowledge associated with developing, implementing, and maintaining dedicated responses focused on alleviating food insecurity at institutions of higher education. Dedicated responses are the specific ways in which institutions can address

food insecurity (e.g., food banks, food pantries, community gardens, food vouchers). “These responses should match the scope of food insecurity on individual campuses and can be developed through the efforts of campus administration in partnerships” (Cady, 2014, p. 265). By conducting a series of case studies, I sought to answer the following question:

- What are the opportunities and barriers involved in developing, implementing, and maintaining dedicated responses to food insecurity at institutions of higher education?

Significance of the Study

The concept of food insecurity is defined as the lack of reliable access to sufficient quantities of affordable, nutritious food (Dubick, Mathews, & Cady, 2016). Food security can be defined as access by all people at all times to enough food for an active, healthy life (Coleman-Jensen, Gregory, & Rabbitt, 2015). Food security is an important nutrition issue among vulnerable population groups such as the young and socioeconomically disadvantaged (Hughes, Serebryanikova, Donaldson, & Leveritt, 2011). My goal is to use case studies to understand what barriers and opportunities are involved in designing campus-based dedicated responses to food insecurity and to examine how institutions of higher education respond to student food insecurity so that other campus professionals can design and implement initiatives at their institutions.

Researcher Perspective

In 2015, at a town hall meeting at my current institution (a mid-size regional public university), a question was posed about how we can best support our students to assist them with progression and graduation. It just so happened that earlier that day I was speaking to a student and heard a strange noise as she moved her purse. I inquired as to what that the noise was, and she noted that she had hoarded snacks from her apartment complex’s central office because she was unsure of where her next meal would come from.

In a large room full of student affairs professionals, I commented that it was difficult for students to progress through their educational endeavors because many of them are having difficulty meeting their basic needs. Anecdotal evidence that students were food insecure and having difficulty concentrating due to hunger was well-known, but data were needed to move forward. In an effort to understand what was occurring regarding food insecurity at my institution, the Vice President set two questions before me: how do you know there is a problem with food insecurity on our campus, and if there is a problem with food insecurity, how do we best address that concern?

Over the course of the next 11 months a colleague and I had many conversations, read many articles, and developed our own food security questionnaire (Appendix A) to distribute to the student community. Prior to distribution, it was reviewed by faculty at two institutions, peer reviewed, and piloted with 10 students. The survey was then administered two weeks after the start of the Fall 2016 semester and two weeks before the end of the Fall 2016 semester to the entire student population (n=13,306). The first survey results indicated that of the 832 respondents, over half of those students were food insecure (Appendix A), meaning that, at minimum, over 3% of the enrolled students identified in that category. The second survey results indicated that 45% of the students surveyed identified as having very low to marginal food security. Both surveys indicated that 5% of students who participated in the survey utilized a food pantry in the surrounding community. The data were then shared with the Vice President of Student Affairs and Enrollment Management and the President of my institution. In April 2017, I was asked to present the data to the President's Advisory Council, including university vice presidents, academic and non-academic senior leadership, associate vice presidents, deans, directors, and other key leaders. The President charged me creating a Food Security Steering

Committee and implementing a dedicated response focused on alleviating food insecurity by Fall 2017. Unfortunately, there has been great difficulty in finding good sources of information about dedicated responses and implementation strategies.

Conclusion

My study examined the development, implementation, and maintenance of dedicated responses to food insecurity at institutions of higher education through a set of case studies at multiple institutions. In Chapter Two, I will explore the existing literature surrounding program development and maintenance, sustainability, food insecurity, hunger in higher education, and initiatives. In Chapter Three, I will explain the multi-site case study methodology, including the paradigm, setting, participants, data collection, data analysis, and rigor. In Chapter Four, I will discuss the research findings from the case study, including development, implementation, and maintenance. I will conclude with Chapter Five, discussing the findings, implications for practice and recommendations for higher education professionals.

CHAPTER II

REVIEW OF THE LITERATURE

Based on institutional need, whether short term or long term, a dedicated response to food insecurity can take many forms. A dedicated response can be a food pantry, vouchers, community gardens, apps focused on locations of free food, community resources, emergency grants, and other community initiatives.

In this chapter, I explore food insecurity and focus on initiatives and dedicated responses at institutions of higher education. I then review the existing literature surrounding the development of a dedicated response, as well as implementation, maintenance, and sustainability of dedicated responses to food insecurity including affordability, risk management, operations, and budgeting. Lastly, there is a focus on organizational and program development.

Food Insecurity

The concept of food security incudes both physical and economic access to food that meets people's dietary needs as well as their food preferences. Food security can be defined as access by all people at all times to enough food for an active, healthy life (Coleman-Jensen, Gregory, & Rabbitt, 2015). The World Health Organization (WHO) (2016) noted that food security is built on three pillars: food availability, food access, and food use. Food availability is described as having sufficient quantities of food available on a consistent basis, while food access is explained as having sufficient resources to obtain appropriate foods for a nutritious diet. Lastly, food use is the appropriate use based on knowledge of basic nutrition and care, as well as adequate water and sanitation (WHO, 2016).

Food insecurity occurs when households are unsure of having or are incapable of acquiring adequate food to meet all members' needs due to of lack of money for food (Kicinski, 2012). From a national study focused on people living/studying in United States with food insecurity, it was noted that they use both food banks and pantries to meet household nutritional needs (Dubick, Mathews, & Cady, 2016). Food insecurity may have a negative impact on academic outcomes among students of various age groups, including behavioral and attention problems, absenteeism and tardiness, and psychosocial dysfunction (Chaparro, Zaghloul, Holck, & Dobbs, 2009).

Over the last decade, the number of college students receiving federal Pell grants, given to the neediest of undergraduates, has grown from 5.3 million to 8.2 million. However, the increase in the cost of attendance has eclipsed what these grants cover, including such necessities as food (Colarusso, 2015). "While low-income students still face higher barriers to college access than other groups, Pell Grants and other financial aid programs have increased the share of low-income students who enter higher education" (Boteach, Stegman, Baron, Ross, & Wright, 2014, p. 9). The Pell grant's goal is to make education available and affordable to all, particularly due to the increasing cost of tuition (Boteach, Stegman, Baron, Ross, & Wright, 2014).

The U.S. Department of Education, National Center for Education Statistics (2015) reported:

> For the 2014–15 academic year, average annual current dollar prices for undergraduate tuition, fees, room, and board were estimated to be $16,188 at public institutions, $41,970 at private nonprofit institutions, and $23,372 at private for-profit institutions. Between 2004–05 and 2014–15, prices for undergraduate tuition, fees, room, and board at public institutions rose 33 percent, and prices at private nonprofit institutions rose 26 percent,

> after adjustment for inflation. The price for undergraduate tuition, fees, room, and board at private for-profit institutions decreased 18 percent between 2004–05 and 2014–15, after adjustment for inflation. (para.1)

Significant educational expenses, including food, are not covered by a student's expected contribution or other sources of aid, therefore increasing the financial burden of obtaining an education (Congress of the United States, 2013)

Initiatives in Higher Education

Given the increasing prevalence of food insecurity among college students, institutions are increasingly challenged to develop responses to address this issue. However, there is little literature describing how such initiatives can effectively be designed, developed, and implemented. I seek to add to the literature with information about the development, implementation, and maintenance of dedicated responses to food insecurity at institutions of higher education.

> Given its potential impact, the collective understanding of this issue is still far too limited. The existing studies on campus food insecurity have almost exclusively looked at individual colleges and university systems or focused on community colleges. (Dubick, Mathews, & Cady, 2016, p. 6)

In an effort to understand the development, implementation, and maintenance of dedicated responses, a broader understanding is needed of what is taking place at institutions of higher education in the United States.

Food Pantries

Until recently, research addressing food insecurity has been limited to government programs such as food stamps (Colarusso, 2015; Kicinski, 2012). In the 1980s the number of

food pantries run by non-profit and religious organizations increased; food pantries were able to provide a two to three-day supply of food to households identifying a need (Kicinski, 2012). Between 1984 and 1985, soup kitchens and food pantries provided a national average of 1,175 meals each day (Kicinski, 2012). According to Kicinski (2012), in that year alone, 34,400 people were fed 430,000 meals at the cost of 1 million dollars. The increasing need of meals resulted in calls for future research to identify what the implications of hunger would be going forward and how communities would respond. Since the 1980s, emergency food support in many areas has become an established resource to support those who are food insecure (Kicinski, 2012).

> Feeding America, a national nonprofit network of food banks, provides food assistance to 46.5 million individuals and 15.5 million households, estimates that nearly half (49.3 percent) of its clients in college must choose between educational expenses (e.g., tuition, books and supplies, rent) and food annually, and that 21 percent did so for a full 12 months. (Nellum, 2015, para. 2)

There is a lack of relevant data, nationally, on college students; however, the above data provide some insight (Nellum, 2015). Nellum (2015) posited that "students who experience food insecurity struggle to reach milestones" at institutions of higher education and typically are in need of supplementary support services (para.4).

The College and University Food Bank Alliance (CUFBA) formed in 2011 in response to the flagging economy and increased demand for food from students (Staples, 2015). In 2011, 15 campuses signed on for the effort. Despite limited research and models, more than 500 college campuses across the country now have food pantries and the number continues to grow

(CUFBA, 2017; Staples, 2015). The primary goal of college campus food pantries is to alleviate short-term food insecurity for students.

Vouchers

Food voucher programs have recently begun appearing on campuses. Swipe Out Hunger (2017) began in 2009 and has since become the leading national organization dedicated to helping college campuses implement effective solutions to end hunger among their students--namely through meal credit donation programs.

For a voucher program, students through a student-led program in conjunction with their campus's dining program can, at the end of a term, donate meal swipes (i.e., unused meals from their meal plan). These are then converted into meal vouchers for students in need, which are then distributed by a campus administrative unit (Swipe Out Hunger, 2017). A voucher grants a student access into campus dining centers or offers cash credit, so the student can, just like everyone else, enjoy a warm meal (Swipe Out Hunger, 2017).

Food Gardens

Campus gardens increase sustainability efforts at institutions by providing local organic food, sustainability education, campus biodiversity, and community building (Duram & Klein, 2015). A survey of campus garden managers in North America provided confirmation that gardens which are student initiated and managed bring together diverse stakeholders from the campus and community. These sites increase sustainability awareness as well as overall institutional sustainability (Duram & Klein, 2015). University food gardens provide formal education that overcomes many institutional barriers to interdisciplinary programs. Informal education also occurs at these sites through experiential learning, which leads to greater environmental and nutritional awareness among garden participants (Duram & Klein, 2015).

Emergency Grants

Unexpected expenditures can have a detrimental impact on college students, especially for those already receiving Pell grants or federal assistance (United States Department of Education, 2017). Dachelet and Goldrick-Lab (2015) suggested that the financial aid system is "ill equipped to effectively address all financial aid situations that affect the ability of students to complete degrees" (p.19). A growing number of institutions offer emergency grants for students who are experiencing temporary emergency hardships with tuition, food, housing, childcare, or other educational expenses (Dachelet & Goldrick-Lab, 2015).

> A small amount of financial aid, even $300, can go a long way toward helping a student graduate. Emergency aid or micro grants from colleges can be used to cover a last tuition bill or even to help pay for a financial emergency, like fixing a car or visiting a sick relative. Micro grants aren't new. But a growing number of colleges -- both community colleges and four-year institutions -- have data to prove that this form of institutional aid improves student retention and can even save a college money by preventing dropouts. (Fain, 2016, para. 1-2).

Other Community Initiatives

In an effort to combat hunger, Colarusso (2015) noted that some undergraduates were creating apps to pinpoint free food on campus, sharing weekly food credits from meal plans, and developing weekend food programs. With the rising cost of higher education, many students are foregoing food to cover their tuition. Unfortunately, higher education is making students poor. Colleges and universities are systemically out of step with the needs of a large and growing segment of the students on their campuses (Colarusso, 2015). Student affairs

professionals must question what our role will be in this increasing food insecurity trend and how we can best help serve our students and assist them in meeting their most basic needs.

Development of a Dedicated Response

Attending an institution of higher education is possible now more than ever, and students, despite their socioeconomic backgrounds, are attending. However, barriers such as poverty, financial aid, and food insecurity still prohibit students from achieving a college degree (CUFBA, 2015). Higher education is being asked to be responsive to an ever-changing environment (Kezar, 2001). CUFBA has offered recommendations/guidelines, and the strategies that will be described below reflect examples of how institutions have used them.

Survey

Although the literature documenting examples is limited, one strategy that emerges is to conduct an initial survey of an institution to determine if there is, in fact, a need. Surveying the institution supports the development of a steering committee and the delegation of tasks, informs the stakeholders of what the need is on campus, and allows the steering committee to efficiently work during the development and implementation phases (CUFBA, 2015).

The University of Arkansas at Pine Bluff in conjunction with CUFBA created a survey for institutions of higher education (Appendix B), adapted from the Economic Research Center (ERS), a subdivision of the United States Department of Agriculture (Coleman-Jensen, Gregory, & Rabbitt, 2015; CUFBA, 2015; University of Arkansas, 2017). The survey, which has been adapted for this research to include multiple dedicated responses to food insecurity, allows for institutions to survey their students, faculty, staff, and administration to help define what their needs are as an institution.

Steering Committee

Once an institution has identified that there is a need to create a dedicated response on their campus, next should come the development of a steering committee. The committee should include 5-8 individuals from across the campus (Table 1) that are "passionate about service, involved in student activities, have an understanding of hunger and food insecurity or a combination of these" (CUFBA, 2015, p. 10).

Table 1

Steering Committee

Administration	**Faculty and Staff**	**Students**
• Student Activities • Student Affairs • Chancellor's Office	• Career Pathway • Off-Campus Connection • Campus Health • Social Work Department • Psychology Department • Community Engagement • Campus Dining Halls	• Student Government • Registered Student Organizations • Greek Life

Note. Adapted from College and University Food Bank Alliance, 2015, *Campus Food Pantry Toolkit*, p. 10

Each member of the committee can bring something to the group, whether it be experience in working with community members in accessing community resources, experience working with students, or experience working with academics. The committee should schedule regular meetings as the planning and developing of the dedicated response begin (CUFBA, 2015). Having a shared document to work from, such as a Google Doc, can be informative to the committee as progress is made or tasks are delegated. As the committee progresses in development and implementation, new members may be added, or subgroups may form. Having

a shared document can help all parties stay up to date on what is taking place as the committee moves from planning to implementation (CUFBA, 2015).

Implementation

The second phase of creating a dedicated response to food insecurity is implementation. An institution needs insight into the day to day operations and long term operations, as well as risk management concerns.

Operations

The operations of each dedicated response will differ, based on each initiative. Although there is little published literature describing operations on specific campuses, related organizations provide guidance on operating campus responses.

CUFBA's *Food Pantry Toolkit* (2015) provides detailed documentation about the operational aspects of running the day to day operations of a food pantry at an institution of higher education. CUFBA (2015) noted that, "there should be at least two staff or faculty members who either operate of know the day-to-day operations of the pantry" (p. 18). While a food pantry can be operated by staff and faculty, other initiatives are primarily student led, such as Swipe Out Hunger.

Swipe Out Hunger (2017) suggested that "the program only calls for additional work for a few days once every term" (para. 8). Swipe Out Hunger notes that the investment of just a few hours will support those in need in the campus community. A second option of moving the process to an online format allows students to "reload and track their meals on their student account," limiting the amount of additional work by faculty, staff, or students each month (Swipe Out Hunger, 2017, para. 8).

Another designated response can take the shape of a community garden; a common concern with community gardens is identifying who is responsible for garden oversight and operations (Jones, 2011). A search for published and peer reviewed literature using the search terms *dedicated responses*, *community gardens*, and *higher education* yielded no articles. Literature is needed about the operations of community garden and other dedicated responses.

Risk Management

CUFBA (2015) has provided a list of potential questions an institution may want to use for the development of a food pantry (Appendix C)**.** There is no specific published literature on risk management for a food voucher program at an institution of higher education.

Institutional risk management concerns surrounding campus gardens include security of the facility and equipment, risk and safety of gardeners, vandalism, liability of gardeners, and liability of consumers (Jones, 2011). "Although community gardening on college campuses is not a new concept, campus community gardens have recently grown in popularity. Campus community gardens, however, have not been extensively researched" (Jones, 2011, p. 1). Additional literature is needed on the risk management of campus food garden.

Maintenance/ Sustainability

> Sustainable design can be more than just responsible earth stewardship. It can impact operational costs, support and improve student learning, and even promote change in students' behavior. Universities should approach sustainability as an expectation, not an add-on, incorporating it into the building process and thinking about all of its potential impact when making design decisions. (Steven & Mackey, 2011, para.1)

Once a dedicated response has been identified for a college or university, it is ideal that the institution market the response. For the dedicated response to begin and remain successful, there must be fundraising and budgeting to ensure sustainability.

