THE CAMPUS KITCHEN at IUPUI

Campus Kitchen Operations Report

2019 - 2020

IUPUI

Author

Ashabul Alam, *Project for Research on Organizations, Management, and Publicness Theory (PROMPT) Research Assistant*

Research Support

Deborah Ferguson, *Assistant Director, IUPUI Office of Sustainability*
Cullen C. Merritt, Ph.D. *Assistant Professor, O'Neill School*
Marlene Walk, Ph.D. *Assistant Professor, O'Neill School*

Prepared for ***The Remaining Campus Kitchen Sites***

Lockefield Village
980 Indiana Avenue, Room 4408
Indianapolis, IN 46202
sustainability.iupui.edu

Contents

Section 1 - Overview 4

Introduction 5

Report Overview 6

Key Findings 7

Campus Kitchen 7

University Food Pantries 12

Interview Methodology 14

Sample 14

Interview Instrument 14

Distribution 15

Responses 15

Response Rate and Duration 15

Section 2 - Results 16

Introduction 17

University Legend 18

Opening 22

Campus Kitchen Mission and Effectiveness 29

Weekly Operations 45

Leadership Structure 50

Campus Kitchen Service Sites and Partnerships 58

Funding and Campus Alignment 70

Closing Remarks 77

Section 3 - Conclusions 80

Campus Kitchen Effectiveness Defined 81

Leadership Structures and Positions 84

Internal Operations/Programming 86

External Operations/Programming 87

Alternative Volunteer Registration Applications 88

Fundraising Initiatives 88

Additional Information 89

Section 4 - Appendix: Literature Review 90

How to market to college students and others 91

Accessibility of college food pantries, methods, and solutions 92

Sharing resources across campus 94

Creating a food insecurity assessment and changing the space of the pantry 96

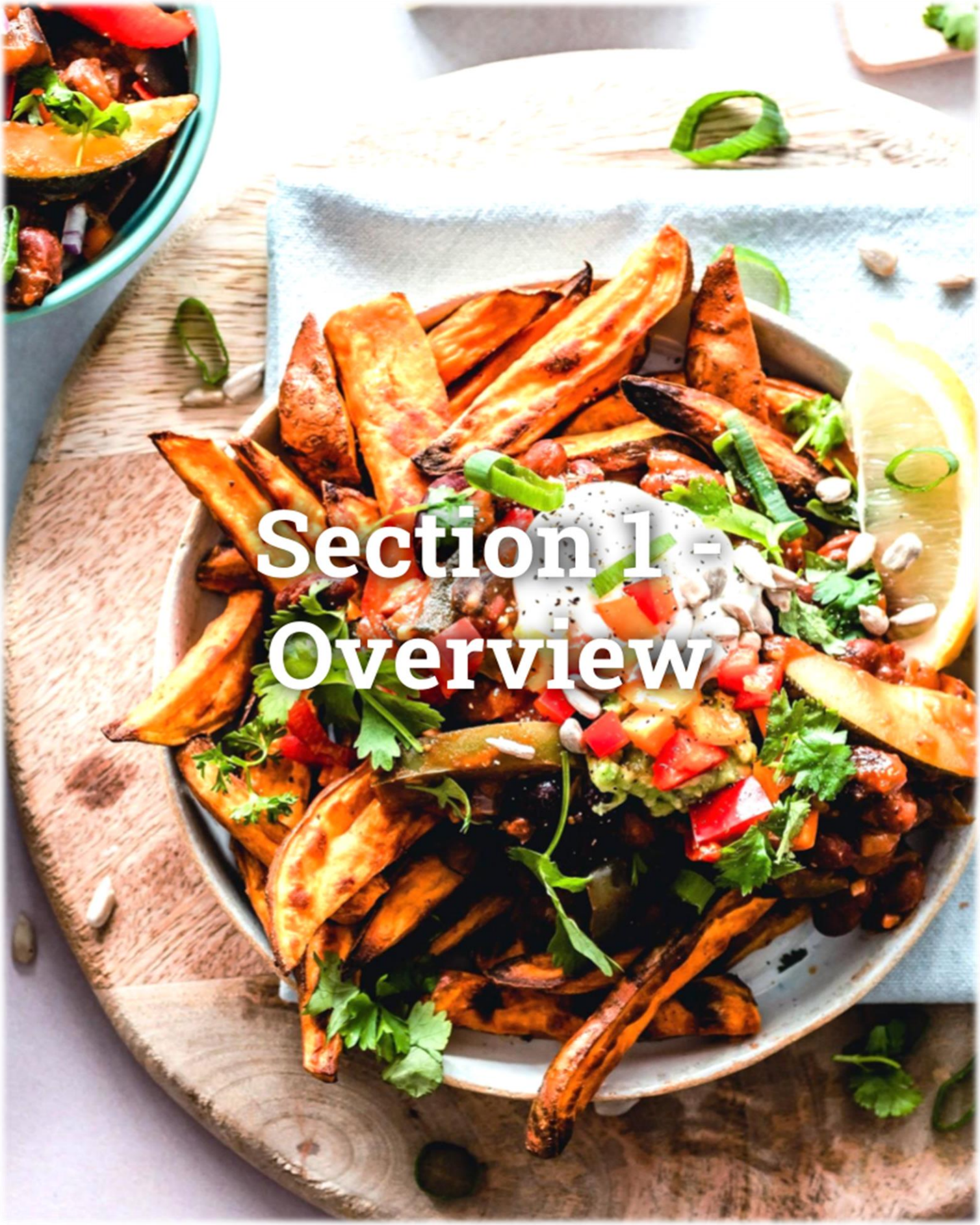
Evaluating food insecurity and ways students can receive benefits/assistance 98

Section 5 – Appendix: University Contact List 103

Campus Kitchen Operations Interview Protocol 107

Section 6 - Appendix: Reference Page 110

THE CAMPUS KITCHEN at IUPUI



Section 1 - Overview

Background

Introduction

The Campus Kitchens Project was a national nonprofit organization for students to combat hunger, develop food systems, and advocate their community. Through the intent of providing a sustainable approach to reducing food waste on university campuses, Campus Kitchen strives to provide healthy, repurposed meals to those struggling with hunger. The Campus Kitchens Project was created in 2001 in Washington D.C. through a start-up grant from the Sodexo Foundation. Across the near 2-decade lifespan, Campus Kitchens Project had around 63 Campus Kitchens nationally. However, the national organization had recently disbanded in 2019 due to a reconsideration of focus to shift towards the Washington D.C. area rather than a national focus. The status of the remaining Campus Kitchens were unknown after this transitionary phase and were encouraged to join the Food Recovery Network.

Thus, the Campus Kitchen at IUPUI supported a research study of Campus Kitchen operations across the country in effort to compile qualitative and quantitative data of current practices each Campus Kitchen utilize in their operations. The principal investigator (PI), Ashabul Alam, is a research assistant for the Project for Research on Organizations, Management, and Publicness Theory (PROMPT). The PI designed, implemented, and analyzed the Campus Kitchen operations interview protocol to understand each Campus Kitchen's structure, mission, daily operations, and definition of effectiveness. The interview protocol questions were developed according to guidance from both Dr. Cullen C. Merritt, founding director of PROMPT and an assistant professor at the Paul H. O'Neill School of Public and Environmental Affairs (O'Neill), and Dr. Marlene Walk, an assistant professor at O'Neill with research areas in nonprofit management and leadership.

The interview protocol was conducted with a sample of Campus Kitchens in November 2019, February 2020, and March 2020. The researcher would like to thank a group of students for their contributions on this project. These individuals include Skye Aitken, Jamie Batzloff, Braden Baughman, and Anessa McLaughlin from IUPUI.

Report Overview

This report is divided into six sections. Section 1 of the report includes the interview methodology of the research study as well as the responses obtained through the research's distribution process. Key findings are also provided after the background information of the Campus Kitchens Project. Section 2 outlines the qualitative and quantitative data collected from each university's response. Section 3 provides a conclusion of the data is provided for each section of data. Then, section 4 provides literature review overviewing food insecurity and solutions to combat the stigma surrounding the topic is provided. Next, section 5 has a university contact list for additional information. Lastly, section 6 provides a reference page.

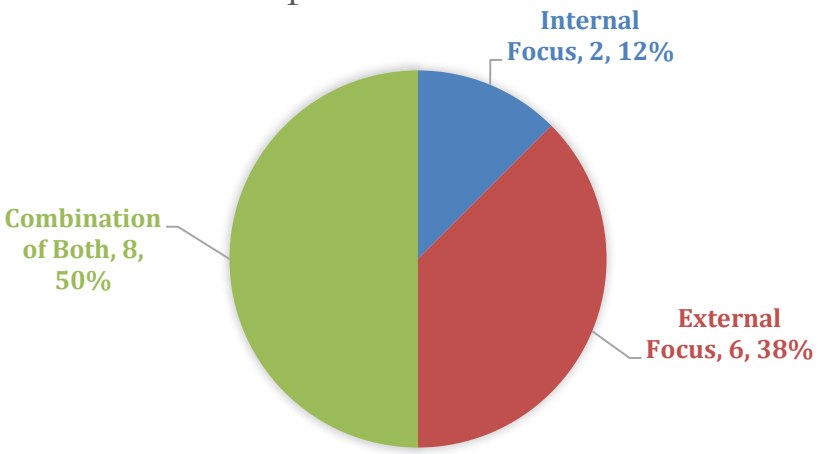
Key Findings

Campus Kitchen

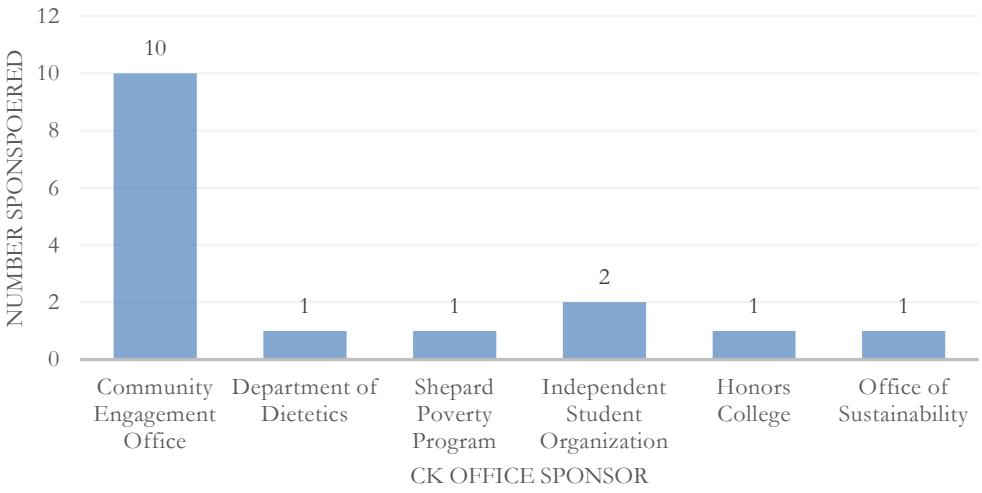
Campus Kitchen Effectiveness Defined

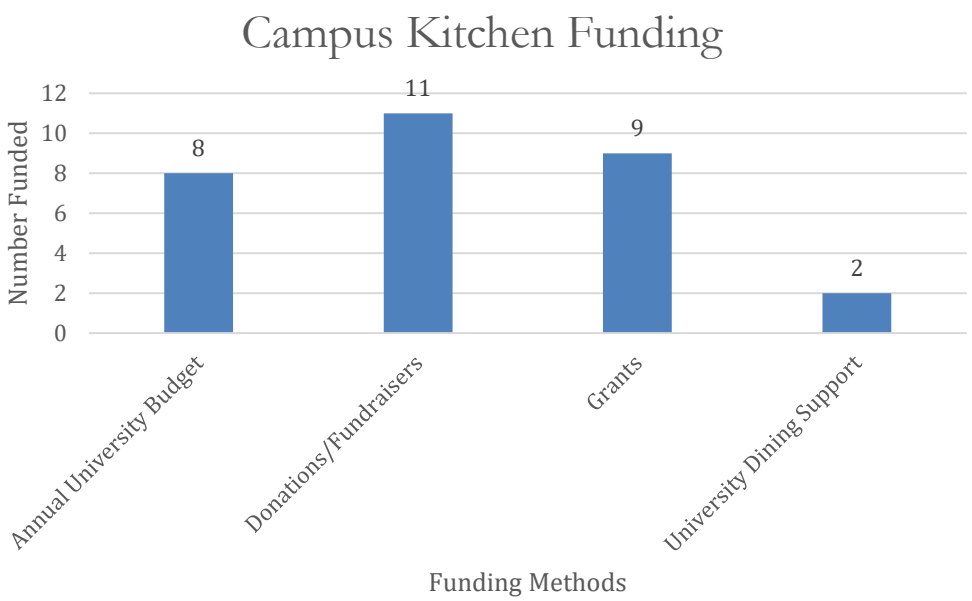
1. **Community Building**
2. **Client Feedback**
3. **Student Development**
4. **Food Insecurity Education**

Campus Kitchen Focus



Campus Kitchen Office Oversight and Sponsorship





Leadership Structure and Positions

Leadership Structures

1. **Executive Committee Members**
    a. Positions consist of President, Vice President, Secretary, Operations Coordinator, Treasurer, Fundraising Chairs, Partnership Chairs, Administrative Chairs, etc.
2. **Volunteer Shift Captains/Leaders**
    a. Volunteers can fill out an application to be a shift leader and then have them become ServSafe certified; then they can commit to running one shift for a semester or year

Common Leadership Positions

1. **Co-Directors/Presidents**
    a. Leads the executive board and leadership team and runs the entire CK operations with other wide-ranging responsibilities

2. **Food Operation Interns/Food Procurement Positions**
    a. Responsibilities involve food handlings, shifts, and operations
3. **Communications/Events Interns**
    a. Coordinates the media and publicity of the Campus Kitchen along with managing event planning for the organization, which include a lot of educational programming
4. **Education Coordinators/Policy and Advocacy Interns**
    a. Responsible for leadership team education and researches food insecurity, food waste, sustainability, etc.
5. **Treasurer/Administrative Interns**
    a. Regulates Campus Kitchen bank account/information

Internal Operations/Programming

1. **Food Lab** - Augsburg University (Pg. 58)
2. **Farm to Fork** – University of Kentucky (Pg. 59)
3. **Food for Thought Fridays** – University of Kentucky (Pg. 59)
4. **Student Initiative Projects/Programs** – University of Detroit Mercy (Pg. 59)
5. **Food for Thought** – Wake Forest University (Pg. 62)
6. **HHAW & Food Sustainability Education** – Wake Forest University (Pg. 62)
7. **Kitchen Clinic** – University of Houston (Pg. 62)
8. **Paw's Express** – IUPUI (Pg. 63)
9. **Gather at the Table: Lunch on Us** – IUPUI (Pg. 63)
10. **University Food Pantry Collaboration** – Multiple Universities

External Operations/Programming

1. **Mobile Food Pantry** – Washington and Lee University (Pg. 66)
2. **Backpack Program** – Washington and Lee University (Pg. 66)
3. **Student Initiative Projects/Programs** – University of Detroit Mercy (Pg. 59)

4. **Food Market Program** – University of Houston (Pg. 69)

Alternative Volunteer Registration Applications

1. **Golden Volunteer** – University of Detroit Mercy
2. **Volunteer Local** – Northwestern University
3. **Sign-up Genius** – University of Kentucky and Saint Louis University
4. **Galaxy Digital** – Wake Forest University
5. **Helper, Helper** – Wake Forest University
6. **Give Pulse** – Washington and Lee, James Madison, University of Georgia

Fundraising Initiatives

1. **International Festival** – University of Detroit Mercy (pg. 72)
2. **Super Bowl** – Washington and Lee University (pg. 60)

Additional Information

1. **Campus Kitchen Regional Network Development**
    a. Wake Forest University would like to connect with the remaining Campus Kitchens to discuss potential collaborations on a national scope over a summer conference call
    b. As of March 25th, 2020, 11 Campus Kitchens have expressed interest in creating a regional network. These include Elon, Virginia Tech, ECU, Washington and Lee, Troy University, University of Kentucky, IUPUI, Wake Forest, Auburn, UGA, Kent State, and Campbell
    c. If your Campus Kitchen is interested and/or would like to be involved in the planning team, please contact:
        i. Brad Shugoll, shugolbd@wfu.edu (pg. 106)

2. **Raise the Dough Re-Start?**
    a. Saint Lawrence University's Co-Presidents expressed interest in re-starting the "Raise the Dough" national competition
    b. If your Campus Kitchen is interested, please contact:
        i. Ashlee Downing, adowning@stlawu.edu (pg. 105)

University Food Pantries

Marketing Solutions

There are two beneficial ways to market to students, through social media advertising and traditional advertising. Kelsey (2017) gives the reader a basic overview of different social media opportunities and Evans (2012) helps the reader develop a plan for marketing on social media.

