Ending Campus Food Insecurity

StudentAffairs.com
Case Study: University of Kansas
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1

Committee Introduction

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Overview

Part 1: Briefing

- ➔ Maslow's Hierarchy of Needs
- ➔ Definitions & Positionality
- ➔ Food Insecurity on College Campuses
- ➔ Model of Multiple Dimensions of Identity
- ➔ Additional Literature on College Food Insecurity
- ➔ Needs Assessment
- ➔ Socio-Ecological Model
- ➔ Methods of Approach

Part 2: Proposal

- ➔ Sun-stenence food delivery program logistics
- ➔ Program justification
- ➔ Pricing
- ➔ Budget breakdown
- ➔ Program outcomes
- ➔ Future promotional ideas

3

Part 1: Briefing

Understanding Basic Needs: Maslow's Hierarchy

Self-Actualization

Esteem

Love & belonging

Safety needs

Physiological needs
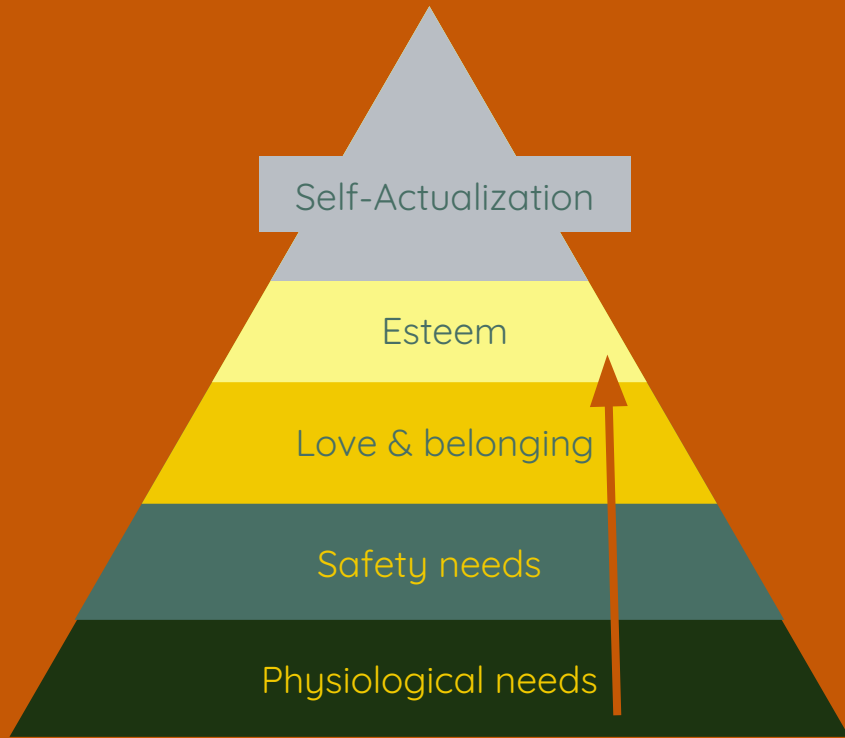
Many associate the following monuments as part of a typical college student experience:

➜ Self-Actualization: Learning, meaning-making
➜ Esteem: Freedom, feelings of independence
➜ Love and belonging: Friendships, connection, sense of belonging

Physiological needs **must** be satisfied before higher tiers of development can occur. Thus, college food insecurity is an issue that colleges & universities must own and address!

Food Security

"Food security (FS) is most commonly defined as "all people at all times having physical, social, and economic access to *sufficient, safe, and nutritious food* to meet dietary needs and food preferences for an active and healthy life,"
(Becker et al., 2017).

Food Insecurity

"Food insecurity (FI) correspondingly is defined as *inadequate access* to sufficient food, both in terms of quantity and quality,"
(Becker et al., 2017).

Positionality

It is our first priority to ensure we promote *dignity* among the population we serve while recognizing the *power and privilege* we hold as administrators through our entire process of understanding and addressing food insecurity.

6

Food Insecurity on College Campuses

Lack of consensus on a clear measurement to estimate numbers of hungry students, but increase in funding from federal agencies in the last decade (Smith, 2019).

36% of university students in national survey of 43,000 were food insecure in the 30 days preceding the survey, disproportionately affecting marginalized students (Goldrick-Rab, et al., 2018).

Basic needs insecurity is associated with poor academic outcomes (lower grades, completion, persistence, and credit attainment rates (Laterman, 2019).

Food security and higher associations of self-reported lower physical health, increased depression, and higher perceived stress (Goldrick-Rab et al., 2018). Ultimately, hungry students are less likely to graduate.

There is a high social stigma in asking friends/peers for help with food (Goldrick-Rab, 2019). Students don't want to be served by peers in campus pantries.

7

Model of Multiple Dimensions of Identity (MMDI)

➜ Based on the research conducted by Jones and McEwen (2000), the MMDI was created to better conceptualize identity development among college students.

➜ The model illustrates how different identities become more or less salient to the individual based on their environment.