Marketing

Marketing is important for several reasons; it allows student to know that the dedicated response is available to them, it allows institutions to recruit volunteers, it garners support, and it assists in fundraising and donations (CUFBA, 2015). “Colleges and universities are beginning to embrace social media and realizing the potential power and implications for using it as a component of their overall marketing mix” (Reuben, 2008, p. 1). Social media is the quickest and most cost-effective way to reach many students at one time. A partnership with the steering committee and the college or university’s communication and marketing department offers the capability to collaborate.

Additional ways to communicate the message of a dedicated response would be to post flyers in areas that are populated heavily by students (e.g., housing and residence life, library, counseling center, health center, recreation facility, and in locations where academic support services are housed) (CUFBA, 2015). Creating partnerships with the campus radio station, campus newspaper, and/or campus television stations is a final way to promote the response. CUFBA (2015) noted that some media outlets, once they learn of what the college or university is doing to reduce food insecurity, may offer their services at a free or discounted rate.

Fundraising/Budgeting

CUFBA’s *Campus Food Pantry Toolkit* (2015) offers a list of potential on-campus and off-campus sources of support for fundraising (Table 2). Many of these resources can be applicable to other dedicated responses beyond a food pantry.

Table 2

Fundraising support

Potential On-Campus Support	Potential Off-Campus Support
• Student Government "Capital Campaign" • Faculty, Staff, and Administrative "Payroll Deductions" • Alumni Association "Call to Action" • Registered Student Organizations (RSOs) "Sponsored Food Drives" • Greek Organizations "Sponsored Food Drives"	• Your Fiscal Sponsor (if applicable) • Your Regional Food Bank "Grant and Awards" • Local Restaurants or Food Vendors "Nonprofit or Service Organization Highlight" • Grocery Store or Supermarket "Proceeds Benefit"

Note. Adapted from College and University Food Bank Alliance, 2015, *Campus Food Pantry Toolkit*, p. 26

The functionality of a campus food voucher program relies on students purchasing meal plans. Conversations with the dining services director can allow for the food voucher program to be successful as well as making sure, financially, that dining services is as well. Swipe Out Hunger (2017) notes that this can be addressed through a conversion rate. Campuses create their budgets expecting a certain number of meals to not be cashed in, and Swipe Out Hunger's food voucher program has addressed this through use of a conversion rate (2017) by asking food service providers to donate a percentage of the cost of unused meals.

> Although a meal may cost $9, you can ask dining for a percentage of this; 30-75% is about average. The conversion rate allots enough funding to account for their expected revenue and still leaves students with a decent amount of food. (Swipe Out Hunger, 2017, para. 6)

For example, students donate their unused meal swipes, and Dining Services then deducts the meals swipes from the student accounts and adds up the total number of donations. Each swipe is transferred into a meal voucher (either paper or located online), based on a conversion rate decided by each institution. From there, vouchers are distributed from locations such as the on campus resource center, counseling center, or health services (Swipe Out Hunger, 2017).

For many of the dedicated responses to food insecurity, such as food pantries, voucher programs, and community gardens, in-kind and monetary donations are key to sustainability. Programs such as these cannot be sustained without the help of students, faculty, staff, and community members (e.g., canned food drives, meal donations, and monetary donations).

Organizational/Program Development

> Organizational Development is an effort that is planned, organization-wide, managed from the top to increase organizational effectiveness and health through planned interventions in the organization's "processes." (Beckhard, 1969, p. 3)

An organizational development program involves the development of a strategic plan for improvement and the organization of resources to carry out the effort (Beckhard, 1969), which is why strategically involving campus partners from the beginning to assist on the steering committee is essential. In addition, it is imperative that the executive leadership at the institution have an interest and be invested in change. Beckhard (1969) asserted that the executive leadership need not actively participate, "but it does mean that they must have both knowledge and commitment to the goals of the program and must actively support the methods used to achieve the goals" (p. 4).

If higher education develops its own approach to change that is aligned with its values system, Green (1998) conjectured that legislatures and the general public, focused on efficiency and corporate change analogies, will not understand or appreciate the institution's perspective.

> There are two main reasons it is necessary to develop a distinctive approach to change within higher education: overlooking these factors may result in mistakes in analysis and strategy, and using concepts foreign to the values of the academy will most likely fail to engage the very people who must bring about the change. (Kezar, 2001, p. iv)

Table 3 provides features of higher education institutions that need to be considered when developing a program because they influence organizational change.

Table 3

Key features of higher education institutions that affect organizational change

- Interdependent organization
- Relatively independent of environment
- Unique culture of the academy
- Institutional status
- Values-driven
- Multiple power and authority structures
- Loosely coupled system
- Organized anarchical decision-making
- Professional and administrative values
- Shared governance
- Employee commitment and tenure
- Goal ambiguity
- Image and success

Note. Adapted from Kezar, 2001, p. 61

There is a pattern of unique features that characterize the academic enterprise and its institutions, along with their distinctive mission (Hearn, 1996; Kezar, 2001). It should be noted that when institutions develop an organizational program, such as a dedicated response to food insecurity, the key features will vary by institution type and response type.

Chapter Summary

As previously mentioned, food insecurity may have a negative impact on academic outcomes among students of various age groups, including behavioral and attention problems, absenteeism and tardiness, and psychosocial dysfunction (Chaparro, Zaghloul, Holck, & Dobbs, 2009). Organizations such as CUFBA are leading the way in the development, implementation, and maintenance of specific responses. However, more information is needed about developing that same protocol for other dedicated responses to be transferable to colleges and institutions.

The development of a dedicated response must be well organized, strategically planned, and action oriented with a “long-term change-effort with a variety of strategies and interventions” (Beckhard, 1969, p.11).

CHAPTER III

METHODOLOGY

Although some associations and organizations (e.g., CUFBA, 2015; Swipe Out Hunger, 2017) have focused on the aspects of development, implementation, and maintenance of specific responses to food insecurity, professionals in higher education have little knowledge about how to select the response that is best suited to their local circumstances or how to translate dedicated responses to their institutions. The purpose of this study was to analyze institutions that currently have a dedicated response developed, implemented, and maintained on their campus and to understand the opportunities and barriers that are involved so knowledge can be transferred to other institutions of higher education.

A conceptual framework helps one to become better acquainted with content and provide a stronger idea what one, as a qualitative researcher, is looking for and why, where one wants to look, how one plans to look for it, and what one will do with what they find (Ravitch & Riggan, 2017). The conceptual framework helps to achieve the researcher's purpose with their study.

Jones, Torres, & Arminio (2014) defined a paradigm as a set of interconnected assumptions that distinguish between worldviews. Paradigms have characteristics that highlight their distinct differences and pose questions about their nature. Mertens (2015) asserted that to plan and conduct your own research, read and critique the research of others, and join in the philosophical, theoretical, and methodological debates in the research community, you need to understand the prevailing paradigms, with their underlying philosophical assumptions.

This multi-site study used a qualitative research approach that was designed to gain in-depth knowledge of an organizational phenomenon that has had inadequate research (Audet & Amboise, 2001). Based on information developed through a literature review, this study explored the following question: What are the opportunities and barriers involved in developing, implementing, and maintaining dedicated responses to food insecurity at institutions of higher education?

Conceptual Framework

Ravitch and Riggan (2017) offered many explanations of a conceptual framework. A conceptual framework is used to refer to three different things: a purely visual representation of a study's organization or major theoretical tenets, something interchangeable with theoretical framework or what one means by theory, or a linking of all of the elements of the research process (Ravitch & Riggan, 2017). A conceptual framework is a guide. It is the process of figuring out what the researcher wants to study, why it matters, and how the researcher arrived at reasonable conclusions about how to go about studying it (Ravitch & Riggan, 2017). It is an argument about why the topic one wishes to study matters, and why the means proposed to study it are appropriate and rigorous (Ravitch & Riggan, 2017). The conceptual framework allows the researcher to make plans, break and rethink about plans, and make new plans that allow the researcher to move forward.

A conceptual framework consists of the following: interest, beliefs, and motivations for doing research; literature or an examination of the "conversations already happening"; and data collection and analysis (Ravitch & Riggan, 2017). Ravitch and Riggan (2017) believed that the purpose of a conceptual framework is to help the researcher become better acquainted with content and provide a stronger idea about what you are looking for and why, where you want to

look, how you plan to look for it, and what you will do with what you find. The conceptual framework in this study is the CUFBA Food Pantry Toolkit (2015). The framework includes the following sections: hunger and food insecurity, steering committees, campus need, food bank partnerships, risk management, operations, campus food pantry setup, marketing, and fundraising. The framework in the toolkit helps organize the results in Chapter IV in a way that will help to achieve the researcher's purpose, to provide a qualitative understanding of how institutions of higher education develop, implement, and maintain dedicated responses focused on alleviating food insecurity.

Paradigm

A paradigm, for a researcher, is the lens that they see the world through. A researcher's paradigm guides the topic of interest, interpretation, conclusion, and recommendations. All researchers should be cognizant of the philosophical assumptions that guide their work (Mertens, 2007). This research was guided by the constructivist paradigm.

The basic assumption guiding the constructivist paradigm is that knowledge is socially constructed by people active in the research process, and that researchers should attempt to understand the complex world of lived experience from the point of view of those who live it (Schwandt, 2000). People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

The paradigm's intention is to do no harm, and the axiology in the constructivist paradigm's objective is to also be a morally neutral objective observer (Christians, 2005). In addition, the researcher takes great care in being authentic, fair, and trustworthy (Mertens, 2015). The ontology recognizes that reality is socially constructed and through this process one may realize that some constructions are in conflict with one another (Mertens, 2015). The mind is

active in the construction of knowledge (Schwandt, 2000), so reality may change throughout the process.

Within the constructivist paradigm, how we go about knowing things is more personal and interactive and is unique to each individual's understanding and experiences.

> [Constructivist paradigm] says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. (Educational Broadcasting Corporation, 2004, para. 1)

Within this approach, interviews, observations, and reviewing documents are predominant in the constructivist paradigm (Mertens, 2015). Mertens (2015) considered that because of the approach, having large amounts of data allows the researcher to be more interactive and permits the researchers to obtain multiple perspectives, which yield better interpretations.

Case Study

The purpose of this study is to gain an understanding of program development in higher education by looking at the development, implementation, and maintenance of dedicated food responses designed to alleviate food insecurity. I elected to use the methodological design of a multi-site case study. The research objective is to understand how and why institutions have developed their responses to food insecurity and to helping students meet their basic needs.

A case study enables a researcher to examine, closely, the data within a specific context (Zainal, 2007). Zainal (2007) noted, in most cases, a case study method consists of a limited

number of individuals as subjects. Yin (2003) defined a case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). Zainal (2007) concluded that "case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of life events or conditions, and their relationships" (p. 2). Since case study method receives criticism in terms of its lack of robustness as a research tool, crafting the design of case studies is of paramount importance (Zainal, 2007).

A multi-site case study was utilized because the focus of the study is to answer "how" and "why" questions about development, implementation, and maintenance of dedicated responses to food insecurity. A multi-case study assures that behavior of those in the study cannot be manipulated, and it helps to take into consideration contextual conditions, as they are relevant to the study (Baxter & Jack, 2008). Yin (2003) highlighted that multiple case studies strengthen the results by replicating the patterns, thereby increasing the robustness of the findings.

For this research, the experiences of professionals were explored through listening. "For case studies, listening means receiving information through multiple modalities" (Yin, 1994, p. 60). Listening involved interviews, observation through photographs, and document review that were all guided by the research question.

Sites/Setting/Area of Study

The purpose of this research is to better understand institutions' experiences with dedicated responses to food insecurity and the implementation of initiatives on campuses. To recruit participants, emails were sent to CUFBA and Swipe Out Hunger listservs. Members of

these groups, generally, are current employees at institutions of higher education involved in a dedicated response to food insecurity or seeking information about dedicated responses. In addition, social media posts from my personal accounts were sent to members of Student Affairs Mothers (S.A.M.S.) as well as the NASPA Facebook page to reach a broader audience. Members of these groups are current or previous professionals or students working in student affairs.

To be eligible, participants needed to be current employees at institutions of higher education in the United States who had either developed or currently maintain a dedicated campus response to alleviating food insecurity and who elected to participate in this research. Identified participants were asked to identify other active participants on their campus, or previously on their campus, involved with dedicated responses. Eligible participants also had access to policy, process, and procedures of the dedicated response at their institution and/or were able to discuss the historical context of how the response evolved. Participants who volunteered for this study were sent an email (Appendix D) with information about the research, as well as a short initial questionnaire (Appendix E) to elicit information about initiatives. Individuals who elected to participate had the opportunity to identify other individuals who have or have had involvement with a dedicated response. An email was sent to individuals identified, asking if they would like to participate (Appendix F).

After the survey, individuals were given the opportunity to volunteer to become participants and further participate in a face-to-face or Skype interview. Those who expressed interest were provided with a brief outline of the study. After an initial recruitment period of three weeks, initial institutions were considered for the study, and additional responses were considered as they came in until I had conducted three case studies. The number of interviews per institution was based on the number of individuals involved in the dedicated response.

Once participants were identified or had self-identified and agreed to participate, they were emailed an IRB Consent Form (Appendix G) and an External Site Authorization Form (Appendix H). The External Site Authorization Form describes the policy and procedures for researchers who will conduct research at sites other than UGA and for research that involves researchers who are affiliated with an institution that does not have a federal-wide assurance and/or an associated IRB (UGA Institutional Review Board, 2015). The IRB Consent Form did not require a signature; however, the External Site Authorization Form required either the signature of the participant or their institution's IRB. Individuals willing to participate and consenting to the research were asked to confirm receipt of the Consent Form and the External Site Authorization Form. Once it was confirmed and the External Site Authorization Form was signed, participants indicated times they were available for an interview. The time of professionals is always valuable and becomes increasingly more valuable as a semester progresses, so I scheduled interviews, online, based on their schedules and availability.

Data Collection

For this multi-site case study, experiences of professionals were explored through semi-structured interviews (Appendix I) adapted from the work of CUFBA (2017) and through a photo representation project (Appendix J) that allowed the researcher to visually observe each of the dedicated responses (Bignante, 2010; Johnson & Christensen, 2014). Additionally, professionals at each site provided various forms of documentation that described their response and operations.

The initial outreach to seek participants was broad and sent to listservs and social media groups. I had 20 total respondents to my outreach efforts, with six sites willing to participate, yet only three sites were able to receive authorization from their IRB. The interview questions for

this study were adapted from CUFBA's Food Pantry Toolkit (2015) to explore the development, implementation, and maintenance of all dedicated responses to food insecurity. Within the toolkit, CUFBA (2015) developed a brief questionnaire, "20 questions you should be able to answer before starting a campus food pantry." Given the limited existing literature on the process, I developed further questions, based on my experience and refined through peer review, to examine implementation and maintenance, as well as challenges and barriers. The questions were open-ended to enable participants to respond as broadly or with as much detail as they wished. Follow-up questions were incorporated into the interview format to allow participants to expand on some of their responses and to allow the researcher to obtain more in-depth and detailed responses.

In addition to the photo representation project and interview, participants were asked to share existing documentation related to their dedicated response (e.g., policy, process, procedures, and marketing tools).

> Determining the authenticity and accuracy of written documents is part of the research process. It is the investigator's responsibility to determine as much as possible about the document, its origins and reasons for being written, its author, and the context in which it was written. (Merriam & Tisdell, 2016, p. 176)

After confirmation of participation, instructions about the photo representation project were emailed. Interviews were held via the telephone. The interviews were approximately 60 minutes in length and, with permission, were recorded and then transcribed. In addition to the recording, I kept notes throughout the interview process. At the conclusion of the interview, a pseudonym, if requested, was chosen for the participant's institution or each participant to ensure confidentiality.

Photo representation lends itself to be an exceptional tool for qualitative research. Bignante (2010) claimed that the images the information elicited generate insights different from and beyond those obtained in verbal inquiry. “Researchers felt that the photos sharpened the informants’ memory and reduced the areas of misunderstanding” (Harper, 2002, p. 13). Therefore, the interview began with the photo representation project. Photo representation, also known as photo-elicitation, is "based on the simple idea of inserting photographs into the research interview" (Harper, 2002, p. 13). An early proponent of the technique, Collier (1957) postulated that pictures elicit more comprehensive interviews and at the same time help participants overcome the fatigue and repetition of conventional interviews. For the photography activity, each participant submitted 3-5 photographs of initiatives that illustrated their institution’s response to food insecurity. The photography assignment gave participants the opportunity to present what their institution is doing to alleviate food insecurity and allowed the researcher to have a visual representation. Participants were asked to discuss the pictures they had taken (Appendix J).

Data Analysis

During the interview process I made notes about the participants’ responses, indicating any additional questions that occurred during the interview. A transcription service was used to create verbatim transcripts from the semi-structured interviews, including the photo representation description. Each site also submitted documentation consisting of budgets, policy, process, procedures, training manuals, annual reports, and printed marketing material.