Food Accessibility

Experts on food insecurity state that broadening the accessibility of food services on campus, particularly food pantries, proved beneficial to combating the issue at hand. This includes creating a mobile app to know about resources, Daugherty (2017), and a voucher-based food system on the app, Henry (2017).

Yamashiro (2009) and Buch, Langley, Johnson, & Coleman (2016) found that an online catalog and frequently asked questions section on the website/mobile app was very beneficial to pantry users.

Resource Sharing

According to Dill (2019), the creation of a pick-up area would not only give students another chance to pick up food if they need it, but it also lessened the blow of stigma behind the issue as it would normalize seeing the food and pantry items at the library.

Assessment Tools

The creation of a food security assessment tool would help assist students and faculty with understanding the food insecurity of students, based on research by Buch, Langley, Johnson, and Coleman (2016) and Daughtery (2017).

Changing the Space

The creation of turning the pantry into a student lounge area offers a solution to facing the stigma of food pantries. By creating a student lounge area in the pantry, it would turn the pantry into a social space and making it non-shameful to visit, based on research by Daughtery (2017).

Federal Benefits Opportunities

Students tend to be either uneducated or unable to receive government benefits, based on their food insecurity, according to Larin (2018). In order to get more students access to assistance through government benefits, they must be educated on their availability. Qin (2018) recommends educating people on eligibility by creating a health and nutritional education program.

Interview Methodology

Sample

A quota non-probability sample of 21 Campus Kitchens were selected for this research study based on the comparability of universities within an urban community. First, information was obtained about the number of Campus Kitchens across the country. A grand total of 47 remaining Campus Kitchens were found from former Campus Kitchens sharing their contact information before the national network had disbanded. Then, the sample was determined by selecting Campus Kitchens within communities that have comparable statistical data including poverty rates, crime rates, and demographic distribution. This reduced the sample size to 21 universities with Campus Kitchen operations serving their community. The data on each university's community was obtained through the United States Census Bureau website.

Interview Instrument

After many edits, the interview protocol ultimately utilized 17 questions that were sorted into 3 main categories: Organization Structure and Effectiveness, Campus Kitchen Service Sites and Partnerships, and Funding, Systems, and Campus Alignment. An opening and closing section were included as well. More information on the interview protocol can be found in the appendices section (pg. 107). The table below provides a summary of question topics.

SURVEY SECTION	SURVEY QUESTIONS
Opening	Q1
Organization Structure and Effectiveness	Q2 – Q8
Campus Kitchen Service Sites and Partnerships	Q9 – Q13
Funding, Systems, and Campus Alignment	Q14 – Q16
Closing	Q17

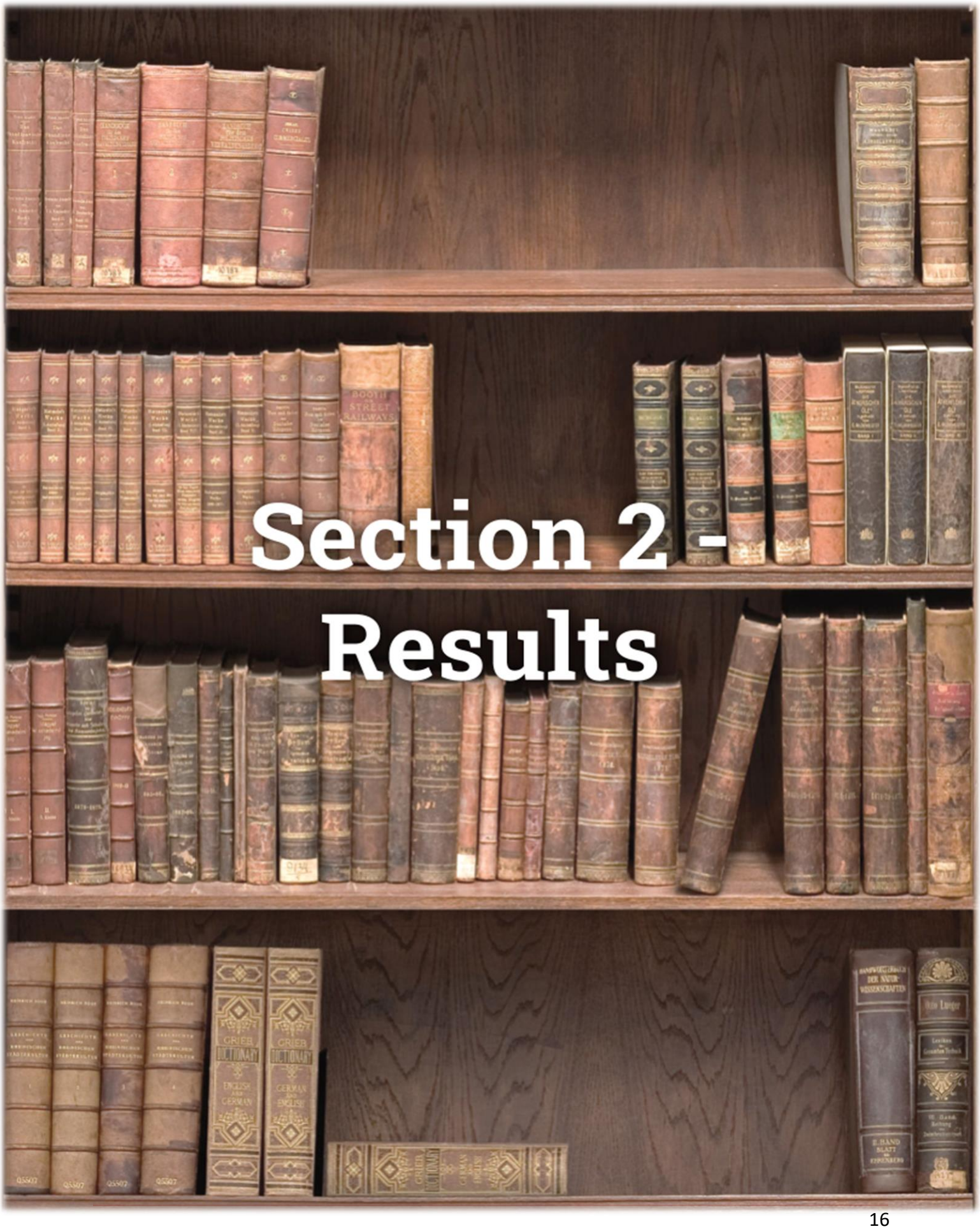
Distribution

The interview instrument was created and an offer to participate in the research study was distributed to the sample of Campus Kitchen email addresses. The Campus Kitchens received an email request to participate in a Campus Kitchen research study. 8 Campus Kitchens received this email in November 2019. Then, 13 Campus Kitchens received the same email request in January and February 2020.

Responses

Response Rate and Duration

Overall, 16 Campus Kitchens agreed to participate in this study. Each Campus Kitchen had representatives of the organization participate in a phone call interview with the researcher, who utilized the semi-structured interview protocol. However, an exception was made with the University of Massachusetts at Boston and a survey with similar questions was conducted instead. Thus, this equates to a 76 percent overall response rate. The average time spent conducting the interview was 35.4 minutes.



Section 2 - Results

Introduction

The following charts describe the responses of the interview questions asked to the 16 Campus Kitchens. Overall, 15 telephone interviews were conducted with the Campus Kitchens listed below along with information obtained about University of Massachusetts at Boston through a survey with similar questions.

These questions were designed to understand what each Campus Kitchen considers as "effective." They also explored which sites they serve and how each Campus Kitchen combats food insecurity on their own campus. Another topic that was explored was funding opportunities as well as their current leadership structure.

Lastly, the following charts are split into 6 main groups: Opening, Campus Kitchen Mission and Effectiveness, Leadership Structure, Campus Kitchen Service Sites and Partnerships, Funding and Campus Alignment, and Closing Remarks. A university legend is provided below to distinguish each university's answers.

Photo courtesy of The Campus Kitchen at IUPUI

University Legend

Augsburg University

Gonzaga University

Northwestern University

University of Kentucky

University of Massachusetts at Boston

University of Detroit Mercy

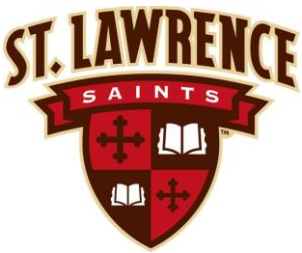
Saint Louis University

Washington and Lee University

Union College

Minnesota State University Mankato

James Madison University



Saint Lawrence University

University of Georgia

Wake Forest University

University of Houston

IUPUI

Opening

To start, could you tell me about your job and professional employment responsibilities on the work you do with your Campus Kitchen?	
	"I am the Campus Kitchen coordinator at Augsburg University and that is a staff position. Our Campus Kitchen program is housed through an office called the Sabo Center for Democracy and Citizenship which is our campus city engagement office. The biggest part of my role is that I am supervising a team of student workers. The Campus Kitchen team at Augsburg has paid student workers who are on the ground the work for our program. So, I am the direct supervisor for 9 case student workers and I also work with the volunteers in our program. Part of my role is maintaining communication with our community partners, doing fundraising, communications work, helping plan events, and fostering student leadership skills." - Natalie Jacobson *Campus Kitchen Coordinator*
	"Our Campus Kitchen is located within Gonzaga's office of community engagement. My title is the program manager of the Campus Kitchen. I am responsible for all program aspects of our Campus Kitchen. I have Americorps volunteers that work with me and this program and really works more with the student leadership team and the shifts. I handle all of the administrative issues and working with community partners side of operations." - Emily Banick *Campus Kitchen Program Manager*

	[Paraphrased from memory and notes] "We are the co-presidents of our Campus Kitchen. We oversee making the shifts for the leadership team, creating forms for monthly reporting, compiling resources for clients, and managing the volunteer shifts." - Catie May & Laine Kaehler *Co-Presidents of Campus Kitchen*
	"I am the director of community outreach in the department of dietetics at the University of Kentucky. I got hired recently, about 3 months at this point. I have been in the department since the Campus Kitchen was founded. I was one of the founding members since 2014. My role as the director is to support the dietetics and nutrition students for any engage opportunities, research opportunities, resume building, those sorts of activities. I teach a few nutrition classes. As far as Campus Kitchen goes, I am the staff advisor of Campus Kitchen and also there is another organization. We call it University fighting world hunger at UK. That is also another organization that I advise. For Campus Kitchen, we have one faculty advisor and one staff advisor who oversee the Campus Kitchen. For the day to day operations, it is handled by our Americorps VISTA and it is pretty much a food justice management position for Campus Kitchen. We have shift captains, executive committees, and volunteers." - Kendra Oo *Director of Community Outreach*

UMASS BOSTON	[Survey Response] "I am the Assistant Director, Student Leadership and Community Engagement at University of Massachusetts Boston. I assist with the Campus Kitchen operations as an advisor to the student led program." - Julia Hvoslef *Assistant Director, Student Leadership and Community Engagement*
UNIVERSITY OF DETROIT MERCY 1877 1941	"I am the Chief Development Officer and I am supposed to do all our finances, fundraising, and creating events to help with different budgets with the projects that we have. I help with all the different projects that is involved within our operations." - Melba Dearing *Chief Development Officer*
	"I am the program coordinator, I'm not sure how long Saint Louis University has had someone in my role but it has been quite a while. The Campus Kitchen nationally used to fund this position, at least as a part-time person. When I started last October, they hired me through Saint Louis University because they knew they were going to start taking over the Campus Kitchen operating budget. I am a full employee of the university, part-time staff. I coordinate the volunteers, and keep our operations running during breaks because I coordinate the volunteers on those off times. I also work with community partners to make sure they are satisfied, getting their needs met. I have a student

	leadership team of about 15 and it is helpful to have a someone on the ground as a full-time or part-time basis to coordinate things. Working with our dining services and our facilities to make sure everything is working well and that everything is functioning properly as well. Moving forward, grant writing for the kitchen through external funding since the university has only committed for so long." - Melissa Apprill *Campus Kitchen Coordinator*
	"I am a direct employee of Washington and Lee University. I am a member of the staff of the Shepard Poverty Program which is an interdisciplinary extracurricular and curricular program at Washington and Lee. Focused on a whole variety of issues with poverty. It has an academic minor also associated with it. My specific role is oversight of the Campus Kitchen operations here at W & L. So, working with our student leadership team, coordinating our various programs, as well as doing a longer-term strategic planning. Bringing in speakers and a whole host of other related pieces." - Ryan Brink *Campus Kitchen Coordinator*
	"I am the club president. Every week I help run the Campus Kitchen shifts." - Cameron Bechtold *Co-President of Campus Kitchen*

	"In the fall semester of 2019, I served as one of the shift leaders for one of the shifts we had in the kitchen. That shift was the prepping shift for the meals that go out to the Boys and Girls Club for that year. We are at about 17 shifts in the kitchen right now and it has really expanded and growing significantly this year as opposed to the years prior. There are a lot more volunteers and we have a new partnership with our university dining services." - Alex *Campus Kitchen Graduate Assistant* "As of right now, I take on 2 shifts. I do our Boys and Girls Club meal packing and make PBJ sandwiches. I also help Karen do the meal planning. I come in on Thursday afternoon and meal plan for all the meals in the next upcoming cycle shift." - Zoey *Shift Leader*
	"What I do with Campus Kitchen is stuff I do on my own time or stuff I do in the advisor role for our student organization. We don't have any paid professional staff hours going towards our Campus Kitchen at our staff. I started Campus Kitchen several years ago with students. It's just been in different stages of development. I meet with the leadership team president once a week and they meet as a club on Thursdays, the leadership team. I train new volunteers with our Campus Kitchen and I spend a lot of my time recruiting volunteers as well. I set up the relationships with our dining services and our partner agencies and help put the infrastructure in place to help students execute it." - Adrienne Griggs *Staff Advisor*

