Spring 2020

P.E.A.R Participation, Education, Action, and Resources: Combating Food Insecurity through Collaboration

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THESIS

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May 2020

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A Thesis

Presented to the Faculty of the

Department of Educational Foundations and Policy Studies

West Chester University

West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for

the Degree of

Master of Science

By

Aileen M. Assumma

May 2020

Acknowledgements

       To my family, your constant encouragement continues to give me such confidence in all that I do. Thank you to my incredible supervisors, professors, and advisors for continuing to help me grow professionally and academically. For the continued challenge and support from all, I am forever grateful. This work is for anyone who has ever decided between getting food and other obligations, for those who do not know or are unaware about this struggle, for anyone who has to skip a meal not by choice but by necessity, and for those who think this is not their battle to fight or their problem to fix.

Abstract

Students have been negatively impacted socially, academically and personally through the inability to provide enough nutritious meals to fuel their bodies. The higher education public system should be seen as a collaborative effort to educate institution employees on the issue of food insecurity as the first step in combating food insecurity among their local community. Creating a group of Community Advocates made up of members across the community will provide the opportunity for institutions to examine the systemic barriers put in place within higher education systems that hinder student ability to have sufficient access to food sources. I will validate the need for educating employees on food insecurity. In order to obtain this, I propose a workshop series that all employees complete to bring food security to the forefront of improving higher education for all students.

Paulo Freire's emphasis on pursuit of all humanity through eliminating oppressors drives the work within analyzing what food insecurity is and how everyone's situation impacts an individual's ability to have adequate access to nutritious food in a different way. Baxter Magolda's sense of community through validation is the other driving force in the way food insecurity must be looked at by readers, public higher education institutions, and community members. Historically, the problem within food insecurity was the miseducation through media creating a space where many members of society looked at food insecurity as a foreign issue or one not present in their own communities. The United States Task Force on Food Assistance implemented in the 1980's was a positive intervention that started the conversation around food insecurity within the United States and was a group that looked to address this growing issue. Schlossberg's Transition Model

and Kohlberg's Theory of Moral Development inspire my intervention around education of faculty and staff within public higher education so that they can better serve their students and the local community. Relevant factors that frame my concern of food insecurity is the continued rise in not only tuition but also in the cost of living. Many members within society, including students, are unable to financially support themselves causing individuals to limit access to food in order to take care of another living expense instead. While there are many theories and influences to food insecurity it is important readers take their time to dive deeper into their personal education around the topic prior to an attempt to make a change. My hope is that this document will provide a starting opportunity for public higher education institutions to educate their campus community and for readers to start their personal education around this rising concern within society.

Food insecurity has continued to be a growing topic of research and many words and terms are being used or redefined so it is important to understand what the definition of different terms are in regard to this thesis.

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Chapter 1

Introduction and Positionality

According to Nellum (2015), "Feeding America, a national nonprofit network of food banks that provides food assistance to 46.5 million individuals and 15.5 million households, estimates that nearly half of its clients in college must choose between education expenses and food annually" (para. 2). I was fortunate enough as a child that I never had to question where my next meal came from, because I grew up in a home that always had food in it. Food insecurity, therefore, is not something I have ever faced, as the third of five children in a two-parent working household. We were taught that higher education was a privilege and that not everyone in our family got to experience it, so we had to work to the best of our ability never taking it for granted.

I remember when I was younger my mom always told us to, "finish your plates because not everyone is eating tonight", this was something I heard regularly and never thought twice about it or questioned that someone was not having dinner that night. In fifth grade, I got invited to a friend's house a few days before Christmas break, and we were going to be making candy. When I arrived, a couple friends were already there and one of their dads asked if they could take the four of us to go and run a few errands before starting, we all agreed. He pulled up to his house and had us load garbage bags full of clothing into the car, then he took us to the community center where we picked up boxes full of food. This was the first time I had ever been to the community center; I was amazed to see that it was like a mini shop, I had never learned about the functions of a community center or why they were created. Once we got back into the car, my friends and I asked what errands we were running and why we were collecting all this

stuff. He explained to us that we would be delivering Christmas early to families who needed support. While driving, he spoke to us about how not everyone has access to food, clothing, or basic necessities. When we arrived at the complex, we all began unpacking the car and started delivering gifts, clothing and food to multiple families. At one of the stops, the family had a son our age; we stayed a while talking and hanging out with him before moving on to our last few stops. The young boy was kind, offering us some treats, talking to us about his love for basketball and his favorite classes in school. That night I recalled my day full of so many emotions happy to have helped people in our community but confused as to why there were people who did not have the means for food. I could not stop thinking about the boy we spent part of our day with and how he offered us something when he needed it more. I was upset that he had to deal with the barrier of food security and thought about why someone as young as me wasn't able to have nutritious meals every day. This was the first time I experienced what food insecurity looked like for someone and witnessed disparities that existed around food security, though it would be years later before I was able to acknowledge the systemic oppression causing this. I never saw that boy again, but I have thought of him often, feeling the need to understand why such a thing existed and figure out how I could support fighting food insecurity. Through getting involved with midnight runs, donations of meals and packing lunches for members in and around my community. I began to further grasp what food insecurity was and supporting food security initiatives was something that I became passionate about.

I have been able to understand what my mother used to say to us so many years ago, educating myself on this issue didn't start until much later in school it was not until I was in college that systemic oppressions and disparities came up. During my sophomore year, I was advised to pick up a minor in Youth and Empowerment in Urban Studies; it was through these

classes that I learned the depth of systemic oppression, classism, racism, sexism, and more

potential mindsets and ways of life that could inhibit someone's ability to succeed, be accepted

or meet their daily needs. Through this minor I had to complete two field placements within

Philadelphia, one of my placements was in a public school's seventh grade Social Studies class.

During the semester I worked with the students through a curriculum designed by the *Need in*

Deed Organization (2018):

> Need in Deed invites students to explore community issues that they care about and to
> simultaneously take action. Our approach to service-learning gives them a real-world
> context for the concepts and skills in their curriculum. It calls on them to use their gifts
> and talents to speak out or act on behalf of others. (para. 1)

After a week of brainstorming issues, my students picked the topic of hunger as

something they wanted to change within their community. Through research, presentations and

activities we looked at things like how far was the closest grocery store, transportation to

markets, costs of living and more. Over the course of the semester the students continued to learn

about the history of hunger within the United States and the world while conceptualizing

potential solutions locally when implementation came, they hosted a bake sale to raise money to

purchase food for a local food cupboard located at a church, while also creating a video to share

with their teachers, administration, classmates and guardians about how hunger is negatively

affecting their local community. Simultaneously the campus resource pantry opened in the office

where my work study was located. Being able to support this initiative during the same time as

taking classes helped me connect education to action around food security. I continued to be

intrigued and in the back of my mind think of that day in fifth grade imagining that the boy could

be in college right now, possibly facing food insecurity alone. Through understanding that the

issue of food insecurity does not just go away in higher education and it could become more

prominent on campus communities invisibly, the concern is that this issue needs to be tackled.

Public higher education institutions communities can fully provide all of their students that chance to succeed through embarking on this challenge of understanding food insecurity. These circumstances and experiences have undoubtedly shaped my personal positionality as it relates to my chosen concern of food insecurity and the public higher education experience.

Food insecurity and malnourishment have been prevalent in our society and in our world for a long time. The stigma around food insecurity has been created by the portrayal of food insecurity by mass media and the corporate world which create a misinterpretation for what it means to be food insecure. According Boucher (1999),

> since the early 1980s media representation of famines in Africa have awakened Westerners to hunger there but Africa is less than one-quarter of the hunger in the world today. We are blinded to the day-in-day-out hunger suffered by hundreds of millions more. (p. 8)

It is clear that the food industry has created an unjust environment within our society around food accessibility. This problem has trickled into higher education spaces as well due to most food services in those spaces being owned or controlled by corporate food industries such as Aramark, Serco, Compass Groups and more. These companies benefit from the masses, ignoring those who may be suffering directly within our campus communities. Students are affected by food insecurity every day, and while some may have access to cheap or quick food they are not always able to nourish their bodies with the nutrients it needs to be successful within the classroom. To this point, as Boucher (1999) reports, "More than thirty-million Americans cannot afford a healthy diet" (p. 12). Access to food is not easy for all students and with corporate companies running higher education dining services therefore access to healthy food can be much harder when trying to find other resources outside of expensive meal plans. For years there have been portrayals of what it means to be hungry or not properly nourished, yet college students were never at the forefront of these images or numbers.

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Higher education is a large investment of a student's resources and time. Students come to higher education with hopes of gaining more knowledge, securing a degree and potential skills to help them succeed in the job force and independently. Many students come to college not having to worry about where their next meal is coming from, but not all students have this luxury-large student population may not have a meal plan or a refrigerator full of nutritious food choices. There are students on campuses who wonder where their next meal is coming from, who have to decide whether or not to go to class, attend an event, get homework done or work so that they can put food in their body. Though food insecurity may not be visible to the campus community, food insecurity is at every institution and it is becoming more prevalent. According to the United State Department of Agriculture [USDA], as cited by Cady (2014), food insecurity "is defined as a condition when persons do not have adequate resources to feed themselves, either nutritiously or at all" (p. 265). If food insecurity is not visible to others on campus or students do not seek support from their higher education institution, the institution has no way of knowing it is occurring on their campus unless they observe it. If there is a push for support services institutions can look to better their institutions for all of their students. Research on food insecurity in higher education is lacking although it is becoming more of a research topic, there is still a long way to go. Higher education institutions, as contended by Cady (2014), need to strive to meet their student's urgent needs, "the issue is hard to see because of its cross-cutting nature" (p. 265). With not much research done on food insecurity and the hidden barriers that may correlate institutions may not seek to combat it because they do not know. There is not always space, a staff or the necessary finances to put in new offices or organizations. Financially, the institution would have to allocate money to help in these efforts and sometimes that is not possible. According to Blagg (2017), "Nearly one in five two-year college students lives in a

food-insecure household", which means may students come to college having already dealt with some degree of food insecurity (p. 3). However, this experience does not necessarily translate into an advantage to these students, on the contrary, when adding the financial burdens of higher education, their circumstance can become even more difficult. The imbalance between support services, both physical and financial, is not acceptable. Higher education systems need to work with their students encouraging them to reach out to support on campus to help lessen this gap of inequity so that all students can flourish and grow personally, academically, socially and professionally. This can begin to be done by normalizing the support on campus. Food insecurity happens on every higher education campus, and I believe it is the work of institutions professionals to combat this issue of stigma.

The United States did not research, acknowledge, or work towards changing food insecurity until recently. The United States has not always tracked food insecurity. It was not until the late 1900's that this topic of "hunger" started to be spoken about, questioned, measured, and had actions put in place to help support the United States population. In the 1980s, according to the National Research Council et al. (2016), two definitions of hunger came about:

> (1) a scientific, clinical definition in which hunger means "the actual physiological effects of extended nutritional deprivations' and (2) a definition of hunger as commonly defined, relating more to a social phenomenon than medical results, in which hunger is "the inability, even occasionally, to obtain adequate food and nourishment. In this sense of the term, hunger can be said to be present even when there are no clinical symptoms of deprivation (U.S. President, Task Force on Food Assistance). (p.23)

Though the definition of what it meant to be hungry was not talked about until the late 80's this does not mean it was not an issue before.

Our world has an abundance of food, yet people still go hungry, they are negatively impacted by the world's food system. When access to food is available, Boucher (1999) argues, it is not necessarily the option that provides proper and healthy nourishment to the body, but

"More than thirty-million Americans cannot afford a healthy diet" (p. 12). Access to food is not easy for many, but access to healthy food is much harder. This is one of the many layers of food insecurity that needs to be addressed outside and inside higher education campuses. There has been a portrayal of what it means to be hungry and most would not think that a college student studying for a degree would fit that description.