The three sites were given the option to either have the name of their institution used or to use a pseudonym. Only one site opted to use a pseudonym. In addition, each site had a designated folder, tangible and on a flash drive, that included photos from the photo

representation project and documentation from their institution, as well as a transcript of each semi-structured interview. The tangible folder was kept behind two differently keyed locks and the flash drive folder was password protected to ensure confidentiality.

Although different types of documentation were submitted for each institution, I reviewed all materials related to the dedicated response to look for consistent themes. Yin (2009) suggested that researchers use judgment to identify "different patterns [that] are sufficiently contrasting" (p. 27). I then identified patterns within the transcripts and supporting documents.

> Data analysis is the process of making sense out of the data. And making sense out of the data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read - it is the process of making meaning. (Merriam & Tisdell, 2016, p. 202)

In an effort to identify the emergence of both potential common themes or patterns and differences from the data, I made notes in the margins of the transcripts, circling, highlighting, bolding, or underlining patterns worthy of attention (Boyatzis, 1998; Jones, Torres, & Arminio, 2014; Layder, 1998).

I then gathered the list of themes or patterns from my notes as well as the transcripts from the interviews and developed a codebook, as a reference, to be used in my analysis. I went through the transcripts and notes and highlighted recurring themes. I also reviewed the documentation that was provided by each of the sites and examined policy, process, procedures, marketing, and other paperwork provided by each site. The codes included information about data collection or the lack thereof, steering committees, space, organization of resources, partnerships with food banks, marketing tools, funding, and other sustainability efforts. These themes were reoccurring at each site. Lastly, I reviewed photographs of the dedicated response

provided by each site. Each site provided a photograph of their food pantry, which allowed me to view the layout of each space, as well as the shelving used and the way in which it was organized. The codes for the photographs were shelving, space, labeling, accessibility, technology, and organization. I wrote a memo about areas that I felt needed more clarification, codes that were not anticipated, and what I learned from the interviews and documents (Luttrell, 2010). Areas that needed further clarification involved other dedicated responses beyond food pantries such as initiatives that involved swipe programs (e.g., being able to move meal plan funds from one student to another) and community gardens.

The analysis of the data allowed for transferability, a concept that Mertens (2015) described as a "concept that enables readers of the research to make judgments based on similarities and differences when comparing the research situation to their own" (p. 259).

Rigor

Golafshani (2003) argued that reliability and validity, as those terms have been applied to quantitative research, are conceptualized in the qualitative paradigm as trustworthiness, rigor, and quality. Merriam and Tisdell (2016) asserted that the validity and reliability of a study depend upon the ethics of the investigator. To begin, I explained the purpose of the research to each participant in a way that was understandable and void of jargon. In conjunction, I explained how the research would help contribute to institutions and their communities. I discussed reciprocity and the benefits that they would receive from participating in the research as well as promises that could and could not be kept. Risk assessment was addressed, as well as my obligation to communicate potentially unsafe or unhealthy situations. Furthermore, conversations were had about protecting each participant's privacy/anonymity, as well as that of their

institution, and how data would be analyzed. IRB guidelines, boundaries, and ownership of the data were discussed when reviewing the Informed Consent document (Appendix G).

To further develop rigor and trustworthiness throughout the research process, I engaged in member checks, peer review, and memo writing. To ensure transcription accuracy, I emailed each participant a transcription of their interview and asked that they reply with any additional notes or concerns regarding the transcript's accuracy. To conclude, I sought advice about ethical concerns from my major professor, the IRB, and continued to memo about the process for research purposes as well as a measure of self-care.

Gibbert & Ruigrok (2010) have noted, regarding rigor,

> Key words here are transparency and replication. Transparency can be enhanced through strategies such as careful documentation and clarification of the research procedures, e.g. by producing a case study protocol - a report that specifies how the entire case study has been conducted. Authors are also encouraged to refer to a case study database, in which data such as interview transcripts, preliminary conclusions, and the narratives collected during the study, are organized in such a way as to facilitate retrieval for later investigators. (p.724)

The purpose of this research is to better understand institutions' experiences with dedicated responses to food insecurity and the implementation of initiatives on campuses. Therefore, careful documentation of the research procedures supports replication of this study. In Chapter IV, there will be a discussion and description of three sites and how they developed, implemented and how they are currently maintaining their dedicated response(s) to food insecurity in higher education.

CHAPTER IV

RESEARCH FINDINGS

Institutions across the country are developing, maintaining, and implementing dedicated responses to food insecurity at a tremendous pace, with over 593 institutions responding to a national epidemic of food insecurity in higher education (CUFBA, 2017). In this chapter, I first provide a brief description of each site, then I describe and discuss in more detail how they developed, implemented, and are currently maintaining their dedicated responses to food insecurity on their campuses. I further provide samples of documentation from each of the sites. Although much of the attention is on food pantries, campus responses may also include external partnerships, campus partnerships, and emergency funds, and those are addressed as they came up. In addition, through photo representation, I provide visual depictions from each of the three sites. Through this multi-site case study, I examined the opportunities and barriers that are involved in developing, implementing, and maintaining dedicated responses to food insecurity at institutions of higher education, as defined in Chapter I.

Sites

The sites represented three different institutions of higher education: a private research university in the nation's capital, a Hispanic-serving institution in the south central United States, and an independent liberal arts college in the northwest United States. Participants from each of these sites included student affairs professionals who were involved with the development, implementation, or maintenance of a dedicated response to food insecurity on their institution's campus. Two of the three sites were given IRB approval to use their institution's name;

therefore, descriptions of all three are provided, but a pseudonym is used for one, and some specific details about that institution have not been included, to further protect its identity.

Site 1: A private research university in the nation's capital

The George Washington University is a private research driven university in Washington, D.C. (The George Washington University, 2018). The university is home to more than 26, 000, politically active undergraduate and graduate students. The urban location in which the university resides is six blocks from the White House and is walking distance to museums, embassies, and national monuments.

Undergraduate expenses at GW for tuition, fees, books, supplies, and housing total $69, 368 each academic year (United States Department of Education, National Center for Education Statistics, 2018). Of the more than 11,500 undergraduate students enrolled, 66% receive grant or scholarship aid, 39% receive institutional financial aid, and 14% receive Pell grants, which are need-based federal financial aid awards (United States Department of Education, National Center for Education Statistics, 2018; United States Department of Education, 2017). Unfortunately, data was not available for graduate students.

Because of the discrepancy between the cost of attending and the amount of financial assistance needed/awarded, food insecurity is a concern, and responses to a question added to a 2016 survey of graduating students confirmed this. Therefore, GW is home to The Store, a student-run food pantry. The Store opened on October 1, 2016 and is managed by a student organization and the Center for Student Engagement. It provides resources and support for students living with food insecurity (Center for Student Engagement, 2016). In addition, The Store also provides school supplies, printing cards donated by the Student Association for wired and wireless printing machines on campus, and limited professional work attire that has been

donated through a “Blazer Drive.” The Store is located in the center of campus, in the basement of a residence hall which also houses student meeting and study areas, a dance studio, and multiple dining areas. It is open for 140 hours a week and closes for 4 hours a day to restock.

In addition to its food pantry, George Washington (GW) houses a community garden that was created prior to The Store. However, the institution has made a commitment to give all of its produce from the garden to a local homeless shelter. When implementing The Store, it was decided that the campus food pantry would not do anything to impact the current resources to the community. Taking away resources that were already going to a community partner was not their objective.

I interviewed Dr. Tim Miller, Associate Dean of Students, who provided me with interviews and videos he had previously done with various news and media outlets, as well as a survey distributed to their students, data from the survey, a copy of “Starting a Food Pantry on a University Campus” (a guide book created by GW), The Store budget, the founding timeline, and photographs.

Development: Campus need. To determine campus need, George Washington began with a graduation survey and received 740 responses.

> Forty-six of those students in that quick sample wrote back and basically answered that they had some level of food insecurity. And I basically used that data to get into the graduation survey. And our graduation survey is what it sounds like. Everyone who graduates is sent this survey. And everyone who wants to have tickets at graduation has to fill it out. So I think the first year we did it, about 94% of those who received it filled it out, which as you know in surveys is a great response rate. (T. Miller, personal communication, November 21, 2017)

It was from this survey, completed by all graduating students, that George Washington was able to take the data (see Table 4) to their Institutional Research Office and their President and were able to demonstrate the importance of this issue, with 59% of graduating undergraduate students and 30% of graduating graduate students indicating that they ate less than they felt they should because there was not enough money for food. Because of this, GW was able to move forward with developing a dedicated response and implementing it.

Table 4

George Washington University Graduation Survey Data on Food Insecurity

Q: How often did you eat less than you felt you should because there was not enough money for food?

	Undergraduate		**Graduate**	
	Spring 2016 Undergraduate Students (N=2152)	Spring 2017 Undergraduate Students (N=2231)	Spring 2016 Graduate Students (N=2847)	Spring 2017 Graduate Students (N=3116)
Never	41%	40%	70%	70%
Once per month or less	15%	17%	11%	10%
2-3 times per month or less	20%	20%	10%	11%
1-2 times per week	12%	12%	5%	5%
3+ times per week	12%	10%	4%	4%

Note. The George Washington University, 2017, GW Graduation Survey Data, 2016-17, p. 1

Development: Steering committee. An informal steering committee at GW was created, during an unrelated meeting, prior to data being collected. This group consisted of staff from financial aid, the community service office, and the multicultural student services office; the Associate Dean of Students; the President; and the President's spouse. At the meeting,

conversation about food insecurity, the idea of a food pantry, and what's real and what's not real in regard to anecdotal evidence was presented.

> And I think as often happens, at the end of meetings like that they're like, "Well this sounds like a problem. Let's just do something about that. Just open a food pantry." And that's basically how the meeting ended. And I'm like, "That's not really how any of this works. We don't just sort of open food pantries because you think we should." But I was like, "I have to have a better answer to this question other than that's not how this works." (T. Miller, personal communication, November 21, 2017)

After the collection of data, an intentional steering committee was formed with members from financial aid, the community service office, the multicultural student services office, and the Associate Dean of Students, as well as the President as an ad hoc member to determine how to implement the food pantry.

Implementation: Location of food pantry. Once GW reached the implementation phase of a food pantry, they were also undergoing new construction projects on campus. It was determined that a space would be created for The Store in one of the newly constructed buildings. Within that new construction, one and a half floors of organization space were designated in the basement area/ground floor. Therefore, the administration was intentional about the placement of the food pantry. The space was central, accessible, and built to meet food safety standards, and the administration was determined that this would be a permanent space.

> One of the lessons we learned from other schools was they would tell us how many times their pantry had had to be moved because while it was important, it wasn't more important than other things. (T. Miller, personal communication, November 21, 2017)

Once a space had been determined and began to take shape, collaborations were created with various partners.

Implementation: Food bank partnerships. George Washington had a representative come to the campus to help develop and review their processes and procedures, answer questions, and offer suggestions about their day to day operations.

> We pay 19 cents a pound for food. So when I say to a donor, "Every dollar you give me is going to buy five pounds of food for a student." And when I tell them that on average, each of our students basically needs about 100 pounds of food for the whole year to eat well, and I can tell you that costs you $20, people are happy to write checks. (T. Miller, personal communication, November 21, 2017)

In addition to local food banks being a provider of food to the community and a supplier of knowledge, partnerships with them can inadvertently provide a successful avenue to promote the food pantry's needs to potential donors.

Implementation: Campus partnerships. George Washington does not have a dining hall, yet it has 94 vendors on and off campus that participate in the dining plan to provide dining options for students. The pantry and pantry manager have partnered with the outside food vendors and have initiated a vendor swipe program that allows students to purchase their food and round up to the closest dollar amount to make donations to the food pantry. On a monthly basis, the vendors collect the money and provide gift cards to the pantry that can then, in turn, be given to students. Prior to the start of the food pantry, a number of vendors who hosted fundraisers for student organizations would give a percentage of sales during a certain window of time. The food pantry manager went to vendors that were on their dining plan and where students could spend their dining funds in hopes that they would be interested in supporting the

food pantry. It was a well-developed and preexisting relationship originally established by student organizations that is now overseen by the food pantry manager. Overall, it was a way in which the vendors believed that they could help more students in a more consistent approach. In addition, the pantry has partnered with an athletics team on campus that assists them in restocking the pantry each week.

Implementation: Other partnerships. GW has partnered with a national chain, simply by having a conversation with their local franchise. The grocery store asked that the institution do marketing for them on the campus, and in exchange, the grocery store provides the food pantry with a $250 gift card each month so that they can purchase items that they do not receive from the food bank (e.g., produce and dairy).

In an example of a particularly useful connection, George Washington has partnered with an organization called Yahweh International. This partnership began with Yahweh reading about The Store through a *Washington Post* article. The founder and owner of Yahweh partnered with Panera after discussion and concerns over the waste of unsold bread and baked goods and the desire to reduce excess waste. Therefore, Yahweh redistributes these unsold baked goods to communities and organizations in need. That partnership developed when, while working at a local event to feed the community, Chris Thomas, the founder of Yahweh, was re-introduced to a fellow volunteer who was the wife of the Panera franchises owner for the DC/MD/VA region. During their discussion, she expressed both her concerns over the waste of unsold bread and baked goods and the desire to partner with additional organizations to assist in reducing the excess. Chris Thomas felt this would be a great opportunity to redistribute these unsold baked goods to communities and organizations desperately in need. Yahweh provides The Store with bread from Panera once a week, and then The Store manager sends an email to food pantry

participants informing them of the delivery. For George Washington, Yahweh has an access card to the pantry and delivers the goods once a week, during a certain frame, in an effort to not breach the privacy of the pantry's users.

Implementation: Operations. The Store is open from six in the morning until two in the morning every day and available only to students. This allows students to come in at any point during that window. The pantry is closed four hours a day, which allows for a total of 140 operational hours each week. The operational view for this institution is that students who have food insecurity often are working multiple jobs and often struggle to make the time to come and pick up food. The decision to remain open for 140 hours gives students the ability to pick food up on their time frame. Another difference, operationally, is that this pantry is never monitored. This is considered a shopping style pantry. The Store's goal is that their students can come whenever they want and they can take what they want and what they need. This pantry functions on three values: faith, trust, and respect.

> We have faith that if you say you need this, you need it. And we have faith in that. So all you have to do is give us your institutional ID number and your email address. The ID is so we can give you access to the room on a swipe on your ID card. And the email so we can email you when we have items that have shown up. And then we have trust that you're going to take what you need and no more. And then we have respect for you and your challenges with food insecurity and want to respect your anonymity and protect that as much as possible. So for that reason we don't monitor. There's no check-in and check-out process. We don't check your bag to see how much you're taking. (T. Miller, personal communication, November 21, 2017)

Risk management. To maintain the security of the pantry and its users, GW requires logging into the food pantry via Org Sync, a campus engagement network that connects students, faculty, and staff to organizations, programs, and departments on campus in a private online community so that they could collect demographic information (OrgSync, 2018). Students would send an initial email to the pantry manager, who would then allow access, via their University ID, to the pantry. This alleviated the need to have staffing at the food pantry and allowed for the students to maintain their dignity and confidentiality.

Maintenance: Marketing. GW's on-campus Communications and Marketing department helped to develop rack cards, videos, social media campaigns, list servs, and information cards for donors. However, The Store has also been fortunate in the amount of press they have received, both locally and nationally.

Maintenance: Fundraising. Because of the marketing, the pantry manager has had people reach out to see how they can help financially. The pantry manager is able to tell donors, "Every dollar you give me is going to buy five pounds of food for a student, and on average, each of our students basically needs about 100 pounds of food for the whole year to eat well, and I can tell you that costs you $20." With unsolicited and solicited donations, the pantry manager has been able to secure $75,000 out of a goal of $400,000, with thoughts that the pantry can successfully maintain at a budget of $20,000 for the next five years. Examples of two budgets are provided in Appendix K and Appendix L, to provide institutions insight into the startup and maintenance cost of a food pantry including the upkeep of inventory with food banks, property, and equipment.

GW represents a private institution that has collected formal data, has many donors, and has been in operation since October 2016. It is geographically and organizationally different

from the next site, a Hispanic-serving institution where the food pantry has been in operation approximately one year.

Site 2: A Hispanic-serving institution in the south central United States

Texas A&M University-Corpus Christi is the only university in the nation located on its own island, at the heart of the Texas Gulf Coast, with an enrolment of 12, 000 undergraduate and graduate students (2018). Estimated expenses for an academic year, which include tuition, fees, book, supplies, and housing, total $21,327. Of the 9,960 undergraduate students, 49% of students receive grants or scholarships, 53% receive financial aid, and 40% receive Pell grants (United States Department of Education, National Center for Education Statistics, 2018). Therefore, with a relatively low cost of attendance, about half of the students still qualify for aid, and 40% of them qualify for need-based federal aid, suggesting that the student body generally has relatively low income levels and therefore may be at higher risk for food insecurity

TAMU-CC's mission is to provide a supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning and international programs. As a Hispanic Serving Institution (HSI), they seek to provide a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence (Texas A&M University-Corpus Christi, 2018). In alignment with their mission to be supportive of their students, TAMU-CC recognized that food insecurity was a concern and opened Izzy's Food pantry.