ST. LAWRENCE SAINTS	"We are the co-presidents of our Campus Kitchen this year. We started the co-presidency last year and they found that really helpful when they were working a lot with the national project. Specifically, with reporting data, attending conference calls, and writing grants. However, this year the national project isn't a thing so we don't have to do those reports as much. Faith and I split up our work and we work with our Campus Kitchen advisor, Ashlee Downing. Our work is split up based on our different strengths. For example, Faith is in charge of volunteer coordination while I am in charge with community partnerships and donations. We also run our weekly meetings to make sure everyone is doing their job." - Julia and Faith *Co-Presidents of Campus Kitchen*
UNIVERSITY OF GEORGIA 1785	"Currently, I am the president of the Campus Kitchen at UGA. The main roles that I have are administrative tasks, help operations run smoothly, assisting our coordinator and Americorps VISTA in any way they need help. I represent Campus Kitchen at involvement fairs or student body meetings, promotional events as well, things of those nature. I try to steer head new initiatives that could enhance our client base or improve our efficiency in our sustainable methods overall." - Kelton McConnell *President of Campus Kitchen*

WAKE FOREST UNIVERSITY	"My job title is the associate director of service and leadership within our office of civic and community engagement at Wake Forest University. I work on co-curricular community engagement activities for our students on-campus, off-campus, and globally as well. I am the primary advisor of the Campus Kitchen and the only full-time staff member who has responsibilities for the organization. It encompasses about 25% of my professional responsibilities. My job is to advise our student leadership team, to help maintain the administrative efforts of Campus Kitchen, and help with the continuity from year to year as students fluctuate or graduate. I am the primary contact for our community partners." - Brad Shugoll *Associate Director of Service and Leadership*
UH	"Currently I am the coordinator for one of the food pantries we operate at the moment. I operate the Houston Food Bank food pantry. I help schedule and plan each market twice a month on the weekends." - Sara-Grace Chan *Leadership Team*
IUPUI	"I am the assistant director at the office of sustainability. We help provide administrative oversight and guidance as needed for the students. The Campus Kitchen has evolved over time since its inception since 2014. We have been evaluating our focus of the services we provide through the Campus Kitchen, with the partnership through our student advocacy office and also with our own students. It has been a really neat opportunity to see that develop and how it is evolving. Through our office, we help recruit our students to be

	involved and find funding for the organization. We are also getting a lot of good exposure in regards of how to do things efficiently and to serve right here on campus." - Deborah Ferguson *Assistant Director, IUPUI Office of Sustainability*

Campus Kitchen Mission and Effectiveness

A. What do you consider as the mission of your Campus Kitchen?

B. What are the primary factors that enable your Campus Kitchen to advance this mission?

C. What are the primary barriers that prevent your Campus Kitchen from fulfilling the mission?

	Mission - Building community through food Primary Factors - Having consistent relationships with community partners - Paid Campus Kitchen workers Primary Barriers - Student turnover - Students taking on multiple roles

	Mission - All people have infinite worth Primary Factors - Campus signing - Strong partnerships with community Primary Barriers - N/A
	Mission - Fighting food waste and insecurity - Creating nutritional meals for our clients Primary Factors - Good relations with: o Our dining providers and chefs o Our office of sustainability Primary Barriers - Transportation o Lost our community service van after the disbandment of the Campus Kitchens Project - Small Team
	Mission - Reduce food waste - Improve food security - Empower communities Primary Factors - Recover food with our food recovery partners - Research Primary Barriers

	- Political structure
	  - In an academic setting, you must obtain approval
	- Space
	  - Much more food can be recovered if we had necessary refrigeration units and supplies
	- Funding
	- Guidelines
	- Lack of partners

UMASS BOSTON	N/A: Question was not asked on survey

UNIVERSITY OF DETROIT MERCY	Mission
	- Develop student leaders through thoughtful engagement with community led initiatives that promote a more equitable and sustainable food system
	
	Primary Factors
	- Student-leadership development
	  - The flexibility that the students have in our organization to pick projects on their own that they are interested in
	  - All the programs that were listed were ideas/initiatives that were created by our student leaders
	- Open operations
	  - Easy accessibility to volunteer at Campus Kitchen shifts
	
	Primary Barriers
	- Campus community
	  - Low amount of student engagement on our

	campus - Recruitment/Retention o Hard to get committed students (Ex: 18 credit hours, accelerated program, multiple organizations, etc.)

	Mission
	- Fight for food justice
	  o Pushing student leaders to be advocates for food justice
	  o Engage in conversations about food and inequity
	
	Primary Factors
	- University support
	  o Having a working relationship with the center for community engagement to provide our funding
	- Student body
	  o Open to work, volunteer, and help others
	
	Primary Barriers
	- Time
	  o Student leaders are extremely busy and our shifts/operations are time consuming

	Mission - Build community - Foster understanding of food insecurity through the education of our students Primary Factors - Full-time staff o Provides opportunity to poverty change - Relationship with the community

	Primary Barriers - Limited community involvement with cooking shifts - Limited community involvement with our educational programming (discussions, guest speakers, etc.) o Low turnout of speaker audience and discussions

	Mission
	- Reduce food waste
	
	Primary Factors
	- Work with dining services
	- Close ties with our partners and service sites
	
	Primary Barriers
	- Shrunken club
	  o Not a large group of students to help with the shifts
	  o Low student retention in the organization
	- Dining services could be more helpful
	  o Lack of collaboration from our second dining hall

	Mission
	- Serve the main issue of food insecurity to the community. We are currently working on expanding the mission to the students on our campus
	
	Primary Factors
	- Volunteer services
	  o The shift leaders running the individual shifts for the operations. Their dedication to the program has helped our organization expand the mission
	- Funding operations
	  o Obtaining funding for our Campus Kitchen

	through the graduate assistant and the coordinator to sustain the organization's impact
	
	Primary Barriers
	- Funding
	  ○ Lack of the university backing the project
	- Lack of awareness
	  ○ Lack of awareness of food insecurity in the community; the lack of commitment from the university to support this issue for both the students and the community
	- Lack of volunteer retention
	  ○ Lack of volunteers in the operations slows the shifts for the shift leaders, thus takes time out of the coordinator and the graduate assistant to maintain operations

JAMES MADISON UNIVERSITY 1908	Mission - To recover and deliver food - Food awareness and food education Primary Factors - Students executing the system/shifts - A bond between team members - The ability for students to invest time into the Campus Kitchen and hold themselves accountable to their commitments Primary Barriers - Constant turnover of leadership team members - Lack of a paid staff member to help coordinate efforts - Constant change of infrastructure "If we could get someone paid to help with coordinating our efforts, that could help. After speaking with other schools, the way they are the most successful is having a professional staff member whose job it is to help oversee the efforts. The students are great at executing the system that is already in

	place, but they are not great at creating the system. Having an infrastructure that allows them to execute the system rather than create it would enable us to be more successful. Also, having a bond among team members is critical for student retention rates." "Having to constantly recreate the wheel [recreate the infrastructure of Campus Kitchen operations] is a barrier because of the time that we can't spend growing and instead spend that time reinventing ourselves."

ST. LAWRENCE SAINTS	Mission
	- Reduce food insecurity in the community
	- Reduce food waste from dining services
	
	Primary Factors
	- Working with donation centers
	  o Working with the community centers
	- Volunteers
	  o To successfully complete the shifts since there are only 10 executive board members
	- Garden share partnership
	  o Working with farms to obtain produce and funding
	
	Primary Barriers
	- Serve meals at church (rather than on campus)
	  o Hard to get meals to obtain from church
	  o Hardly have any students come serve these meals
	- Hard communication with dining services
	- Poor public transportation
	  o For food insecure clients, poor transportation is an additional barrier
	- Loss of partnerships

UNIVERSITY OF GEORGIA	Mission
	- Sustainable methods in food waste in Athens
	
	Primary Factors
	- Strong leadership team
	  o VISTA and coordinator
	- Strong volunteer and shift leader base
	  o To run operations and promote food literacy
	
	Primary Barriers
	- Completely student-run
	  o Hard to reach more clients
	  o Students are extremely busy
	  o Negates expansion

WAKE FOREST UNIVERSITY	Mission
	- Re-purpose food in our community which support non-profits first.
	- To be a hub for student leaders to learn more about food insecurity and solutions
	
	Primary Factors
	- Institutional support
	  o Financial support of staff time, a lounge space, and a budget provided from our office
	- Student leadership team
	  o The strength of their commitment of time that students make to help our operations happen
	
	Primary Barriers
	- Hardly any (reaching capacity)
	  o Hard to continue our growth of operations because we have reached our organizational capacity of services

	Mission - Alleviate food insecurity in Houston Primary Factors - 7 goals in each market Primary Barriers - 20 team members o Scheduling and lack of commitment

IUPUI	Mission
	- Find resources and matching a need
	- Addressing hunger
	- Students and community service
	- How it impacts the students
	
	Primary Factors
	- Collaboration with key partners (strong relationships)
	  o Chartwells: Access to space and donations
	  o SecondHelpings: Food recovery donations once a week
	  o University: Financial (Van/transportation)
	
	Primary Barriers
	- Capacity
	  o Student-run organization with a smaller leadership team this year
	- Lack of staff
	  o Need is there but capacity isn't
	- Space
	  o Lack of in the organization (Chartwells)

A. In considering your Campus Kitchen's operations, how would you define when your Campus Kitchen has been "effective"?

B. **Based on your definition of Campus Kitchen effectiveness, how do you know when your Campus Kitchen has been effective? In other words, what are the key indicators of effectiveness?**

	Effectiveness Definition 1. Seeing community-building happening a. The intergenerational community-building piece is crucial for a Campus Kitchen to have. The long-term impact coincides with building strong relationships in the community. b. Ex: Middle school to our university students Key Indicators 1. Partner feedback a. Having strong relationships within our community or not b. Having a strong, positive impact on the clients we serve
	Effectiveness Definition 1. Did we build our community? 2. Did we build our leadership team's skills? Key Indicators 1. Student evaluations
	Effectiveness Definition 1. Dependency a. Individuals coming back saying that "we need this food." 2. Number of pounds of food recovered

	Key Indicators 1. Increasing clients a. People knowing that the Campus Kitchen is a resource
	Effectiveness Definition 1. Diversity a. How many ethnic groups are we serving b. Number of meals and volunteers 2. Education a. Did you learn or get a long term solution b. Educational components to the Campus Kitchen's services 3. Student development a. What are the students learning through this opportunity? Key Indicators 1. Number of people served a. Also, serving a diverse range of clients within the community 2. What are the students getting out of it? 3. Long term solutions a. Looking into programs on whether they are effective or not
	N/A: Question was not asked on survey

	Effectiveness Definition 1. Annual report a. Seeing the numbers/impact 2. End of the year retreat a. Reflection of the year; evaluating highs and lows as well as strategic planning for the future Key Indicators 1. Relationships we create in the community a. Building of respect of our Campus Kitchen operations; number of community partners with good feedback
	Effectiveness Definition 1. Good educational conversation on food insecurity 2. Getting shifts done with purposeful intention Key Indicators 1. Meals have gone to clients 2. Strong client-service relationships 3. Strong volunteer bonding
	Effectiveness Definition 1. Student involvement 2. Strong community partner relationships 3. Broadened service reach outside of hot meals Key Indicators 1. Volunteer engagement a. Hours served and have unique volunteers gain experience as a volunteer with the organization 2. Feedback from community partners

	Effectiveness Definition 1. Constant service throughout the year a. Every week we can deliver food to are service site Key Indicators 1. Satisfaction within the community
	Effectiveness Definition 1. Meeting community needs 2. Continued community relationships 3. Amount of food given to the community Key Indicators 1. Satisfaction 2. Continued community relationships 3. Effective utilization of food 4. Growth of shifts a. Growth of volunteer base
	Effectiveness Definition 1. Recovering and delivery substantial food to clients a. Protein and a grain vs. baked beans only b. Sending out good food 2. Consistent operations a. Strong leadership team members and volunteers working the shifts b. Continuation of operations even when a member is sick 3. Strong communication a. With the leadership team and the dining services that we rescue food from Key Indicators 1. Regular volunteers

	a. Having the same students coming back indicates that we are engaging them 2. Getting good feedback from partners a. Positive feedback from clients stating, "We appreciate and enjoy this food." 3. Strong Campus Kitchen operation planning/schedules a. Having a shift run smoothly due to strong planning with the leadership team
ST. LAWRENCE SAINTS	Effectiveness Definition 1. Turnout of clients a. Learning about our clients and having them consistently show for our services 2. Ability to aid our clients with additional resources a. Ex: food and refrigerators Key Indicators 1. Successfully retracting from food insecurity stigmas a. Specifically with community meals; creating an inclusive community meal to all
UNIVERSITY OF GEORGIA 1785	Effectiveness Definition 1. Collect food and make good meals for clients and agencies 2. Food literacy a. All learn more about food waste reduction and sustainability Key Indicators 1. Feedback survey a. With clients and volunteers 2. What the students are learning a. Are they creating good meals and learning new cooking skills? b. Are they learning how to reduce their own food

	waste?
WAKE FOREST UNIVERSITY	Effectiveness Definition 1. Recovering food and getting it out to non-profits 2. Support non-profits first and if they are being effective, then we are being effective 3. Level of engagement our volunteers have and level of connection our shift leaders have with our community partners a. A strong sense of community Key Indicators 1. Community integration a. Feedback of our services from partner sites 2. Student learning experience a. What the students are learning from this organization b. Assessment tool with students "For us success looks like not necessarily working with 1 partner that's taking 700 meals, but working with 10 or 12 partners that are taking 40 to 50 meals. That way, we are able to be more invested in our community. That allows our students the opportunity to build deeper connections to go back year after year, to see the impact we're having on the organizations we're working with, and the ways our food helps them achieve that mission."
UH	Effectiveness Definition 1. Running operations smoothly 2. Having a long-term plan for future operations Key Indicators 1. Feedback and survey a. Offering effectiveness 2. Accountability

	a. Tracking for each member
IUPUI	Effectiveness Definition 1. Continuity of Campus Kitchen operations a. Sustained since 2014 b. Building off foundations 2. Students a. Impact through leadership b. Paw's Express Key Indicators 1. Knowing we are providing service in need 2. Provide nutritional food to clients 3. Strong feedback from clients

Weekly Operations

Please describe your Campus Kitchen's operations on a daily basis.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Serving Shift	Serving Shift	Serving Shift	Serving Shift	Serving Shift	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Cooking Shift	Cooking Shift Recovery Shift	Cooking Shift Delivery Shift	Cooking Shift Delivery Shift Serving Shift		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Recovery Shift -Farm market and grocery stores	2 Recovery Shifts -Dining halls Process Shift	2 Recovery Shifts -Dining areas Cooking Shift Delivery Shift	Recovery Shift (dorm drop-off) Cooking Shift (Farm to Fork)	Recovery Shift Cooking Shift Delivery Shift	2 Recovery Shifts -Dining halls Food for Thought Program -Bi-weekly	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Pick-Up Shift -Food recovery from Western Market Delivery Shift -delivering food to lakers village Office Hours		Office Hours	Office Hours	Volunteer Orientation Pick-Up Shift -Food recovery from Western Market Delivery Shift -delivering food to Princeton street	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Food Recovery Shift Food Management Shift Cooking Shift Packing Shift Baking Shift	Delivery Shift Cooking Shift Packing Shift	Delivery Shift	Delivery Shift Cooking Shift Packing Shift	Delivery Shift		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Cooking Shift Delivery Shift	Delivery Shift Recovery Shift Kitchen Manageme-nt Shift	Cooking Shift 2 Delivery Shifts Recovery Shift	2 Delivery Shifts Recovery Shift Back Pack Shift Kitchen Manageme-nt Shift	Cooking Shift 2 Delivery Shifts Education Shift	2 Delivery Shifts Recovery Shift Kitchen Manageme-nt Shift	Cleaning Shift

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						Cooking Shift Delivery Shift

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Packaging Shift	Food Preparation Shift Packaging Shift	2 Delivery Shifts Food Recovery Shift Packing Shift	Food Recovery Shift	Meal Planning Shift Food Recovery Shift	Kitchen Maintenan-ce Shift Bulk Food Processing Shift	

JAMES MADISON UNIVERSITY 1908

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Recovery Shift -Recovers food from the catering kitchen, weigh it, and put it in the fridge. Delivery Shift -Insulate the food and deliver to clients.		Recovery Shift -Recovers food from the catering kitchen, weigh it, and put it in the fridge. Delivery Shift -Insulate the food and deliver to clients.		Recovery Shift -Recovers food from the catering kitchen, weigh it, and put it in the fridge. Delivery Shift -Insulate the food and deliver to clients.	