Higher education can be a stepping stone for someone's career, a stepping stone for someone's success and with a degree potential to increase income. As students who face food insecurity navigate through higher education they try not to let it get in their way. Cornett and Fernandez, (2019) state,

> They [students] commonly spoke of 'not thinking about it', 'focusing on what I have to do', 'trying not to worry about it', 'just getting through the day', and similar variations. For some, this appears to be a response to knowing that finances are limited but not knowing how limited. (p.42)

Students try to ignore their hunger, so that they have more time for work and academics, this is an issue. This affects a student's ability to succeed academically, socially, and personally. In more ways than one higher education professionals will continue to interact with students who are food insecure and if tuition of higher education continues to rise the number of students that are food insecure will also continue to rise. Food insecurity is not something that all professional staff at an institution may realize they are dealing with every day. Research by Cornett and Fernandez (2019) supports the rise in food insecurity among college campuses, 56% of survey respondents have cut meal size or skipped meals because not having enough money for food while 46% of survey respondents couldn't afford balanced meals. Knowing these numbers not only shows that students are food insecure but that they are not able to properly fuel their body with nutritious food and the proper serving sizes. Acknowledging that students may be regularly skipping meals; professional staff should be working with food support services off campus to

get students the proper means to fuel their bodies. If someone is engaging with a student and they are irritable, frustrated or stressed it could be because they have not been able to properly nourish their body. People can be quick to assume students don't care, are lazy or preoccupied with their social life. When interacting with students, faculty and staff should be aware of this and not just assume that a student is struggling because they are not trying or don't care. But rather, engage in dialogues with students where it is honest and open. If a student were to disclose information on limited availability to food resources, it is the hope that professional staff would have the tools to guide them to proper resources. This sounds much easier than it is, many times food insecurity is a hidden struggle not shared with professional staff, friends or even family, but this is the job of the institution to properly educate their campus community so that professional staff can serve their students and so that students can learn about the resources available to them. Recently, there have been many institutions that have implemented support services to help students gain access to food during their time in higher education, such as pantries. Implementing student support programs provides to ensure immediate support to students that need it but does not address the problem at large. One reason this is happening is lack of education on food insecurity. It is a newer topic within higher education, and also within the United States thus there is still a lot of learning that needs to occur. Professional staff need to be educated on the effects of food insecurity and its effects when they understand how students may be affected, they can serve their students to the best of their abilities.

Food insecurity relates to the work of all staff who are employed by public higher education institutions and also the local community. Professionals at institutions work to educate and support students during their experience and need to be aware of the struggles their students may be facing. Students could be skipping classes, assignments, food or social opportunities

because they have to prioritize what they need and can afford the financial burden is larger than ever before. Students are paying expensive tuition and most leave with loans and debt in order to further their education and give them the opportunity to excel in the workforce. With tuition costs so high students are facing more of a burden than just academics and socialization. This can be harmful or detrimental to the student experience and success. Food is a basic need; Abraham Harold Maslow emphasizes that basic needs must be met in order to move forward within life. If students are not able to meet the first level of Maslow's hierarchy of needs how can professionals within higher education institutions expect students to excel?

Argo, Bruening, Laska & Payne-Sturges, 2017Higher education brings on a lot of stress which can stem from grades, classes, finances, and socialization; when adding food to the list of stressors in higher education it sets students up to fail, "Food insecurity has been shown to be related to higher stress and anxiety, poorer academic outcomes, and poorer nutritional status of health outcomes" (, para. 6) with there being known negative side effects of food insecurity within education this is a concern all educators should care about. It should be the goal of all public institutions to work to provide support services so that all students have equitable access to meet their basic needs. Food insecurity is something that is not always talked about, not always identified, and there are not always initiatives on campuses to support students being reliable in their meals. In order to keep a high graduation rate institution must take into account the whole student, through mind and body. Higher education institutions are models of our society at large, if an institution is able to work towards change in food security by addressing the issue, reflecting, and participating; our society too can create change. It is crucial to understand that food insecurity is not straightforward. There are many causes, but through education, collaboration, research, and action communities can help challenge and change the

current society in which we live; where all would have the opportunity and access to properly feed their bodies. Employees within higher education institutions need to care about the success rates of their students to keep their institution elite, one that people will want to attend. Institutions must acknowledge the barriers for success in order to create positive change and experiences for all their students. Through collaborative changes in motives and priorities institutions can set up all students equitably to succeed.

In order to get to the point of creating positive experiences for all students, institutions need to prioritize the education of their employees to fully grasp this hidden struggle. I propose that all higher education institutions look to collaborate with administration faculty, staff, students, and local community members to create a community of advocates who can form partnerships, provide education, take action and find resources to support combating food insecurity on their campuses. This initiative would provide professional staff the education needed to work effectively with all students. The Community Advocates would be the first step in addressing and removing the barrier of food within public higher education institutions. To ensure success and progress of creating equitable food access for all students' institutions need to educate their employees first. Institutions and society as a whole cannot remove food insecurity without understanding all that it entails.

"Hunger is not caused by forces yern our control. It is caused by policies put into place by human beings. The same policies can be changed by human beings. We can bring those changes by building movements...we can begin with small steps that lead to larger ones. And we can arm ourselves with the powerful message of human rights" (Boucher, 1999, p. 7), in order to fully appreciate and understand my thematic concern, and the proposed program I have designed in response, I will be discussing the following areas within chapter three. History of higher

education and the support services as well as the history of food insecurity. Diving into

sustainability and how that relates to food security within public higher education as well as

power and privilege within society and how class status and financial income impacts ability to

be food secure within public higher education.

Chapter 2

Thematic Concern, Conceptual Framework, and Definitions

THEMATIC CONCERN:

For years food insecurity has been a hidden barrier hindering student success in higher education. With the continued rise in tuition and cost of living students have been negatively impacted socially, academically and personally through the inability to provide enough nutritious meals to fuel their bodies. Through a Paulo Freire lens I will be looking within the higher education public system as a collaborative effort to educate institution employees on this issue as the first step in combating food insecurity. Creating a group of Community Advocates to create a collective effort to ensure proper education through a workshop series removing miseducation around food insecurity. Through examining the systemic barriers in place within higher education systems and food insecurities ability to hinder student success I will validate the need for educating employees on food insecurity. In order to obtain this I propose a workshop series that all employees complete to bring food security to the forefront of improving higher education for all students.

CONCEPTUAL FRAMEWORK:

1. What systemic barriers are in place within public higher education institutions preventing students from meeting their basic needs?
2. How does a public institution signify the need for faculty and staff to continue their education outside of traditional professional development?
3. How does insufficient access to nutritious food negatively impact student success?
4. Is it possible to eliminate external factors that limit student success through collaboration with the local community?

DEFINITIONS:

Constitutive:

Basic Needs   Abraham Maslow (1943) defines as, "the most essential of our needs", the base of what all humans need in order to move forwards through life successfully while staying well.

Operative:
For the purpose of this paper the following definitions will apply

Food Insecurity   Individuals who are unable to have access to sufficient amounts of nutritious food always or occasionally depending on individual situations.

Community Advocates   A group of individuals from across campus (faculty, staff, students, administration, and local community members) that work to implement the workshops, educate members of the campus community, and inspire those individuals to actively take action in ending food insecurity.

Intervention   An initiative to change the negative impacts of students who are facing food insecurity during their public higher education experience.

Mutual Listening   Providing respect and open mind to all parties in a conversation or effort the ability to share their thoughts and ideas freely.

ACPA Competencies:

When developing the intervention of Community Advocates, I focused on four of the American College Personnel Association's competency areas. The four competency areas that inspire my intervention for public higher education employees are:

- Personal and Ethical Foundations—this competency focuses on developing integrity, having a standard of ethics and growing in personal wellness and self-awareness.

- Leadership—learning how to become a leader and developing leadership among others.

- Social Justice and Inclusion—building knowledge and skills to create equitable spaces through addressing privilege and oppression.

- Advising and Supporting—building the knowledge and skills to support students through listening and managing crisis situations.

My goal is for these four areas to act as a guide for implementation across institutions to ensure that content and experiences are beneficial to the growth of not only the institution as a whole but also to the employees who participate within these workshops.

Chapter 3

The Narrative

Philosophical Positionality

Public higher education institutions are the places where future generations migrate to attempt to understand and make positive changes in the world. The institutions hold a lot of power in giving opportunities and spaces for students to cultivate. These spaces are like "mini models" of our society at large. If the university is able to work through food insecurity by educating employees, our larger community can also work towards combating this systemic barrier. Friere (1968) indicated that public higher education institutions must,

> be directed towards humanization-the people's historical vocation. The pursuit of full humanity...it cannot unfold in the antagonistic relations between oppressors and oppressed. No one can be authentically human while he prevents others from being so. (p. 241)

With this in mind, I contend that a university campus must be a place to help cultivate the full humanity of members of our society. The professional staff in our education systems should be doing this by committing to empathy and mutual listening. Mutual listening allows employees to have empathy for other people, with a commitment to ensure survival through accessibility to nutritious food sources, a fundamental human right.

Public higher education needs to become a public good, providing equitable opportunities for all within the campus community. In order to ensure equitable access and the ability to succeed all students must be able to meet their basic needs. This work is for anyone who has ever decided between getting food and other obligations, for those who do not know or are unaware about this struggle, for anyone who has to skip a meal not by choice but by necessity, and for those who think this is not their battle to fight or their problem to fix. Institutions must be

educated on systemic barriers their students face in order to prioritize actively working towards removing food insecurity. Through this education institutions can take next steps implementing and making long lasting change. Ending food insecurity will take time, and with all the different factors, change may not be seen during our time in higher education spaces, but progress in the right direction is being made to get to a time when there no longer is food insecurity within the public higher education system. To end this work it would mean everyone within public higher education is living within their means with easy access to nutritious meals and enough food to fuel their body daily. We will be living within a world where the gap between too much and not enough has diminished.

Educating professional staff on the struggle of food insecurity and making this hidden barrier a priority will validate students. Magolda (2002) argues "Validation invited participants into the knowledge construction process, conveyed that their ideas were welcome, and offered respect that boost their confidence in themselves" (p. 6). In short, everyone can share and learn from one another, professional staff are not the only educators on campuses of public higher education. Validating students' struggles or needs could give students a better chance of success and overall well-being. For students who face food insecurity to know that they are not alone and that the professionals at their institution prioritize understanding, a supportive and inviting atmosphere will be created. Though without a change in the current power structures of public higher education an atmosphere where all students can reach their full potential, actively communicate, have positive experiences, and create personal transformation is not possible. Ideology has continually reproduced social relations that help keep power structures intact not only within society but in educational communities as well. Public higher education institutions, similar to larger society are affected and influenced by power structures that reinforce

inequalities. Public higher education institutions are a source of power, power can shape how we act and what we think through different ideologies. Though we can ignore or not be aware of such power structures these are things we are constantly affected by. According to Michael Foucault (1980),

> not only do individuals circulate between it's [society's] threads; they are exercising power. They are not only its inert and consenting target; they are always also the elements of its articulation. (p. 48)

I am in agreement with Foucoult; we are produced by power and that power is produced and maintained by other people. Public institutions are funded by the state and federal government; this means there are rules and regulations the institution must abide by in order to keep funding, thus a system of power. We are who we are because of the power that surrounds us, inflicted upon us but, you can also be the source of power over others, products of the power. How we choose to acknowledge power structures and work within them can either reinforce negative or harmful power structures or create new ones. Power works in many ways, public higher education institutions need to use positive power structures to understand systemic barriers relating to food insecurity as an opportunity to make change in the world. Friere (1968) argued,

> The oppressed are not 'marginals', are not people living 'outside' society. They have always been 'inside'-inside the structure which made them 'beings for others'. The solution is not to 'integrate' them into the structure of oppression, but to transform that structure so that they can become 'beings for themselves'. (p. 241).

Ensuring that all students have their basic needs met when attending public higher education gives the students the opportunity to grow into the individuals who can be successful and encouraged. As Freire (1968) emphasized, it is important that we avoid merely integrating the student into the current support systems, which tend to keep marginalized students marginalized. For example, while pantries and meal programs provide immediate support to students they do not address the underlying causes of why students need to utilize these services, keeping the

oppressed within the system that inflicts the oppression. To ensure full understanding of the reasons students face hunger, employees within public higher education must be committed to educating themselves and those around them.