Izzy's Pantry is an on-campus non-perishable food pantry available to students, located in an office suite on the second floor in the University Center. The pantry, which opened in the Fall of 2017, is overseen by the Assistant Vice President for Student Life in the Division of

Student Engagement & Success. Currently in its second semester of operation, Izzy's Pantry is open to students for 15 hours a week. In addition to the pantry, the institution also houses an on-campus community garden. However, the garden and food pantry are housed in two separate departments and do not, at the time of the study, work together.

I interviewed Dr. Lisa Perez, Assistant Vice President of Student Life, who provided me with the Izzy's Food Pantry Manual, the Food Bank of Corpus Christi Partnership Contract, promotional videos, and photographs. In addition, Izzy's Food Pantry has a partnership with The Emergency Food Assistance Program (TEFAP), a federal program that helps supplement the diets of low-income Americans (United States Department of Agriculture Food and Nutrition Service, 2018). Dr. Perez also provided me with the signed agreement they have with TEFAP, TEFAP Income Eligibility Guidelines, TEFAP instructions, and a Food Bank agency membership manual.

Development: Campus need. Texas A&M University-Corpus Christi began with a student who came into the Assistant Vice President of Student Life's office and began talking about food insecurity within their institution. Students who were not eating soon became a topic of conversation in staff meetings. As anecdotal evidence began to emerge, the students who came up in discussions were student leaders or employees, and were always hungry.

> I would see it myself because I advised student organizations as well as I moved up. We were just constantly feeding them or bringing lunch. If we went downstairs or we'd say, "Let's go eat lunch." Then we started hearing on our campus other faculty members in other parts of the university who were like, "Yeah, I've got a drawer full of snacks that I keep." Whether it's peanut butter crackers, or granola bars, or things of that nature. We'd also see the response from

> students after events, and if we had left over food from catering, our student employees, in particular here in the union, that would just come and pretty much scourge the food. Of course, we don't want it to go to waste, either. (L. Perez, personal communication, February 12, 2018)

The development of a response to food insecurity, as indicated by TAMU-CC, can begin with just one student.

Development: Steering committee. Prior to the formation of the steering committee at Texas A&M University-Corpus Christi, the Assistant Vice President of Student Life and the Vice President had a meeting about food insecurity and a food pantry and began carving out the space. The administration wanted to ensure that it was in an inconspicuous space. It was decided then to have a designated space created in a building that was being newly constructed. It was then that a steering committee was formed.

> Our steering committee has been helpful in the organizing and kind of big picture sorts of things. On our steering committee, I have our Vice President, so for the funding aspect that came into place and that dedicated funds. Then moving forward, since I had that startup money, I am responsible for the rest of the budget stuff, and ensuring that we have things in place. I work with our communications specialist for the division, and she helps with all of the publicity and awareness, and media relations. It's really a team effort. We also have a dietitian on our campus, and who is part of the steering committee. (L. Perez, personal communication, February 12, 2018)

Although the Steering Committee was formed prior to the decision making of the location, they have been instrumental in the development of Izzy’s pantry.

Implementation: Location of food pantry. Similar to George Washington, at TAMU-CC, a new space was created in their student union. The placement of the food pantry was intentional. The space had to be central, meet the needs of a food pantry, be ADA accessible, and be permanent.

> We know just from reading to research and presentations that there's that stigma of students not wanting to be identified that they're receiving assistance, the whole food insecure part. It is located on our second floor of the University Center. It's down a long hallway, away from the hubbub, the large traffic patterns that we have in this building. There's one entry into this space. There is a little reception. It's actually in a suite location, but it has a separate door to the actual pantry, so it's closed. If you were to walk into the suite when the pantry's not open for distribution, you wouldn't know that there was food behind it. (L. Perez, personal communication, February 12, 2018)

The food pantry is currently 100 square feet, but the administration is quickly realizing that this pantry is serving many students and that they are quickly outgrowing their space.

Implementation: Food bank partnerships. Early in the process, administrators attended conferences and saw that organizations were partnering with or getting support from their local food banks. Texas A&M University-Corpus Christi reached out to their local food bank. The partnership was well received. It allowed for the community to connect with the institution.

> They were really excited because they had never partnered with a university and didn't even think about college students being a demographic of students, of people who would need food. The more and more they thought about it and when we talked about, "Well our students, a lot of them are strapped for money." College is so expensive, may or may

> not be getting assistance from parents, just depending on their situation. We definitely meet the criteria. (L. Perez, personal communication, February 12, 2018)

Because of this partnership, the institution is able to purchase, at a small cost, and provide a variety of food to students utilizing the food pantry.

Implementation: Other partnerships. On campus**,** Texas A&M University-Corpus Christi has created partnerships with the Resident Assistants and the Student Senate. The two groups provide volunteers when needed, especially during institutional breaks or holidays. Additionally, the pantry is working with their campus dining service to provide an option for vouchers to keep in the food pantry to also be able to provide hot meals from dining services. TAMU-CC has also cultivated relationships with off-campus entities. They recently presented a proposal to a regional grocery store, and they agreed to a partnership. At the time of the interview, the details of what the grocery store would provide were not clear, but it was certain that a partnership had been formed and they were in the final phases of working with their institutional development office to work out the details.

Implementation: Operations. Texas A&M University-Corpus Christi's pantry is open to students five days a week, with hours that extend beyond 5:00 pm two days a week. However, students who need access to food outside of these times may be assisted if time allows by contacting the pantry manager. For Texas A&M University-Corpus Christi, a school with a student population of 12, 000, Table 5 outlines the daily procedures that take place in this food pantry.

Table 5

TAMU-CC Food Pantry Daily Procedures

1. Answer phone as needed to assist
2. Call supervisor and administration office to see if assistance is needed with projects
3. Assist students with questions regarding the Food Pantry
4. Assist others with general questions
5. Ensure that the Food Pantry is clean, neat and organized
6. Open door to the Food Pantry during distribution times (see Operating Hours section for times)
7. Swipe people who come in to the office suit for other business
8. Process donations received (check barrel in main lobby)
    1. Inspect food items per food safety guidelines and training received.
    2. Inventory (count) the types of items received
    3. Weigh the amount of items
    4. Shelve items and place in correct areas. Ensure that newer items are placed towards back of shelves. Remember "FIRST IN FIRST OUT"
    5. Refer to donation log into the Food Pantry Logs to enter information for donation received.
9. Process distribution of food to students
    1. Ensure students are eligible to access the Food Pantry; check log; swipe ID card in portal. If a student has already used pantry once during the week, you will receive a message in OrgSync stating they have already checked in. Politely let them know they will have to come back the following week.
    2. Complete TEFAP application if necessary
    3. Hand student a bag; invite them to enter pantry; show and explain the layout of food; remind them of the number of items then can take.
    4. Only one (1) student should be in pantry at a time. Others should wait and sit in chairs in reception area.
    5. Prior to them leaving, take quick count of number of items taken and weigh amount of food taken.

6. Hand them or place a resource flyer in their bag.
7. Encourage student to bring back the bag they have for use during their next visit
8. Complete the distribution log each time food is distributed to a student

10. Train volunteers who may stop by to assist.
11. Enter in volunteer time to the Volunteer Log
12. Take inventory of items in pantry
13. Straighten pantry shelves after each visit or throughout shift
14. Serve as a gatekeeper to people who visit other offices in area
15. Announce visitors to offices
16. Help with scheduling/reservations as needed
17. Be familiar with the Food Pantry website

Communicate ideas/issues/concerns with supervisor and/or Assistant VP for Student Life.

Note. Adapted from Texas A&M University-Corpus Christi, 2017, *Izzy's Food Pantry*, p.6

Risk management. Access to Izzy's pantry is granted through the student's ID card. By doing so, it allows the pantry manager to know who is coming in and out of the actual pantry itself and when it is locked and unlocked. Utilizing this approach allows the pantry manager to trace back to a specific time, if there was some damage to be done or if a significant amount of food has been taken. In order to gain access to Izzy's pantry, students must show their ID and a pantry employee will swipe the student in. The use of the ID cards allows Izzy's pantry to not only confirm that the person is a student, but also to collect relevant data.

Maintenance: Marketing. The steering committee for the TAMU-CC food pantry, Izzy's Pantry, approached their marketing in a way they felt would best serve their institution.

> We were very intentional on really publicizing to our faculty and staff, as opposed to our students at first. The whole intent was, "Let's let them know that we have it," because they're going to be engaged with the student and more than likely because of what we had heard before, we were hearing this through the meetings that people were having in their

> offices or at an event or things of that nature. We did a big push with that marketing campaign to faculty and staff and they were really our drivers for the donations that we received this past fall semester. (L. Perez, personal communication, February 12, 2018)

Because of this intentional and initial marketing, Izzy's pantry was able to gain support with faculty and staff, which in turn benefited the students at the institution.

Maintenance: Fundraising. A challenge related to donations is ensuring that that pantry is receiving food that college students will eat and that contributors are mindful of possible cultural or dietary restrictions.

> Right now we've been overwhelmed with the amount of support and donations. The challenge is getting people to not donate the things that college students don't really want to eat. The cans of peas, the vegetables. Some of them go, but and also thinking about, "Oh that's really good," but college, thinking about this demographic, college students are on the run, they want something quick, so more of your instant meal or pre-packaged things that they can take on the run and eat in between classes, or can cook in a microwave, prepare in a microwave, or they're doing spaghetti, but forgetting about the sauce, so getting them to understand that whole concept. (L. Perez, personal communication, February 12, 2018)

Image 1

Examples of food

It has been helpful to pantries to post what their needs are or specify to groups what they would like for them to collect, as seen in Image 1 (e.g., kosher, gluten free, vegan, pasta and sauce, cans with lids that don't require a can opener, microwavable food, and snacks).

Site 3: An independent liberal arts college in the northwest United States

The last institution, Liberal Arts College (LAC), is a coeducational, independent liberal arts and sciences college with an enrollment of 1,400, located in the northwest United States (Assistant Dean for Inclusive Community, personal communication, December 18, 2017). The campus and surrounding community is filled with trees and elaborate landscaping.

Undergraduate expenses at LAC for tuition, fees, books, supplies, and housing total $69,820 each academic year (United States Department of Education, National Center for Education Statistics, 2018). Of the 1,400 , politically liberal, undergraduate students enrolled, 48% receive grant or scholarship aid, 35% receive institutional financial aid, and 17% receive Pell grants, which are need-based federal financial aid awards (United States Department of Education, National Center for Education Statistics, 2018; United States Department of

Education, 2017). The high cost of tuition and the percentage of students receiving financial assistance at LAC suggest a need for support in other areas outside the academic realm.

LAC emphasizes in their mission that students should have a breadth of knowledge in many areas and have a depth of knowledge in a particular area. Their mission focuses on student's growth in both creativity and critical thought. With the high cost of undergraduate expenses, the administration has found that their students are having difficulty meeting their basic needs. In alignment with their mission of holistic growth, the administration has responded to student challenges facing food insecurity.

The pantry, which began in June of 2017, is overseen by Direct Services Program Manager. The pantry is ADA compliant and located in the basement of the institution's main student building, which also houses the dining hall, bookstore, mail services, and women's union. Currently in its third semester of operation, the pantry is open to students for 14.5 hours a week. This is the only pantry in the study that is also accessible to faculty and staff, and it is accessible to them for two hours each week.

I interviewed two individuals: the Direct Service Program Manager and the Assistant Dean for Inclusive Community. They provided me with 52 photos, Pantry Staff Training Agenda, Pantry Staff Volunteer Handbook, Food Safety Manual, Food Security Initiative Volunteer Confidentiality Acknowledgment, Food Security Initiative Q&A, Food Security Initiative FAQ, Community Pantry Waiver, and promotional material.

Development: Campus need. The two individuals I interviewed initially worked in their institution's multicultural affairs office and noted that they saw a lot of students in and out of their office space. Their office was based in a shared student center with several other offices. Because there was a lot of student traffic, they were able to have many one-on-one conversations

with students. Over the course of many years, both noticed that they were increasingly hearing about basic needs and food insecurity from students. They had a sense that there was a need but weren't sure how isolated it was or what was happening in other offices.

> Honestly, we just started talking to colleagues about it. "Are you hearing this? Is this something you're noticing talking to students?" And it seemed like it wasn't isolated to us or the students that we were talking with. That there was a broader need. There was one particular student who we both had worked closely with and he was a freshman and then ended up being on the student senate and this was something the student was really concerned about and that's what sparked the bigger conversation was just a sidewalk discussion between the three of us about, okay. Let's try to figure out what the need is and what we can do to address it. And so we pulled together a broader group of students, staff, and faculty. We weren't really charged by anyone with doing it. We decided to just make it happen and then built up support from the ground level as we went through the planning process, just by trying to pull in as many key stakeholders as we could and educate them along the way and get buy-in along the way. (Assistant Dean for Inclusive Community, personal communication, December 18, 2017)

Once the silos of information were broken, LAC was able to understand just how great the need was on their campus.

Development: Steering committee. The development phase for the Liberal Arts College began during a sidewalk discussion with a student who had a position on the institution’s student senate. The conversation consisted of concern about food insecurity and students’ needs on campus. Prior to a larger conversation being planned, a conversation occurred with the President

of the institution to inform him of the concern and to gather his concerns and initial thoughts. From a conversation with the President, support was gained.

> The President's main concern was that whatever solutions we came up with were not just a band aid, but that along the way, we were making sure that we were looking for where there were the bigger systems gaps, so that we could address those. So I think that helped, as well, because later in the process, we did get a lot of resistance from senior leadership. But no one was surprised. And I think having the President, especially, aware of what we were doing from the start helped prevent people from being surprised by it. (Community Engagement Program Manager, personal communication, December 18, 2017)

From the interactions with the student and the President, a larger conversation about the topic was planned. Two students from the student senate, along with staff from dining services, bookstore, academic support, the Dean of Students, the Vice President of Student Services, Institutional Diversity, and a representative from the Business Office were brought together to discuss the issue.

> We weren't really charged by anyone with doing it. We decided to just make it happen and then built up support from the ground level as we went through the planning process, just by trying to pull in as many key stakeholders as we could and educate them along the way and get buy-in along the way. (Assistant Dean for Inclusive Community, personal communication, December 18, 2017).

The steering committee was able to gain support from their President as well as others across campus to begin implementing a food pantry.

Implementation: Location of food pantry. Space was one of the largest challenges that LAC faced. The food pantry began operating out of a space that was donated to them by the Student Senate.

> Space was something we had to work through. We were really committed to trying to find a space that was specifically accessible, that was somewhat discrete but centrally located, so those were some of the steering committee's priorities and, like most campuses, space is totally at a premium. At LAC there are no empty spaces. So in order to do this, we had to convince someone else to give up a space. So we knew that going into it and we looked into a couple different options that didn't really meet those priorities, which we weren't real thrilled about it. But then we really were lucky in that because we had representation in the group from student senate, they had a space that was basically being used as student group's storage and was just kind of a dump for junk for all these different student organizations. (Assistant Dean for Inclusive Community, personal communication, December 18, 2017)

Because of the formation of the steering committee and its diverse membership, the committee was able to identify a space that met their needs.

Implementation: Food bank partnerships. Liberal Arts College has found that relationships with Northwest United States Food Bank staff have been beneficial because they are knowledgeable about institutions of higher education communities. They have been helpful not only in support but in feedback.

> I think one of the lessons I've learned is definitely reaching out to community partners and folks who are really familiar with running similar resources and inviting them to campus to just run through all of our processes and ... Because I think as much as I can

> ask questions and figure out what the burning questions I have are based on our day to day operations, it's just really helpful to have him take more of a bird's eye view and make suggestions for how we can improve what we're doing that I haven't come up with on my own. (Liberal Arts College, personal communication, December 18, 2017)

Implementation: Other partnerships. Liberal Arts College has worked with their dining services and business office to develop a board point redistribution plan. The institution's dining hall functions on points. At the end of each semester or at the end of each academic year, students are able to contribute their extra board points to the pantry. The pantry, in turn, uses those funds to purchase bulk food (Appendices K & L). At this time, LAC has not yet been able to identify other partnerships beyond the food bank or their campus partnerships.

Implementation: Operations. The LAC pantry is open and available to students, faculty, and staff for four days a week for a total of fifteen and a half hours, with two hours set aside for only faculty or staff. When someone comes in, they must show their institutional ID to verify that they are a member of the community. The pantry always has one or two volunteers staffing the front desk who are able to explain the process for anyone who is new to the pantry. As an example of operations and staff duties, Table 6 depicts the daily procedures for LAC, an institution with a student population of 1,400.