ST. LAWRENCE SAINTS

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Preparation Shift	Cooking Shift Set-up Shift Serving Shift	Bear Pack Shift				

UNIVERSITY OF GEORGIA

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Food Recovery Shift Delivery Shift Cooking Shift	Cooking Shift Delivery Shift Processing Shift	Food Recovery Shift Cooking Shift Delivery Shift Processing Shift	Cooking Shift Delivery Shift Processing Shift	Delivery Shift Processing Shift		

WAKE FOREST UNIVERSITY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Food Recovery Shift Meal Delivery Shift Meal Preparation Shift Produce Delivery Shift	Food Recovery Shift Meal Delivery Shift Meal Preparation Shift Produce Delivery Shift	Food Recovery Shift Meal Delivery Shift Meal Preparation Shift Produce Delivery Shift	Food Recovery Shift Meal Delivery Shift Meal Preparation Shift Produce Delivery Shift	Food Recovery Shift Meal Delivery Shift Meal Preparation Shift Produce Delivery Shift	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					Stocking (Food Recovery) Shift	Operation (Serving and Set-up) Shift

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Cooking Shift Paw's Express Shift Delivery Shift		Cooking Shift Delivery Shift	Food Recovery Shift		

Leadership Structure

Could you please describe the structure of your leadership team, listing their job title(s) and responsibilities?

Our Campus Kitchen has nine case workers that works for the organization

- They are paid through the office and the number of case workers vary from year to year
- The workers have 4 main focuses (and duties are blended together):
  - Shift Leaders
    - Work with volunteers to cook food for the students/community
  - Internal Workers
    - Works in the food pantry
  - Food Lab Workers
    - Facilitates the food lab and leads workshops to teach students recipes and cooking skills
  - Events
    - Creating events for the Campus Kitchen
    - Examples: Garden Party, Food Justice, and Corporate Food Education

	Our Campus Kitchen has a program manager which is responsible for all administrative aspects for the organization - We also have an Americorps volunteer working with our Campus Kitchen We have a small leadership team that lead shifts and promote the program - The student leaders focus on learning about themselves and improving their leadership skills
	Our Campus Kitchen is managed by the President and Vice President to make shifts for the leadership team and to manage volunteers during the shifts - We also have a social media chair, a community engagement chair, and a treasurer - We used to have a VISTA but the position is now gone because of the national disbandment of Campus Kitchen Projects We have volunteers fill out an application to be a shift leader and we have them become ServSafe certified - Last year, we had 15 people run these shifts

	Our Campus Kitchen has one faculty advisor and one staff advisor
	- Faculty Advisor
	  - Primary executive position
	  - Takes care of the legal paperwork for the organization
	- Staff Advisor
	  - Meets with the Campus Kitchen President and VISTA weekly

	- Executive Committee
	  - Consists of President, Vice President, Secretary, Operations Coordinator, etc.
	  - In addition, we have 15 shift captains and the executive committee manages them because we have multiple shifts per day

UMASS BOSTON	Our Campus Kitchen is overseen by one professional staff member who dedicates 5 hours a week to the organization. We also have one part-time student working 15 hours a week for the organization.

UNIVERSITY OF DETROIT MERCY 1877 1941	Our Campus Kitchen is unique compared to other Campus Kitchens. We have multiple staff members and an executive leadership team.
	- Staff Manager
	  - Manage the daily operations of the Campus Kitchen
	- 3 Student Staff Members
	  - Administrative work; held accountable if volunteers do not show to continue operations
	- Executive Team
	  - 7 students who are committed to the organization
	  - 3 are the student staff members, 4 are volunteers
	  - Team members are working on unique projects for the organization

	Our Campus Kitchen consists of 15 to 20 leaders, an executive board, and a strong volunteer base
	- Executive Board
	  - President, Vice President, communications, food operations, etc.
	- Leadership Team
	  - 15 to 20 leaders that take responsibility for a shift for a full semester
	  - Also manages fundraising
	- Volunteer Base
	  - 70 volunteers a week for our operations

	Our Campus Kitchen consists of an executive board and a leadership team
	- Executive board
	  - President, treasurer, fundraising, partnership, super bowl chair, development chair
	- Leadership team
	  - 25 student leaders that commit to 3 hours of Campus Kitchen operations a week

	Our Campus Kitchen has a leadership team on 2 co-presidents, distributing the duties of the shifts and volunteers amongst ourselves

	Our Campus Kitchen consists of a coordinator, a graduate assistant, shift leaders, and volunteers
	- Campus Kitchen Coordinator
	- Graduate Assistant
	  - Serves as a backup shift leader
	  - Running the events through the organization

	- Coordinating an alternative spring break based around food insecurity - Shift Leaders - Running the cooking and delivery shifts for the organization

	Our Campus Kitchen have two presidents to share the responsibilities
	- Co-Presidents
	  - Leading meetings
	  - Keeping tabs on all the other leaders
	- Recovery and Delivery Coordinator
	  - Keeps in contact with recovery and delivery leaders
	  - Making sure they have all the necessary supplies for these shifts
	- Volunteer Coordinator
	  - Keeps our volunteer system, "GivePulse", up to date
	  - Find new volunteers to aid in the Campus Kitchen shifts
	  - Contact organizations that would like to offer support for our Campus Kitchen
	- Marketing Chair
	  - Coordinates our media and publicity of the Campus Kitchen
	- Education Coordinator
	  - Coordinate educational events on food waste
	  - Ex: Composting for beginners, Food waste documentaries
	- Treasurer (Administrative Chair)
	  - Regulates Campus Kitchen bank account/information
	- Pantry Prep
	  - Aids in food preparation in the student food pantry
	  - Ex: Cutting raw carrots into distributable carrot chip bags

	"We've had a lot of trouble over the last couple of years with trying different leadership team structures and what we landed on is having these committee heads with committee members that would help them with their responsibilities. This is in effort to hopefully invest in new leaders and get them trained to take over their position. The idea is that to have a club that people will feel like they are invested and bonded with one another is crucial. What we have found over the years is that if they are not bonded, then they have been quitting more frequently. Then, we will be losing people and have to recruit new committee heads and they are only mildly interested so we keep going through the same cycle."

ST. LAWRENCE SAINTS	Our Campus Kitchen consists of an executive board team
	- Executive Board
	  - President, Vice President, secretary, food procurer
	  - Each member runs at least 2 shifts

UNIVERSITY OF GEORGIA 1785	Our Campus Kitchen has a Campus Kitchen coordinator, an AmeriCorps VISTA, and a student leadership team
	- Campus Kitchen Coordinator
	  - Paid position that oversees all operations of CK
	- AmeriCorps VISTA
	  - Coordinates operations, finances, and meet with student leaders over the year
	- Student Leadership Team
	  - President
	  - Steer new initiatives to improve efficiency of the organization
	  - Food Operation Interns
	  - Responsibilities involve food handlings, shifts, and operations
	  - Communications Intern
	  - Social media and volunteer coordination

	- Administrative Intern - Data compiling (Ex: # of pounds recovered, volunteer hours, etc.)

WAKE FOREST UNIVERSITY	Our Campus Kitchen has a 2-tier leadership team structure: our executive board and the leadership team
	- Executive Board
	  - 2 Student Co-Coordinators
	  - Leads the executive board and leadership team
	  - Runs the entire CK operations; responsibilities are wide-ranging
	  - Procurement Coordinator
	  - Tracks the food coming in and out of our kitchen
	  - Makes sure we are not running out to meet all our volunteer shift needs
	  - Orders food supplies, recovery supplies, delivery supplies, and extra food for back-up
	  - Events Coordinator
	  - Maps Campus Kitchen events for the year
	  - Managing event planning for the organization
	  - Events include a lot of educational programming:
	  - Beyond the Meal
	  - Annual documentary screenings
	  - Food insecurity discussions
	  - Policy and Advocacy Chair
	  - Responsible for leadership team education
	  - Researches food insecurity, food waste, sustainability, etc.
	  - Presents findings to the leadership team during their meetings and

	facilitates conversations about the chosen topics
	- Social Media/PR Coordinator
	  - Manage our social media accounts, flyers, news, etc.
	
	- Leadership Team
	  - 35 to 40 students
	  - Individuals who commit to a shift; shift leaders for a year
	  - ServSafe certified
	  - Equipped with food insecurity educational components to teach volunteers about the mission and vision of our organization
	  - Check-in meeting once a week

	Our Campus Kitchen is comprised of 6 executive board members - Team Lead - Accountability Manager - Market Lead - Volunteers (Shift Managers)

	Our Campus Kitchen is comprised of 3 leadership team members; duties and responsibilities of each leadership team member typically blend together in the past
	- 2 Co-Directors
	  - Runs the shifts and programs weekly together throughout the school year
	- Researcher
	  - Conducts a research study of Campus Kitchen effectiveness

Campus Kitchen Service Sites and Partnerships

Internal Focus: What methods/services have your Campus Kitchen utilized to distribute food to your university's students?	
	1. Community Garden a. Garden party event was created in our garden to bring together neighbors to talk about food insecurity in the community 2. Campus Cupboard a. Staff hours at the pantry to oversee the operations (staffing, stocking, etc.) 3. Fresh Produce Market a. Distributes fresh produce once a week in the student center 4. Food Lab a. A converted physics lab equipped with tons of cooking supplies. This is utilized to teach students how to cook in a safe space to experiment b. Open cooking hours and workshops to learn recipes. One of our student workers is responsible for planning those open cooking hours and workshops in the lab
	N/A (100% External Focus)
	N/A (100% External Focus)

	1. Farm to Fork a. Meal served to college students on Wednesdays b. Also provides handouts, recipes, and online resources (blogs with recipes) 2. Food for Thought Fridays a. Brunch and interactive workshops on Fridays for college students (bi-weekly) b. Utilizes Panera Bread donations to create a brunch program where students can get free bagels, muffins, etc. c. Interactive Workshops i. Skill building workshops 1. Ex: Meal planning, stress management, etc. ii. Provides handouts and a trivia game based on a skill
UMASS BOSTON	1. Food Drive 2. Food Pantry 3. Cooking Classes
UNIVERSITY OF DETROIT MERCY 1877 1941	1. Student Food Pantry a. Pantry started from a former Campus Kitchen intern b. Currently has separated from our organization and migrated to student affairs 2. Projects & Programs (Student Initiatives) a. Composting Initiative i. Created a composting plan for dining services to compost produce before it is served; establishing a stronger relationship with the university to put emphasis on composting in dining halls

	b. Value Added Products i. Repurposing food that would have gone to waste ii. Ex: Surplus food c. Princeton Street Delivery i. 3 blocks of seniors which we deliver fresh produce to food insecure communities d. Environmental Sustainability e. Educational Campaign on Immigration and Food Access i. Public Charge Rule
	1. Food Pantry a. Our organization is starting to collaborate with them more b. Students are coming into our Campus Kitchen pantry in the summer for food as an alternative 2. Education a. Conversations about inequity i. Fact sheets about food justice/insecurity ii. Food justice presentations iii. Food insecurity simulation iv. Poverty simulation
	1. Super Bowl (Internal and External) a. Fundraising event with 25 partners to make soup for both the community and the university students. Then, the Campus Kitchen sold tickets for entry to taste test the soups made 2. Education a. Bringing in speakers, showing documentaries, facilitating discussions, and promoting food waste advocacy internally and externally

	N/A (100% External Focus)
	1. Campus Cupboard a. The cupboard is located within the Crossroads church, which students can pick up food once a week i. Actively been trying to move our bread cart and small fridge to a location on campus 2. Food Drives a. Hosted and donated to Campus Kitchen b. Then we put the donations in the cupboard
	1. Food Pantry a. Pop-up pantry on Mondays for students to pick up b. The food pantry is able to order food through our food bank because of our Campus Kitchen 2. Graduate School Lounge a. Food drop-off space that is utilized on Wednesdays
	N/A (100% External Focus)

UNIVERSITY OF GEORGIA	1. Education a. Through both shifts and our newsletter b. Shifts i. Hands on experience for students to learn how to cook ii. Also, gains knowledge of our local community through our work c. Newsletter i. Our communications intern creates a bi-weekly newsletter about food waste/insecurity
WAKE FOREST UNIVERSITY	1. Hunger and Homelessness Awareness Week a. Fall programs b. Turkeypalooza c. Annual food waste documentary 2. Earth Month Events a. Partner with our office of sustainability to have a food sustainability focus on food insecurity b. Cooking classes c. Food waste education 3. Food for Thought a. Partner with student organizations with different ethnicities and cultural backgrounds b. Campus Kitchen prepares a shared meal to bring multiple cultural backgrounds together to discuss the significance of that meal in their culture
UH	1. Kitchen Clinics a. Back when we were Campus Kitchen, we hosted clinics to teach students how to cook alternative and healthier meals with cheap foods they can find. Also, this clinic helped teach students how to cook with unique foods, like kale for an

	example
IUPUI	1. Paw's Pantry a. University food pantry to combat food insecurity for the university students b. Our Campus Kitchen helps to stock the pantry we the donations we obtain from our food rescue shifts 2. Paw's Express a. Meal program partnered with Paw's Pantry to make 25 weekly meals for identified food insecure university students 3. IUPUI Gather at the Table – On Campus Community Meals (Lunch on Us) a. On campus semesterly community meals served to the university students at the Campus Center

External Focus: Which community sites does your Campus Kitchen serve? Also, could you describe any external programs you utilize? Lastly, how did your Campus Kitchen determine which service sites it should serve?	
	1. Community Centers a. Cook with middle schoolers 2. Tower a. Provide meals to seniors 3. Church Previously served a peace house. We were connected to the neighborhood by our office of civic engagement staff. They already have deep relationships with people in the neighborhood.