Education institutions are spaces of community for education to occur, and change to be made. In order for change to be made community members must be willing to be vulnerable, honest, and critical. As Schreiner (2010) claimed,

> The four components of a sense of community that form the basis of these strategies are membership (sense of belonging), relationships (positive interactions with others), ownership (voice and contribution), and partnership (interdependence and working toward common goals). (p.4)

I believe that public higher education institutions must enact these four components in order to ensure they are cultivating a space where all students can succeed. Clearly, the meeting of basic needs is fundamental in order to let that happen. Communication is key in meeting and understanding students; which is why public higher education must work colalbortativley and in favor of the community and public. Through communicating with all involved within a campus, institutions can ensure that multiple ideas and voices are being heard which will create a sense of community and connection. To this same point Schreiner (2010) stated that "The interpersonal aspects of thriving in college… [are] the social connections, sense of community on campus, openness to diversity, and desire to make a difference in the lives of others" (p. 2). Creating relationships and community within an institution's campus can benefit all students building a sense of belonging. Schreiner (2010) also argued that it is crucial that students feel they "…are cared about by others on campus, feeling valued by the institution, feeling at home on campus, not being lonely, and being connected to the larger mission and goals of the institution" (p. 3). The stigma around being food insecure can be unbearable to students, causing them to not only experience physical repercussions because of not having enough to eat but it also affects them

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socially, and mentally. Students question their place in a community if they do not fit into this image of a student that institutions portray students that excel both inside and outside of the classroom. Due to struggling to get enough food some students do not have the ability to be the example of a student that institutions use to market; and therefore, can feel ostracized within their campus community. Working collaboratively within the local community can help remove the stigma around food insecurity while working towards eliminating this issue. This can be done by: normalizing the services on campus, acknowledging the struggles students face, by supporting those who need it, educating on the resources available on and off campus, and by fighting for policy and legislation change.

In the best interest of the student body, professionals must be aware of and have a deep understanding of food insecurity within public higher education. According to Friere (1968), "A deepened consciousness of their situation leads people to apprehend that situation as an historical reality susceptible to transformation" (p. 241). The only way to create change is to understand the history of an issue. Theory and knowledge inform practice and practice can generate new theories or actions. The knowledge and education alone is not the solution. But, it is the work and effort involved that moves towards bringing food security to the forefront of public higher education ultimately servicing society at large.

Historical Framework

Higher education was created for those in power to recreate power structures and keep them intact. Those who reproduced privilege benefited from power while creating a gap from the oppressed. The church had a large role in creating higher education institutions as well as power structures in society. Foucault (1977-1978) emphasized, "we either benefit from or are the victims of, have the advantage or disadvantage" (p. 257). These power structures that created

higher education benefited groups of people such as the elite, while creating systemic oppression to hinder the ability to succeed or thrive creating impoverished communities. Ideology has continuously reproduced social relations that help keep power in power, this is true not only in the larger society, but in the educational communities as well. Education institutions have standards that have been set for them by the government, checkpoints they must hit in order to receive funding and when funding is at risk or in question, institutions can fall back into the intended power structures of higher education thus reinforcing inequities. Higher education institutions generate products (the graduates) and make their decisions based on monetary values. Institutions govern individuals through conduct, rules and regulations for how to behave; however, they also hold a space to create counter conduct to question the governing powers, both internally and externally, at an institution. These can be, but are not limited to, local communities, businesses and corporations, entry requirements and support that is available to students on campus. As institutions broadened their acceptances past white-Christian males, offices of student affairs were formed. The purpose of student affairs is to support students during higher education. Through housing, admissions, activities and more, student affairs has been within higher education for a long time. According to Long (2012),

> The roots of the student affairs profession reach all the way back to the colonial era and the earliest years of American higher education. The doctrine of in loco parentis empowered colleges and universities to manage students closely, as students were viewed in those times as emotionally immature and requiring strict adult supervision. (p. 2)

In short, student affairs within higher education started to serve as a "replacement" of parents when students were away at school by providing supervision of students. Though students continue to be supervised through resident assistants in their resident halls, school policies and conduct offices, student affairs has not continued to just prioritize supervision of students it has grown into much more than just that. Student affairs has shifted, giving students more autonomy

and freedom to establish clubs and organizations on their own terms, which began creating

opportunities for students to get involved outside of the classroom. According to Long (2012),

> Traditional functions of the student affairs profession emerged in the early part of the
> 1900s…'in the years following World War 1, the student personnel movement gained
> national recognition and professional stature. It was becoming self-conscious, confident,
> and widely influential. (p. 4)

Students were given more independence when attending higher education institutions, as student

affairs continued to evolve to meet the needs of students, it began to look at the whole individual

not just their academic ability or supervision within their dormitories. As Long (2012) also

suggested, we began to consider "The whole student-intellect, spirit, and personality- and

insisted that attention must be paid to the individual needs of each student" (p. 4). The

importance of continuing to adapt is something that student affairs has continued to prioritize

student success. Through research, and theory offices and initiatives have been created to guide

and support students while still providing them the opportunity for personal growth and

development both inside and outside the classroom. With this opportunity comes the expectation

of creating an independence. As Magnolda (2001) asserted, "Young adults are expected to

function independently in important positions in society and in order to participate in mature

relationships with partners and children soon after college, it is crucial that colleges promote this

transformation during college" (p.4). With this comes the need to realize that less students are

coming right out of high school; in fact, students are coming at all different ages, abilities, and

identities. For institutions to continue to have students attend their space they must accommodate

students in more ways than they did initially when student affairs was first created. Students

continued to be faced with larger barriers during their time in higher education than before,

student affairs has begun to tackle these barriers through new or improved services, food

insecurity has continued to rise across the country and what was a hidden obstacle of institutions

is being brought to the forefront. In order to provide them the ability to function independently, institutions must provide all students what they need to navigate through their time in higher education.

The concept of basic needs come from Abraham Maslow's (1943) hierarchy of human motivation. The five levels of this hierarchy relate and build off of one another, to move up one must secure all within the lower sections of the pyramid. Higher education encourages their students to build independence creating themselves, the highest tiers of Maslow's pyramid; self-fulfillment needs. But there are so many students that are stuck in the first level of the pyramid, one where shelter, warmth, rest and food are all you need to move up. This is not by choice but because of the system we live in. There is an abundance of food in our country and there is enough to feed all the people in the world. The excuse at times is there are too many people, but the real issue is the imbalance between power and resources. There are those with power and plenty of resources and there are those who the system plays against. Sadly those students who are challenged in this way face financial debt and significant struggles. There is a stigma around those who experience hunger, and a guilt that people feel because of it. The corporate control of the food industry has created an unjust environment within our society; Boucher (1999) claimed, "Since the early 1980s media representation of famines in Africa have awakened Westerners to hunger there but Africa less than one-quarter of the hunger in the world today. We are blinded to the day-in-day-out hunger suffered by hundreds of millions more" (p. 3). Corporate control benefits from the masses not seeing those suffering within our communities. Without realizing many people are suffering there were no efforts or initiatives put forth to make a change for many years. This is true within our country as a whole as well as higher education institutions. The power that corporations have on society is through neoliberal ideologies that have created a

society in which those who are suffering from food insecurity have been ignored, anguished and shamed. Looking at the history of the United States we can see how food insecurity was disregarded for far too long; therefore, it has now become a major issue students in higher education have to navigate with little to no resources available.

The United States did not always track food insecurity, it was not until the late 1900's that this topic or "hunger" started to be talked about, questioned, measured and then finally had actions put in place to help support the United States population. In the 1980s two definitions of hunger came about, "(1) a scientific, clinical definition in which hunger means "the actual physiological effects of extended nutritional deprivations" and (2) a definition of hunger as commonly defined, relating more to a social phenomenon than medical results, in which hunger is "the inability, even occasionally, to obtain adequate food and nourishment. In this sense of the term, hunger can be said to be present even when there are no clinical symptoms of deprivation" (National Research Council et al., 2016). President Ronald Reagan created the Task Force on Food Assistance in the 80's. Their role was to research and survey the programs that were created to end food insecurity within the United States. Since food insecurity had not been looked at prior to creating a definition of hunger and ways to measure it, it became the first thing that the Task Force on Food Assistance needed to do. Without creating programs it is hard to ensure that individual's needs are truly being met and that the program or initiative is successful.

Food insecurity started being looked at in the late 1900's within the United States but it was not until a few years ago that higher education institutions began to take note that some of their students might be in need of resources. As tuition continued to increase so did the cost of living within the United States and this was done without increase in support services at the institution for students. When someone is hungry, they are cheated out of a basic need which

includes those in higher education. It is time that higher education institutions everywhere take ownership of the problems on their campus creating real change to remove the barrier of food for their students. Looking at the percentages of the American population within the past 5 years, it is clear that food security is a major issue across the country. When looking at the number of people across the United States who are food insecure, it is important to remember the college students (now ranging from the ages of 18-29) who are food insecure and seek out support through different programs, "Selected demographic characteristics of feeding America clients: age 18-29 participating in meal or grocery programs: 11.8 Million" (Weinfiled, Mills, Borger, Gearing, Macaluso, Montaquila, & Zedlewski, 2014, p.87). The same study looked at individuals receiving support through programs that have completed some, 2 years, 4 years or more of college; and although the outcome is not the same, it too shows that there is a need for proper support on college campuses, Weinfield et. al. (2014) found, "Selected Demographic characteristics of feeding America Clients education level of adult clients Some college, 2 year, 4 year degree or higher that participate in meal or grocery programs 13.4 Million" (p. 87). Breaking down this number and the types of degrees; less than 5% of these individuals have a 4-year degree or higher. Out of the 13.4 million that means over 12 million people are not graduating, and though that can be for many reasons such as not being able to support their own basic needs, it is one of the major factors causing such a low number of those who pursue, and ultimately, hold a degree. Understanding the history of food insecurity is the first step to creating a much needed change, it is important to understand why some students may be more susceptible to face food insecurity. Jack and Rule (2018) indicated,

> Food insecurity does not affect all students equally. Groups that tend to be
> disproportionately food insecure at colleges and universities include students of color,
> community college students, first-generation students, older students, students who work

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longer hours at their jobs, students from the foster care system, veterans, and students who identify as LGBTQ. (p. 6)

The fact that students who are marginalized are more likely to face food insecurity is one of many facts that expose the oppressive nature of our system of education. More of today's college students are non-traditional: they tend to be older, first generation, from lower-income and communities of color, and attend community colleges. Growing numbers of undergraduates are also post-traditional students who juggle family responsibilities and part or full time work while they pursue a college-level certificate or degree. According to Nellum (2015), "These students also face other circumstances that make paying for college more challenging, including a decade of state retrenchment from funding public higher education and a significant rise in the cost of tuition, coupled with a general increase in the cost of goods and services" (par. 8). As students come into higher education with more responsibility, institutions need to work within their foundation to lessen the stressors they have control over, such as the resources they can provide their students, and tuition support programs. Certain barriers need to be changed at a larger level such as the divide within social classes, which raises questions about the nature of our economic system as a whole.

Within our capitalist society not everyone has the right to a life full of sustainable resources, be it income or food. Social class is another factor that can correlate with a student not being able to meet their basic needs. According to Patton, Renn, Guido, and Quaye (2016), "Social class has a profound effect on higher education, influencing who has access to college, which colleges individuals attend, whether or not college is affordable, and whether college is an option at all" (p. 243). Social class also has an effect on what a student can do, the choices they get to make or have to make all correlate with social class. One is less likely to be involved on campus socially when they have a lower income and need to work more to support their

education and themselves. While cost of living has continued to rise it was not until 2013 that the negative effects of this started to be analyzed within higher education.