Table 6

LAC Pantry Staff Volunteer Handbook 17-18 – Daily Procedures

Preparing for Operation Hours (Shift 1 volunteers**)**

- Door code: ***** - note: **this code is to be used *ONLY* for accessing the Pantry during your volunteer shift.** It is not to be used outside of these hours without the permission of the Program Manager. *If you or a community member needs to access the Pantry outside of open hours, please contact Pantry staff*

- Make sure the pantry space is accessible (ex: boxes are not blocking aisle, break down boxes for recycling and place in recycling bin, etc.)
- Wipe down dusty surfaces, especially surfaces in close contact with food
- Remove necessary items from plastic bins to display on shelves
- Sweep and mop floor if needed
- Restock items if needed (extra items are found at the top and bottom of metal shelves and in the blue storage cabinet)
- Have access to the Distribution Log and Contributions Log
- Prep iPad for new users (load forms, charged iPad, etc.)
- Request supplies through (Food and Supply Request Form) if items are needed/running low (Grocery Bags, food items, cleaning supplies).

During Operation Hours (Shift 1 and Shift 2 volunteers)

- Feel free to put on your favorite playlist! (The Starbuck Hits playlist is great!)
- Prop door open (binder works great!)
- Greet participants (Note: mention new item arrivals/items of the day)
- Assist participants in filling out required waiver and optional intake form.
- Weigh participant grocery bag at checkout and add to Distribution Log
- Track donations in our Contributions Log
- Relax and feel free to work on school work throughout your shift
- Restock items as needed and request new items as needed

End of Shift (Shift 2 volunteers)

- Sweep floors and mop
- Place all non-canned items in sealed plastic bins
- Secure items (place lids on storage containers, etc.)
- Request supplies through (Food and Supply Request Form) if items are needed/running low (Grocery Bags, food items, cleaning supplies).
- Turn off Fans (Exception is made for hot days)
- Turn off lights (Note: Emergency lights are always on)
- All perishable items must be stored in refrigerator

- Double check that the refrigerator is properly closed.
- Lock up valuable items (iPad, speaker, confidential documents, etc.)
- Break down cardboard boxes (if pantry recycle bin is overflowing please take it to big recycle bins between the Sports Center and Commons)
- Shut Pantry door (key code is needed to re-enter).

Note. Adapted from Liberal Arts College, 2017, *Pantry Staff Volunteer Handbook, 17-18*, p. 3

Risk management. LAC requires all participants who come to the pantry to fill out a waiver that indicates that the institution is not liable or responsible for the quality, condition, or packaging of food. The waiver is modeled on CUFBA's materials and recommendations (Appendix M). The waiver form also has an option for the participant to request follow up information about other resources (e.g., financial resources). This institution has an optional and anonymous intake form that gathers demographic information for data collection. The waiver and the intake form are filed separately to protect the participant's privacy.

Maintenance: Marketing. Due to low operating funds, LAC utilizes various social media outlets to market to their students, faculty, and staff, which has been effective tool within their campus culture.

Maintenance: Fundraising. Liberal Arts College had a verbal commitment from their Student Senate to donate the interest from their endowment each year, however that "fell through."

> We are trying to figure out how to make this sustainable long term. And we're not panicked or anything. It will be fine. But I think that's been a good lesson for us of trying to figure out and trying to anticipate, maybe you think you have a commitment, but you don't always have the commitment that seems like it's there. (LAC, personal communication, December 18, 2017)

The steering committee is currently trying to identify other areas where the food pantry can fundraise without taking away from resources in their surrounding community.

The administration at LAC knows that the creation of their dedicated response has not been without challenges. They do know that their food pantry has been in operation for less than 1 year, and they feel that they have successfully helped students, faculty, and staff combat food insecurity while maintaining their dignity.

Analysis Across Cases

Three very different institutions, in three different regions of the country, all identified a need related to food insecurity and used various strategies to develop, implement, and maintain dedicated responses. The next section provides an overview and discussion of what we can learn from examining and comparing these three sites and a discussion of what I have learned by looking across them.

There are many types of designated responses to food insecurity at institutions of higher education. The three sites in this study were chosen as they represent three very distinct types of institutions. As is happens, the three sites all have food pantries. As previously described in Chapter II, the College and University Food Bank Alliance (CUFBA) (2015) has offered recommendations/guidelines and strategies to start one element of a dedicated response, a food pantry. I am using CUFBA's work as a way to organize what I have learned from each site; in addition, each site has in some way used CUFBA's materials to shape their work. After reviewing interviews, documents, and photographs from each institution, I have identified ways in which each of the institutions has used CUFBA's strategies or modified them to meet their needs and put their plan into effect. Each designated response begins with the process of developing the idea, starting with defining the campus need.

Development: Campus Need

CUFBA (2015) recommends that an institution of higher education be able to answer 20 questions before starting a food pantry, with the first of those questions being, "What is the need on your campus?" (p. 9). Two of the institutions used only anecdotal information to identify the need and were able to move forward based on that; however, the third took a more data-driven approach to understanding the need. Although the sites with anecdotal data were successful in the development of their food pantry, it is my observation that having data not only supports the need for a dedicated response, but assists throughout all of the phases as a campus tries to understand what the students need and decide how to best serve them in the most meaningful way possible.

Development: Steering Committee

CUFBA (2015) recommends that institutions developing food pantries first create a steering committee to answer questions that the institution may have about creating a dedicated response. CUFBA further recommends that these individuals have an understanding of hunger and of food insecurity, or a combination of both. All three institutions in the study used a steering committee after recognizing anecdotal evidence of food insecurity on their campus, whether from administrators' experiences with students or hearing from faculty, staff, or other students at their institution. Additionally, one institution gathered data to support the response. Once the need was recognized, all three institutions formed steering committees.

Across the institutions, committees were comprised of students, representatives from campus units including Dean of Students, institutional diversity, counseling, health services/education, community service, campus dietician, business and finance, academic

support, financial aid, facilities, and dining services. At one institution, risk management and the President were ad hoc members.

The development phase is significant because it helps each institution identify whether there is a need on campus and allows the steering committee to look at the institution's needs introspectively to consider what steps need to be taken in the implementation phase. Often those steps include starting conversation about the pantry's location, establishing partnerships off and on campus, and creating operational materials (e.g., policy, procedure, hours). In addition, the steering committee takes into consideration how best to reach their students and potential donors through marketing and how to maintain, within a budget, the pantry.

Implementation: Pantry Location

> One of the lessons learned from other schools was they would tell us how many times their pantry had had to be moved because while it was important, it wasn't more important than other things. And it was really important to us to find a space that we could control and we could decide. And determine the destiny of that space. (T. Miller, personal communication, November 21, 2017)

Each institution was very particular about the placement of their food pantry. Each of the institutions, through the interviews and the photo-representation project, indicated that the following was true of each of their pantries. The spaces are ADA accessible; meet food safety storage standards; are in a central, yet discreet, location on each specific campus; have a specific point of contact; and are housed in a permanent space, as long as the space is meeting the needs of the pantry. As was true for the development phase, these implementation characteristics reflect CUFBA's recommendations.

Campus food pantries can take on different shapes and sizes. Creativity and willingness to repurpose space can help you find an ideal location. The space does not have to be a warehouse or aesthetically pleasing, but it does need to be clean, secure, and have the capacity to safely secure food. The pantry should also be located in an easily accessible location. In addition to the spaces used in the case studies, CUFBA (2015) suggests that ideal locations might include student unions, campus police stations, dormitories, unused kitchens, or administrative office space.

As the implementation process was taking shape, two of the institutions had new buildings under construction and space designated in each of them. The third institution identified a space that was suitable to meet the needs of their students. However, it was noted that it was a space that they were quickly outgrowing. George Washington's pantry is located in the basement of a residence hall, Texas A&M University-Corpus Christi's pantry is located on the second floor of the University Center, and Liberal Arts College's pantry is located in the basement of the institution's main student building which also houses the dining hall, bookstore, mail services, and women's union. Two of the institution's pantries are organizationally housed in the Offices of Student Engagement, while the third is organizationally housed in its own department. Each of the participants emphasized that the location is important and that the space should remain as permanent as possible. If the space is constantly being moved from location to location, it sends a message to the community that assisting students who have food insecurity is not a priority. While not feasible at every institution, because of space and money, when a university decides to include a food pantry into the plans of a new construction or remodel, the space can be created to fit the needs of the students and the institution.

Implementation: Partnerships

Each of the three institutions created partnerships with local food banks that would supply, at cost, food for each food pantry. Across all three institutions, successful partnerships with food banks have proven to be a vital aspect of a successful on-campus food pantry. Each institution was adamant about not taking away resources from others in the surrounding community. Many on-campus organizations or departments have food drives that donate to specific groups in the larger community. Partnering with a food bank allows for those organizations/departments to continue their support of those groups and allows the food pantry to accomplish their goals, assisting students who are food insecure. The respective food banks, Capital Area Food Bank, Coastal Bend Food Bank, and a Northwest United States food bank, have set up partnerships with each institution to provide them, at a cost, non-perishable food.

Two institutions also currently have campus partners that assist in contributing to the pantry, while one has currently implemented an initiative to assist in the sustainability of the pantry.

After careful planning for each of the dedicated responses, each of the three sites has found a great deal of success in partnerships with food banks. In addition, there have been partnerships built with groups on and off campus that have helped start up the pantries, guide them through the process, or offer financial support. However, the work of maintaining a dedicated response is never done.

In addition, each of the three of the institutions had an Emergency Fund set up for their students. The emergency fund is a limited resource available for students who have short-term or one-time needs that are deemed immediately vital to the personal health or the academic well-being of the student. These funds become available only after one has exhausted all funding

opportunities. These funds were typically housed in the Office of the Vice President but were easily accessible by the manager of the food pantry. The Emergency Funds at the three institutions were funded by outside donors or through faculty and staff contributions.

Implementation: Operations

In determining the needs for each campus, a process for how the pantry would operate had to be created (e.g., hours, waivers, sign in process, employees). While some of the operational development of the pantry took place for all three institutions through trainings with partnering food banks and through use of the CUFBA Food Pantry toolkit, much of it needed to be determined by each individual campus.

Two institutions have a monitored food pantry with limited hours throughout the week. In one of these, a student worker or a staff member assists students with the waiver process as well as discussing how the pantry works. In the other, participants sign into OrgSync, and student workers or staff assist with the process and also explain procedures, making sure only one participant was in the pantry at a time. The third institution operated by having students send an email to the Food Pantry manager, providing their institutional identification number. Their identification card was then activated so that they could gain access to the pantry. Operationally, each institution is different, but each has designed procedures that fit the local context.

Risk management. CUFBA (2015) has compiled a list of questions (see Appendix C) to aid a steering committee through the risk management process. In the context of food pantries, CUFBA has identified risk factors that involve confidentiality, security of resources, food safety policies, and institutional liability, including contracts, memorandums of understanding, or forms that have or have not been developed.

While none of the sites could identify specific risk management concerns, there were safeguards in place for each of them as a result of following the procedures set forth by the partnering food banks. First and foremost was confidentiality. While two institutions required either an institutional identification number or an institutional identification card to swipe into the pantry, one institution required logging into the food pantry via Org Sync, a campus engagement network that connects students, faculty, and staff to organizations, programs, and departments on campus in a private online community so that they could collect demographic information (OrgSync, 2018). Only one institution required all participants who come to the pantry to fill out a waiver that indicates that the institution is not liable or responsible for the quality, condition, or packaging of food. The waiver is modeled on CUFBA's materials and recommendations (Appendix M). The waiver form also has an option for the participant to request follow up information about other resources (e.g., financial resources). This institution has an optional and anonymous intake form that gathers demographic information for data collection. The waiver and the intake form are filed separately to protect the participant's privacy.

All three institutions, since they are connected to an outside food pantry, were required to have at least one person go through a food safety training. It was in these trainings that each institution learned about shelving height and distance food must be from floors and walls, stocking of the shelves, food safety, food temperatures, Good Samaritan Law, and the Bill Emerson Food Donation Act. The Bill Emerson Food Donation Act protects the person donating food and the receiving food pantry against liability, and the Good Samaritan Law provides liability protection to good faith donors (Food Donation Connection, 2015). What was not covered in each of the trainings were specifics about hours and confidentiality. Having staff

members from risk management / environmental health & safety at the table throughout the development and implementation process is not a requirement, yet all three sites agreed that connecting risk management into the process is ideal to make sure all activities conducted on campus meet and exceed requirements set by local, state, and federal agencies, thus enhancing the overall working environment while fully supporting the educational mission on campus.

Maintenance: Marketing

Maintenance of a dedicated response, the marketing and upkeep of inventory, the management of the pantry and property, and equipment, is significant for several reasons. First, ongoing marketing continues to inform current and potential users that there is a dedicated response to food insecurity and that it is available to them. Second, it offers opportunities to recruit volunteers and support through campus partners. Last, it allows the pantry to generate in-kind and monetary donations through fundraising (College and University Food Bank Alliance, 2015).

Each institution has marketed on their campus food pantry differently. For institutions or food pantries with low operating funds, social media is the preferred choice. Those that have moderate to high operating funds have created a partnership with their on-campus Communications and Marketing department to develop rack cards, videos, social media campaigns, list servs, and information cards for donors. However, the most important thing that each of them did was to get in front of the faculty and staff and simply tell them that the resource existed so that they could communicate that to students.

Maintenance: Fundraising

CUFBA recommends creating a fundraising plan to ensure your food pantry keeps its shelves stocked. “You will not be able to obtain everything you need to open and operate your

campus food pantry through donations alone. A fundraising program consisting of in-kind and monetary sources is a key to sustainability" (CUFBA, 2015, p. 26). All three institutions relied on student or faculty and staff groups having food drives and having their development office set up an account so that individuals or groups can make donations to the pantry or an emergency fund for students in need.

Chapter Summary

Each site of the case studies in this research was representative of not only a different region in the United States, but also three very different institutional classifications. Each provided descriptions of their sites and dedicated responses through an interview and provided photos that allowed for a visual representation of the three sites and how each response has been implemented.

How the dedicated responses to food insecurity were developed, implemented, and are being maintained were addressed in detail. Although each institution differed in their approach, all have created campus food pantries as their primary response, and each one has found success in creating this response to help meet the needs of their institutional community. What I learned, collectively, from each of these sites is the importance of the location, partnerships, and fundraising.

Having a location that is central, yet discreet, needs to be a thoughtful and intentional decision that respects the dignity of the pantry users. In addition, the pantry needs to be ADA accessible and in a location that is permanent. The permanence of the location is essential because moving the pantry from space to space sends a message to the students that "it is important, but not as important as other things."

Partnerships, specifically those with food banks, are vital to the success of a food pantry. Food banks work closely with food manufacturers, farmers, grocery chains and other food suppliers to maximize the food available to hungry families (Food Bank of Central New York, 2017). These relationships allow food pantries to stretch donated dollars further than an average consumer could on their own

Finally, a fundraising program consisting of in-kind and monetary sources is a key to sustainability (CUFBA, 2015). All three sites fundraise with either campus groups or potential donors or both, and they were intentionally thoughtful to not take away resources from their surrounding community. I found this to be socially responsible practice and what I would consider to be best practice

In Chapter V, I will discuss opportunities, barriers, recommendations for practice, and limitations for higher education professionals starting dedicated responses at their institutions.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS FOR PRACTICE

In this chapter I will discuss the results of the multi-site case study through examining the opportunities and barriers identified, including a discussion of recommendations for practice for professionals who are seeking to begin a dedicated response to food insecurity at their institutions. Although there are frameworks for how dedicated responses to food insecurity are developed, implemented, and maintained, there are also variations in how they work at each institution.

Opportunities and Barriers

This study was designed to address the following research question: What are the opportunities and barriers involved in developing, implementing, and maintaining dedicated responses to food insecurity at institutions of higher education? The sites in this study represent three very different institutions of higher education, and each of them has encountered opportunities and faced barriers throughout the development, implementation, and maintenance phases of their dedicated responses The three sites all utilized College & University Food Bank Alliance (CUFBA) materials, as well as trainings from their respective local food banks, yet demonstrated that there is wide variance in models and in the processes used to develop, implement, and maintain designated responses to food insecurity.

Development

With the issue of campus food insecurity gaining attention lately, many campuses may have the opportunity to begin a conversation about the need at their institution. Anecdotal

evidence may be enough to gain support for developing a dedicated response, as it was for two of the sites in this study. However, in some institutional cultures, anecdotal data may not be enough, and additional data may be required to add support to a proposal. As demonstrated by George Washington (GW), data collection can be as simple as adding one question to an already existing survey. For a more extensive approach, CUFBA offers a survey that can easily be modified to fit the institution's needs (CUFBA, 2015).

Campus Need. An institution will need to determine what type of data will best serve the need on their campus. Evidence could be gathered through a survey or anecdotal data, as sites used in this case study, or data could come from approaches like focus groups or interviews. The one site that collected data, via a survey, had success in the development phase and in later phases in being able to understand and communicate the needs of their campus to stakeholders on and off campus. The sites that only collected anecdotal data also found success, but their understanding of their institution's need was limited because the data was limited. Those sites had difficulty determining what type of dedicated response would be most helpful and who could benefit from a dedicated response.

The support of administration is not only important in the development phase, but later in the implementation and maintenance phases. One site indicated the opportunities in collecting data.