	1. Meal to Youth Program 2. Senior Housing 3. Elementary School 4. American Indian Community Center 5. Senior Center 6. Youth Shelter 7. Homeless Shelter We focus our efforts on the Northeastern side of Spokane. We reached out to some of our community partners and others contacted us.
	1. YMCA 2. YWCA 3. Youth Job Center 4. Connection to Homeless 5. Church 6. Boys and Girls 7. Hope 8. 3 apartments with individual clients The clients that we serve are referred by public sources. We aim to aid low-income populations with a lack of access to food. Also, the organizations reach out to us. An example would be the apartments we serve, since they didn't have local grocery stores till 18 months.
	1. High School for lower income populations 2. Homeless and Disabled 3. Left-overs are given to our extra sites, usually serves the homeless We look at the income level of the people we are serving (homeless, disabled, etc.) and that's how we determine where our services are most needed. Also, we utilize a needs

	assessment.
UMASS BOSTON	N/A (100% Internal Focus)
UNIVERSITY OF DETROIT MERCY	1. Princeton Street 2. Block Club 3. Keep Growing Detroit 4. Detroit Food Policy Council 5. Greening of Detroit 6. JD Urban Farm 7. MoFlo Garden 8. Liz 6 Alliance
	1. 2 High Rises a. Senior community b. Market rate rent apartments 2. YMCA 3. Transitional Housing for Men 4. Woman's Shelter 5. YWCA 6. Domestic Abuse Shelter 7. Immigrant Domestic Abuse Shelter 8. College Church 9. Catholic House

Mobile Food Pantry Program

1. We take a truck of dry, frozen, and produce food items out to 4 service sites across our county weekly that is run like a local food pantry
2. We have started to work with local food pantries to coordinate our efforts to send more food out to more people for less money
3. Program to serve meals year-round at 4 service sites across the community that was pinpointed by a needs survey

Campus Kitchen Meal Service Sites

1. Manor (Retirement)
2. After School Program
3. Day-care for adults with disabilities
4. Group homes for adults

Backpack Program

1. Students receive breakfast and lunch five days a week. Bags are filled with at least seven items at CKWL by volunteers and delivered in bins to the school on Thursdays. Currently, we serve all pre-schools, elementary schools, and middle schools in the community expect one

Nutrition Education Program

1. Nutrition education in an afterschool program once a week in the county

Nutrition education for a local summer camp

Farmer's Market Education Program

1. Class tailored for adults that is geared towards farmer's market education

	1. Homeless Shelter
	1. Echo Food Shelf 2. Salvation Army 3. Maple River Loaves and Fishes Food Pantry 4. My Place (Boys and Girls Club) 5. Open Door Health Center 6. South Central College 7. The Reach Previously served the Theresa house.
	1. Second Home
	1. The Unitarian Church 2. Renewal House

UNIVERSITY OF GEORGIA	1. Households a. 51 clients 2. Salvation Army 3. Our Daily Bread 4. Live Forward We partnered with the Athens Community Council of Aging to provide us information on new potential clients.
WAKE FOREST UNIVERSITY	Meal Distribution Sites 1. Parenting Path 2. The Olio 3. Azalea Terrace Fresh Produce Distribution Sites 1. Anthony's Plot 2. Latino Services 3. Potter's House 4. Shalom Project 5. H.O.P.E. 6. Samaritan Ministries Food Recovery 1. Aramark 2. Campus Garden 3. Cobblestone Farmer's Market 4. Lowe's Food 5. The Fresh Market We choose to serve non-profit organizations so our services can help these organizations reach more individuals within the community.

	Food Market - We provide our services through the markets. Each market has a set location in the 3rd ward of our community. The clients that are eligible for our market must be in a food bank program and meet housing requirements to access the food market as well.
IUPUI	Current Service Sites 1. Riley Children's Hospital – Ronald McDonald House 2. Paws' Pantry/Paws' Express 3. IUPUI Gather at the Table – On Campus Community Meals Former Service Sites 1. Holy Family Shelter 2. St. Philip's Episcopal Church 3. Brightwood Community Center – Summer Day Camp 4. Wheeler Mission Men's Residential 5. Wheeler Mission Women's & Children The IU trustees emphasized the need our addressing food insecurity of our own students so our operations have shifted to an internal campus focus. For external sites, we found our clients through our partnership with SecondHelpings. The organization provides us information on which organization are in need of our services. Next, organizations have contacted and requested our services in the past. Lastly, the community compass app aided us since it is an application with a food justice focus.

Funding, Systems, and Campus Alignment

A. Where does your Campus Kitchen align within your university? **B. Also, could you please describe how your Campus Kitchen obtains funding for its operations?** **C. Due to the recent disbandment of the Campus Kitchen Projects, the service called "VolunteerHub" is in the process of shutting down. What other hubs/services have your Campus Kitchen used or planning to use in light of this shut down?**	
	A. Our Campus Kitchen is aligned with our Office of Civic Engagement B. We do have a budget. We also obtain our funding through this office as well 1. We apply for funding every year 2. We also host fundraisers a. The most we have obtained was $2000 C. None
	A. Our Campus Kitchen is aligned with our Office of Community Engagement B. Due to the disbandment of Campus Kitchen Projects, our Campus Kitchen has lost our funding from the national institution 1. 83% Donations | 17% Budget + Other 2. The Campus Kitchen program manager position isn't fully funded a. Working towards applying for grants to institutionalize this position C. None

	A. Our Campus Kitchen is a student organization that is sponsored by our Office of Civic Engagement B. We do not have a budget. 1. 90% Donations | 10% University 2. Multiple methods of funding: a. Civic Engagement Center i. Grant once a year b. Dining Provider i. Funds set aside for food insecurity c. Grants i. Randomly given to us. Ex: Donations form Chicago d. Dining Offices and Compass groups C. Yes, we currently use the "Volunteerlocal" service 1. This is a free volunteer system option that provides a 14 day trial of "premium" perks a. However, the free option does not provide confirmation emails or reminders to individuals who sign up on the service b. The premium edition is $200 per year if you deem a purchase is necessary
	A. Our Campus Kitchen is aligned with our Department of Dietetics B. We are also heavily funded by our department to conduct our services and research 1. 70% Budget | 30% Grants | Very small amount of donations 2. Budget

	a. For food and we have a dedicated kitchen space just for our Campus Kitchen b. Our research is also supported by our staff C. None
UMASS BOSTON	A. Our Campus Kitchen is aligned with our Office of Student Leadership and Community Engagement B. Due to the disbandment of Campus Kitchen Projects, we do not have a budget. Our Campus Kitchen obtains it funding through on- and off-campus fundraising efforts C. None
UNIVERSITY OF DETROIT MERCY 1877 1941	A. Our Campus Kitchen is aligned with our Center of Leadership and Service. However, it is listed as a student organization with student affairs assistance B. We have been funded in 4 ways: 1. Student Grants 2. Community Grants 3. From the university based on our performance 4. Fundraisers i. International-Campus Kitchen Festival 1. Invitation to all multicultural student organizations to participate in an international dinner. Then, the entry ticket profits are given to our Campus Kitchen ii. Raise the Dough C. Yes, we currently use Golden Volunteer

	A. Our Campus Kitchen is aligned with our Center of Leadership and Service. However, it is listed as a student organization with student affairs assistance B. We have been funded in 4 ways: 1. 3-year University Budget 2. Flux to Seed i. Left-over funds from students are donated through dining 3. Grants from local foundations 4. Basketball program C. Yes, we currently use Sign-Up Genius 1. There is a premium feature that has no ads and allows us to collect data
	A. Our Campus Kitchen is aligned with our Shepard Poverty program. It is considered a student organization while having a staff liaison with the program B. We are provided funding mainly from our program and committees a. Executive Committee i. Student government supports all student organizations on campus b. Shepard Poverty program i. Staff funding c. Donations d. Grants e. Fundraisers i. Superbowl C. Yes, we are using Givepulse

	A. Our Campus Kitchen is a student organization on campus. We are supported by the school. B. We are not provided any funding. Our operations run entirely on the administration's expense and fundraising efforts C. None
	A. Our Campus Kitchen is aligned with our Office of Community Engagement through Karen, the assistant director B. We are provided funding mainly from our office and donations, such as coin-boxes at our coffee shops and food courts C. Yes, we are currently using our engage website, under our events tab. Also, our bi-weekly newsletter allows readers to RSVP for shifts if they like
	A. Our Campus Kitchen is a student organization that is sponsored by the community service learning department B. We are not provided funding from the university, however we rely on fundraisers and grants for our operations a. Fundraisers i. $15,000 in the account earlier b. Engagement Fellows i. "AmeriCorps" equivalent ii. Paid CK efforts to create food access for individuals c. Grants i. Volunteer gas tax

	C. Yes, we are using Givepulse
ST. LAWRENCE SAINTS	A. Our Campus Kitchen is a student organization with professors providing support for our operations B. We are provided funding mainly from our school, grants, and fundraising C. None
UNIVERSITY OF GEORGIA	A. Our Campus Kitchen is a student organization that is a non-profit which has the support from both the Center of Leadership and Service and the Office of Service Learning. The Office of Service Learning hires a Campus Kitchen coordinator to aid in our operations as well B. We are provided funding mainly from our school, donations, and fundraising a. Office of Service Learning i. Provides funding for our operations b. Fundraisers i. Tabling: sells coffee to raise funds C. Yes, we currently use GivePulse through the engage UGA portal
WAKE FOREST UNIVERSITY	A. Our Campus Kitchen is aligned with our Office of Civic and Community Engagement B. We are provided funding mainly from our office a. Office of Civic and Community Engagement i. Provides an annual budget to support the organization b. Community Grants

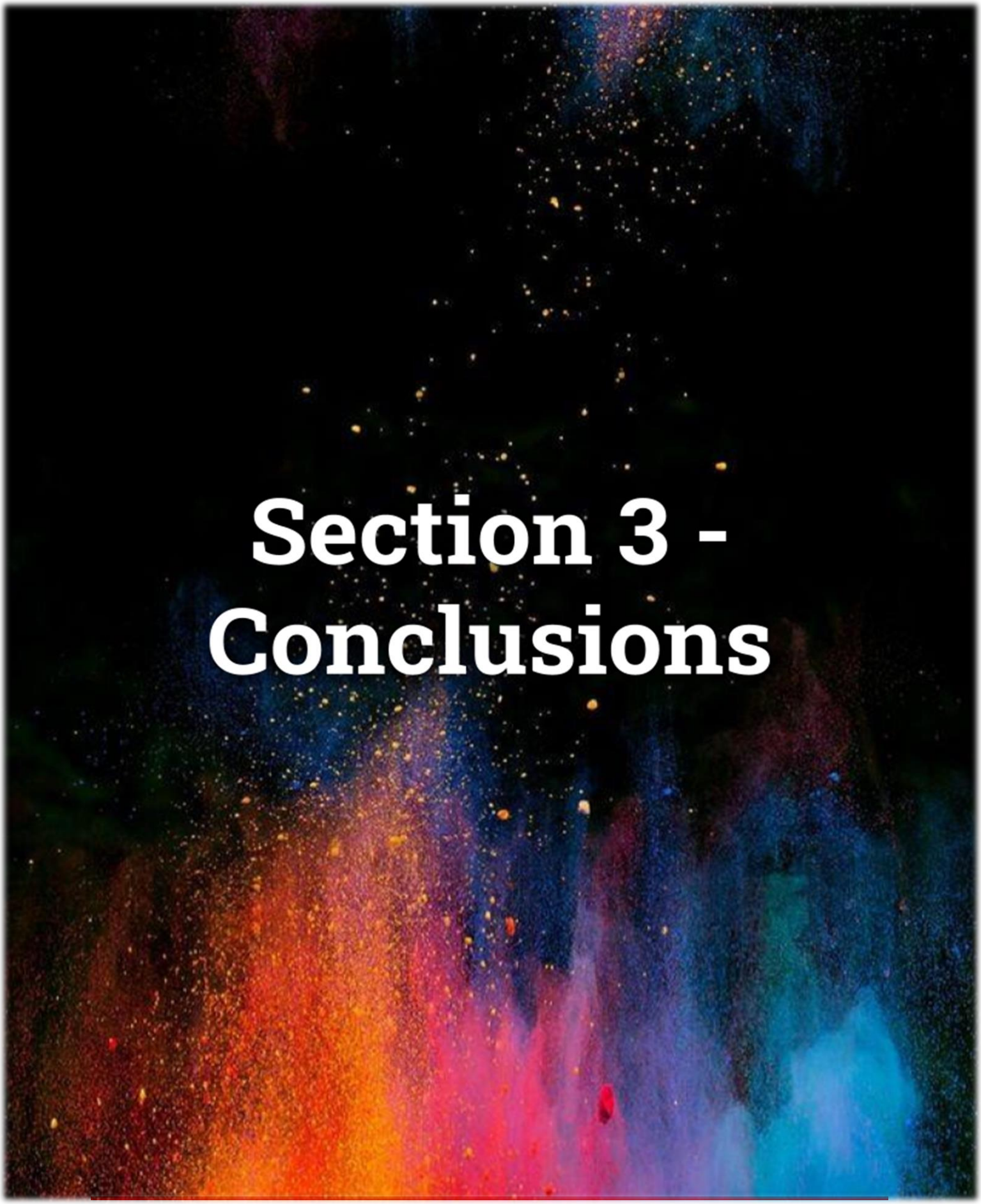
	c. Donations i. Food partners have raised funds for our operations C. Yes, we are looking for more information on VolunteerHub's retention for the future a. However, we found 3 alternatives: Givepulse, Galaxy digital, and Helper, helper
	A. Our Campus Kitchen is a student organization with the support of our honors college. We are a service learning project funded by the honors college B. We are mainly self-sufficient in our operations. However, we are provided support by the honors college and our food banks across the community C. None
	A. Our Campus Kitchen is aligned with the IUPUI Office of Sustainability B. We are not provided a budget from the university, however we obtain support from multiple offices a. Office of Community Engagement b. Center of Service and Learning c. Office of Student Employment d. Work-Study e. Grants i. Greening IUPUI Grant ii. Jag Action Grant iii. Community Grants f. Office of Student Advocacy C. None

Closing Remarks

As a final question, is there anything else you would like to share about your Campus Kitchen that you think we should keep in mind as we conduct this study?	
	"The most important piece for our program is that intangible community building piece which I feel like is talked about a little less through the national frame. That's something I'd like to drive, that the community building piece is what is very important to us."
	"Our program has been very successful. Becoming a university employee and obtaining our own kitchen through university support was huge for our program."
	"Having a dedicated leadership team to execute the operations our Campus Kitchen has is crucial for its continued success. Through our programs to advocate food security for our students at the university, none of the operations could have been possible without the support of our department and extreme dedication from our student leaders."
	"We are known for being very innovative. We come up with creative ideas and different methods to fight for food justice in the city of Detroit."