Food insecurity in higher education was not researched or spoken about until 2013. In 2013 Wisconsin HOPE Lab was started. It is a national nonprofit that looks at the financial barriers college students are facing. Through action research the expectations of this organization are to remove student burdens to help with retention and success both in and out of the classroom. This is done through research, surveys, policy changes, and initiatives enacted at institutions. Since the start of this non-profit it has moved its central location to Philadelphia, providing opportunities for institutions across the country to participate in need surveys, research and implement aid to students around the country. This is a collaborative effort that not only uses individuals on college campuses but also key stakeholders outside of the campus, there are advocates, educators, students, policymakers and researchers who all are working on the mission of The Wisconsin HOPE Lab to make the issues of basic needs no longer be a challenge students are facing. The Wisconsin HOPE Lab has three major pillars in regard to food insecurity. They are campus food pantries, the ability to afford groceries and meal plans. It was the start of this organization that those who were unaware realized there is a problem. Through collaborative efforts members of institutions and those who are outside academia have joined together to work for the past few years to provide access to food for students during their years in higher education. While these efforts such as pantries, meal plan donation plans and grants are providing students support during their time at an institution, it does not remove the problem. Food insecurity is still an issue and will not go away until the system changes.

Prices for higher education have risen, tuition and fees continue to increase, yet the financial support for students has not. United States higher education institutions are powered by

neoliberalism, which, as Brown (2015) suggests, "subjects, including citizen subjects, are configured by the market metrics of our time as self-investing human capital" (p.48). Within the logic of neoliberalism, humans are treated as productive capital instead of as human beings. In short, their needs are not a priority of the institution, as institutions with neoliberal frameworks prioritize what they will benefit from, money. Institutions charge for classes, housing, technology, parking fees, meal plans, miscellaneous fees and more and just to graduate from an institution, students must pay a graduation fee. This creates a social stratification within the institution where students are defined by their class in regard to time and ability to be involved outside of the classroom. According to Brown (2015),

> Expansion and openness to new populations, of course, did not bring class stratification in higher education to an end. Selective private universities and colleges have always reproduced a socioeconomic elite, even as this mission was partially dissimulated in recent decades by recruitment for modest racial diversity and promulgation of 'need-blind admissions. Many states, too, built multi-tiered higher-education systems that divided roughly along class lines. (p.117).

Neoliberalism puts the financial burden on students. Institutions expect their students to manage all their finances and needs while paying astronomical prices to get an education that will help them advance in their future. But education is not enough, market metrics is how our society measures one's value, as Brown (2015) goes on to state, "The saturation of higher education by market rationality has converted higher education from a social and public good to a personal investment in individual futures construed mainly in terms of earning capacity" (p.181). Within neoliberalism value of an individual is gauged purely in monetary terms, therefore a person's level or quality of education is also judged by how much you can make in a designated field. Higher education institutions, therefore, take on a transactional relationship with students; they provide education while gaining student money.

The stress and anxiety students are feeling has increased, according to The Debt Collective (2019),

> Tuition is only part of the cost of college attendance. Students must also finance housing, books, and living expenses. Since wages have not risen in decades, the days of being able to pay for college by working part time or during the summer months are long gone. Today, many people do not enroll in college at all because they cannot afford to do so. (p.7)

Tuition increase is a direct example of how power structures within higher education are creating inequitable spaces for their students. Some students are faced with financial struggles and have to balance not only class and socializing but potentially multiple jobs in order to sustain themselves and yet will still be up against massive debt upon graduation when the loan repayment process begins. The redistribution that is wanted has not been met but instead recognition of financial inequalities has been acknowledged by Fraser (2000), "this move from redistribution to recognition is occurring despite-or because of-an acceleration of economic globalization, at a time when an aggressively expanding capitalism is radically exacerbating economic inequality" (par. 4). Students going into higher education are trying to improve their financial stability for themselves and their families, thus they are driven and encouraged to go into certain majors. Higher education has been marketed to consumers as a space to build and gain knowledge yet with the continued increase in tuition higher education is not a guarantee. As Brown (2015) states, "college was the proven ticket to income enhancement, the skyrocketing costs of tuition, coupled with the decline of well-paying white-collar jobs in the United States, means that 'the college wage premium' while still significant, no longer automatically fulfills this promise" (p.191). College *was* for income enhancement for all yet it no longer is, instead it has reinforced and increased disparities within the class system. If higher education continues down this path the numbers attending and completing college will continue to drop, as

individuals will have to decide if the degree is really worth the financial burden and stressors. While the financial stress is taking over so many students there are other ways higher education has caused students to cut back on their food intake which then increases stress levels as students try to work through higher education on their own. The results being: poor mental health, bad grades, poor physical health and wellness, increased likelihood of dropping out and a decrease in self-esteem. These feelings and stressors can negatively impact student development and their experience within higher education in more ways than one.

Unique and Relevant Factors

Through hands-on experience within the Masters of Science in Higher Education Policy and Student Affairs, I was given the opportunity to learn about how an institution works towards educating their employees on the challenges students face day to day on their campus. Each month the Division of Student Affairs hosted a meeting where there were updates on the institution and presentations about resources available to students, as well as opportunity for dialogue. It was through my internship I was able to attend these meetings, learning about the importance of continued education for employees. This was done through training and workshops open all year long for faculty and staff members to learn more about different topics affecting students and in order for staff to build tools to support students. Seeing the emphasis on education has inspired me in understanding the numerous factors that affect students being food insecure and through privilege, social class, sustainability and law there are many facets that affect students who are struggling to eat nutritiously that are out of their control.

The inequalities that students who are food insecure face on their college campuses can be detrimental to their growth. Students' ability to flourish at an institution can be hindered if they are trying to balance their basic needs and education. As the topic of food security becomes more

and more popular across higher education educators and students, more studies, new research and analysis are coming out to show the need for support services, as well as show the inequality across all of higher education in regard to student success, and ability to flourish during their time in higher education. Individuals from low-income financial situations are faced with challenges and struggles other students may never have to deal with. The Integrated Postsecondary Education Data System's study from 2013 shows that 76% of students facing food insecurity are full time students and 74% of students facing food insecurity are traditional aged college students 18-24, (Blagg, Gundersen, Schanzenbach, & Ziliak, 2017). Time commitments for higher education are flexible, programs and institutions provide students the ability to go part-time and take classes throughout summer sessions or winter sessions, yet with that comes more fees. Many students opt to be enrolled full time so they can make it financially sound for their situation. For some students, higher education is the first-time that they are fully responsible for themselves, many of which they may not have had in the past. With this comes potential stress, anxiety, fear and worry. Attending college can, at times, feel like a full-time job and being able to manage time and resources is not necessarily easy for all who attend. Students who are working full time or are in the low/middle class category do not necessarily have the luxury to socialize or grow in other ways when their priorities are focused on paying bills, attending classes, completing school work, and providing daily necessities like food. As Patton, et al. (2016) state, "The more selective the college, the greater the likelihood that students from low-income and working-class backgrounds will face challenges, while those from middle and upper-class backgrounds will experience greater success" (p. 245). Socioeconomic status highly affects higher education access and experiences; therefore, in order to keep graduation rates high institutions cannot ignore this. The education system has become transactional, where students

are not seen as individuals but rather as profits for the institution. Therefore the student is not a

priority of the institution because they are just referred to as another number. Food security is not

something an institution may worry about because they provide options for students through

meal plans (while being fully aware that the monetary value of these plans being so expensive

can put their students into more debt). Over time the cost for education, as well as basic needs

and financing one's life have increased yet income has not. According to Brown (2015),

> The income of the average college graduate has not increased for a decade. Direct appeal
> to this reality and to the imagined advantages of being trained for a particular job is why
> the proprietary schools are thriving despite their sky-high attrition rates, to federal loan
> programs. (p.191)

If the cost of living has continued to increase the ability to provide basic needs for yourself while

in higher education becomes harder and harder to do. In such circumstances, students skip meals

in order to pay for other necessities and institutions have not done something to remove this

burden. While implementing efforts like adding food pantries into higher education institutions

provide support to students it is not removing the financial burden so many face. Social class and

financial stability has continued to oppress students within public higher education. Support

services that some students may have been receiving during grade school stops after 12th grade,

they do not follow students to higher education leaving students to figure it out on their own. No

student should need to debate if getting food or attending class is more important. This can then

draw on the issue of financial burdens students are taking on when in public higher education. If

students are coming from low-income backgrounds they are immediately put up against the

financial barriers. Public higher education is not a guarantee for all students to succeed. Students

need better options, they need to be understood and heard.

The fault does not only fall on our public higher education institutions, there are problems

within our food system that have helped create this disparity among students. Addressing and

changing the complications within this larger food system could help change the disparities

around food insecurity minimizing it across the country. This will take time, money, national

policy and FDA changes. This is not the work of the public higher education system, but

understanding the complexity of the United States and world food system is the first step in the

right direction, and start of the work. The United Nations released seventeen Sustainable

Development Goals (2015), as something for the whole world to collectively work towards and

on, the second goal is zero hunger:

> It is time to rethink how we grow, share and consume our food. If done right,
> agriculture, forestry and fisheries can provide nutritious food for all and generate
> decent incomes, while supporting people-centered rural development and protecting
> the environment. Right now, our soils, freshwater, oceans, forests and biodiversity are
> being rapidly degraded. Climate change is putting even more pressure on the
> resources we depend on, increasing risks associated with disasters, such as droughts
> and floods. Many rural women and men can no longer make ends meet on their land,
> forcing them to migrate to cities in search of opportunities. Poor food security is also
> causing millions of children to be stunted or too short for the ages due to severe
> malnutrition. (para. 3)

Students with food insecurity begin to be withdrawn from their schooling and education is

no longer a priority. This is where public higher education systems must start when teaching

their employees about students that are food insecure, understanding the problems in the current

food systems and sustainable food systems is something many citizens are lacking equitable

access to. Sustainability is so much more than properly recycling —it is using and understanding

the means of the earth in ways that benefit everyone meeting their basic needs. According to

Cortese, et al. (2010) "The new human story must do more. It must find a way for everyone to

have their basic needs met and an emphasis for those that are living beyond their basic needs to

emphasize the quality of life over the consumption of stuff" (p. 7). The human story includes all

humans living within their means having access to fresh, healthy food. This is why public higher

education institutions must have a solid foundation whose core focuses on collaboration and

community promoting student learning, success, involvement and personal growth. Through actively looking long term at the positive effects of changing our food system will have on students and society at large can encourage this long, demanding and assiduous work. As Cortese, et al. (2010) suggest, "we are dominated by linear short-term thinking that makes it difficult to recognize the cumulative dangers of current actions or that the impact of collective humanity is now global, intergenerational, and prone to rapid, unexpected shifts" (p. 4). Allergies have continued to rise, dyes, artificial flavorings and chemicals have continued to be allowed in food. The word organic at the grocery store no longer means zero pesticides, no hormones, and less pollution. Ability to have nutritious and fresh food has continued to become more expensive, specifically for college students seeking food security are not given the opportunity to fuel their body with healthy options. This is exasperated by, as Boucher (1999), "as we move increasingly toward factory farming, the chemicals hormones, and antibiotics given to animals to speed up growth and prevent disease may pose health risks to humans, as does pesticide contamination" (p. 45). Understanding the harmful ingredients in common foods can help in creating subsistence around providing students in public higher education not only access to food but healthy, nutritious food free of harmful components.