➜ Using this theory in the context of food insecurity on our campus, we are able to take a holistic approach in understanding how food insecurity may impact students with various identities.

8
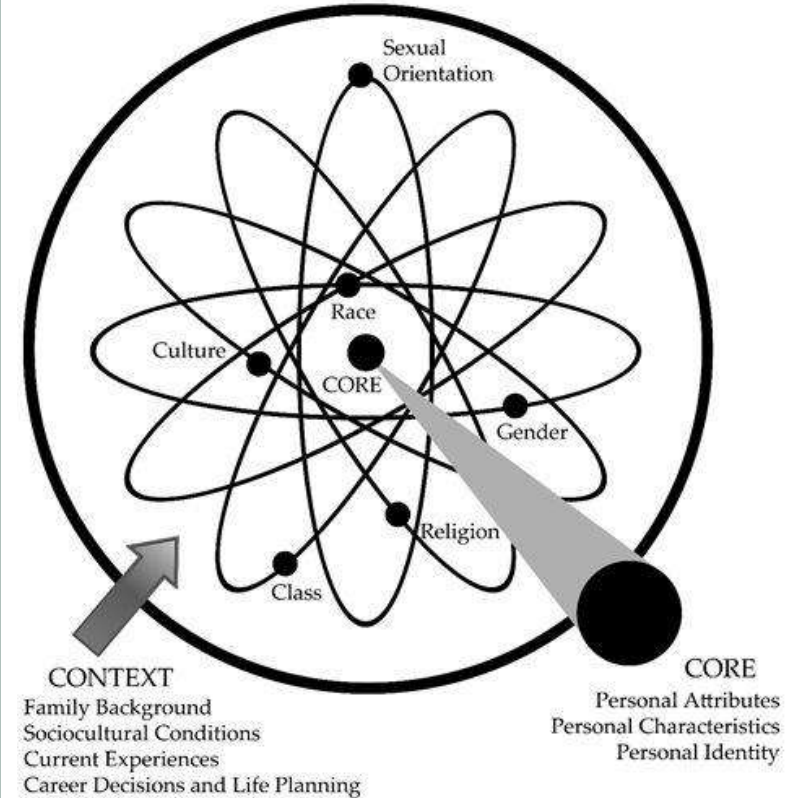
Multiple Identities & Food Insecurity

"Food insecurity...involves both individual access to food and systematic, structural barriers to entire communities of people...it disproportionately impacts marginalized, low-income, under resourced communities," (DukeHealth, n.d.).

"Because food is a source of comfort, international students frequently miss the foods of their homeland and find American dietary customs hard to follow." (Kadison and DiGeronimo, 2005, p. 63)

"Students who were African-American [or] other race/ethnicity... were more likely to be food insecure or at risk for food insecurity," (Payne-Sturges et al., 2018).

"An estimated two million Americans live in poverty with food allergies or celiac disease, and there are millions more who work but still rely on food banks to feed their families." (Weissman, 2015)

Nationality & Cultural Background

Race

Personal Health

Multiple Identities & Food Insecurity

➡️ "High levels of food insecurity may negatively impact student mental well-being and academic success...[which] may be improved if food insecurity is addressed," (Martinez et al., 2018).
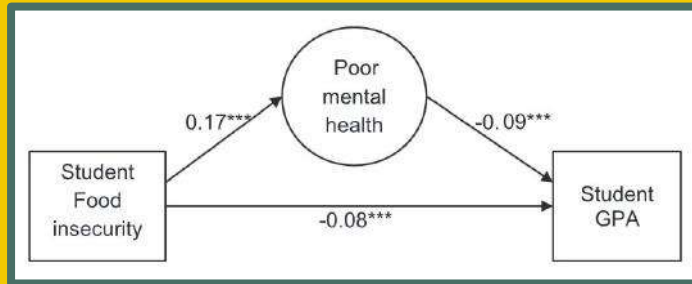
➡️ The most common eating disorders on college campuses are anorexia nervosa, bulimia nervosa, and binge-eating disorder. (Kadison and DiGeronimo, 2004)

➡️ "Disordered eating habits can progress into a fully developed eating disorder that decisively impacts one's daily thoughts and actions. Considering the lack of resources available to those suffering from food insecurity, it is unlikely that many of these individuals will have the opportunity to seek regular treatment for their eating disorder." (Martinez et al., 2018)

Overall Mental Health

Eating Disorders

Nutrition & Grocery Options

Ideally...

→ Each meal should include half a plate of vegetables and fruit in each meal with lean proteins
→ Avoid extra fats and excessive sugar
→ Eating at home helps you know exactly what you're eating

In Reality...

→ Extra Stress: Name brand foods are often more expensive and kept at eye level on the shelf at grocery stores, while affordable store brands are at the top and bottom.
→ Those experiencing food insecurity are more likely to:
  ◆ Water down food or drinks
  ◆ Purchase inexpensive, unhealthy food
  ◆ Eat fewer meals
→ Food suppliers marketing and charging more for organic/non GMO foods.