> When you identify a need and you have the power and opportunity to make an impact, you have a responsibility to do so. That we felt like drove what we were, why we were doing this. The second question we think you need to ask is, is there a need on your campus? It sort of goes back to a conversation I had with someone who said, "Well just do it. And if you don't need it, you can get rid of it later." I thought…No, I want to know

> if we really need this first. So for me having data has answered so many questions. Everyone has come back and said, "Well why do you know you need this?" And I can pull up this data and they're like, "Wait, what's this from?" I said, "The survey." And they're like, "Alright, thanks." It's so much easier to do things when you have data. (T. Miller, personal communication, November 21, 2017)

Steering Committee. In addition, in the development phase, creating a steering committee is an opportunity to bring many people who are already concerned with food insecurity to the table. Each member of the committee can bring something to the group, whether it be experience in working with community members in accessing community resources, experience working with students, or experience working in academic affairs. Using a committee allows people to work together as opposed to working in separate siloes.

Creating a steering committee can represent both an opportunity and a barrier in the development phase. Such a committee can bring many people to the table, but also members can bring various and sometimes competing ideas of how to respond. A steering committee needs to have a focused goal in order to come together to develop a thoughtful and well executed response in the implementation phase.

Implementation

As noted in Chapter II, research on the prevalence of food insecurity in college student populations is limited (Cady, 2014), and implementation of dedicated responses focused on food insecurity at institutions of higher education in the United Stated has received even less attention in academic literature.

Location of food pantry. In addition, CUFBA (2015) suggests that campus food pantries can take on different shapes and sizes, but creativity and willingness to repurpose a space can

help you find an ideal location at your institution. The space does not have to be exceptionally large or aesthetically pleasing, but it does need to be clean, secure, and have the capacity to safely store food. An institution's pantry should also be in an easily accessible location (CUFBA, 2015). For two sites in this study, an opportunity was that their institutions were in the process of constructing new buildings and designated a space for each of them to house a food pantry. The third site's steering committee had representatives from many functional areas on their campus, and collectively they were able to assist in identifying an appropriate space on campus to house a food pantry.

Unfortunately, one site learned the hard way that the upfront budget and set up of an institution's pantry can be costly, in both time and money, if not done properly. This site purchased the wrong shelving, causing an unnecessary expenditure of funds and the additional cost of the correct shelving. As seen in Image 2, shelving choices differ, yet they are both in compliance with applicable code, away from the wall and at least 6 inches off of the ground. Code for each state can be located on the FDA's website under "State Retail and Food Service Codes and Regulations by State" (https://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/FoodCode/ucm122814.htm).

Image 2

Examples of Appropriate Shelving

Partnerships. When implementing the dedicated response, specifically a food pantry, two institutions in this case study talked about being intentionally thoughtful about the variety of items that are in the pantry, making sure that there is broad cultural and dietary representation within the foods. One of those sites noted opportunities and barriers that food pantry managers face.

> I think something that is really important is thinking about the dignity of the people using the pantry throughout the process and the one example of that is really thinking about the variety of items that are in the pantry, making sure that there's broad cultural representation within the foods. And then also, where the pantry itself is spending money for ... So, that's something that [the food pantry manager] and her staff have been really thoughtful about finding the affordable ways to most restock the pantry but then

> supplementing that by shopping at culturally specific grocery stores so then our pantry is supporting our local community, so it feels like a really reciprocal relationship. And also honoring the dignity of the people visiting the pantry by having food there that they would actually want to eat. And not just thinking about basic nutrition. (LAC, personal communication, December 18, 2017)

In implementation, the dignity of the pantry user is vital. If a pantry is not reflective of the users' cultural needs, dietary restrictions, or accessibility needs, it can become yet another barrier to food security.

In the implementation phase, having financial support is essential. Partnerships are often the main supplier of good or finances. One institution found difficulty with fundraising. Partnerships are vital, but having partnerships end because there was nothing formal in place can be devastating financially. Instability of partnerships, in regard to fundraising, can be a barrier to the success of a dedicated response. It was a lesson learned for one pantry to have agreements in writing to avoid future financial setbacks or to avoid their pantry closing.

Operations. Operationally, a dedicated response can face many barriers. One such barrier can be the hours of operation. If a pantry is only open at certain times of day, it may be an obstacle to students who are in class at the time of operation or who have to work and cannot access the pantry during operating hours. In addition, there may be barriers in terms of how and when the food is distributed in the pantry. For instance, if a pantry is open all day, a barrier may be the maintenance of that space. When, operationally is a good time to clean, check inventory, or restock the shelves?

Operationally, pantries can have a shopper style pantry, where students can pick the food they want, or a pantry that pre-packages food for students to pick up. If students have dietary or

cultural restrictions, a pre-packaged food style pantry can pose a barrier to meeting a student's needs. Pre-packaged food may not be representative of what they can eat. However, this model may be ideal for pantries with low operating costs and inventory. In addition, how individuals access the pantry can pose difficulty. If a pantry is not monitored, individuals who do not attend the institution or who have not been granted access could potentially access the food pantry, which has unfortunately, yet rarely, been the case for GW. An institution must ask themselves if a pantry will be monitored, offering opportunities to student workers and perhaps offering extended hours, or if the pantry will not be monitored and run the occasional risk of being misused.

Risk management. All of the sites partnered with a local food bank to help supplement their institution's food pantry. Through that partnership, the institutional representative, typically the food pantry manager, was required to go through a training about food safety. An opportunity of partnering with a food bank is that through trainings provided by the food bank, two of the sites had ServSafe training, a food and beverage safety training and certificate program administered by the National Restaurant Association. Food banks and other campus partners familiar with food pantries can offer assistance in a number of areas, as one site noted.

> I think one of the lessons I've learned is definitely reaching out to community partners and folks who are really familiar with running similar resources and inviting them to campus to just run through all of our processes and ... Because I think as much as I can ask questions and figure out what the burning questions I have are based on our day to day operations, it's just really helpful to have someone take more of a bird's eye view and make suggestions for how we can improve what we're doing that I haven't come up with on my own. (T. Miller, personal communication, November 21, 2017)

If an institution decides to not utilize a partnership with a food bank, ServSafe is still a recommended training. Developing a dedicated response to food insecurity on a campus is significant, but knowing how to implement it successfully is vital. A food pantry manager must be knowledgeable in food bank partnerships and on and off campus partnerships.

A potential risk management barrier for institutions to start a dedicated response to food insecurity is the liability institutions/ food pantries take on by collecting food through a food drive and then distributing the food through the pantry. However, The Bill Emerson Food Donation Act protects the person donating food and the receiving food pantry against liability, and the Good Samaritan Law provides liability protection to good faith donors (Food Donation Connection, 2015). Measures institutions have taken are to have students fill out a liability waiver before their first use of the pantry. A sample of a waiver can be found in Appendix M.

Maintenance

Maintenance of a food pantry at an institution of higher education includes marketing the pantry and fundraising/ budgeting to ensure the long-term success of the pantry.

Marketing. All three sites found that through marketing, not only was there an opportunity to reach students who were food insecure, but also to reach students who wanted to help either by volunteering or working in the dedicated response. However, one institution also found challenges with training and supervising peers, student volunteers, and student workers.

> The challenges are actually too with the student employees who work in that space. We thought, "Okay, well let's do volunteers," and just in my experience with volunteers in other areas, you can't keep volunteers accountable for things, and because we're following certain guidelines, there's compliance issues. We decided to do the employment model, right? Even then, with our students, I don't know how many times

> you have to tell them certain things. Maybe it's just this generation. Following the steps that are in place, the challenge too of it not being close in proximity to where we can keep an eye on it, having a supervisor who's always there, that presents a challenge. (L. Perez, personal communication, February 12, 2018)

Institutions found that through marketing, through University created publications or social media, they were not only reaching students that are food insecure, and students that wanted to assist with the pantry, but also potential donors.

Fundraising. In the Maintenance phase, the support of the institution and donors are vital. If the pantry has not been implemented into the institution's budget, it must rely on partnerships. Donors can make one-time donations to the pantry, working with the institution's foundation allows all monetary donations, small or large, to go into the university's foundation account and distribute them as per the donor's instructions. The foundation also determines distribution of annual funds dollars, which assists in creating and maintaining an annual budget.

Recommendations for Practice

Food insecurity continues to be a rising concerns for students across the country in higher education. Through this case study and CUFBA's work, the following are recommendations for administrators who want to start a dedicated response on their campus. Recommendations include understanding the campus need, creating a steering committee, identifying appropriate space for the dedicated response, creating food bank & other partnerships, and addressing issues related to risk management, operations, marketing, and fundraising.

Campus Need

CUFBA (2015) recommends that an institution of higher education be able to answer 20 questions before starting a food pantry, the first of those questions being, "What is the need on

your campus?" (p. 9). There may be variance in the way in which each institution goes about answering this question (e.g., survey, anecdotal data, focus groups, or interviews). However, once an institution determines that there is a need on campus, this information can help guide the work of a steering committee in how to best meet that need.

Steering Committee

CUFBA (2015) recommends that institutions developing food pantries create a steering committee to answer questions that the institution may have about creating a dedicated response. What I have concluded is that having committee members from different functional areas on campus as well as those who have an interest in food insecurity can help with the development of the response as well as with identifying unknown opportunities, such as space, equipment, and other resources. A steering committee needs to have a focused goal in order to develop a thoughtful and well executed response in the implementation phase. Such a goal can often be determined by the data collected.

Location of Food Pantry

Dedicated responses, specifically a food pantry, need to be ADA accessible. In addition, spaces need to meet food safety storage standards; be located in a central, yet discreet, location on each specific campus; have a specific point of contact; and be housed in a permanent space, as long as the space is meeting the needs of the pantry.

Partnerships

Food bank partnerships can offer institutions assistance, at a cost, with food for the pantry. However, they can also provide necessary trainings, helpful documentation, and knowledge about day to day operations. Other partnerships that are beneficial for dedicated responses are dining halls, student groups, and Resident Assistants (RAs). Students in

organizations or students that are RAs commonly feel more connected to the university, the campus, the people, and are more familiar with the resources the university provides. Not only can they partner with a food pantry as volunteers, but also promote it to students who may benefit from it. To run a successful pantry, partnerships are key to their longevity.

Operations

In determining the needs for each campus, a process for how the pantry will operate needs to be created (e.g., hours, waivers, sign in process, employees). While some of the operational development of the pantry may take place through trainings with partnering food banks and through use of the CUFBA Food Pantry toolkit, much of it needs to be determined by each individual campus, with consideration of the local context.

Risk management. For institutions that run pantries, there will always liability concerns, whether about protecting the confidentiality of users or about ensuring the quality of donations. Having staff members from risk management / environmental health & safety at the table throughout the development and implementation process is not a requirement, yet it is ideal to make sure all activities conducted on campus meet and exceed requirements set by local, state, and federal agencies, thus enhancing the overall working environment while fully supporting the educational mission on campus.

Marketing

How an institution markets the designated response should be based on each institution, their students' needs, and how they know their students best receive information. For institutions with low operating funds, social media is the preferred choice. For institutions with moderate to high operating funds, the designated response should consider creating a partnership with their

on-campus Communications and Marketing department to develop rack cards, videos, social media campaigns, list servs, and information cards for donors.

Fundraising

When fundraising or seeking donations, institutions with dedicated responses should post what their needs are or specify to groups what they would like for them to collect so that the dietary and cultural needs of all students are met. This is beneficial to the individuals using the pantry and provides guidance so that the organizations can focus their efforts (e.g., kosher food drive, gluten free food drive).

The above recommendations are intended to help institution's looking to develop, implement, and maintain a dedicated response. It is recommended that an institution understand the campus need through a survey or anecdotal data. Next, create a steering committee comprised of key stakeholders and utilize the steering committee to help identify appropriate space for the dedicated response. In addition, creating food bank & other partnerships is vital to best serve students. The steering committee should address issues related to the operational policies and procedures of the pantry to help manage/run the pantry as efficiently and effectively as possible. Lastly, eliciting the support of your steering committee, their connections, and the wider campus community assists with financial donations and ensures the sustainability of the pantry.

Limitations

There are many forms of designated responses, such as food pantries, community gardens, food voucher/swipe programs, and other community initiatives. However, each of the sites in this study has a food pantry, and the interviewees focused primarily on that. Therefore, it is not clear whether the same processes would apply to other kinds of dedicated responses.

Also, all of these sites used CUFBA information, so it is not surprising that what they disclosed aligns with CUFBA recommendations. There are no examples of institutions that used different processes to accomplish the goal, so the findings reflect only a CUFBA-based approach.

A limitation for me was time and distance from each of the three institutions. Had this not been a barrier, I would have liked to have been at each institution, met the person that oversees the pantry, visited each of the pantries, and spent time my fully understanding the institutional community as well as the surrounding community. The opportunity to visit might have allowed me to include observations and information beyond those I could gather through phone interviews, document review, and the photos provided.

Lastly, only one site has been open longer than one year and was able to robustly discuss what has worked well for them, long term, in the maintenance phase.

Conclusion

As noted in Chapter I, since the economic downturn of 2008, student affairs professionals have been hearing anecdotal evidence that students are hungry. In 2009, Chaparro, Zaghloul, Holck, and Dobbs conducted one of the first studies on food insecurity in higher education and found that there was a need to create a dedicated response to the problem. Cady (2014) noted that while data on food insecurity is scarce, based on the campus food bank movement, it is a salient concern in higher education.

There are many lessons to be learned from other institutions that have already developed, implemented, and are maintaining a dedicated response to food insecurity on their campus. It can be helpful to understand the challenges and barriers faced by other institutions and to consider ways to overcome those barriers when planning a new initiative. Further, national alliances and

associations provide resources such as documentation templates that can guide local practice. In addition, the CUFBA (2015) framework for developing a food pantry is key, and knowing what your students need is essential for implementation. If a student feels that their dietary or cultural needs are not represented in the food pantry or they feel that it is not accessible to them, it can create an additional barrier for food security. Students who walk into a pantry and do not see anything that they can eat (e.g., gluten free, vegan, kosher), or who find that they cannot access the food pantry because of location, may feel that there is no place, not even a food pantry, that can help with their needs on campus. Therefore, the relationships the pantry manager has and the reputation the dedicated response has with students, with its home institution, and in the community are necessary for long-term maintenance, success, and effective response to students experiencing food insecurity.

REFERENCES

Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple identities: The role of meaning-making capacity in the construction of multiple identities. In M. E. Wilson (Ed.), *ASHE reader series: College student development theory* (pp. 85-103). Boston, MA: Pearson Learning Solutions.

Andersen, M. L. & Collins, P. H. (2010). Systems of power and inequality. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (7th ed., pp. 1-16). Belmont, CA: Thomson/Wadsworth.

Audet, J., & d'Amboise, G. (2001). The multi-site study: An innovative research methodology. *The Qualitative Report, 6*(2), 1-18. Retrieved from http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2001&context=tqr

Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Student design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Beegle, D. M. (2003). Overcoming the silence of generational poverty. *Talking Points, 15*(1), 11-20.

Beckhard, R. (1969). *Organization development: Strategies and models.* (Addison-Wesley series on organization development). Reading, Mass.: Addison-Wesley.

Bignante E. (2010, December 11). The use of photo-elicitation in field research. *EchoGeo, 11*, 1 -17. Retrieved from http://echogeo.revues.org/11622

Boteach, M., Stegman, E., Baron, S., Ross, T., & Wright, K. (2014, January). The war on poverty: Then and now. *Center for American Progress*, 1-39.

Boyatzis, R.E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.

Cady, C. L. (2014). Food insecurity as a student issue. *Journal of College & Character*, *15*(4), 265-271.

Center for Student Engagement. (2016). The George Washington University. *The Store*. Retrieved from https://studentengagement.gwu.edu/store

Chaparro, M. P., Zaghloul, S. S., Holck, P., & Dobbs, J. (2009). Food insecurity prevalence among college students at the University of Hawai'i at Manoa. *Public Health Nutrition*, *12*(11), 2097-2103. DOI: 10.1017/S1368980009990735

Christians, C. (2005). Ethics and politics in qualitative research. In N. K. Denzin & Y. S. Larrosa (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 139-164). Thousand Oaks, CA: Sage.