	"I think the communication between Campus Kitchens that could come from this study would be beneficial to all parties. If we could join a new network of Campus Kitchens, I believe our students could learn from other students about ways to improve all our operations and learn from each other's successes and failures."
	"One thing going forward is how effective it could be in the internal and external focus if this project was centered on the university campus. Figuring out how effective this project could be if this project obtained support from the university could be the center point of the improvement of our organization."
	"We have a lot of good ideas and there is a lot of potential with Campus Kitchen, but finding the ways to execute them are the hard part. There is untapped potential, but we just need man hours to do it. Some of those man hours probably have to be paid if its ever going to be as amazing as it could be. It is really hard to do without extreme dedication and commitment."
	"We have seem houses that create a close-knit community amongst the Campus Kitchen leaders. In addition, The Raise the Dough competition aspect motivated some of our donors to aid our operations more. If we could restart Raise the Dough amongst the remaining Campus Kitchens, that could really help push for our operations on campus."

WAKE FOREST UNIVERSITY	"Having the awareness of what our Campus Kitchens can be and can grow, even in light of a national office closing is important. I have had the opportunity to touch base with a number of Campus Kitchens and I'm trying to coordinate a conversation for those schools. I would like to create a conference call to discuss where we are 6 months after the closing and potential options for the Campus Kitchen network."
IUPUI	"I think that all Campus Kitchens are unique, but at the same time we are all on the same platform. We are serving a need in our respective community. We have all shared throughout our history and how could we improve. I think having a network that is integrated to help each Campus Kitchen learn from each other is very special."


Section 3 -
Conclusions

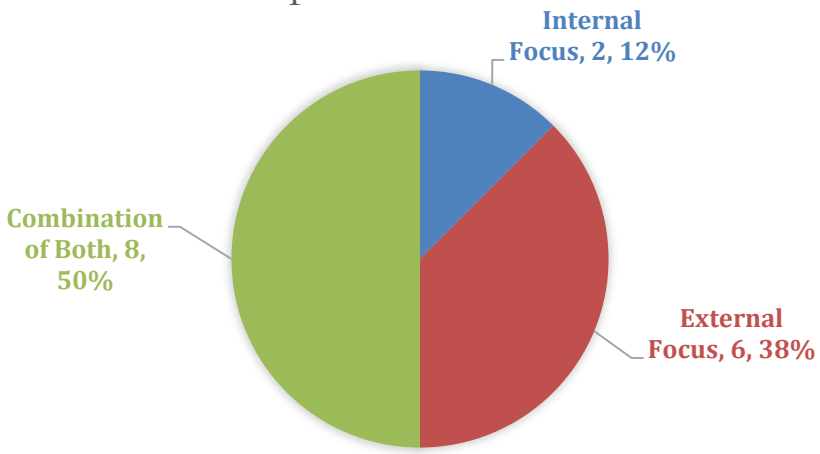
Campus Kitchen Effectiveness Defined

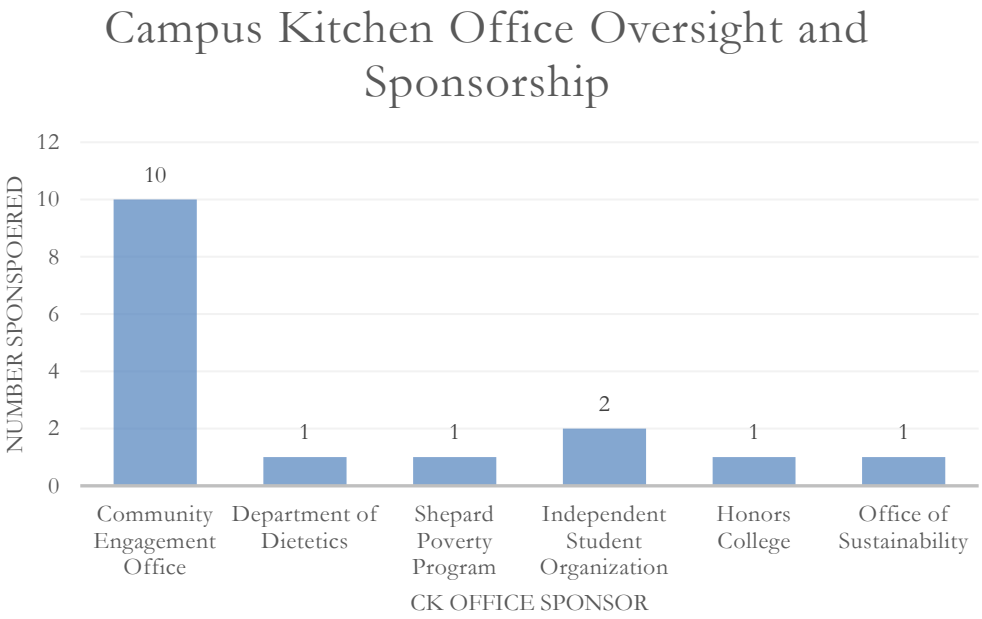
From the 16 Campus Kitchens that were asked on how their organization would define as indicators for "effectiveness," the following word cloud displays common themes found from each interview. The top 4 indicators of effectiveness are listed below:

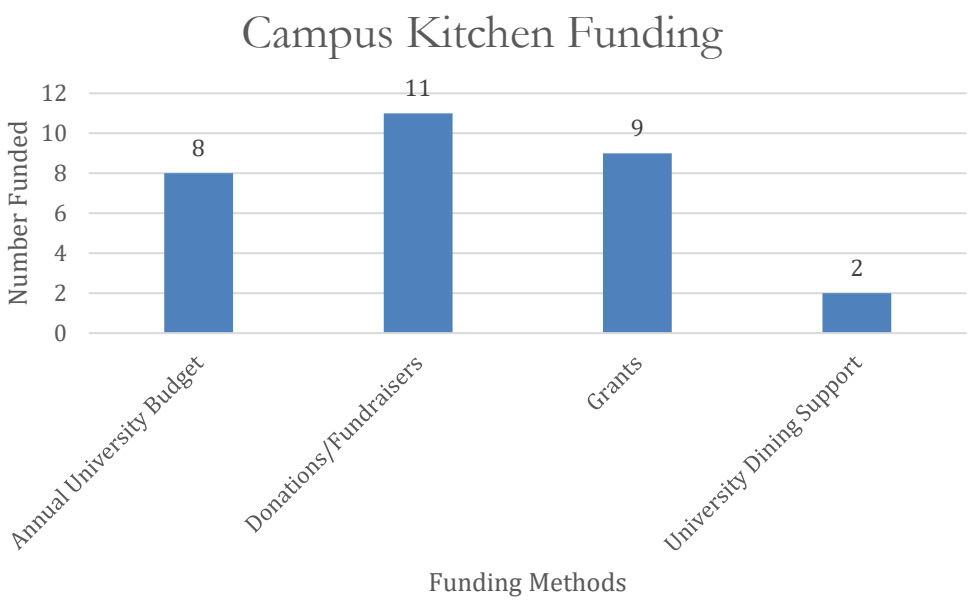
1. **Community Building**
2. **Client Feedback**
3. **Food Insecurity Education**
4. **Student Development**

The most common trend for a Campus Kitchen to be effective is emphasizing the community building aspect that the organization strives to obtain. Specifically mentioned from multiple universities, building strong relationships with multiple clients throughout a community is crucial for a Campus Kitchen to be successful. Particularly, focusing on broadening the reach of Campus Kitchen's impact by serving non-profits dedicated towards the community as well as diverse and intergenerational clients is a strong indicator of success within the community. These lead towards the assessment from client feedback and seeing a strong, positive impact through Campus Kitchen's relationships with its clients.

Next, food insecurity education to all members impacted by the organization (clients, volunteers, and student leaders) is another strong indicator of an effective Campus Kitchen. The educational component of Campus Kitchen's services include creating meaningful conversations around the impact of food insecurity in the community, promoting food literacy for volunteers and clients, producing long-term solutions to combat the issue at hand, etc. Lastly, student development was mentioned frequently as a strong indicator of success. More specifically, focusing on what the student leaders are learning from their experience in the kitchen and what skills they have obtained through serving their community.


Campus Kitchen Focus
Internal Focus, 2, 12%
Combination of Both, 8, 50%
External Focus, 6, 38%


Campus Kitchen Office Oversight and Sponsorship
NUMBER SPONSPOERED
12
10
8
6
4
2
0
10
1
1
2
1
1
Community Engagement Office
Department of Dietetics
Shepard Poverty Program
Independent Student Organization
Honors College
Office of Sustainability
CK OFFICE SPONSOR



Leadership Structure and Positions

Leadership Structures

3. **Executive Committee Members**
    a. Positions consist of President, Vice President, Secretary, Operations Coordinator, Treasurer, Fundraising Chairs, Partnership Chairs, Administrative Chairs, etc.
    b. Each executive committee member is committed towards their shifts while having a volunteer shift captain support base
4. **Volunteer Shift Captains/Leaders**
    a. Volunteers can fill out an application to be a shift leader and then have them become ServSafe certified; then they can commit to running one shift for a semester or year
    b. Each are equipped with food insecurity educational components by the executive committee to teach volunteers about the mission and vision of the organization

Common Leadership Positions

6. **Co-Directors/Presidents**
    a. Leads the executive board and leadership team and runs the entire CK operations with other wide-ranging responsibilities
7. **Food Operation Interns/Food Procurement Positions**
    a. Responsibilities involve food handlings, shifts, and operations
    b. Tracks the food coming in and out of the kitchen and orders food supplies, recovery supplies, delivery supplies, and extra food for back-up
8. **Communications/Events Interns**
    a. Coordinates the media and publicity of the Campus Kitchen along with managing event planning for the organization, which include a lot of educational programming:
        i. Beyond the Meal
        ii. Annual documentary screenings
        iii. Food insecurity discussions
9. **Education Coordinators/Policy and Advocacy Interns**
    a. Responsible for leadership team education and researches food insecurity, food waste, sustainability, etc.
    b. Also Coordinate educational events on food waste
        i. Ex: Composting for beginners, Food waste documentaries
10. **Treasurer/Administrative Interns**
    a. Regulates Campus Kitchen bank account/information
    b. Data compiling of the food coming in and out of the kitchen (Ex: # of pounds recovered, volunteer hours, etc.)

Internal Operations/Programming

1. **Food Lab** - Augsburg University (Pg. 58)
    a. A converted science lab utilized to teach students how to cook through open cooking hours and workshops to learn recipes
2. **Farm to Fork** – University of Kentucky (Pg. 59)
    a. Meal served to students on Wednesdays that is provided with handouts, recipes, and online resources (blogs with recipes)
3. **Food for Thought Fridays** – University of Kentucky (Pg. 59)
    a. Brunch program with an interactive, skill building workshops with separate focuses - Ex: Meal planning, stress management, etc.
4. **Student Initiative Projects/Programs** – University of Detroit Mercy (Pg. 59)
    a. Projects include the composting initiative and value added products
5. **Food for Thought** – Wake Forest University (Pg. 62)
    a. A shared meal program to bring multiple cultural backgrounds throughout campus together to discuss the significance of that meal in their culture
6. **HHAW & Food Sustainability Education** – Wake Forest University (Pg. 62)
    a. HHAW are Fall programs that include Turkeypalooza and an annual food waste documentary
    b. Earth Month Events are partnered with our office of sustainability to have a food sustainability focus on food insecurity
7. **Kitchen Clinic** – University of Houston (Pg. 62)
    a. Previous cooking program designed to teach students how to cook with unique foods during our markets and shifts
8. **Paw's Express** – IUPUI (Pg. 63)
    a. Meal program partnered with Paw's Pantry to make 25 weekly meals for

identified food insecure university students

9. **Gather at the Table: Lunch on Us** – IUPUI (Pg. 63)
    a. On campus semesterly community meals served to the university students at the Campus Center
10. **University Food Pantry Collaboration** – Multiple Universities

External Operations/Programming

1. **Mobile Food Pantry** – Washington and Lee University (Pg. 66)
    a. Program to serve meals at 4 service sites across the county by taking a truck of dry, frozen, and produce food items
2. **Backpack Program** – Washington and Lee University (Pg. 66)
    a. Students receive breakfast and lunch five days a week, but the concern is that they may go hungry over the weekend. Bags are filled with at least seven items at CKWL by volunteers and delivered in bins to the school on Thursdays
3. **Student Initiative Projects/Programs** – University of Detroit Mercy (Pg. 59)
    a. Projects include the Princeton street delivery, environmental sustainability, and educational campaign on immigration and food access
4. **Food Market Program** – University of Houston (Pg. 59)
    a. Each market has a set location in the 3rd ward of our community. The clients that are eligible for the market must be in a food bank program and meet housing requirements to access the food market as well

Service Sites

Alternative Volunteer Registration Applications

1. **Golden Volunteer** – University of Detroit Mercy
2. **Volunteer Local** – Northwestern University
3. **Sign-up Genius** – University of Kentucky and Saint Louis University
4. **Galaxy Digital** – Wake Forest University
5. **Helper, Helper** – Wake Forest University
6. **Give Pulse** – Washington and Lee, James Madison, University of Georgia

Fundraising Initiatives

1. **International Festival** – University of Detroit Mercy (pg. 72)
    a. Invitation to all multicultural student organizations to participate in an international dinner. Then, the entry ticket profits are given to the Campus Kitchen

2. **Super Bowl** – Washington and Lee University (pg. 60)
    a. Fundraising event with 25 partners to make soup for both the community and the university students. Then, the Campus Kitchen sold tickets for entry to taste test the soups made

Additional Information

1. **Campus Kitchen Regional Network Development**
    a. Wake Forest University would like to connect with the remaining Campus Kitchens to discuss potential collaborations on a national scope
    b. Wake Forest would like to move forward with a regional network conversation over the summer
        i. They are hoping for a full-day planning meeting with collective brainstorming. Goal is to develop a plan for a Regional Network of Campus Kitchen schools and plan for the upcoming academic year
    c. As of March 25th, 2020, 11 Campus Kitchens have expressed interest in creating a regional network. These include Elon, Virginia Tech, ECU, Washington and Lee, Troy University, University of Kentucky, IUPUI, Wake Forest, Auburn, UGA, Kent State, and Campbell
    d. If your Campus Kitchen is interested and/or would like to be involved in the planning team, please contact:
        i. Brad Shugoll, shugolbd@wfu.edu (pg. 106)
2. **Raise the Dough Re-Start?**
    a. Saint Lawrence University's Co-Presidents expressed interest in re-starting the "Raise the Dough" national competition
    b. If your Campus Kitchen would be interested, please contact:
        i. Ashlee Downing, adowning@stlawu.edu (pg. 105)

Appendices

Section 4 - Appendix: Literature Review

This literature review details the secondary research conducted to identify methods to increase the efficiency and effectiveness of a university's food pantry's food distribution to its students. A case study of IUPUI's food pantry, Paw's Pantry, was implemented throughout this literature review. Six types of solutions were found through the information of several sources listed in the references and described throughout. These solutions are categorized as marketing solutions, food accessibility, resource sharing, assessment tools, changing the space, and federal benefits opportunities.

How to market to college students and others

College students have reported that, while they may suffer from food insecurity, one of the biggest barriers to receiving aid is that they do not know where to go to receive that aid.