(Smith, 2019 and U.S. Department of Agriculture, 2019)

11

Fontville College Needs Assessment

Mascot: Fontville Sunflowers (namesake of the widely popular song "Sunflower" by alum Post Malone)

19,000+ undergraduate students, **10,000+** graduate students

71% of enrolled undergraduate students live off-campus in the surrounding area

30% of undergraduate students reported experiencing food insecurity
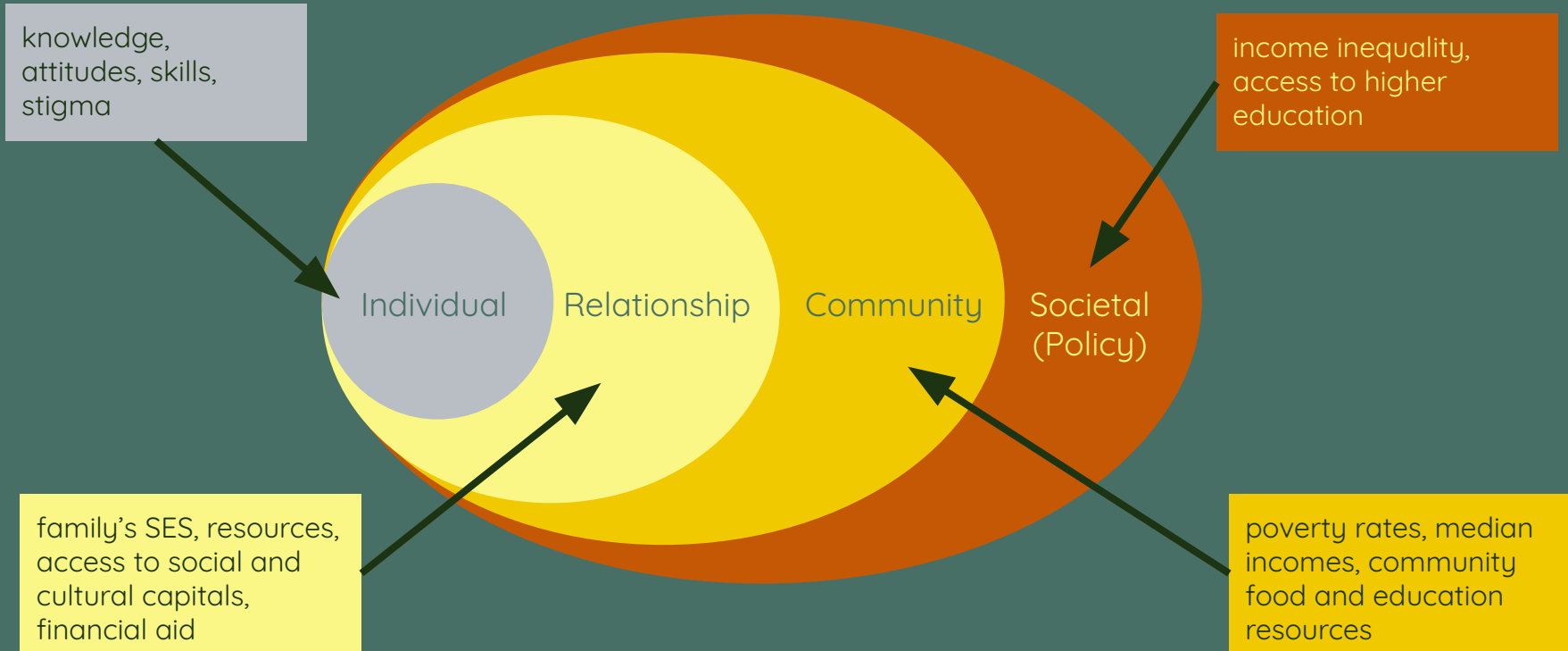**72% of** food insecure students live off-campus

large, public research university in upstate New York

active alumni network that actively supports new campus initiatives

Anarchical and bureaucratic organizational structure (Birnbaum, 1991)

40% of enrolled undergraduate students are Pell Grant eligible

Systematic Change: The Socio-Ecological Model

knowledge, attitudes, skills, stigma

income inequality, access to higher education

Individual

Relationship

Community

Societal (Policy)

family's SES, resources, access to social and cultural capitals, financial aid

poverty rates, median incomes, community food and education resources

13

Typical Approaches & Weaknesses

➔ **Location-Based Programs:** Open/close time constraints. Transportation concerns. Do high-traffic or low-traffic areas better address confidentiality?

➔ **One-Time, Donation-Based Programs:** Difficult to sustain.

➔ **Face-To-Face, Peer-Run:** Lack of participant confidence in confidentiality.

➔ **SNAP Eligibility Coaching:** Relies on federal restrictions.

➔ **Emergency Aid Networks:** One-time solution & often delayed.

➔ **Symbolic Approach:** Does not address nor alleviate food insecurity.