Colarusso, L. M. (2015, December 4). The problem some college students face alongside finals: Getting enough to eat. *The Hechinger Report*. Retrieved from http://hechingerreport.org/24859-2/

Coleman-Jensen, A., Gregory, C., & Rabbitt, M. (2015). U.S. Department of Agriculture: Economic Research Service. *Food security in the U.S.* Retrieved from http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us.aspx

College and University Food Bank Alliance. (2015). *Campus Food Pantry Toolkit.* Retrieved from https://drive.google.com/file/d/0B48pfvhHPAKncGNoVWNCMHhVWkE/view

College and University Food Bank Alliance. (2017). *Resources*. Retrieved from http://www.cufba.org/resources/

Collier, J. (1957). Photography in anthropology: A report on two experiments. *American Anthropologist, 59,* 843–859. DOI: 10.1525/aa.1957.59.5.02a00100

Congress of the United States, Congressional Budget Office. (2013). *Option for reducing the deficit:2014-2023.* Retrieved from https://www.cbo.gov/content/options-reducing-deficit-2014-2023

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Dachelet, K. & Goldrick-Rab, S. (2015). Investigating in student completion: Overcoming financial barriers to retention though small dollar grants and emergency aid programs. *Wisconsin Hope Lab.* Retrieved from http://www.wihopelab.com/publications/Investing-in-Student-Completion-WI-Hope_Lab.pdf

Dubick, J., Mathews, B., & Cady, C. (2016). *Hunger on campus: The challenge of food insecurity for college students*. Joint publication of College and University Food Bank Alliance, National Student Campaign Against Hunger and Homelessness, Student Government Resource Center, & Student Public Interest Research Groups. Retrieved from https://studentsagainsthunger.org/wpcontent/uploads/2016/10/Hunger_On_Campus.pdf

Duram, L. A., & Klein, S. K. (2015). University food gardens: A unifying place for higher education sustainability. *International Journal of Innovation & Sustainable Development*, *9*(3/4), 282-302.

Educational Broadcasting Corporation. (2004). *Constructivism as a Paradigm for Teaching and Learning.* Retrieved from http://www.thirteen.org/edonline/concept2class/constructivism/

Evans, N. J., & Reason, R. D. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development*, *42*(4), 359-377.

Fain, P. (2016, February 22). Small grants, big impacts. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/news/2016/02/22/spread-emergency-aid-and-microgrants-show-strong-results

Farahbakhsh, J., Ball, G. D., Farmer, A. P., Maximova, K., Hanbazaza, M., & Willows, N. D. (2015). How do student clients of a university-based food bank cope with food insecurity? *Canadian Journal of Dietetic Practice and Research*, *76*(4), 200-203.

Food Bank of Central New York. (2017). Food bank vs. food pantry. Retrieved from https://www.foodbankcny.org/about-us/food-bank-vs-food-pantry/

Food Donation Connection. (2015). United States legal liability issues. Retrieved from http://www.foodtodonate.com/Fdcmain/LegalLiabilities.aspx

Gaines, A., Robb, C. A., Knol, L. L. and Sickler, S. (2014), Examining the role of financial factors, resources and skills in predicting food security status among college students. *International Journal of Consumer Studies*, 38, 374–384. DOI:10.1111/ijcs.12110

Gibbert, M. & Ruigrok, W. (2010). The "what" and "how" of case study rigor: Three strategies based on published research. *Organizational Research Methods, 13*(4), 710-737.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, *8*(4), 597-606. Retrieved from http://nsuworks.nova.edu/tqr/vol8/iss4/6

Green, M. F. (1998). *Change in higher education: It's not the same as in corporations*. Washington, D.C.: American Council on Education.

Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies*, *17*(1), 13-26. DOI: 10.1080/14725860220137345

Hearn, J.C. (1996). Transforming U.S. higher education: an organizational perspective. *Innovative Higher Education, 21*(2). 141-154.

Hughes, R., Serebryanikova, I., Donaldson, K. & Leveritt, M. (2011) Student food insecurity: The skeleton in the university closet. *Nutrition and Dietetics*, *68*, 27–32.

Johnson, R. B., & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Thousand Oaks, CA: Sage.

Jones, S. (2011). Feasibility study and best practices for a campus community garden on the University of Arkansas campus (Unpublished Honors Thesis). University of Arkansas, Arkansas.

Jones, S. R. (1997). Voices of identity and difference: A qualitative exploration of the multiple dimensions of identity development in women college students. *Journal of College Student Development, 38*(4), 376-386.

Jones, S. R. & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development, 41*(4), 405-414.

Jones, S. R., Torres, V., & Arminio, J. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York, NY: Routledge.

Kezar, A. J. (2001). Understanding and facilitating organizational change in the 21st century: Recent research and conceptualization. *ASHE-ERIC Higher Education Report, 28*(4), 1-153.

Kicinski, L. R. (2012). Characteristic of short and long-term food pantry users. *Michigan Sociological Review, 26,* 58-74.

Kolowich, S. (2015). How many college students are going hungry? *Chronicle of Higher Education*, *62*(11), 7.

Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. *ASHE Higher Education Report*, *32*(5), 1-182.

Layder, D. (1998.) *Sociological practice: Linking theory and research.* London: Sage.

Lingrell, S. (2015). Vice president of student affairs and enrollment management. *SAEM divisional professional development*. Retrieved from: http://www.westga.edu/vpsa/

Luttrell, W. (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice* (1st ed.). New York, NY: Routledge.

Mertens, D. M. (2007). Transformative paradigm. *Journal of Mixed Methods Research*, *1*(3), 212-225. DOI: 10.1177/1558689807302811

Mertens, D. M. (2015). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4th ed.). Thousand Oaks, CA: Sage.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

Nellum, C. (2015, June 29). Fighting food insecurity on campus. [Web log post]. Retrieved from http://higheredtoday.org/2015/06/29/fighting-food-insecurity-on-campus/

OrgSync. (2018). About Us. Retrieved from http://www.orgsync.com/

Patton, M. Q. (2015) *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.

Planty, M., Hussar, W., Snyder, T., Kena, G., KewalRamani, A., Kemp, J., Bianco, K., & Dinkes, R. (2009). *The Condition of Education 2009* (NCES 2009-081). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Ravitch, S. M. & Riggan, M. (2017). *Reason & rigor: How conceptual frameworks guide research* (2nd ed.). Thousand Oaks, CA: Sage.

Reuben, R. (2008). *The use of social media in higher education for marketing and communications: A guide for professionals in higher education*. California State University, Fullerton. Retrieved from http://www.fullerton.edu/technologyservices/_resources/pdfs/social-media-in-higher-education.pdf

Saldana, J. (2016) *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.

Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp.189-213). Thousand Oaks, CA: Sage.

Staples, G. B. (2015, September 1). Food banks on the rise at college campuses. *The Atlanta Journal and Constitution.* Retrieved from http://www.myajc.com/news/lifestyles/food-banks-on-rise-at-college-campuses/nnT4q/

Stevens, T. & Mackey, C. (2011). The benefits of sustainability. *University Business*. Retrieved from https://www.universitybusiness.com/article/benefits-sustainability

Swipe Out Hunger. (2017). *What is swipe out hunger?* Retrieved from http://www.swipehunger.org/whatsswipes

Texas A&M University-Corpus Christi. (2018). *About Us*. Retrieved from http://www.tamucc.edu/about/

Texas A&M University-Corpus Christi. (2018). *Vision and Mission*. Retrieved from http://www.tamucc.edu/about/vision.htmlThe George Washington University. (2018). *About.* Retrieved from https://www.gwu.edu/about

United States Department of Agriculture, Food and Nutrition Service. (2018). *The Emergency Food Assistance Program*. Retrieved from https://www.fns.usda.gov/tefap/emergency-food-assistance-program-tefap

United States Department of Education. (2017). Federal Pell grants. *Federal Student Aid*. Retrieved from https://studentaid.ed.gov/sa/types/grants-scholarships/pell

United States Department of Education, National Center for Education Statistics. (2018). *College Navigator*. Retrieved from https://nces.ed.gov/collegenavigator/

University of Arkansas. (2017). Center for Community Engagement. *Food Programs*. Retrieved from https://service.uark.edu/foodprograms/

University of Georgia Institutional Review Board. (2015).*Use of external sites in research.* Retrieved from https://research.uga.edu/docs/policies/compliance/hso/PP-Use-External-Sites-Research.pdf

Van Manen, M. (2014). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Walnut Creek, CA: Left Coast Press.

World Health Organization. (2016). *Trade, foreign policy, diplomacy and health: Food security.* Retrieved from http://www.who.int/trade/en/

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan* http://psyking.net/htmlobj-3837/case_study_as_a_research_method.pdf

APPENDIX A
Survey created/Results from my home institution

In 2015, over the course of 11 months a colleague and I had many conversations, read articles, and developed our own food security questionnaire to distribute to the student community.

Prior to distribution, it was reviewed by faculty at two institutions, peer reviewed, and piloted with 10 students. The survey was then administered two weeks after the start of the Fall 2016 semester and two weeks before the end of the Fall 2016 semester to the entire student population (n=13,306). Results for the first and second survey are included.

Q1
Which of the following would best describe you?

- High Food Security- no reported signs of food access or limitations
- Marginal Food Security- one or two reported signs of anxiety over food sufficiency or shortage of food in the house. Little or no indications of changes in diet or food intake.
- Low food security- reports of reduced quality, variety, or desirability of diet. Little or no indications of reduced food intake.
- Very low food security- reports of multiple signs of disrupted eating patterns and reduced food intake

Q2
In the past 30 days, have you worried about where your next meal might come from?

- Yes
- No

Q3
In the past 30 days, were you able to eat a balanced meal?

- Yes
- No

Q4
In the past 30 days, have you skipped a meal because you did not have enough money?

- Yes
- No

Display This Question:

If In the past 30 days, have you skipped a meal because you did not have enough money? Yes Is Selected

Q5
How often did this happen in a 30 day period?
- 1-5 times
- 6-10 times
- 11-15 times
- 16-20 times
- 21-25 times
- 26+ times

Q6
In the last 30 days, did you ever reduce the size of your meal(s) because there wasn't enough supply of food or money for food?
- Yes
- No

Display This Question:

If In the last 30 days, did you ever reduce the size of your meal(s) because there wasn't enough sup... Yes Is Selected

Q7
How often did this happen in a 30 day period?
- 1-5 times
- 6-10 times
- 11-15 times
- 16-20 times
- 21- 25 times
- 26+ times

Q8
Do you have a meal plan on campus?
- Yes
- No

Display This Question:

If Do you have a meal plan on campus? Yes Is Selected

Q9
Which meal plan do you have?
- Unlimited
- 14 meals a week
- 10 meals a week
- 7 meals a week
- 5 meals a week
- 50 block
- 20 block

Q10
In the past 30 days have you gone "home" for meal? (excluding holidays)
- Yes
- No

Q11
Do you live on campus?
- Yes
- No

Display This Question:
If Do you live on campus? No Is Selected

Q12
How far is your "home" from campus?
- 0 minutes- 30 minutes
- 31 minutes- 60 minutes
- 61 minutes- 90 minutes
- More than 91 minutes

Q13
In the past 30 days, was there a time when you knew another student (not yourself) did not have enough food for themselves?
- Yes
- No

Q14
When you hear food insecurity, what do you think of in aspects of each day?
- That I do not have enough food/money to eat three meals
- That I do not have enough food/money to eat two meals
- That I do not have enough money to eat one meal

Q15
In the past 30 days, where you unable to concentrate because you were hungry?
- Yes
- No

Q16
In the past 30 days, did you have to eat an unhealthy meal because there was nothing else to eat? Examples of unhealthy: ramen noodles, frozen food, fast food
- Yes
- No

Display This Question:
If In the past 30 days, did you have to eat an unhealthy meal because there was nothing else to eat?... Yes Is Selected

Q17
How often did this happen in a 30 day period?
- 1-5 times
- 6-10 times
- 11-15 times
- 16-20 times
- 21-25 times
- 26+ times

Q18
In the past 30 days, have you visited a food pantry/food bank?
- Yes
- No

Display This Question:
If In the past 30 days, have you visited a food pantry/food bank? Yes Is Selected

Q19
In what city was the food pantry/food bank located?

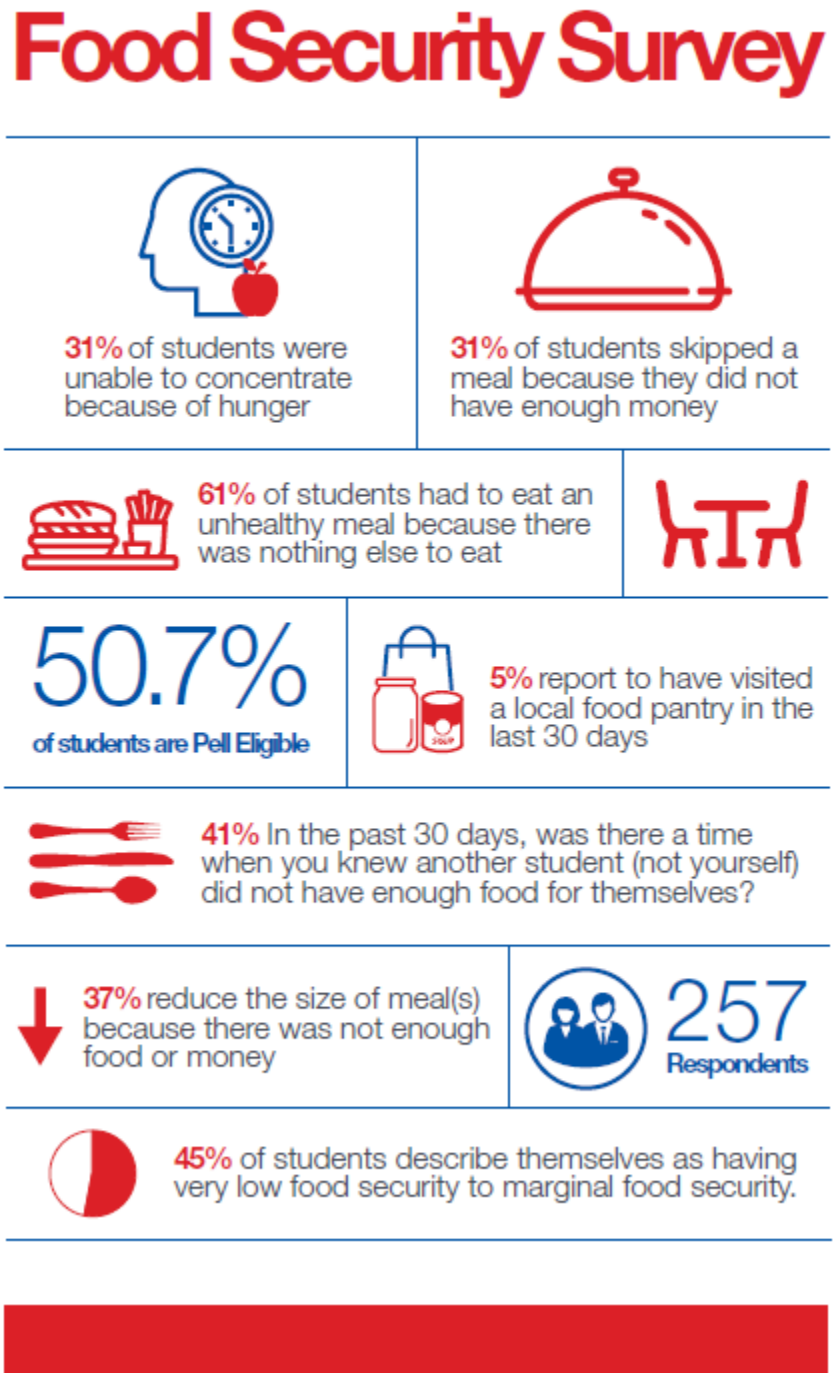
Q20
What is your race? (optional)
Please check all categories that apply to you.
- African American/Black
- American Indian or Alaskan Native
- Asian American/ Asian
- Caucasian/White
- Hispanic/ Latino (a)
- Multi-Racial
- Native Hawaiian or Pacific Islander
- Prefer Not to Answer
- Other (please specify)

Q21
What is your biological sex? (optional)
Please check one.
- Female
- Male
- Intersex

Q22
Classification

- Dual Enrollment/MOWR
- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Faculty/Staff

Note: Results from first survey.



Note: Results from second survey.

APPENDIX B
Sample Survey to Determine Need Adapted from UA-Pine Bluff

Completing this survey is voluntary and your participation can be withdrawn at any time. Your answers are completely anonymous. No identifying information is requested. However, your participation is extremely important, as the results of this survey, in part, will be used to determine if establishing a dedicated response will be pursued in the very near future. The time required to complete the survey is about 5 minutes or less.

This survey has been adapted to include multiple dedicated responses to food insecurity (Coleman-Jensen, Gregory, & Rabbitt, 2015; CUFBA, 2015; University of Arkansas, 2017). It allows for institutions to survey their students, faculty, staff, and administration to help define what their needs are as an institution.

Which of the following best describes you? (Select one)

1. Student
2. Faculty
3. Staff
4. Administrator

STUDENT QUESTIONS:

While a student at [COLLEGE OR UNIVERSITY] has there ever been a time when you did not have enough food for yourself or your household?

1. Yes
2. No

How often has your food supply been inadequate?

1. 0- times per semester
2. 1-2 per semester
3. 3-4 times per semester
4. 5 or more times per semester

While a student at [COLLEGE OR UNIVERSITY] has there ever been a time when you were aware of another student (not yourself) that did not have enough food for themselves or their household?

1. Yes
2. No

How often would you estimate that food supply for other students (not yourself) has been inadequate?

1. 0- times per semester
2. 1-2 per semester
3. 3-4 times per semester
4. 5 or more times per semester

If there was an occasion when you or other students didn't have enough food, in your opinion, would you or would other students use a food pantry if one were available on campus?