Food is a foundational human need therefore action must be taken, both long and short term, through an interdisciplinary approach to create active citizens who can leave their institution with a chance to thrive in society, make positive changes in the world and sincerely work towards ending food insecurity across society. It is known that we cannot learn when we are hungry, the K-12 system actively appoints school lunch programs for students to eat lunch and also breakfast at little to no cost, yet this stops in higher education. "A pipeline approach assumes that issues that occur in elementary school will move forward along the pipeline into

secondary schools, which in turn will move forward into college. Given that food insecurity,as

stated by Cady (2014), "has negative impacts in elementary, and then in high school, one could

make the assumption that the same impacts would be present for college students experiencing

food insecurity" (p. 7). So, is higher education really a public good if they remove a support that

so many individuals would benefit from? While this is still a newer issue within public higher

education many institutions have taken active roles and commitments to support their students

through equitable access to nutritious food through many different types of programs, meal

donation programs, gardens and pantries. Two institutions that are innovators and aspirations for

institutions across the country are The University of Rutgers and The University of Utah. These

two institutions are thinking systemically continuing to work through understanding why food

insecurity is something their students face. The University of Rutgers has partnered with JBJ

Soul Kitchen, a non-profit that Jon Bon Jovi's created which uses local farmers and food

producers to prepare seasonal, nutritious meals. This is a "cash only donation" restaurant at the

university where students or visitors can pay a suggested donation or volunteer at the JBJ Soul

Kitchen as their payment. Diners can also purchase a pay it forward certificate. This connection

between the institution and non-profit has connected the local community to the campus

community thereby providing an opportunity to be shaped via involvement and volunteering by

others. This approach gives a hands on learning opportunity for those who may not understand

what food insecurity is and an opportunity for those who are struggling with gaining nutritious

meals to eat. This is done in a dignified way that doesn't make anyone feel unworthy and it is a

way to have collective relationships build and form. The University of Utah also built a

connection with the local community. This campus has multiple pantries and gardens that are run

by students but also has a unique opportunity for the local community to take part within the

campus community through a farmers market each Fall semester. This is an opportunity for local farmers, growers and artisans to sell their produce and products to students and other community members. Students have the ability to participate in purchasing fresh and local food, students can qualify for a token program where they get double the tokens so they are able to purchase nutritious food. Utah has more than one pantry, one in a central location on campus to help with de-stigmatizing accessing supports and one in a discrete location for students to have privacy, through continued fundraising a scholarship is in place for students to help run this part of the food security initiative. It is important that public institutions take next steps in researching institutions like the Universities of Rutgers and Utah and create changes to better implement sustainable efforts that benefit all of their students being food secure while creating a campus culture that is de-stigmatizing and connecting local members of the community to hands-on efforts.

While this action research proposal is not focusing on our food system it is another massive portion of the problem that must be understood in order to understand students' ability to succeed when not being able to eat properly. Understanding the underlying causes that are systemically affecting access, a non-sustainable food system, and oppression of class and socioeconomic status within public higher education institutions, the issue of food insecurity is cross-cutting, and full of many layers policies and laws need to be enacted. This can be through the state or nationally. Currently a bill is up for vote in Pennsylvania that could change the way public higher education institutions support their food security initiatives, through incentive. The General Assembly of Pennsylvania House Bill Number 2205 is currently focused on the public school system and making provisions that will benefit students who face food insecurity. The General Assembly of Pennsylvania (2020) states:

> Amending the act of March 10, 1949, entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," in miscellaneous provisions relating to institutions of higher education, establishing the Hunger-Free Campus Grant Program and the Hunger-Free Campus Grant Fund. (p. 1)

The purpose of this program would be to provide students with food, to remove hunger on campuses through providing grants that can help fund these efforts. The funding would help institutions addressing hunger, increase awareness of services that offer food to students, build partnerships outside of the institution and produce sustainable initiatives. Should this bill get passed, higher education institutions will have to work harder than putting in pantries, through creating coalitions, assessment, options and awareness. Nationally, the *Higher Education Act* (1965) can be looked at, for potential changes to provide federal, financial support for students specifically with regard to food security. This federal act provides resources and funds to support students financially. This is a detailed document that is long and not necessarily comprehensible to students, and it is currently being looked at by the United States government, and election candidates as it is up for reauthorization and updates. With nothing certain, so many different possibilities or changes can be made to student financial support services such as the Pell Grant, SNAP program and FAFSA. Through educating professional staff on the impact this work is making on the policy can be inspiration for understanding just how large this issue is. Though education is the first part of understanding the effects of food insecurity among students, action and participation would be next, and this can be done through hands on service, research, or policy proposals.

It is important to note that as this thesis is being produced we are currently in a unique factor, one many would have never thought to occur, a global pandemic. Coronavirus Disease or COVID-19 is currently negatively impacting the world, within a matter of days the United States

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came to an almost complete halt shutting down all non-essential spaces and creating not only

work at home but school as well. While billions of people began to hunker down into their

homes to weather this storm so many decisions had to be quickly made in hopes of slowing the

spread of this virus. Public higher education like the rest of the country's education spaces went

virtual, campuses are practically empty which means something so many depend on to survive is

also negatively impacted; food security services on campuses such as pantries and gardens. As

institutions have begun to create new normal providing office hours, events, classes, socials, and

programs online they have also been working to troubleshoot in person support services that so

many students rely on. Food security cannot be made virtual, yet we are being told we must

physically distance from one another, so how do institutions provide food services to those who

need it? When this pandemic began many K-12 public schools started offering drive by pickups

of lunches and some breakfast during certain hours of the school week, this provided children

with one to two meals a day that they may have been deprived of if quarantine did not allow

meal pickups. Higher education has worked to do similarly providing pickups from different

locations on campus- West Chester University of Pennsylvania is providing students with meals

through a pickup program where you must fill out a sign up form prior, when going to pick up

your food it is also required that you wear a mask. As the whole world continues to navigate the

COVID-19 pandemic it has brought to light many questions and efforts around supporting

students virtually. With the future uncertain public higher education institutions must create

action plans for many scenarios to ensure they continue to provide education and support to their

students no matter the space. Things that need to be considered moving forward that may not

have been prior to this outbreak are: how do we provide food security efforts to our remote

learners, how do we ensure the safety of food security services to all students on and off campus,

and how do we supply and keep stocked our food security initiatives such as pantries when the entire country is struggling to provide for themselves and their families? Public higher education institutions need to address the issue of food insecurity, acknowledge the factors that affect their work, engage with the community to make resources known, change the language that surrounds the topic of food insecurity, get community support and collaboration, focus on the whole student, and eliminate food insecurity within their spaces be it physically or virtually. This will all take time, dedication, and hard work as we can see today it is ever changing with many facets, one day hopefully becoming a societal fight.

Chapter 4

Design

Purpose

Food insecurity is continuing to hinder student success, we can see how the history of food insecurity correlates to student success within public higher education. When looking at unique factors such as sustainability, policy, and tuition increase, individuals can see the negative impact. Public higher education needs to collaboratively work towards providing a space for all students to have an equitable chance at succeeding academically, socially, professionally and personally; with this comes removing hunger from their campuses. In order to do that it will take time, resources, money, and power. To remove the barrier of food from public higher education systems we must take our first steps in education because in preparation to take action on this problem individuals must first understand it. I propose the first step in combating food insecurity is to create a group of Community Advocates within public higher education institutions that are made up of faculty, staff, students, and local community partners. Their role would be to bring all voices to a space where they can work with one another to create and implement training on food insecurity thus properly educating individuals around this topic. As a pilot, the first year Community Advocates will be to educate all employees in a three part interactive workshop series. After this series there will be three follow ups, two virtual and one as an in-service day where employees can pick what track they would like to participate in to get more hands on experiences with combating this issue. The hope is that through this program employees who participate will learn more about what food insecurity is, how it affects students and why it has become an issue by looking at systemic barriers. They will have the opportunity to reflect, take personal action, and responsibility for supporting their students. If this succeeds, I propose that

this series is offered to students and community members in the following years. In order to properly address this issue it is crucial that all campus community members understand the problem.

Putting education as the first step requires looking at the best practices within higher education. When having work and goals to strive for it will help to keep this in motion as a necessary program for all public higher education institutions until the next steps of action and change are implemented. Two institutions that are at the forefront of combating food insecurity within their campus communities are The University of Utah and Rutgers University. Rutger University spearheaded what it means to build a campus with local community partnership and connection. At the beginning of 2020, Rutgers partnered with JBJ Soul Kitchen, a non-profit that started in New Jersey by Jon Bon Jovi. The purpose of this program is to provide fresh, nutritious meals to all community members at the price they can each afford. Through use of a local farm and garden the produce is seasonal and natural. The way this works is that diners have options such as paying a set price that covers their meal as well as someone else's meal or they can choose to volunteer in the kitchen in multiple capacities in exchange for meal certificates. When doing so it will also provide individuals with valuable food industry training. This partnership with the campus and local community while using local, organic and seasonal produce provides a great example of working within society to better the lives of students and the local community while providing work training and nutritious meals. While Rutgers does a great job at maintaining a partnership with the local community, the University of Utah does as well but in a different form and it is one that benefits the local vendors. Their partnership is through a weekly Farmers Market that occurs on campus during the fall semester. This opportunity provides local vendors with the chance to sell their products and produce to students and other

community members while also giving students the opportunity to purchase and participate in the farmers market —no matter their financial stability. Through a "Double Your Dollars" program students who are eligible will receive two tokens for the price of one, these tokens are accepted at all the vending booths thus giving all students an equitable opportunity to have access to fresh, healthy, and local products. While this builds partnership it is not the only thing the institution does to support food security initiatives. Through two pantries, The University of Utah is able to adhere to all student comfort levels. One pantry is in a public space to try and de-stigmatize the use of a pantry while the other is very secluded in order to give students the privacy to shop on their own. While both institutions have campus gardens and pantries Rutgers University and The University of Utah have also made continuous efforts to not stop there, they will continue the work set in place to continue to provide food security for all their students.

By researching and analyzing programs like these all higher education institutions can work towards removing this barrier; therefore, one day eliminating food insecurity all together. In order to continue to work through these efforts and implement best practices at other institutions it is important there is a common understanding of food insecurity because this will result in more work, in getting involved and in moving past the sole focus of education. Through my emphasis of my research I have focused my study and creation of the Community Advocate intervention via an action research lens in order to ensure that philosophy and theory influence the creation of transformational change needed at public higher education institutions. Action research provides the means for public higher education institutions to build community between campus and local. When being a stepping stone into society, institutions must create a collaborative effort to immerse their students into the community in which they reside so that these institutions can also be sure to cultivate active citizens. Action research around food

insecurity provides an opportunity to blend, mold, and create active citizens who are learning, empowered, involved, and connected to their community efforts both on and off campus. Implementing action research efforts across a campus and local community will help remove societal oppressions that humans face, the work being shared to employees, students, and community members would be put into practice, "it focuses on what should be done in the world to increase human happiness, and it requires experiential engagement in the world to design the way to achieve 'what should be done'" (Brydon-Miller et. al., 2008, p. 11). Human happiness can be achieved when the whole person is looked at. By supporting students and the local community to achieve food security human happiness will be increased and it is one step closer to societal issues changing. Experiential engagement will help cultivate an environment to break down current comfort zones and make the uncomfortable conversations comfortable. Action research provides institutions the ability to create theories and use them in their efforts to find best practice. Within action research, as Fuchs (2015) argued, "praxeology" creates a mindset that addresses inequalities "ethics matters because it needs criteria for judging what are positive and negative aspects of specific media...focus on struggles and political practice...associated with actual and potential social struggles of exploited and oppressed groups" (p. 4). Creating a better earth is emphasized through praxeology, removing the education barriers that have been built is not easy. For years education has been shared through educators thus building mindsets that are full of different-isms, the belief that education needs to involve everyone. This gives opportunity for all to grow by being intentional with action research community development, community engagement, community collaboration can increase. The divides between campus and community will be removed but a fluid understanding of support, power shift, and voices being valued will take the place of the divide; increasing true democracy. Action research will heighten

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students, employees and community experiences by guiding students to social, spiritual, academic, professional, and personal development. Through implementation of an intervention with the focus of action research I was able to take a deeper look into social inequalities that students may be facing in regard to food security.

The goals of my action research intervention is to provide campus members an understanding of what food insecurity is while working towards providing equitable access to nutritious food for all students in public higher education and building community. In order reach these goals I have come up with four objectives and two learning outcomes:

Objectives:

- Create a three part workshop series to educate employees on food insecurity.

- Have short, midway, and long term follow up opportunities to continue the conversations and work towards food security on public higher education institution campuses.

- Provide hands-on opportunities to be involved in creating food security for all students.

- A year out of the pilot program, offer opportunity for students and local community members to participate in the workshop series.

Learning Outcomes:

- For participants to be critical thinkers around systemic barriers affecting student access to nutritious food.

- For participants to take personal responsibility and action to adapt their work and role within the institution and greater community to support students who may be faced with food insecurity.

Though institutions are encouraged to alter and change the workshops and intervention to best fit their campus community it is also important to encourage institutions to use the goals, objectives and learning outcomes as the motivation to start or continue this work within their community.