Based off of literature, our program should be:

1. **Accessible:** Creates easy access to food, as food is a basic need required for survival.
2. **Considerate of Multiple Identities:** Identifies how food insecurity impacts students with multiple, marginalized social identities.
3. **Trauma-Informed:** Promotes dignity for students in need by destigmatizing food insecurity and upholding confidentiality
4. **Educational:** Connects students to long-term skills, including nutrition, meal planning, and accessing additional resources
5. **Sustainable for the Institution:** Utilizes a self-sustaining, auxiliary budget model that does not require regular, excessive maintenance after launch.

Part 2

Proposal: Addressing Food Insecurity at Fontville

StudentAffairs.com
Case Study: University of Kansas
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SUN-stenence
Transitional Dining Program
Fontville College
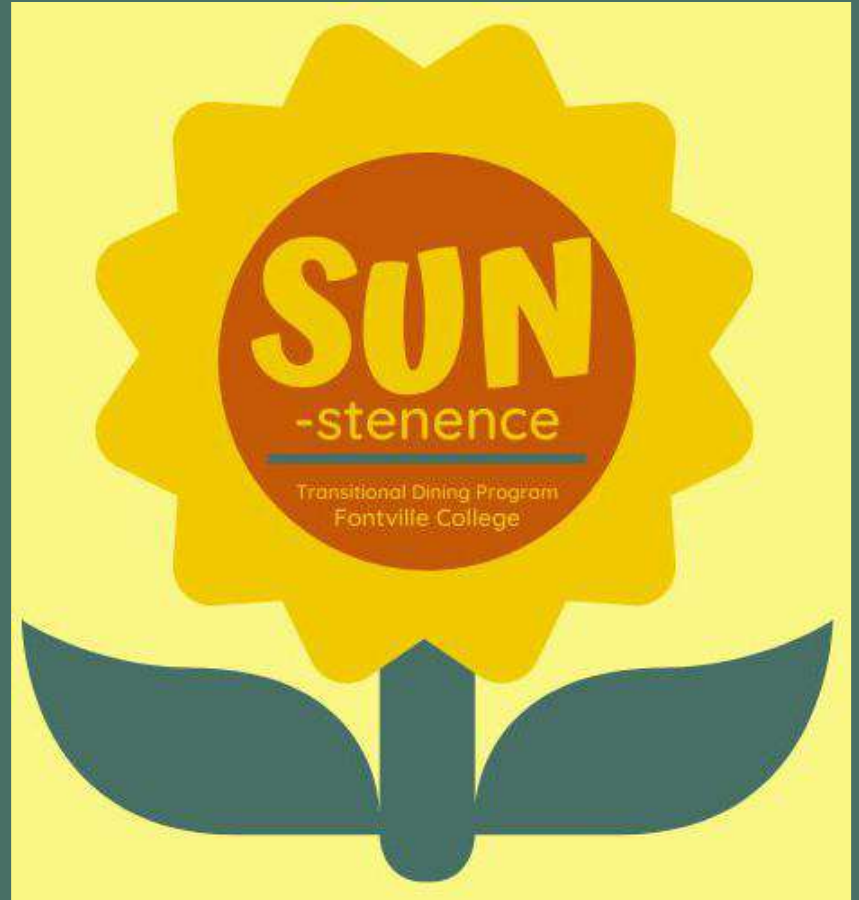
weekly food delivery program for all students, similar to *Hello Fresh* and *Blue Apron*

available for all students to purchase, free for limited number of students with demonstrated financial need

1 purchased box

=

1 additional box purchased for a student in need (a complete auxiliary program!)

How it Works: Sign Up

Log-in online through the same link as an on-campus dining plan.

Purchase a plan OR submit request for free plan eligibility. (a Student Services staff member will approve & prioritize free participants based on financial aid, similar to an emergency fund)

Indicate pickup/delivery preferences, meal preferences, dietary restrictions, and other information.

How it Works: Weekly Production

Dining hall employees and volunteers prepare sun-stenence boxes (in vacant dining hall location) with a variety of foods.

All participants can choose to pick up their box or have it delivered in an insulated box.

Participants receive food for the amount of meals they signed up for with a variety of recipe options.

19

Why will Sun-stenence work?

1. **Accessible:** Creates easy access to food, as food is a basic need required for survival.
2. **Considerate of Multiple Identities:** Identifies how food insecurity impacts students with multiple, marginalized social identities.
3. **Trauma-Informed:** Promotes dignity for students in need by destigmatizing food insecurity and upholding confidentiality
4. **Educational:** Connects students to long-term skills, including nutrition, meal planning, and accessing additional resources
5. **Sustainable for the Institution:** Utilizes a self-sustaining, auxiliary budget model that does not require regular, excessive maintenance after launch.

1. Accessible

Pick-Up

➜ On-the-go lifestyle
➜ May be helpful to students experiencing homelessness, or changing living situations

Delivery

➜ Great for students with time/schedule constraints
➜ No student transportation required
➜ Eliminates face-to-face confidentiality issues

2. Considerate of Multiple Identities

Options:
Each box comes with multiple recipe ideas to fit a variety of tastes.