Like all good advertising campaigns, social media advertising campaigns need to have a good plan to reach as many people as possible. Kelsey (2017), Ph.D., gives many tips for how to market one's goods or services on social media. Since social media is so big, marketing on social media makes the most sense for most businesses. Evans (2012), a co-founder of Social Dynamx, agrees with this statement. Even before almost everybody had social media, people knew that it was very effective to reach out to the masses. That is why Evans (2012) lays out a strategy for using social media effectively. While Kelsey (2017) gives the reader a basic overview of different types of social media, Evans (2012) helps the reader develop a plan for marketing on social media.

However, social media is not the only way to market a product. While many people who may have never heard of the product may see the ad on social media, there is also numerous people who do not have social media that would still need to know about the product. That is why Bailey (2019), a program analyst at the IU Public Policy Institute, suggested that advisors, staff, and faculty be trained and informed about Paw's Pantry and other student service programs. Bailey (2019) believes that these would be the individuals with the highest impact on IUPUI students to utilize Paw's Pantry, due to their being the most common source of knowledge for students. Twill (2016), a professor at the Wright State University School of Social Work, acknowledges that word-of-mouth is also very effective in reaching college students and people of that age group, along with electronic media, such as email and websites, and faculty training, which coincides with what Bailey (2019) suggested.

While many college students use some form of social media and can benefit from advertising on social media, others would also benefit from signs, fliers, and word-of-mouth advertising. While it may be difficult to determine what would be the best way to reach the majority of food insecure students, it would be beneficial to utilize as many forms of advertising as possible to alleviate food insecurity on college campuses.

Accessibility of college food pantries, methods, and solutions

Experts on food insecurity state that broadening the accessibility of food services on campus, particularly food pantries, proved beneficial to combating the issue at hand. Also, having multiple methods, whether it is through community dinners or community refrigerators, substantially increases the likelihood of college students utilizing campus food resources. However, multiple campuses have utilized new types

of services, ranging from a voucher system to give food insecure students 6 free meals per semester to a mobile app that accesses their food insecurity needs and providing an online catalog of resources the campus food pantry provides.

Multiple campuses across the country attempt to combat the issue of food insecurity on their campus by providing a mobile application to their students. In writing about solutions to combat college food insecurity, Daugherty (2017) says, "Offering a mobile application where students could access via their phone or tablet could be a way for the campus food pantry to communicate with students using the pantry. A mobile application could allow for consistent, unobtrusive messaging and content providing a virtual hub of resources, and can be offered as a reminder they have support and are 'not in it alone'" (p. 253). Daugherty (2017) claims that the utilization of a mobile app can remind students of the services provided throughout the semester and inform them about events around these resources. Due to the increased accessibility of the food pantry through the mobile app service, more students were reported to utilize this service.

Other campuses found that utilizing a voucher based program for food insecure students were helpful. Henry agrees with Daugherty that a mobile app should be utilizing a voucher-based system for food-insecure college students. For example, Henry (2017) says, "Next, they created a mobile app that matches hungry students with nearby meal donors. In order to ensure increased privacy, they created a virtual food bank where an emergency meal fund is stocked with donated meal points. Students can now request six free meals per semester from the fund through a dining hall official, with no questions asked" (Henry, 2017, p. 11-12). Henry (2017) states that a mobile app can ensure privacy amongst individuals and can provide them with contacts within the dining halls to obtain meal vouchers for the semester.

In addition, studies conducted by Yamashiro (2009) and Buch, Langley, Johnson, & Coleman (2016) dove into the benefits of an online food pantry resource and a community refrigerator space. Buch, Langley, Johnson, & Coleman (2016) agree with both Henry (2017) and Daugherty (2017) in advocating for an online service with frequently asked questions to combat the "unknown factor" of the food pantry (p. 137). As all three authors state, the unknown factor of what the pantry has to offer often deter individuals from utilizing the service and once students know what to expect at the food pantry, they are far more likely to utilize the service and feel comfortable visiting.

Overall, the benefits of utilizing a community refrigerator, an online service via mobile app and website, and integrating a voucher program to incorporate with a food assessment tool was found to be extremely beneficial from these sources. Both Daugherty and Henry agree that a mobile application is found to be extremely beneficial to college students and having one where students can access a catalog of the pantry goods is proven to increase food distribution towards students. Also, Yamashiro (2009) and Buch, Langley, Johnson, & Coleman (2016) found that an online catalog and frequently asked questions section on the website was very beneficial to pantry users.

Sharing resources across campus

Students are aware of the stigma surrounding food insecurity and the lack of nutritious meals but do not want to talk about it upfront. Normalizing the subject is essential to defeating the issue. While the financial aspect of food insecurity is out of the student's control, they have a bigger voice in the matter than was thought before.

Udell, a freelance writer from Indianapolis, published an article done on Fort Hays State University in Hays, Kansas student food insecurity. Udell traveled to Fort Hayes State University and found that students there had a voice in the issue of food insecurity. The University did not have the funds to start a food pantry for the students, so they used their resources as best they could.

The school started to store pantry items in the library for pick-up. "Do what you can, even if you can't start a pantry," says Dill (2019), director of library services at Troy University at Dothan, Alabama (Udell, 2019, p. 15). Holding the food in the library not only gave the students another chance to pick up food if they need it, but it also lessened the blow of stigma behind the issue. It began to normalize seeing the food and pantry items at the library, and students felt less pressure to keep it a secret. Mount (2019), a senior at the University says, "It's really putting one great resource inside of another." (p. 12) Students like him can stop by any day or evening to pick up a few items. They do not rely solely on this service, but it helps in times when they are crunched with bills or are short on funds.

Library Dean of the school, Ludwig (2019) says, "It fits in beautifully with what we do. It doesn't seem odd to us that it's here. It's such a part of our landscape." (p. 12) The University as a whole is always looking for ways to help the students succeed. Placing food resources across campus normalizes the issue in a positive way. Students and faculty are not afraid or nervous to speak on the issue because they know it is prevalent among their students. This helps the students ask for help when they need it, and it helps the faculty know how to better handle the situation.

Sharing resources across the campus gave students the opportunity to see that there are resources there to help them. They are not afraid to ask and accept help when they need it. Sharing resources across campus also gives the students more opportunities to

get what they need. It gives them the opportunity to spread the word by mouth, hence, normalizing this kind of help in a positive light.

Creating a food insecurity assessment and changing the space of the pantry

Research shows that the creation of a food security assessment tool will help assist students and faculty with understanding the food insecurity of students. Once they are known to be food secure, they can be referred out to other social programs. Along with identifying food insecurity, students do not visit food pantries for concerns about the hours of operation, food choice, stigma, and space. The solutions to these problems include turning the pantry to a social space, expanding the space and hours of operation, diversifying food options, and creating a place for students to leave food and pick it up.

To begin with, the definition of food insecurity is necessary to understand the topic and figure out how to assess food insecurity. Buch, Langley, Johnson, and Coleman (2016) found that the majority of the students were food insecure but simply were not aware of it. In order to address students being aware of their food insecurity, Daugherty (2017) believes the next steps of addressing food insecurity include developing a "...food security assessment tool, increasing department collaborations, and maximizing resource utilization provided by the food pantry" (p. iii), which allows students and faculty to know if they are food insecure. If a student who comes to the pantry takes a food insecurity assessment, Twill (2016) suggests that a staff member from campus career services or a community member from a local agency should create appropriate referrals to other resources. In total, the creation of a food security assessment must be created in order for students to understand their situation better

and to allow pantries to assist students with finding other resources based on their needs.

Once students are aware they are insecure, the problem revolves around getting the food to the students. Daughtery (2017) offers a solution to create a student lounge area in the pantry, creating a social space and making it non-shameful to visit. This coincides with Pskarikidou, Kaloudis, Fielden, and Reynolds (2019) they found that implementing "local food hubs" were not effective and need to focus on the wider social problem of the stigma of getting help. Through implementing a social space into a food pantry, the wider problem of food insecurity can be addressed by creating a space that is not just for those who are food insecure, such as a lounge area.

Once a pantry is created without a stigma attached to it, the next concern is addressing the problems with hours of operation, food choice, and space. Along with turning a food pantry into a social space, another main focus is on how to make it effective for all students. Buch, Langley, Johnson, and Coleman (2016) found that relocation to a larger space that is close to a commuter lot, expanded hours of operation, more consistent and diverse food through the use of the on-campus garden and new efforts, and identifying what food students would like to see was beneficial in addressing all the problems citing above. Yamashiro (2009) also found another solution for commuter students, if moving closer to commuter lots is not possible. Yamashiro (2009) found that students who are commuting to school are not able to leave perishable items in their car or do not want to carry up to 10 pounds of food to their car or home. As a solution, Yamashiro (2009) recommends creating a space for students to store their food during the day and creating a point that is easy for them to access if they pull their car up to grab it. In total, there are many steps that can be implemented in order to address how available the pantry to all students, but through considering Yamashiro's (2009) and Buch, Langley, Johnson, and Coleman's (2016)

solutions, it is possible to see what viable solutions could work for other food pantries.

Overall, in order for the pantry to be successful, it is vital that students understand what food insecure means and if they are. Once students understand their level of food security, the pantry needs to ensure the students feel there is no stigma about coming. This can be addressed by turning the pantry into a social space with a lounge area. Another aspect of addressing the space is creating a pick-up spot where students can leave the food during the day so it is closer to parking lots and does not have to be left in the car or carried around all day. Finally, it is recommended to move the pantry closer to the parking lots, expand the hours of operation, and increase the diversity of food.

Evaluating food insecurity and ways students can receive benefits/assistance

There is extensive information addressing the ways communities and government officials have tried to combat food insecurity and food deserts. Different demographics within these articles come forward to address the ways food insecurity impacts the global population. Topics in food insecurity are brought forward in government reports, local studies on small populations, and ways college students are impacted and how that can change. At the local and federal levels, politicians are concerned with food access.

Food insecurity is something nearly all communities face. Last year the Government Office of Accountability published "Better Information could Help College Students Access Federal Food Assistance Benefits", authored by Kathryn Larin. This report

showcases food insecurity among college students at the national level. Stated in the initial address to members of the United States Senate, main author Kathryn Larin (2018) states "the federal government spent $98 billion in the fiscal year 2017 on nutrition assistance programs, including $68 billion on the Supplemental Nutrition Assistance Program (SNAP), the nation's largest nutrition assistance program, to combat food insecurity. College students enrolled at least half time, however, are generally not eligible for SNAP benefits unless they fall into certain categories designed to more narrowly target students in need of assistance"(Larin, 2018. Pg 28). While it seems as if college students are simply not taking what is there for them, federal law has been restricting the use of SNAP by college students since 1980. Many students are unaware of their ability to receive benefits, however, this report provides guidance to where students may find an argument into their eligibility. Larin (2018) later explains a full time college student can avoid restrictions if they: "(are) younger than age 18 or age 50 or older; a parent caring for a child under the age of 6; a parent caring for a child aged 6 to 11 who is unable to obtain childcare to attend school and work; a single parent caring for a child under 12 years old and enrolled full time; working a minimum of 20 hours per week at paid employment; participating in a state- or federally-financed work-study program; receiving Temporary Assistance for Needy Families (TANF) benefits; not physically or mentally fit (e.g., have a disability); or enrolled in certain programs for the purpose of employment and training"(Larin, 2018. Pg 57). Educating students on where they might fall in terms of their eligibility is the main point driven in this report.

Education and spreading knowledge awareness is a key factor in reports on food insecurity and relief programs. In addition to the conclusions made by Kathryn Larin (2018) and her staff at the Government Office of Accountability, researchers at the Indy Food Council also made suggestions toward educating the public regarding food insecurity. In the Indy Food Council report titled "Indianapolis State of the Food

System" editors McKenzie Beverage and Emily Toner (2018) include reports written on different aspects of the Indianapolis food system. In a sub-report titled "Food Access and Insecurity in Marion County", writers Dave Hirschle, Kate Howe and Shellye Shuttles (2018) address the food desert issue in Marion County. Within their report, it can be noted that low-income communities struggle the most with access. Many low-income communities also face crime, and convicted felons face a lifetime ban from receiving SNAP. In accordance with the recommendations regarding SNAP from the GOA (2018), our writers also state that asset limits on SNAP must be removed. In addition to the limits of federal benefits, our writers also note that education about where community members can receive help elsewhere is key to maintaining healthy communities.

To maintain a healthy community often takes a team effort. Individuals join as groups to make change, to educate, to uplift, and devise a new plan. A researcher at Butler University became interested in the abilities of communities to initiate change, particularly change in food insecurity. In a journal article titled "A Community's Collective Courage: A Local Food Cooperatives Impact on Food Insecurity, Community and Economic Development, and Local Food Systems" by Tabitha Barbour (2018), readers are given insight into the changes being made in communities that belong to the 46208 area code. Barbour (2018) notes that communities are trying to increase food access through the utilization of farmer's markets and food pantries but even then the issue of access is still prevalent. Following her exploration in ways to provide for individuals faced by food insecurity, Barbour (2018) found that some communities could benefit from services like the Community Controlled Food Initiative or CCFI controlled by the Kheprw Institute. The Kheprw Institute leads a service where fresh foods are delivered to individuals who sign up monthly. A discounted rate is set for those with SNAP and WIC. Barbour (2018) writes that "CCFI brings local, fresh produce to the Indianapolis community...CCFIs work

reflects the power of community through the implementation of grassroots organizing, collective economics, and supporting local food systems"(Barbour, 2018. Pg 1). This initiative is branded under "Collective Courage" to inspire communities to come together. Barbour explains that education on the initiative and the efforts to become more sustainable and supporting within food insecure communities will help lead to an end in food deserts.

Indianapolis has been struggling amidst its food desert crisis. Much like the studies of Tabitha Barbour (2018) another scholar from Butler University dove into the issue of food insecurity on the eastside of Indianapolis. Angelina Qin states in her abstract that "there is a prevalence of minority populations, low-income households, and low education attainment levels, there are also factors of low-access, poor food options (within the limited food outlets in the neighborhoods), and poor eating habits which shape the situation of the community of east Indianapolis"(Qin, 2018). In another collaborative effort much like that of CCFI, the Indy East Food Desert Coalition or IEFDC was formed. Qin (2014) offers insight into the current situation in east Indianapolis and how the IEFDC wants to make change. Later within her abstract Qin (2014) writes "IEFD residents are affected by several problems that result from their unhealthy eating habits. Consumption of fruits and vegetables is well below the recommended five servings per day. IEFD residents make an abundance of purchases at gas stations and fast-food locations. Additionally, transportation and distance negatively influence food choices towards more convenient unhealthy foods. Finally, the study findings show that income is the greatest impediment to food access. In order to remedy the symptoms of food deserts, the report suggests several solutions should be embraced by both community leaders and residents to ensure successful improvement in these areas. General solutions include the use of price subsidies, increasing local access, and improving education. For the IEFD, partnerships among public and private individuals or groups should be sought out. Farmer's markets and

other healthy food outlets should be strategically located along bus routes. There needs to be an increase in healthy and fresh food options at food pantries. Finally, wellness coordinators should be hired to employ or expand health and nutrition information programs" (Qin, 2014. Pg 1.). Throughout her report, Qin (2014) suggests that access to food and the education surrounding it must be improved. Educating the public and informing representatives on the ways communities can easily introduce sustainable and easily accessible healthy food practices is greatly encouraged within this report. It is nearly a matter of strategy and execution.