The Community Advocates will act in equal roles working towards equitable opportunity for students. This relates to my philosophical position because I look at the public higher education system as a place that is community oriented through opportunity for all members to learn from each other including the professors. Education is the main source for redistribution of power. For all our lives we have lived within the cycle of socialization with many people accepting the identities that are imposed upon us and how those relate to power structures. With Community Advocates being representatives of the entire community people will gain insight and knowledge around how power structures in place have created a society that pretends to benefit the masses. However, this satisfies and creates stability for a small percentage and, therefore hopes for anger and people seeking change would come through. Creating a redistribution of power will occur with the majority coming together for a common goal and changing social norms around food security. My philosophy of education removes the barrier of being educated or being the educator; instead, it provides a space for all to learn from one another. Through these workshops members of the campus community will be provided the opportunity to learn from one another.

When creating the instructional practices of my program it was essential to study theories of development and learning to create a program built on best practices. Schlossberg's Transition Model, as Patton et al. (2016) suggested, emphasizes the 4 S's that individuals work through as they are in a transition process, those being, "situation, self, support, and strategies" (p.38). These workshops are meant to have employees work through the four as they build knowledge,

identify the work that needs to be done individually, create, and implement initiatives or efforts for the greater good of the community. In order for someone to get to strategies of changing a problem it is important that individuals work through the 4 S's in steps this way they are well equipped to change the situation around food insecurity for their students. First, individuals must examine the situation, workshop one will provide employees information about what food insecurity is for students in public higher education as well as community members, giving employees a base for the transition of changing food insecurity on their campus. Second, individuals attending the workshops need to look at themselves, their personal beliefs, demographics, and values focusing on how their personal being relates and correlates to the issue of food insecurity. Third, those who attend this series will build support systems at the institution through hands on experience as well as personal knowledge of support services they can offer students. The 4's of Schlossberg's Transition Model can help in implementing a program such as the community advocates to create a needed change.

Schlossberg's Transition Model is not the only theory used to inform this intervention, Kohlberg's Theory of Moral Development (Patton et al., 2016) also focuses on the individual going through change, providing a base for what employees should be working through as they attend these workshops. Kohlberg focused on three qualities to make judgement, "(1) an emphasis on value rather than fact; (2) an effect on a person or persons; and (3) a requirement that action be taken" (Patton et al., 2016, p.37). In order to create a long lasting change around food insecurity within public higher education employees attending these workshops need to be challenged to focus on these three qualities. Creating a sense of unity within this issue produces a moral change within all employees to feel responsible for supporting their students and local community members who are food insecure. While Scholssberg and Kohlberg focus on change

that happens within an individual, these workshops are collaborative and it is important that Kolb's Theory of Experiential Learning Cycle is applied. According to Mcleaod (2017), Kolb's theory that is a driving force when institutions implement community advocates. Kolb, according Mcleaod (2017), looks at experiential learning as a cycle that does not end, with four different stages to ensure the work and conversations continue: concrete experience, reflective observation, abstract conceptualization and active experimentation. Experiential learning requires the need for continued adaptability, thus assessment and reflection are key elements to the community advocate workshop program. Personal reflection for taking personal responsibility will hold employees accountable for continuing the work; assessment and follow up opportunities will provide the content for community advocates to continue to adapt and change the workshops as they work towards a community of educated individuals who are passionate about ending food insecurity. This intervention also needs to be adaptable institution to institution, flexible to implement necessary content for each space, through continued evaluation at these three theories because the work around food insecurity can continue to grow until food insecurity is no longer an issue people are facing within our public higher education institutions and communities.

Implementing something new within public higher education for employees requires consideration of educational practices. Through analyzing the concern of food insecurity having an opportunity to get involved within the local community is one of the most suitable options to guarantee that all employees are provided detailed information and resources to move forward in regard to supporting their students and society at large. Service learning opportunities can provide hands-on experiences thus giving someone a sense of purpose and responsibility. Providing the service opportunity after the workshops will give employees a base knowledge of

what food insecurity is and how it relates to the students they interact with as well as community members within the larger society. I chose the content within the facilitator guides after extensive research around food insecurity and how it correlates to student experience and success. This content was chosen to:

- Build a larger awareness and sense of responsibility around students experiencing food insecurity
- Emphasize the importance of not isolating students but building community
- Provide opportunities for employees to examine community, societal, and campus issues fostering change
- Provide the proper tools to respond to students who are food insecure by giving them the necessary support
- Bring awareness to outside factors negatively impacting students
- Understand personal responsibility and impact within food insecurity
- Encourage growth and development of all employees equitably
- Assist people in responding to current and relevant issues in their students lives

There are many facets as to why someone is facing food insecurity because of this change cannot suddenly happen, there needs to be "buy in" from different stakeholders within the institution; people will not buy in unless they understand as a result an educational experience has been created. I have organized my proposal into a multiple workshop series that is offered on several dates. I did this to ensure easy accessibility for employees to work the sessions into their day. The program is organized in multiple sessions so employees can build on their education around food insecurity within public higher education, it is open to all employees to encourage working with others and the building community within the institution.

I propose a three-part workshop series that builds on knowledge and content as each one is worked through. Appendices A through C provide templates of facilitation guides for Community Advocates and give opportunity for change in content (depending on the needs of the campus). The first starts with a basic background and knowledge around food insecurity, what it is, and how it relates to public higher education. The second focuses on barriers that students face causing limits to accessibility in food and the effects that food insecurity has on students. The final workshop focuses on what's next by looking at best practices giving opportunity to continue the work through action and taking personal responsibility. Once the three workshops have been completed employees will then receive a quick survey within three weeks after completion for feedback, reiteration of personal pledges, and opportunity to sign up for the in-day of service if they have not already completed it. The in-day of service has three tracks: fundraising/pantry, campus garden, and policy/law, this gives employees the opportunity to pick which best suits their interests, skillsets or challenges them to learn and be involved in something new. In the following pages I provide templates for each in-day track with opportunity to alter or change depending on the needs of the campus, local community and what is currently being executed. Within all six templates the goals, objectives, program outcomes, and learning outcomes are clearly identified as the base for what should be achieved in each. Once the in-day of service has been completed another follow up survey will be sent out a year later to check in with employees to see how the information and experiences they gained influenced their role at the institution and the work that they do. There will also be an opportunity to sign up for a bi-monthly lunch meetings giving employees the opportunity to continue to work across departments and offices to continue the conversation around ending food insecurity on their campus, taking, and creating initiatives to move the work forward. At the end

of the day of service employees will be given certifications of completion and are encouraged to have them visible in their department or office space, this is to encourage open dialogue with students and give students a small reminder that the institution is here to support and guide them to success through supporting basic needs being met. On the following page is an example of what a certification can look like, it is encouraged that institutions make changes to best suit their campus community such as adding their logo, so student's know that it is something the institution stands by and supports.

Community Advocates Workshop Experience

More and more students are faced with food insecurity every day! It is the job of the institution to take matters into their own hands!

Statistic of food insecure students on campus or nationally

3 Workshops

- Food Insecurity 101

    - Dates/Times/Locations

- Student Barriers

    - Dates/Times/Locations

- Now What

    - Dates/Times/Locations

To sign up contact Email Address of Community Advocates with the dates and times that work best for your schedule

Let's Make Change!

1. **Build your tenure portfolio**

2. **Meet service requirements**

3. **Access to professional development**

4. **Build community**

5. **Gain and share knowledge**

6. **Create campus and community wide lifestyle changes**

7. **Take personal responsibility**

Supported by:

List all departments, and offices that support this intervention. This gives an extra push to employees within these spaces to consider signing up.

Workshop #1: Food Insecurity 101

Description of Program: (60 minute workshop)

Teach employees about:

- What food insecurity is
- History of food insecurity
- Why we are in workshops
    - UN Sustainability Goals
    - Student Success

Learning Objectives:

- To understand the what, providing a base for the history of food insecurity, the purpose of this program for the campus and globally.

- Create community building opportunities among employees.

- Employees will be able to identify three contributing factors from history around what food insecurity is.

Supplies/Prep:

- Round tables

- Chairs

- Writing Utensils

- Name tags

- Sign in sheet

- Notepads

- Worksheets

Set up round tables to provide opportunity for collaboration and conversation among employees of the institution. Have a notepad, worksheet, name tag and a writing utensil at each seat. Be sure as each person checks in they sign in on the sheet before getting started.

Program Introduction:

Hi, my name is YOUR NAME and I am the YOUR ROLE AT THE INSTITUTION a member of the community advocates at our institution. Our role is to be the community voice within the institution and local community, there are members from across campus and the local community that make up this initiative. Our job is to provide proper education to all employees at the institution around food insecurity to ensure we serve and support all of our students during their journey to graduation to make certain every student is successful. The first step in creating long lasting change is education, so let's get started you will be working through three workshops each on a different topic pertaining to food insecurity and students this way you gain the proper tools necessary to support your students.

Food Insecurity 101, the first of the three workshops will focus on learning about what food insecurity is, the history of how food insecurity came about, and understand why we are working through these workshops. We hope that these sessions are informative and provide you an opportunity to work within a collaborative space, meeting members of our campus community.

Course of Action:

- Brief group introductions
- Brief history of higher education
    - The Church
    - Power Structures
    - Support services
- History of food insecurity
    - Abraham Maslow's Basic Needs
    - U.S. President's Task Force on Food Assistance
    - Wisconsin HOPE Lab
- Why are going through these workshops
    - Student Success
        - Academic, social, personal, and professional
    - UN Sustainability Goals
        - Looking at the larger society

Discussion Questions:

- What is food insecurity?
- Why are people unable to get enough food?
- What does student success mean to you and your role at the institution?
- In your eyes what does a food secure world look like?
- What will you take from today's workshop back to your role?
- Why did you opt into these workshops?
- How does this information relate to the work you do at the institution?

Wrap Up:

Thank you all for taking time out of your week to attend workshop one. We hope that Food Insecurity 101 provided you all a brief understanding of what food insecurity is, the history of what food insecurity is, and created a spark within each of you to continue attending or our workshops. Workshop two, Student Barriers will be occurring on DATES AND TIMES, please sign up for workshop two on your way out. We look forward to continuing the conversation with you all.

Works Cited:

Provide a list of resources used for the content in this workshop.

Workshop #2: Student Barriers

Description of Program: (90 minute workshop)

Teach employees about:

- Financial barriers students face
- Effects food insecurity has on students
- What food insecurity can look like within the public higher education institution
- Understanding how policies and laws affect food security in public higher education

Learning Objectives:

- Create community building opportunities among employees.
- Employees will be able to identify two ways policy can affect food security in public higher education
- Employees will be able to identify at least two effects food insecurity has on students

Supplies/Prep:

- Round tables
- Chairs
- Writing Utensils
- Name tags
- Sign in sheet
- Notepads
- Worksheets

Set up round tables to provide opportunity for collaboration and conversation among employees of the institution. Have a notepad, worksheet, name tag and a writing utensil at each seat. Be sure as each person checks in they sign in on the sheet before getting started.

Program Introduction:

Hi, my name is YOUR NAME and I am the YOUR ROLE AT THE INSTITUTION a member of the community advocates at our institution. Our role is to be the community voice within the institution and local community, there are members from across campus and the local community that make up this initiative. Our job is to provide proper education to all employees at the institution around food insecurity to ensure we serve and support all of our students during their journey to graduation to make certain every student is successful. The first step in creating long lasting change is education, so let's get started you will be working through three workshops each on a different topic pertaining to food insecurity and students this way you gain the proper tools necessary to support your students.

Student Barriers, is the second of the three workshops will focus on understanding the how, providing a base for how food insecurity relates to the public higher education system. Employees will learn about the effects food insecurity has on students, what food insecurity looks like within public higher education, and look at how policies and laws affect food security in public higher education. We hope that these sessions are informative and provide you an opportunity to work within a collaborative space, meeting members of our campus community.

Course of Action:
- Brief group introductions
- Brief overview of workshop one
- Financial Barriers
  - Tuition
  - Institution Fees
  - Cost of living
- Effects on Students
  - Mentally
    - irritability
    - isolation
    - ability to focus
    - ability to be engaged
  - Physically
    - limited to no access of nutritious meals
    - low energy
    - missing social outings
    - graduation rates
    - skipping meals
    - prioritizing
      - job
      - class
      - assignments
- What it looks like
  - Differently for every student
  - Hidden barrier
- Policy and Law
  - National Higher Education Act
    - Financial Aid
    - Pell Grant
    - SNAP
  - House Bills

Discussion Questions:
- What are signs of a student that may be food insecure?
- How does this information relate to the work you do at the institution?
- What will you take from today's workshop back to your role?