Confidential Disclosure:
The private sign-up process allows students to indicate dietary restrictions, concerns, and preferences that will inform box preparation and contents (from food to messaging) ultimately helping to address eating disorders, allergies, food insecurity and other dietary-related differences with a stigma.

Recipes Submission:
Participants can submit recipes for future boxes, thus, encouraging expansion beyond American dietary norms.

Feedback Welcomed:
Participants can utilize the survey link in each box to indicate changes to the program that would validate their identities.

Additional Resources:
A new pamphlet and contact information for a campus or community resource will be included with each box to address other systematic issues that participants are likely to face.

3. Trauma-Informed

Delivery options **rule out confidentiality-related location concerns** that typically occur with food pantry programs.

At least half of participants will be purchasing the box, meaning **being a recipient does not equate to food insecurity** at the surface.

Online sign-up/application and preferences form allows for **confidentiality** through the entire process.

4. Educational: Info in Each Box

Recipe Options & Instructions

Meal 1

Create…

- Rice
- Protein
- Cilantro
- Oranges
- Soy Sauce
- Carrots

- Eggs,
- Tomatoes
- Avocados
- Broccoli
- Taco Seasoning
- Bread
- Black Beans

Burrito bowl
OR
Fried Rice
OR
Avocado Toast
OR
Protein Rice & Beans

(Recipe on back)

Campus Resources & Grocery Tips

Avg. cost of food per Meal	$4.25
Cost of Labor per Meal	$0.40
Cost of Packaging, Promotion & Printing per meal	$0.20
Allocation Toward Dining Services Fixed Costs per Meal (approximate)	$0.10
Allocation for delivery fee waiver for students in need	$.05
Total Cost per Meal	$5.00
Total x2 to support a student in need	=$10.00 per meal

Price Breakdown Per Meal

Price Breakdown Per Box/ Semester

	Total Cost of 1 Box	Total if Delivery (+$10)*	Advertised Per Semester Price**	Advertised Per Semester Price (with delivery)**
3 Meals per Week	$30	$40	$450	$600
7 Meals per Week	$70	$80	$1,050	$1,200
10 Meals per Week	$100	$110	$1,500	$1,650

*will help fund delivery for students in need in addition to per/meal allocation
**based off of 15-week semester schedule

Program Outcomes

Short-Term Outcomes

➔ **100%** of free program recipients will have access to additional meals every week
➔ **50%** of all staff will be aware of Sun-stenence program as a resource for food insecurity for students
➔ **50%** of students at Fontville will be aware of Sun-stenence as a resource for food insecurity

Long-Term Outcomes

➔ Reports of Food insecurity at Fontville will decrease by **20%**
➔ **75%** of all participants will know how to cook at least 3 new, nutritious recipes after having being part of the program for at least 1 year

26

- ➔ Reimagining the free welcome concert already planned by Student Services

- ➔ Named after Post Malone's hit song "Better Now"

- ➔ Pre- opening act will include a cooking demonstration & info about program

- ➔ Objectives: Promote Sun-stenence program & meet the goal of 200 purchased plans by the end of the concert

Sun-stenence Launch

Fontville is
"Better Now"

an evening with Fontville Alum
& up and coming rapper, singer, songwriter

Post Malone

- ➔ Students will be encouraged to sign up for the "Sun-stenence" program during the concert via mobile devices

- ➔ Student services will provide a table for students to sign up for the program before, during, and after the program, along with mini-sample boxes

- ➔ When 200 students have purchased, Post Malone will stop what he is doing to sing his hit song "Better Now"

Future Promotional Ideas

Purchased Plans

➜ Partnership with athletics for a halftime fundraising event
➜ Alumni sponsorship program

Both

➜ On-Campus move-out tabling
➜ Visiting classes
➜ Off-campus move-in day tabling
➜ Cooking tutorials (online & in-person)
➜ Mailers to student's permanent address
    ◆ Audience: parents

Free Plans

➜ Partnerships with case management, campus mental health resource center, and other offices to identify need.

Budget Breakdown & Committee Tasks

Concert Kickoff: Booking Post Malone	$0 (already paid for by student services)
Concert Kickoff: Cooking Demonstration	$100.00
Concert Kickoff: Mini Box Samples	$900.00
Resource/ Recipe Card Printing, Packaging Start-Up Costs	$500.00
Dining Services Start-Up Costs (hiring, transportation, contract with distributors)	$1000.00
Website design, record-keeping software	$500.00
Total	**=$3,000**