1. Never Use
2. Almost Never Use
3. Occasionally/Sometimes
4. Almost Every Time
5. Frequently Use

If you were in need and considered using a food pantry, what type of pantry would you prefer?

1. A pre-packaged box of food that can be picked up.
2. A shopping style pantry where each student can select food needed.

For a food pantry to operate efficiently it would need a group of committed volunteers. Would you be willing to volunteer to work on occasion in the pantry?

1. Yes
2. No

If there was an occasion when you or other students didn't have enough food, in your opinion, would you or would other students use a food voucher program if one were available on campus?

1. Never Use
2. Almost Never Use
3. Occasionally/Sometimes
4. Almost Every Time
5. Frequently Use

If there was an occasion when you or other students didn't have enough food, in your opinion, would you or would other students use a campus garden if one were available on campus?

1. Never Use
2. Almost Never Use
3. Occasionally/Sometimes
4. Almost Every Time
5. Frequently Use

State you level of agreement with the following statement. A student food pantry is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

State your level of agreement with the following statement. A student food voucher program is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

State your level of agreement with the following statement. A student campus garden is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

State your level of agreement with the following statement. A student emergency grant is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

How are you classified?

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Graduate Student
6. Other (Please Specify) _____

Where do you live?

1. On Campus
2. Off Campus

Counting yourself, dependent children, spouse or significant other, how many people are currently in your household?

1. 1
2. 2
3. 3
4. 4
5. 5 or more

Finally, what questions, comments, concerns, or suggestions do you have about establishing a dedicated response to food insecurity at [COLLEGE OR UNIVERSITY]?
FACULTY, STAFF, ADMINISTRATION QUESTIONS:

Are you aware of a situation or have personal knowledge of a student having an inadequate supply of food?

1. Yes
2. No

In your opinion, to what degree is food insecurity a problem among the [COLLEGE OR UNIVERSITY] student population?

1. Not at all a problem
2. Minor problem
3. Moderate problem
4. Serious problem
5. Don’t know

For a food pantry to operate efficiently it would need a group of committed volunteers. Do you advise a club/organization whose members would be willing to volunteer to work on occasion at a food pantry if one was established?

1. Yes
2. No

The food pantry would need to raise start-up funds and would conduct food drives on occasion to stock the pantry. Would you and or the members of a club/organization you advise be willing to donate to the pantry?

1. Yes
2. No

For a campus garden to operate efficiently it would need a group of committed volunteers. Do you advise a club/organization whose members would be willing to volunteer to work on occasion at a campus garden if one was established?

1. Yes
2. No

For a voucher program to operate efficiently it would need a group of committed volunteers. Do you advise a club/organization whose members would be willing to volunteer to work on occasion to take meal plan points if one was established?

1. Yes
2. No

Would you be interested in volunteering in one or more of the following roles? (Check all that apply)

1. Not interested at this time
2. Donor
3. Advisory Council Member
4. Other _____

Suppose it was determined that there was a need for a student food pantry and it was approved to proceed with establishing a pantry. Where would you suggest the pantry be housed?

State your level of agreement with the following statement. A student food pantry is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

State your level of agreement with the following statement. A student voucher program is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

State your level of agreement with the following statement. A student campus garden is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

State your level of agreement with the following statement. A student emergency grant is needed at [COLLEGE OR UNIVERSITY].

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Finally, what questions, comments, concerns, or suggestions do you have about establishing a dedicated response to food insecurity for the [COLLEGE OR UNIVERSITY] student population?

APPENDIX C
Potential Risk Management Questions

CUFBA (2015) has compiled a list of question to aid a steering committee through the Risk Management process (p.15).

1. What is the need on your campus?
2. Who will organize and run the pantry?
3. Where will funds come from?
4. Who will be your clientele?
5. Where will the food pantry operate and types of storage do you need?
6. What style/model food pantry will you operate?
7. What food/product will you offer?
8. How often will you be open?
9. What are your campus food safety policies?
10. How will you maintain confidentiality/anonymity of your clientele?
11. Who are your campus/community partners?
12. What contracts, MOUs, and forms have you developed?

APPENDIX D
Recruitment/Advertisement Template

Dear Participant:

The purpose of this study is to explore dedicated responses focused on food insecurity at institutions of higher education in the United States. This study seeks to add clarification about the development, implementation, and maintenance of such programs. We obtained your contact information from [person who referred].

I am a graduate student under the director of Dr. Laura Dean in the Department of Counseling and Human Development Services at The University of Georgia. I am seeking potential participants for a research study entitled DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF DEDICATED RESPONSES TO FOOD INSECURITY AT INSTITUTIONS OF HIGHER EDUCATION: A MULTI-SITE CASE STUDY.

You may be eligible to be in this study because you are or have been involved with dedicated food insecurity responses at an institution of higher education.

Your initial participation will involve a brief online survey. If you are selected based on your responses, you will be invited to participate in an interview; you will also be asked to provide 3-5 photos that reflect your campus initiative and to share documentation related to your initiative's development, policies, procedures, and marketing. Depending on distance, the interview will either be conducted in person or via an online platform (i.e., Skype). The interview should only take approximately 60 minutes. I am also interested in interviewing others on campus whose experiences and perspectives may be helpful. There are no risks anticipated.

Dedicated responses to food insecurity are popping up on campuses all over the country. There is no data to show exactly how institutions are responding. The goal of this survey is to learn about **your** institution's response and to aid other institutions in creating successful initiatives.

This study has received IRB approval from the University of Georgia. If you would like additional information about this study, please feel free to call me, Maggie Tennant, at (678) 839-6428 or send an e-mail to maggietennant@uga.edu.

Thank you for your consideration!

Sincerely,

Maggie S. Tennant

APPENDIX E
Initial Questionnaire

The World Health Organization (WHO) (2016) noted that food security is built on three pillars: food availability, food access, and food use. Food availability is described as having sufficient quantities of food available on a consistent basis, while food access is explained as having sufficient resources to obtain appropriate foods for a nutritious diet.

A dedicated response is the specific ways in which institutions can address food insecurity. Based on institutional need, whether short term or long term, a dedicated response can take many forms. Dedicated responses can be food pantries, vouchers, a community garden, apps focused on locations of free food, community resources, emergency grants, and other community initiatives.

To gain knowledge of your institution's dedicated response to food insecurity, please consider filling out the following questionnaire:

Has your institution ever administered a food insecurity survey?

- Yes (1)
- No (2)

If no, how did your institution assess that there was a concern about food insecurity?

_____

Mark all that best describe your institution's response to food insecurity?

- Food Bank
- Campus Farmers Markets
- Community Garden
- Food Recovery Program
- Dining Center Meal Donations
- Emergency Grants
- None
- Other:_____

Were you responsible for developing one of your institution's dedicated responses to food insecurity?

- Yes (1)
- No (2)

If no, can you list the name of the person(s) and their contact information that developed your institution's dedicated response(s) to food insecurity?

_____

Were you responsible for implementing one of your institution's dedicated responses to food insecurity?

- Yes (1)
- No (2)

If no, can you list the name of the person(s) and their contact information that implemented your institution's dedicated response(s) to food insecurity?

_____

Are you in charge of maintaining your institution's dedicated response to food insecurity?

- Yes (1)
- No (2)

If no, can you list the name of the person(s) and their contact information that maintain your institution's dedicated response(s) to food insecurity?

_____

In what ways does your institution promote its dedicated response(s)?

- Posters (1)
- Social Media (2)
- Word of Mouth (3)
- Other: _____

Would you be willing to participate in a face-to-face interview about your institution's dedicated response(s) to food insecurity and share photos and documentation related to your initiative(s)?

- Yes (1)
- No (2)

If Answer YES Would you like to participate in a face-to-face interview about your institution's dedicated response(s) to food insecurity?

- Name, Email and Phone number

Thank you for completing the questionnaire. I appreciate your feedback. If you have any questions you may reach me at maggietennant@uga.edu

APPENDIX F
Interest Email

Name,

My name is Maggie Tennant and I am a graduate student under the director of Dr. Laura Dean in the Department of Counseling and Human Development Services at The University of Georgia.

I am seeking participants for a research study entitled DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF DEDICATED RESPONSES TO FOOD INSECURITY AT INSTITUTIONS OF HIGHER EDUCATION: A MULTI-SITE CASE STUDY.

_____ shared your name and contact information with me as a potential participant.

If you are interested in participating, an initial questionnaire and IRB consent form will be sent to your email address. Please email me at maggietennant@uga.edu if you would like to participate or have any further questions.

Thanks,

Maggie Tennant

APPENDIX G
Informed Consent

Dear: Date:

I am a graduate student under the direction of Laura A. Dean in the Department of Counseling and Human Development Services at The University of Georgia. I invite you to participate in a research study entitled Development, Implementation, and Maintenance of Dedicated Responses to Food Insecurity at Institutions of Higher Education: A Multi-Site Case Study. The purpose of this study is to provide a qualitative understanding of how institutions of higher education develop and implement dedicated responses focused on alleviating food insecurity so that the results can be used by other institutions.

Your participation will involve an initial questionnaire, a brief interview, a photo representation project, and providing documentation (e.g. policy, process, procedure, and marketing tools) about your institution's dedicated response to food insecurity and should only take about 60 minutes. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

Your responses will remain anonymous. The results of the research study may be published, but your name or any identifying information will not be used, if requested.

The findings from this project may provide information on how institutions of higher education can develop, implement, and maintain dedicated responses to food insecurity. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to call me, Maggie Tennant, at (678) 839-6428 or send an e-mail to maggietennant@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 609 Boyd GSRC, Athens, Georgia 30602; telephone (706) 542-3199; email address irb@uga.edu.

By scheduling a time to meet with me, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please keep this letter for your records.

Sincerely,

Margaret S. Tennant

APPENDIX H
External Site Authorization Form

Date:

Dear Institutional Review Board:

The purpose of this letter is to inform you that I give Maggie Tennant under the direction of Dr. Laura Dean permission to conduct the research titled Development, Implementation, and Maintenance of Dedicated Responses to Food Insecurity at Institutions of Higher Education at <Name of external site>. We have agreed to the following study procedures:

The interview will begin with a discussion of informed consent and any questions you may have about the study. Then we will move on to discussing the photo representation project. Photo representation, also known as photo-elicitation, is "based on the simple idea of inserting photographs into the research interview" (Harper, 2002, p. 13). For the photography activity, each participant will discuss 3-5 photographs of initiatives that illustrate their institution's response to food insecurity. The photography assignment gives you, the participant, the opportunity to present what your institution in doing in an effort to alleviate food insecurity and to allow the researcher to have a visual representation. Participants will be asked to discuss the pictures they have taken.

I will then move onto the interview questions. For this study, the interview questions were adapted from CUFBA's Food Pantry Toolkit (2015) to explore the development, implementation, and maintenance of all dedicated response to food insecurity. The questions are open-ended to enable you, the participant, to respond as broadly or with as much detail as you wish (Johnson & Christensen, 2014). Follow-up questions will be incorporated into the interview format to allow participants to expand on some of your responses and obtain more in depth and detailed responses

This also serves as assurance that this institution complies with all State and Federal laws regarding Human Subject Research and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

<Name of Signatory>

<Title of Signatory>

APPENDIX I
Interview

The interview questions for this study were adapted from CUFBA's Food Pantry Toolkit (2015) to explore the development, implementation, and maintenance of all dedicated responses to food insecurity.

The purpose of this study is to provide a qualitative understanding of how institutions of higher education develop and implement dedicated responses focused on alleviating food insecurity so that the results can be used by other institutions.

Before we begin, you have read the Informed Consent and are agreeing to participate in this research project? Do you have any questions about the informed consent?

1. Please tell me about food insecurity on your campus and how the institution decided to respond.
2. You were asked to take photographs of your institution's response(s) to food insecurity. Would you please tell me about 3-5 of your pictures?
3. In addition to what was discussed with your photos, what other dedicated food responses do you have on your campus?
4. In what ways did you assess the need?
5. If you did not assess the need how did your institution choose its response?
6. How was the dedicated response developed? What opportunities and challenges were encountered along the way with the development?
7. How was the dedicated response implemented? What opportunities and challenges were encountered along the way with the implementation?
8. Who organizes and runs the dedicated response?

9. Do you have a fiscal nonprofit sponsor? If so, how many and how did you develop those relationships?
10. What are the risk management concerns?
11. What kind of outreach do you do to let people know that you exist?
12. How do you recruit and train volunteers?
13. What are your campus food safety policies?
14. How do you maintain confidentiality?
15. Do you offer other resources besides food?
16. How do you determine who qualifies to receive services from your dedicated response?
17. Who handles press inquiries?
18. Who are your campus /community partners?
19. What is your sustainability plan? How will you go about following that plan?
20. What opportunities and challenges were encountered along the way with the sustainability?
21. What lessons have you learned about this process that you would share with others?

APPENDIX J
Photo Representation Project

Once a participant confirmed that they were participating in the study, an IRB Consent Form (Appendix I) was emailed to each participant. Once received, an interview schedule was set and instructions, below, for the photo representation project were emailed.

For the photography activity, you will be asked to use your cell phone camera or a digital camera. If you do not have access to either, a disposable camera will be provided. Over the next 7 days, please take at least 3 to 5 photographs of initiatives that illustrate your institution's response to food insecurity. You can be as creative as you would like. Once you are finished, please email me (maggietennant@uga.edu) your photographs prior to your scheduled interview. If you are using the disposable camera, please feel free to photograph anything else with the remaining exposures. You will be provided a self-addressed stamped envelope to mail the camera back to me. During the interview, we will use the pictures as a basis for part of the discussion, and it will help me be able to visualize your campus response more clearly.

APPENDIX K
The Store: GW's Food Pantry 2016-2017 Budget

Budget 2016-2017				
UP FRONT INVESTMENTS				
Item Number	Description	Cost	#	Total Cost
1	Tables - Mity Lite	280.00	3	840.00
2	Chest Freezer	250.00	1	250.00
3	Shelving units	56.00	14	784.00
4	Refrigerators	1,000.00	3	3,000.00
5	Miscellaneous (ziplocs, binders, paper, signs, etc.)	300.00	1	300.00
	TOTAL			**5,174.00**
ANNUAL COSTS				
1	FWS Student staff member - 10 hours/week @ $11.50 an hour - we pay 25%	11.50	320	920.00
2	Food from Capital Area Food Bank (in pounds)	0.19	36,000	6,840.00
3	Fresh Weekly Produce	40.00	30	1,200.00
4	Vans	30.00	16	480.00
4	Cleaning supplies (broom, mop, gloves, etc.)	300.00	1	300.00
	TOTAL			**9,740.00**
	TOTAL COSTS FOR YEAR ONE			**14,914.00**
Notes				
Many of the startup items could potentially be found on campus and utilized.				
Refrigerators and/or tables could be located from facilities or the Student Union				
Shelves could come from other parts of campus that are replacing these items				
Cleaning supplies could be donated by Facilities/Housekeeping				

The Store
GW'S FOOD PANTRY

APPENDIX L
Sample Pantry Budget

Below is a sample of a pantry budget provided by CUFBA (2015) in their Campus Food Pantry Toolkit.

Phase I- Development Funds	Cost
Regional Food Bank Membership Fees	$75
Reusable Bags	$200
Heavy Duty Shelving	$2,000
Fire Extinguisher With Bracket and Installation	$130
Wall Mounted Paper Towel Holder and Soap Dispenser	$100
Industrial Mop Bucket and Cleaner	$107
Broom and Dust Pan	$30
Laundry Detergent	$15
Food Prep Supplies (Gloves, Disinfectants, Hairnets, Etc.)	$50
Storage Containers and Collection Bins	$100
Utility Cart and Dolly	$150
Computer and Software	$200
Office Furniture (Table, Chairs, and Light Fixtures)	$500
Office Supplies (Paper, Clipboards, Pens, Etc.)	$60
Phase I Total	**$3,260**
Phase II-Operating Funds	
Regional Food Bank Orders	$3,000
Food Purchasing Funds	$1,000
Printing Materials (Brochures, Flyers, Forms, Etc.)	$200
Transportation	$300
Food Pantry Intern (Federal Student Worker Optional)	$2,000
Phase II Total	**$6,500**
Total Cost of Phase I & II	**$9,760**

APPENDIX M
Waiver

Information redacted for purposes of confidentiality

Is this your first time visiting the pantry? (yes or no)

What is your affiliation with [redacted]? (student, staff, faculty, other)

By my electronic signature, I acknowledge the receipt of free food and supplies from the [redacted] Pantry. I understand this is a gift and not a reoccurring obligation by [redacted], the [redacted] Pantry, or trustees. I further understand and agree that by accepting this donated food I freely and voluntarily, with full knowledge, hold harmless and in no way liable or responsible for the quality, condition or packaging of food, [redacted], its officers, agents, employees, students, donors, volunteers, food suppliers, and trustees. (Please type full name below)

[Optional] Submit your email for referrals to on & off campus resources (SNAP, financial aid,

etc.)