Wrap Up:

Thank you all for taking time out of your week to attend workshop two. We hope that Student Barriers provided you all a base for how food insecurity correlates to students and the ways it negatively affects student ability for success. Workshop three, Now What will be occurring on DATES AND TIMES, please sign up for workshop three on your way out. We look forward to continuing the conversation with you all.

Works Cited:

Provide a list of resources used for the content in this workshop.

Workshop #3: Now What

Description of Program: (60 minute workshop)

Teach employees about:

- Best practices at other colleges and universities
- Supports and services on campus and in the local community available to students
- Employees will pledge their next steps

Learning Objectives:

• Create community building opportunities among employees.

• Employees will be able to synthesize what they have learned into personal commitments to support their students.

• 75% of employees will sign up to participate in the day of service opportunity.

Supplies/Prep:

• Round tables

• Chairs

• Writing Utensils

• Name tags

• Sign in sheet

• Notepads

• Worksheets

Set up round tables to provide opportunity for collaboration and conversation among employees of the institution. Have a notepad, worksheet, name tag and a writing utensil at each seat. Be sure as each person checks in they sign in on the sheet before getting started.

Program Introduction:

Hi, my name is YOUR NAME and I am the YOUR ROLE AT THE INSTITUTION a member of the community advocates at our institution. Our role is to be the community voice within the institution and local community, there are members from across campus and the local community that make up this initiative. Our job is to provide proper education to all employees at the institution around food insecurity to ensure we serve and support all of our students during their journey to graduation to make certain every student is successful. The first step in creating long lasting change is education, so let's get started you will be working through three workshops each on a different topic pertaining to food insecurity and students this way you gain the proper tools necessary to support your students.

Now What, the final of the three workshops will focus on learning about best practices and support services available to our students. Employees will understand the "now what", providing opportunity to evaluate best practices among their institutions while analysing current support on our campus. We hope that these sessions are informative and provide you an opportunity to work within a collaborative space, meeting members of our campus community.

Course of Action:

- Brief group introductions
- Brief overview of workshop 2
- University of Utah
    - 2 pantries
        - one private
        - one public
    - farmers market
        - coin program
- Rutgers University
    - JBJ Soul Partnership
        - connecting community and campus
- Support Services
    - On campus
        - any resources on campus
        - meal programs
        - scholarship opportunities
    - Off campus
        - local food bank
        - free meal programs
- Personal Pledge ideas
    - adding a syllabus statement
    - hanging your certificate for students to see
    - providing resources on your class internet page
    - participate in the day of service
    - dedicate part of your obligations to the research and implementation of food secure supports for students

Discussion Questions:

- What are some ways we can implement parts of best practices onto our campus?
- What are some personal pledge ideas we have not talked about?
- What is your personal pledge going to be?
- What will you take from today's workshop back to your role?
- How does this information relate to the work you do at the institution?

Wrap Up:

Thank you all for taking time out of your week to attend workshop three. We hope that today's workshop provided you all the encouragement to take next steps in your daily work as a member of our community. In Day of Service, will be occurring on DATE AND TIME, please sign up for one of the three tracks you would like to participate in on your way out. We look forward to continuing the conversation with you all through hands-on experiences taking our new knowledge to practice.

Works Cited:

Provide a list of resources used for the content in this workshop.

Option #1: Garden Guide

Description of Program: (3 hours)

Provide employees the opportunity to work within:

- Sustainable food systems
- Garden maintenance
- Community partnerships

Learning Objectives:

• Create community building opportunities among employees.

• Take knowledge from the workshops to direct work.

Supplies/Prep:

• Seeds

• Name tags

• Gloves

• Garden equipment

• Water access

• Buckets

• Certifications of completion

Hand out gloves and buckets for harvesting. If it is planting season provide seeds and garden equipment to plant.

Program Introduction:

Hi, my name is YOUR NAME and I am the YOUR ROLE AT THE INSTITUTION a member of the community advocates at our institution. Our role is to be the community voice within the institution and local community, there are members from across campus and the local community that make up this initiative. Our job is to provide proper education to all employees at the institution around food insecurity to ensure we serve and support all of our students during their journey to graduation to make certain every student is successful. Now that we have all learned about food insecurity and how it pertains to public higher education the next step is taking action. Each of you has signed up for one of three in day of service opportunities. We are all here for the Garden in day of service. We hope today provides you the hands on experience to put education into action.

Course of Action:

- Brief group introductions
- Brief overview of workshops 1-3
- Day of action
  - Harvesting time
    - Work with your team to harvest the freshly grown produce
  - Planting time
    - Work with your team to plant seeds for the next harvest
- Distribution
  - On campus resources
  - Local community locations
    - food banks
    - free meal programs

Discussion Questions:

- Why are we working within the garden?
- How will you continue to work through your personal pledge?
- What will you take from today's activities back to your role?
- How does this work relate to the work you do at the institution?

Wrap Up:

Thank you all for taking time out of your week to attend the in day of service garden program. We hope that today's work provided you all continued passion to take next steps in your daily work as a member of our community. Follow up surveys will be sent out within the next few weeks and next year, our hope is that you take what you have learned in these workshops and today with you in your roles on our campus and within the local community. Though this is the end of our program we encourage you to reach out with any questions, or to keep the conversation going. We will be hosting bi-montly lunch check in's, if you would like to sign up please do so before you leave today.

Option #2: Pantry/Fundraising Guide

Description of Program: (3 hours)
Provide employees the opportunity to work within:
- A pantry (on campus or locally)
- Work with the Alumni Association around fundraising efforts.

Learning Objectives:
- Create community building opportunities among employees.
- Take knowledge from workshops to direct work.

Supplies/Prep:
- Phones
- Fundraising Scripts
- Certifications of completion

Hand out scripts for fundraising calls. Provide guidelines and explanation for stocking of the pantry and inventory.

Program Introduction:
Hi, my name is YOUR NAME and I am the YOUR ROLE AT THE INSTITUTION a member of the community advocates at our institution. Our role is to be the community voice within the institution and local community, there are members from across campus and the local community that make up this initiative. Our job is to provide proper education to all employees at the institution around food insecurity to ensure we serve and support all of our students during their journey to graduation to make certain every student is successful. Now that we have all learned about food insecurity and how it pertains to public higher education the next step is taking action. Each of you has signed up for one of three in day of service opportunities. We are all here for the Pantry/Fundraising in day of service. Today's goals are to work with alumni and local community to fundraise or implement a fundraising plan to continue the support of services on and off campus. We hope today provides you the hands on experience to put education into action.

Course of Action:
- Brief group introductions
- Brief overview of workshops 1-3
- Day of action
    - Fundraising
        - Use a script to make cold calls to alumni
        - Work with the Alumni Association to make a fundraising plan
    - Pantry
        - Restock the pantry
        - Take inventory of the pantry

Discussion Questions:
- Why are we working within the pantry and with the Alumni Association?
- How will you continue to work through your personal pledge?
- What will you take from today's activities back to your role?
- How does this work relate to the work you do at the institution?

Wrap Up:

Thank you all for taking time out of your week to attend the in day of service pantry/fundraising program. We hope that today's work provided you all continued passion to take next steps in your daily work as a member of our community. Follow up surveys will be sent out within the next few weeks and next year, our hope is that you take what you have learned in these workshops and today with you in your roles on our campus and within the local community. Though this is the end of our program we encourage you to reach out with any questions, or to keep the conversation going. We will be hosting bi-montly lunch check in's, if you would like to sign up please do so before you leave today.

Option #3: Policy Guide

Description of Program: (3 hours)
Provide employees the opportunity to work within:
- Legal services
- Governmental services at the institution

Learning Objectives:
- Create community building opportunities among employees.
- Take knowledge from workshops to direct work.

Supplies/Prep:
- Computer space
- Notebooks
- Writing utensils
- Certifications of completion

Provide detailed instruction for work that will be done today within writing opportunities.

Program Introduction:
Hi, my name is YOUR NAME and I am the YOUR ROLE AT THE INSTITUTION a member of the community advocates at our institution. Our role is to be the community voice within the institution and local community, there are members from across campus and the local community that make up this initiative. Our job is to provide proper education to all employees at the institution around food insecurity to ensure we serve and support all of our students during their journey to graduation to make certain every student is successful. Now that we have all learned about food insecurity and how it pertains to public higher education the next step is taking action. Each of you has signed up for one of three in day of service opportunities. We are all here for the Policy in day of service. Today's goals are to work towards moving forward with legal changes and support. We hope today provides you the hands on experience to put education into action.

Course of Action:
- Brief group introductions
- Brief overview of workshops 1-3
- Day of action
    - Bill
        - Start writing one
        - Edit a current bill
        - Attend a bill hearing (year 2)
    - Grant
        - Write grants for food security support services
    - Scholarship
        - Write scholarship proposals for student support

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Discussion Questions:
- Why are we working within the policy and law?
- How will you continue to work through your personal pledge?
- What will you take from today's activities back to your role?
- How does this work relate to the work you do at the institution?

Wrap Up:
Thank you all for taking time out of your week to attend the in day of service policy program. We hope that today's work provided you all continued passion to take next steps in your daily work as a member of our community. Follow up surveys will be sent out within the next few weeks and next year, our hope is that you take what you have learned in these workshops and today with you in your roles on our campus and within the local community. Though this is the end of our program we encourage you to reach out with any questions, or to keep the conversation going. We will be hosting bi-montly lunch check in's, if you would like to sign up please do so before you leave today.

Certificate of Completion

Awarded to

RECIPIENT NAME

DATE OF COMPLETION

Community Advocates Workshop Experience

Actively working towards ending food insecurity.

<u>SIGNATURE OF COMMUNITY ADVOCATES</u>

Camp
us
Logo

Implementation

With this proposed initiative there are a few factors to consider such as materials and funding. On each facilitation guide found in appendices A through F institutions looking to implement the Community Advocates will find a list of necessary materials needed to facilitate each workshop successfully. As for funding there are three parts where funding is necessary:

- Money for materials and refreshments

- Potential transportation for in-day of service (when it is a full day)

- Scholarship or endowment money

Funding for the first two can be done through a buy-in from departments and offices on campus, fundraising or connecting with alumni. As for the third, this funding can come from partnerships with the alumni association, local community partners, and the development office of an institution. If these three things are funded, institutions can ensure longevity to the Community Advocate program and food security initiative.

In order to ensure participation within this workshop marketing must be a major focus for the Community Advocates. It is important that marketing is done through multiple avenues this way ensuring a larger population is receiving the information about this opportunity through posters, emails, announcements, and flyers. The example flyer on page 50 can be used, with the blue sections where institutions can fill in their logistics. A main source of marketing is through word of mouth, having the Community Advocates make up all facets of the institution will provide the opportunity to share within their circles about this opportunity.

As we look to implement a group of Community Advocates at your institution it is important to acknowledge that timeline and content will be different at each campus. I propose that Community Advocates should be working with one another at least a year prior to the launch

of the workshops in order to guarantee time needed to assess the campus knowledge around food insecurity to build and alter the workshop content. Within the appendix there are suggested workshop content and it is important that the workshops build off of one another and that employees attend the workshops in proper order one through three; thus securing base knowledge that builds off of each workshop and prepares employees to comprehend, understand, gain a sense of responsibility, and to think critically around food insecurity. Within the first year marketing and advertising should begin at least six months before the first workshop, giving ample time for employees to schedule their workshop and ensure flexibility in their other commitments to the institution. Employees will have multiple opportunities to attend workshops as they will be facilitated several times throughout the academic year. Once the final workshop has been completed employees will be sent a survey three weeks after as a follow-up for feedback and to ensure they take a personal pledge. Six months after the follow-up survey employees will be given the opportunity to take personal pledges to continue the work around ending food insecurity on their campus, one suggested is the in-day of service. As a pilot, the day of service is a half day when employees can pick one of three tracks to participate in and fulfill the obligation of putting knowledge into action. If this is a success the second year and moving forward the in-day of service will move to a full day to provide the time for more in depth opportunities to get involved. Following the in-day of service there will be two opportunities to continue the conversation, the first being another survey sent out twelve months after where employees will be able to reflect on their overall experience, the relevance to their work, and how they have taken what they learned and implemented it into their daily role on campus. If this program is a success the second year would then provide opportunity for students and community members to participate in the workshops. As years of education move forward the

Community Advocates can alter their work more towards just educating new employees and students while taking a larger focus on implementation and action within their local community. While this timeline is specific each institution needs to alter the timeline to best fit their campus community. I propose this timeline as an example and template for institutions to use as a guide.