Ashley "Jamie"
Coordinator of
Student Activities

→ Concert Kickoff
→ Promotion
→ Budget Management

Courtney "Morgan"
Director of
Campus Dining

→ Food Ordering
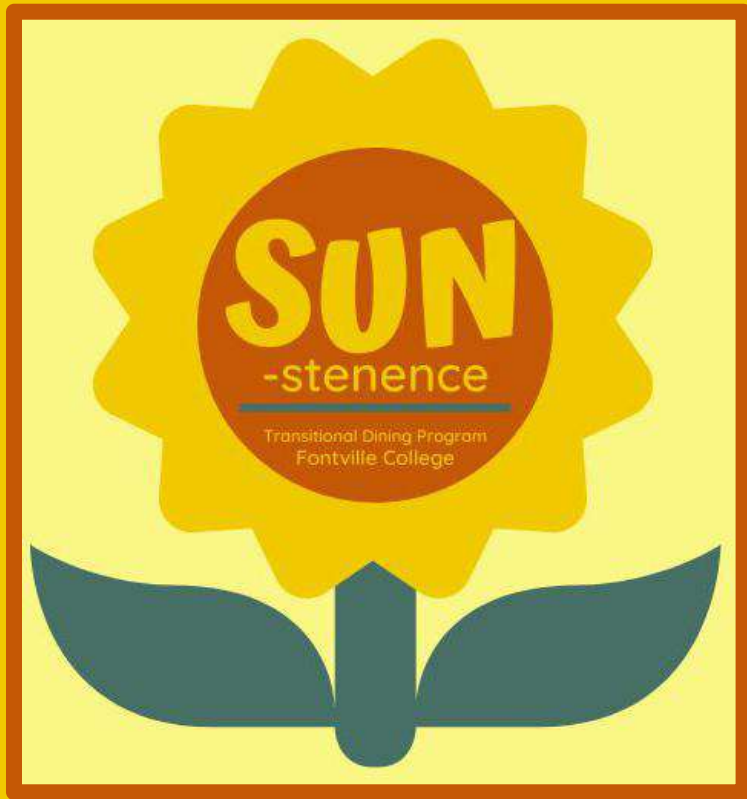→ Staffing/Hiring
→ Recipes

Ginger "Alex"
Director of Mental
Health Resource
Center

→ Resource Packets
→ Data/Case Management

Kate "Pat"
Director of
Residence Life

→ Sign-up & application website construction
→ Application review
→ Record-Keeping

Thank You!

Ending Campus Food Insecurity: Sun-stenence
StudentAffairs.com Case Study: University of Kansas
Ashley Unmacht (Team Leader), Courtney Mathena, Ginger McBride, & Kate Schmit

Overview
This paper provides details for our proposal to address campus food insecurity at Fontville College. The first part is a briefing that provides context to our program including various theories, definitions, and a summary of relevant literature. The second part of this paper outlines our program proposal, including its logistics, justification, pricing, budget breakdown, program outcomes, and future recommendations.

Maslow's Hierarchy
Maslow's Hierarchy of Needs is a Psychology theory that outlines human needs categorically and hierarchically. It's organized to reflect the way physiological needs have to be met before higher needs can be achieved. For example, needs such as food at the bottom of the pyramid must be met before learning can occur as part of the self-actualization tier at the very top. This makes food insecurity a barrier to learning because the most basic needs "will then take precedence over learning and achievement" (Burleson and Thoron, 2017).

Definitions
Before addressing the problem, it is important to define it. Food insecurity is an epidemic that affects many people throughout the world, as well as within the United States. Food Insecurity is defined by Becker et al. (2017) as the "inadequate access to sufficient food, both in terms of quantity and quality." In contrast, food security is the idea that "all people at all times [have] physical, social, and economic access to sufficient, safe, and nutritious food" (Becker et al, 2017, para 2). Within the United States in 2015, it was estimated that 15.8 million households were classified as food insecure (Becker et al, 2017, para 2). Given this information, we know that food insecurity is a pervasive concern that affects the students at Fontville College.

Positionality
The literature that we have found tends to discuss food insecurity using a deficit model. Understanding this component, we hope to frame this discussion with an understanding that food insecurity is stigmatized within society. As a result, we need to make sure that our program promotes dignity among the population that we are serving, while also recognizing the privilege and power we have as administrators and as a premier institution.

Food Insecurity on College Campuses
Food insecurity plays a part of the larger concern of basic needs insecurity (hunger, homelessness, physical wellness) (Goldrick-Rab et al., 2018). This type of insecurity is increasing on campuses nationwide, especially as the cost of attendance at universities increases. Unfortunately, there is not a clear set of measures or conditions upon which institutions can track basic needs insecurity on their college campuses (Smith, 2019). Food insecurity disproportionately affects students with marginalized identities than their counterparts, which is important when considering the impact of campus programming designed to alleviate food insecurity.

Model of Multiple Dimensions of Identity
To better understand how the Model of Multiple Dimensions of Identity (MMDI) relates to student development and food insecurity, it is important to understand the four main components of the theory and how they interact with each other. At the center of this model is the core. According to Jones and Abes (2013), the core represents the individual's "inner self" and tends to not be influenced by outside entities (p.82). The rings surrounding the core represent various social identities including, but not limited to: socioeconomic status, race, gender, ability, sexuality, and spirituality. The dots on these rings represent the saliency or importance that an individual places on that identity at that moment in time. The closer the dot is to the core, the more salient that identity is and the further away the dot is from the core the less salient. Another way to interpret the placement of the dot is that the closer it is to the core, the more often that individual is thinking about that particular identity at that time which indicates a marginalized identity in that environment or context. The further away a dot is from the core indicates a privileged identity because the individual doesn't have to think about that identity as much. The final piece of the model is the context which is represented by the larger circle around the entire diagram. The context is the environment that the individual is surrounded with. The context can be the physical space

they are in or it can represent aspects such as family, background, experiences, or life goals or planning. The context frames the way the individual will think about their identities and ultimately determines the saliency of those identities at one particular time (Jones & Abes 2013).