Strategy, execution, and manpower is one thing that holds many efforts back from making drastic changes. Within the many reports regarding food assistance systems and the battle against food insecurity, there is one strong constant - education and word of mouth. Collaborative efforts surrounding informing communities and their representatives of issues and ways to make improvements become an important piece in combating food insecurity. Topics in food insecurity are brought forward in government reports, local studies on small populations, and reports studying the ways college students struggle due to issues with food. With education and strategic systems, perhaps the use of federal benefits will increase, communities can create sustainable plans to feed themselves, and large food deserts like Indianapolis will one day become a food oasis.

Section 5 – Appendix: University Contact List

Augsburg University

Natalie Jacobson
Campus Kitchen Coordinator
jacobsn@augsburg.edu
773-706-0641

Gonzaga University

Emily Banick
Campus Kitchen Program Manager
banick@gonzaga.edu
509-991-9602

Northwestern University

Catie May & Laine Kaehler
Co-Presidents of Campus Kitchen
nucampuskitchen@gmail.com
847-491-2026

University of Kentucky

Kendra Oo
Director of Community Outreach
kendracan@uky.edu
859-218-4912

THE CAMPUS KITCHEN at IUPUI

University of Massachusetts at Boston

Julia Hvoslef
Program Coordinator
Julia.Hvoslef@umb.edu
617-287-7949

University of Detroit Mercy

Melba Dearing
Chief Development Officer
dearinme@udmercy.edu
313-728-2102

Saint Louis University

Melissa A. Apprill
Campus Kitchen Coordinator
melissa.apprill@slu.edu
O: 314-977-3881 | C: 314-665-0324

Washington and Lee University

Ryan Brink
Campus Kitchen Coordinator
rbrink@wlu.edu
540-458-8784

Union College

Cameron Bechtold
Co-President of Campus Kitchen
bechtolc@union.edu
518-903-6690

Minnesota State University Mankato

Karen Anderson
Assistant Director, Community Engagement
karen.anderson@mnsu.edu
507-389-5789

James Madison University

Adrienne Griggs
Program Support Technician | Staff Advisor
griggsae@jmu.edu
540-568-1683

Saint Lawrence University

Ashlee Downing
Associate Director of Student Activities
adowning@stlawu.edu
315-229-5135

THE CAMPUS KITCHEN at IUPUI

University of Georgia

Kelton T. McConnell
President of Campus Kitchen
Kelton.McConnell@uga.edu
706-540-7299

Wake Forest University

Brad Shugoll
Associate Director of Service and Leadership
shugolbd@wfu.edu
336-758-7058

University of Houston

Sara-Grace Chan
Leadership Team
fitatuh@gmail.com
832-293-9173

IUPUI

Deborah Ferguson
Assistant Director, IUPUI Office of Sustainability
defergus@iu.edu
317-274-2550

Campus Kitchen Operations Interview Protocol

The Campus Kitchen at IUPUI are interested in accessing the current status of the Campus Kitchens Project and determine best practices to implement on our campus. This interview is aimed to access our Campus Kitchen's effectiveness. We also aim to enhance our efficiency from learning the practices of other Campus Kitchens. In addition, we will share our research findings with your Campus Kitchen team.

This interview should last no longer than an hour and your participation is voluntary. There are no right or wrong answers and everything that you state is extremely valuable. Your feedback and your time are greatly appreciated.

Questions

Opening

Q1) To start, could you please tell me about your job and professional employment responsibilities on the work you do with your Campus Kitchen?

Organization Structure and Effectiveness

Q2) What do you consider as the mission of your Campus Kitchen?

Q3) What are the primary factors that enable your Campus Kitchen to advance this mission?

Q4) What are the primary barriers that prevent your Campus Kitchen from fulfilling this mission?

Q5) Please describe the structure of your leadership team, list their job title(s) and responsibilities.

Q6) Please describe your Campus Kitchen's operations on a daily basis.

Q7) In considering your Campus Kitchen's operations, how would you define when your Campus Kitchen has been "effective"?

Q8) Based on your definition of Campus Kitchen effectiveness, how do you know when your Campus Kitchen has been effective? (In other words, what are the key indicators of effectiveness?)

Campus Kitchen Service Sites and Partnerships

Our Campus Kitchen is currently accessing where we should best "fit" in our community. Particularly, whether we should focus internally (IUPUI students), externally (Indianapolis community), or a combination of both. Please answer these questions to the best of your ability.

Q9) First, would you consider your Campus Kitchen to be focusing internally, externally, or a combination of both?

Q10) What primary factors led your Campus Kitchen to reach this decision? In other words, how did your Campus Kitchen determine whether focusing internally or externally is the best option for your organization?

Internal Focus Questions:

Q11) What methods/services have your Campus Kitchen utilized to distribute food to your university's students?

External Focus Questions:

Q12) How many community sites does your Campus Kitchen serve?

Q13) How did your Campus Kitchen determine which service sites it should serve?

Funding, Systems, and Campus Alignment

Q14) Could you please describe how your Campus Kitchen obtains funding for its operations?

Q15) Due to the recent disbandment of the Campus Kitchens Project, the service called "VolunteerHub" is in the process of shutting down. What other hubs/services have your Campus Kitchen used or planning to use in light of this shut down?

Q16) Where does your Campus Kitchen align within the University? For example, it is considered a student organization, or do you have to report to or receive oversight from an administrative office?

Closing

Q17) As a final question, is there anything else you would like to share about your Campus Kitchen that you think we should keep in mind as we conduct this study?

Section 6 - Appendix: Reference Page

Adamovic, E. (2017). Food insecurity among college students: An assessment of prevalence and solutions. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=edsbas&AN=edsbas.AA906E6A&site=eds-live

American Nutrition Association. (2011). *USDA defines food deserts*. Retrieved from americannutritionassociation.org: http://americannutritionassociation.org/newsletter/usda-defines-food-deserts

Bailey, K & Beckman, W (2019). IUPUI housing instability & food insecurity fall 2018 basic needs assessment. *Indiana University Public Policy Institute.* https://static1.squarespace.com/static/5adf505796d455fa43a30309/t/5ca220594785d3b98ad48fc9/1554129005496/Housing-Instability-Assessment-2019_CHIP_March.29.2019.pdf

Barbour, Tabitha C. (2018). A community's collective courage: A local food cooperative's impact on food insecurity, community and economic development, and local food systems. Butler Journal of Undergraduate Research, 4, 1-23. Retrieved from https://digitcommons.butler.edu/cgi/viewcontent.cgi?article=1124&context=bjur

Beverage, M., & Toner, E. (2018). Indianapolis state of the food system report. *Indy Food Council.* Retrieved October 16, 2019, from https://www.dropbox.com/sh/t9apit0dsgdc187/AACdDTcooTeVQC03EuD-eo0-a?dl=0

Buch, K., Langley, S., Johnson, T., & Coleman, N. (2016). A university-community partnership to combat food insecurity among college students. *Partnerships*, *7*(1), 16–26. Retrieved from https://search-ebscohost-com.proxy.ulib.uits.iu.edu/login.aspx?direct=true&db=eue&AN=122229907&site=eds-live

Daugherty, J. (2017). Experiences of students utilizing a campus food pantry (Doctoral dissertation). University of Northern Colorado, Greely, Colorado. Retrieved from

https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1436&context=dissertations

David S. Battisti, R. L. (2009). Historical warnings of future food insecurity with unprecedented seasonal heat. Science, 240-244.

Evans, D. (2012). Social media marketing : An hour a day. Retrieved from https://ebookcentral.proquest.com

Garthwaite, K. (2016). Stigma, shame and "people like us": an ethnographic study of foodbank use in the UK. *Journal of Poverty & Social Justice*, *24*(3), 277–289. https://doi-org.proxy.ulib.uits.iu.edu/10.1332/175982716X14721954314922

Heggde, G., & Shainesh, G. (2018). *Social media marketing : Emerging concepts and applications*. Singapore: Palgrave Macmillan. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1709224&site=eds-live

Henry, L. (2017). Understanding food insecurity among college students: experience, motivation, and local solutions. *Annals of Anthropological Practice*, *41*(1), 6–19. https://doi-org.proxy.ulib.uits.iu.edu/10.1111/napa.12108

Indy Hunger Network. (2018). *What hunger looks like*. Retrieved from www.indyhunger.org: http://www.indyhunger.org/what-hunger-looks-like/

Kaiser, L. (2008). Why do low-income women not use food stamps? Findings from the California Women's Health Survey. Public Health Nutrition, 11(12), 1288-1295. doi:10.1017/S1368980008002528

Kelsey, T. (2017). Introduction to social media marketing: A guide for absolute beginners. Wheaton, IL: Apress.

Meza, A., Altman, E., Martinez, S., & Leung, C. W. (2019). "It's a feeling that one is not worth food": A qualitative study exploring the psychosocial experience and academic consequences of food insecurity among college students. Journal of the Academy of Nutrition & Dietetics, 119(10), 1713. https://doi-org.proxy.ulib.uits.iu.edu/10.1016/j.jand.2018.09.006

Psarikidou, K., Kaloudis, H., Fielden, A., & Reynolds, C. (2019). Local food hubs in deprived areas: de-stigmatising food poverty? Local Environment, 24(6), 525–538. https://doi-org.proxy.ulib.uits.iu.edu/10.1080/13549839.2019.1593952

Qin, Angelina. (2014). An evaluation of the East Indianapolis food desert. *Undergraduate Honors Thesis Collection*, 5, 1-44. Retrieved from https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1199&context=ugtheses

Sanjay Mohan Gupta, S. A. (2017, April 25). *Finger millet: A "certain" crop for an "uncertain" future and a solution to food insecurity and hidden hunger under stressful environments*. Retrieved from Frontiers in Plant Science: https://www.frontiersin.org/articles/10.3389/fpls.2017.00643/full

Susan J. Popkin, B. G. (2019). *Evidence-based strategies to end childhood food insecurity and hunger in Vermont*. Washington, DC: Urban Institute.

Twill, S. E., Bergdahl, J., & Fensler, R. (2016). Partnering to build a pantry: A university campus responds to student food insecurity. *Journal of Poverty*, *20*(3), 340. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=114327286&site=eds-live

Udell, E. (2019). Food for thought: Academic libraries are fighting campus food insecurity with onsite pantries. *American Libraries*, *50*(5), 12. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=136428968&site=eds-live

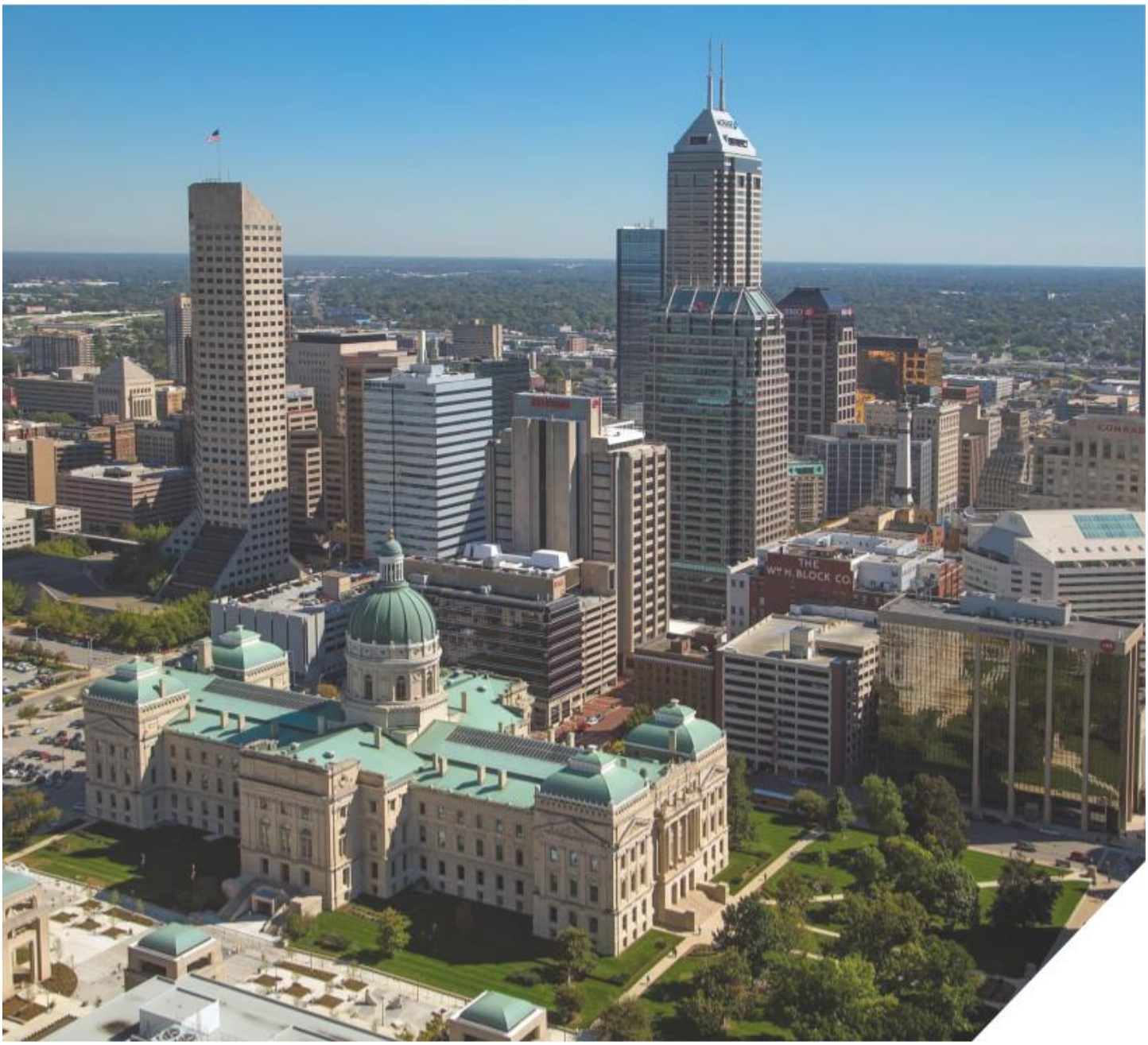
Washington State Department of Health. (2019, October 16). *Food oasis*. Retrieved from doh.wa.gov: https://www.doh.wa.gov/CommunityandEnvironment/Food/AccesstoHealthyFoods/FoodOasis

Yamashiro, C. M. (2019). *Hungry for a higher education: A case study on undergraduate student experiences with a campus food pantry* (Order No. 13881227). Available from ProQuest Central. (2273130668). Retrieved from http://ulib.iupui.edu/cgi-bin/proxy.pl?url=http://search.proquest.com/docview/2273130668?accountid=7398

The Campus Kitchen at IUPUI (CKIUPUI) is a student-powered food rescue and hunger relief initiative and a model of social, economic, and environmental entrepreneurship where students address social challenges with sustainable solutions.

CKIUPUI rescues food from going to waste, transforms it into healthy meals, and serves to those experiencing food insecurity on campus and in the community. CKIUPUI employs a lean operating model of utilizing rescued food, existing university kitchen space, and volunteers to prepare and serve meals.

THE CAMPUS KITCHEN at IUPUI



IUPUI