Implementing any new initiative provides potential challenges so the key is providing potential solutions to these challenges. I identified a few ways to address some of these. A major challenge is having complete buy in from the institution because convincing administration that this program is worthwhile and necessary will take time. A potential solution is implementing a campus climate survey to assess how many students face food insecurity as well as knowledge on the topic, numbers from a climate survey can be used to argue just how essential the Community Advocate program is. Another likely problem is consistency of employees attending. Without being mandated it is hard to ensure that employees will go through the entire program. A few ways to address this could be to provide certificates for everyone who completes the program; these can be encouraged to be hung in offices for students to see, for students this can be added to their resumes as the issue of food insecurity is societal wide. Another potential solution is providing letters to any faculty who complete the program for their tenure file, giving it as a professional development opportunity or getting this program approved for required university service that is expected of faculty and sometimes staff. By providing potential incentives like the four above it can encourage more employees to participate in the program in its entirety. The third challenge I see is building the momentum for what is to follow taking continued action to work towards changing the climate of the institution and one day completely removing the barrier of food insecurity for students in public higher education. Perhaps one way to address this challenge is that over time roles of the Community Advocates would change,

while they continue to educate new members of the community they can shift their focus for longer lasting and hands on initiatives such as meal programs, tuition cuts, community partnerships within the local food system or having an endowment fund for food security initiatives. Although these are the potential challenges that I identified every institution is unique and therefore will identify with some of these in addition to other challenges. It is important the Community Advocates work with one another to identify potential challenges they foresee at their institution as well as unique and creative ways to address them.

While I propose a group of Community Advocates to educate public higher education institutions it is important to acknowledge that this intervention is not the only option to make a change. This intervention alone will not be able to make the change of removing food insecurity entirely; it needs further and continuous support. Educating community members at an institution can provide understanding and hopefully spark a sense of responsibility. Through this program it is my hope that the institution community is strengthened. To ensure community building the advocates need to be made up of strong leaders who provide encouragement, camaraderie, passion and sense of belonging.

Chapter 5

Assessment and Evaluation

The Community Advocates must be strong leaders and effective as they are helping

reshape the priorities of public higher education institutions in addition to the members within

those communities. In 1994 the Higher Education Research Institute shared the Social Change

Model of Leadership which is a model to enhance student learning and development that

facilitates positive social change at institutions and communities. This model has the eight C's of

leadership that are values all leaders should have: consciousness of self, congruence,

commitment, collaboration, common purpose, controversy with civility, citizenship, and change.

The eight C's of leadership create effective leaders throughout society; therefore, in order to be

an effective leader within public higher education Community Advocates must strive to meet the

goals of these C's. Having a deep understanding of each will ensure that leaders are going to be

successful in creating a sense of community while ensuring the progress of the mission and

goals. Consciousness of self requires leaders to be, "aware of the beliefs, values, attitudes, and

emotions that motivate one to take action" (HERI, 1994, p.27). Being aware of one's self

provides individuals open minds to connect with others, understand different perspectives, and

have the ability to compartmentalize to ensure success in their group. Congruence requires

leaders to be, "understanding and being consistent with one's own values, beliefs, strengths, and

limitations" (HERI, 1994, p.27). Similar to consciousness of self is congruence which is

necessary to ensure leaders are the best version of themselves for the community who they are

serving at large. Commitment requires leaders to have, "the psychic energy that motivates the

individual to serve and that drives the collective effort. Implies passion, intensity, and duration,

directed both towards group activity and intended outcomes" (HERI, 1994, p.27). Being committed makes certain that leaders do not get distracted by individuals who do not understand but impose passion, desire, and commitment into the community making this a group process. Collaboration requires leaders to understand, "leadership as a group process; relational. Encouraging the group to transcend individual goals, interests, and behaviors" (HERI, 1994, p.27). Through collaboration all individuals feel involved, leaders do not hold power over those working in conjunction with the common goal, they provide a space for all to be heard. Common purpose requires leaders to "work with shared aims and values. Enable the group to engage in collective analysis of the issues at hand and the task to be undertaken" (HERI, 1994, p.27). Working within groups means that set goals must be enacted to guarantee that tasks, actions, and efforts do not steer away from the issue. Controversy with civility requires leaders to understand, "difference will exist in the group; the differences can be accepted and resolved through open and honest dialogue" (HERI, 1994, p.27). While working within groups there will be different ideas, beliefs, and values of individuals so it is crucial to work within these differences in order to find the strength to learn through open conversations. Citizenship ensures leaders are, "not simply membership, but active engagement in community. Civic responsibility which works towards social change" (HERI, 1994, p.27). 'Saying' versus 'doing' is the key quality in a leader and a person who continues to live within a society where people are faced with food security barriers every day. Citizenship requires all people to be ethically involved and hands on. If successful in this leadership model, the Community Advocates will be able to effect positive social change among their public higher education institutions and local communities.

Servant leaders would best fit the leadership style that this intervention needs. When creating a group of Community Advocates they need to have the community at large in their

thoughts and at the front of their decision making. This intervention is focused around serving others, and having servant leaders who are conscious of the goals can ensure clear values of the program. Servant leaders within this intervention must be genuine and consistent. Words need action from the leadership within this intervention to guarantee the work gets done. It is important that the leaders within the Community Advocates have individual congruency so they can work within a group and in order to get to a proactive group individuals must understand themselves, their values, and beliefs. The Community Advocates need to be conscious of themselves regarding the ability to observe others on the team. By doing this the Community Advocates will be a group of leaders with a common purpose, and aware of one another's strengths, biases, and weaknesses. Community Advocates are meant to be collaborative leaders who work together to reach their common goal of educating all faculty and staff at their institution and, if successful, continue to work through ending food insecurity on their campus in the future.

Within the workshops the Community Advocates need to motivate the employees within by setting reasonable and realistic goals which must be met throughout each workshop and day of service. By doing this the Community Advocates can provide employees with transferable skills that will be relevant in their work within the institution, it is important that the individuals who attend the workshops communicate what they want to gain which could be done by setting an activity to brainstorm goals or conversation to start the first workshop. Aside from gaining knowledge by attending the workshops, employees will be new campus leaders around food insecurity and can continue the work if they choose.

Leaders need to question the norms and power structures at work. As Community Advocates begin to form within the academy it is important that these leaders understand two

things: one being what students are risking when attending public higher education, the second; understanding how higher education spaces can, and do, reinforce the oppression from power structures within the larger society. Harro's (1982) cycle of socialization shows how neoliberal society has created institutions and space that help shape our views and beliefs, instilling prejudice or acceptance within us. Depending on the beliefs and views instilled in an individual those thoughts and beliefs can reinforce the cycle of oppression, "Behaving differently is not as simple as most of us think. We are rewarded for good behavior-conforming to the norms and standards. By the same token, we are punished for bad behavior-questioning or rebelling against oppressive societal norms" (p.28). In order to create positive change Community Advocates must be willing to face the potential punishment for going against societal norms and challenging those in power. While food insecurity is something many people in power advocate for it does not mean they are actively working to end food insecurity. A food drive or donation once or twice a year to benefit the image of those in power portrays that they care about the students and are working towards a better public higher education system; yet often they continue to work in a neoliberal mindset with power structures acting on self-interest and never really 'dig into' the harsh realities that so many students are facing. Community Advocates as leaders must recognize this illusion, address it, and challenge it by going against the cycle of socialization that has been ingrained within so many through speaking up, speaking out, and educating. Community advocate leaders must be open to learning, trying new things, and to having uncomfortable conversations. They must consider the well-being of all students when working toward change. One way to do this is to ensure they are being equitable not equal. The leaders must look at why students are hungry and work towards removing those barriers; they must address, challenge, and change. The leaders within this entire program must be committed to the larger campus

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community working with the Community Advocates to create change for the larger society. This means working through and with different experiences, beliefs, and resources; they must encourage the continued growth, opportunity to gain knowledge, and experiences among the community while actively using criticism to improve the work being accomplished.

In order to improve the work of the Community Advocates it is essential to assess and evaluate regularly to continue to have the program grow. Evaluating the community advocate program will occur during the workshop program as well as after the individuals complete the program. This will be done through two short surveys, the first happens once the employee finishes the educational workshops and the second will occur after the employee has finished their day of service. Through these surveys employees will be given the opportunity to share their honest feedback to ensure that the program continues to improve. Since this is a pilot program, assessment is key in securing the program for longevity efforts. Another way to collect data would be through a needs assessment of the student body, anonymously getting data about what food insecurity looks like on the campus and depending on the results, the Community Advocates can use this to their advantage to push for the need of education or creation of positive efforts working towards ending food insecurity on the campus.

Survey #1:

1. Was this new information for you?

2. How did this content change the way you look at your role serving students?

3. Why did you choose to attend this workshop series?

4. When do you see this content being beneficial to your work?

5. Would you recommend the workshops?

6. What could be changed to improve the workshops?

7. Would you like to sign up for the day of service? (Please provide your email and which track you would like to participate in)

8. Any additional feedback you would like to add:

Survey #2:

1. How did the day of service relate to your role within the institution?

2. Was the day of service something new for you?

3. Why did you opt into the day of service?

4. When do you see this content being beneficial to your work?

5. Would you recommend the whole program?

6. What could be changed to improve this experience?

7. Would you like to join the monthly Lunch Chats? (Please provide your email)

8. Any additional feedback you would like to add:

With this pilot program there are issues and populations that I have not addressed in my current intervention. I did not address educating students, the plan is if the first year is a success that the Community Advocates would open up the workshop series to students and local community members. This series does not address populations that are already doing the work or have the knowledge of food insecurity; however, my hope is that those individuals would work to be a part of the Community Advocates to ensure proper education and meaningful experiences are being shared. This workshop series focuses on the first step of education which is creating a knowledge base. The intervention does not fully address actions to completely eliminate food insecurity within public higher education; the day of service is set up with the belief that those who participate will develop a sense of urgency and obligation to move to the next step of changing the Community Advocates efforts to advocating for food security on their campus.

Other institutions may look at Community Advocates and also notice more issues or limitations that they will need to address prior to implementing this intervention. Depending on the size of the institution, their resources may be limited or in abundance giving them the ability or inability to financially support the work being done at their institution, make something mandatory or have local community involvement. When we look at best practices at other institutions, it is clear that we may want to implement a needs assessment to understand the knowledge base of faculty and staff as it relates to the issue of food insecurity. Large schools may have a harder time at making a workshop series mandatory for their faculty and staff whereas a smaller institution may have the ability to require all employees to attend certain training sessions, but this is not always true. Making workshops mandatory ensure that all employees get the information, but that does not ensure they all use the information or continue to work through what they experienced and learned in the workshops.

Looking to my future goals and endeavors post graduation it is important that I continue to turn to this work, as my goal is to be working within a volunteer service office or the office that holds a campus pantry. As I look to my next steps within higher education I hope to bring this work with me to implement something similar at the institution where I will be able to continue to grow in my professional career. This document is to be a reminder as to why I went into this field and be the inspiration for me as I actively work towards bettering the higher education experience of all students to one day ensure that every student has equitable access to their basic needs. Brydon-Miller (2010), "The key question of how we go about generating knowledge that is both valid and vital to the wellbeing of individuals, communities, and for the promotion of larger-scale democratic social change. Action research challenges the claims of a positivist view of knowledge which holds that in order to be credible, research must remain objective and value free" (p. 3). I challenge readers to take the first step: educate yourself. Next, start the research and the conversations. My goal is to get involved with creating a systematic change within education and society for the good of all.

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