Using this theory, we can see the way that socioeconomic status saliency affects a student's ability to finance expenses related to survival such as food while in college. Thus, a student's socioeconomic status may be a very salient identity throughout college because they do not have the financial stability to afford nutritious meal options. In an effort to support these students, our program must find ways to support students by providing adequate resources at affordable or no costs.

Multiple Identities & Food Insecurity

It is important to implicate multiple identities when considering how food insecurity impacts students. For one, African-American students are more likely to experience food insecurity (Payne-Sturges et al., 2018). Food insecurity can also become much more complicated for international students who are not familiar with American dietary customs (Kadison and DiGeronimo, 2005) and for those with food allergies or celiac's disease.

Though research on the relationship between food insecurity and eating disorders is limited, a recent study by Martinez et al. (2018) found disordered eating habits such as excessive night-time eating, episodes of binge eating, and food hiding/secretive eating a as a result of self-imposed dieting or outside forces like food insecurity "can progress into a fully developed eating disorder that decisively impacts one's daily thoughts and actions." Martinez et al. (2018) also address the barriers to treatment for food insecure individuals given the lack of resources generally available. This makes addressing food insecurity a proactive intervention to some cases of binge eating disorder on campus.

Nutrition & Grocery Options

Food security is closely related to healthy eating habits. Those who experience food insecurity are more likely to purchase less nutritious foods due to cost in addition to watering down food and drink sources to stretch out meals. This leads to many health risks like lowered concentration, poor sleep habits, and increased stress. Shopping for groceries adds to this stress as the stores often place the most expensive brands at eye level, hiding the affordable store brands on the higher or lower shelves.

Fontville College Needs Assessment

Fontville College is a large, public research university in upstate New York that serves over 19,000 undergraduate and 10,000 graduate students. A college built on community and tradition, the university has an active Sunflower Alumni Association, named after the school mascot Sunny the Sunflower. The strong relationship between alumni and the school is evident not only through the mascot who was lovingly created after alum Post-Malone's hit song "Sunflower", but also through the generous gifting to new initiatives and programs on campus from alum. The combination anarchical/bureaucratic organizational structure of the university allows for the campus community to invest in projects they are passionate about, yet can mean that university wide programming may require intentional and driven collaborative efforts.

The students at Fontville bring a variety of backgrounds and experiences to the campus community. 71% of our students live off campus in the surrounding Fontville community, as housing in the residence halls is often competitive. Additionally 40% of our enrolled undergraduate students are Pell eligible. What is most concerning to us from an assessment of our campus community is that 30% of our undergraduate students are reporting some level of food insecurity, and that 72% of those students live off-campus. These statistics indicate to us that we must do more to support our students in their transition to off-campus living through both programmatic and educational efforts.

Socio-Ecological Model

One approach to addressing systemic inequities, such as food insecurity, is utilizing the socio-ecological model (McLeroy, Bibeau, & Glanz, 1988). The model demonstrates that a person must start on the individual level (self-education, addressing the stigma on food insecurity) and work outwards toward addressing the issue on a relationship level (via examining means of assistance through one's access to resources as a result of upbringing) and community levels (pervasiveness of poverty and community education) in order to engage large-scale, societal change (such as policy making). Moreover, our program must address food insecurity on an individual level in order to create sustainable change.

Typical Approaches & Their Weaknesses

- *Location-Based Programs:* The location of food pantries are often a highly contested issue. High-traffic areas evoke potentially less shame & stigma potentially associated with the location, but low-traffic areas increase the likelihood for confidentiality concerns. Additionally, students in need can typically only access the facility during certain hours, often during peak class and work hours. (The Hope Center, 2019).
- **One-Time, Donation-Based Programs:** The infrastructure of a donation-based program regularly and consistently relies on the intake of one-time donations, creating instability for the longevity of the programs. Additional programs (such as food drives) are typically & regularly required to sustain these programs (The Hope Center, 2019).
- **Face-To-Face:** While free volunteers often support the financial constraints of programs to address food insecurity, students experiencing food insecurity don't want to be served by peers due to stigma and fear of not maintaining confidentiality. Thus, students in need do not often receive the resources they need (Goldrick-Rab, 2019).
- **SNAP Eligibility Coaching:** Like many others, this program maintains the stigma of being on food stamps along with the recent change in federal restrictions on eligibility (United States Government Accountability Office, 2018).
- **Emergency Aid Networks:** Continued food insecurity can almost never be solved by one-time emergency funding. Even when students are granted this fund, there is a delay in receiving it (Goldrick-Rab, Cady, & Coca, 2018).
- **Symbolic Approach:** Creating a university statement or only educating ultimately does nothing to directly address and alleviate food insecurity, nor does this provide those with power, privilege, and ability to help with a tangible action plan (Payne et al., 2018).

Program Goals

Drawing on the literature we have studied, we recognize that we should attempt to ensure our program is accessible, considerate of multiple identities, trauma informed, educational, and sustainable for the institution. We know that food insecurity is a prevalent concern within our community and it is important that we are intentional in the strategies we utilize by incorporating themes from our literature.

Program Proposal: Sun-stenence

The committee is proposing **"Sun-stenence,"** a weekly food delivery program for all students with reserved meals set aside for students with demonstrated financial need. These free meals are covered through a one-to-one matching, where each purchased box covers the expense of an additional box for a student in need.

To sign-up for the program, students will select Sun-stenence through the on-campus dining plan portal. If a student would like to receive the free meals, they must submit a request where a Student Services staff member will review and prioritize free participants based on demonstrated financial aid. This review process will be similar to an emergency fund, with the stipulation that food insecurity is not a one-time emergency and will not be treated as such.

To keep the program in operation, dining hall employees and volunteers will prepare the Sun-stenence boxes with that week's ingredients, recipe card, and nutritional information. The boxes will then be delivered to distribution sites around campus or to the homes of the participants, as preferenced by the student. The hope is that this delivery option will destigmatize receiving food assistance and promote dignity as everyone will have the opportunity to sign up.

Meeting Our Goals: Accessible

While the entire Sun-stenence program is designed with meeting diverse student needs in mind, the physical accessibility of our program was also taken into account. Sun-stenence offers two options: pick up and delivery. The pick up option allows students to grab their box at a time that's convenient to them. This option might also be ideal for students who live on campus and can easily pick up their boxes as part of their on-the-go lifestyle that has become synonymous with college. This option would be most beneficial for students experiencing homelessness/housing instability or frequently changing living situations. The delivery option is great for students with time/schedule constraints or who live off campus without an easy way to transport their Sun-stenence. Having their boxes dropped off also eliminates the need for students participating in the program to interact with anyone face-to-face in order to receive their food. This will alleviate the risk of unintentional disclosure that someone might be trying to mitigate food insecurity by participating in the program and create another layer of student confidentiality for only a small additional fees.

Meeting Our Goals: Considerate of Multiple Identities

Consideration of multiple identities in the design of this program was a priority for the committee. Thus, the program allows recipe submission to support students with dietary restrictions and dietary differences to feel included and welcomed to use the Sun-stenence program. Additionally, each box will include multiple recipe options to account for access to cooking supplies and again, personal preferences. Each box will also contain a new pamphlet or flyer, each with additional resources with salience of food insecurity showing up in a prominent way for individuals with marginalized identities. Confidential disclosure of restrictions and preferences are also part of the sign-up process, making it welcoming for students to indicate their needs. For instance, a student navigating an eating disorder may benefit from not having nutrition information sent with the food, while students with allergies are able to indicate what is not helpful to have included in their Sun-stenence box.

Meeting Our Goals: Trauma-Informed

In an effort to be more accessible to students, we are approaching this program using a trauma informed lens. This program is different from others because the delivery option adds an anonymous component whereas other food pantry programs require participants to physically go to the room which is not conducive to individuals who do not have access to transportation. Sun-stenence will be serving both students who are paying for the program and those that are in need of the program, therefore, being a recipient of the box does not equate to food insecurity. Finally, the online system used to sign up for the program ensures confidentiality throughout the process. Using these components, we hope to de-stigmatize and promote dignity among our participants.

Meeting Our Goals: Educational

In hopes of addressing nutrition and coupled with considering multiple identities, each box will include notecards with contents and multiple recipe options based on the products in the box, with the goal being that many will become student submissions. This will accomodate students with varying access to meal preparation materials, and simply what sounds good to the student at the time. Similarly, a new pamphlet or flyer will be placed in each weekly box with information varying from campus resources to grocery tips.

Meeting Our Goals: Sustainable for the Institution

When pricing the Sun-stenence meal programs, we took into consideration that an auxiliary (self-sustaining) model would be most helpful in ensuring the longevity of the program. From there, we priced out variable costs per meal and divided fixed costs per meal. For each meal, the net cost is $5.00. Multiplied by two to support a student in need, a paid plan will cost $10.00 per meal. We then priced out three plan options, ranging from three to ten meals per week. For purchased plans, delivery is $10 extra per meal. Ultimately, purchased plans range from $450 to $1,650 per semester, depending on the amount of meals per week and delivery costs. In the end, this model will result in there being no ongoing concerns for funding, given that there are paying participants.

Program Outcomes

While reflecting on the purpose of this program, we anticipate several short and long term outcomes. Our immediate outcomes of the program focus on providing students facing food insecurity, with nutritional meals at no cost. We also hope to educate staff and students about our program so that they may use it as a resource or refer others to use it. Throughout the duration of this program, we hope to reduce the reports of food insecurity by 20%. Another main component of the program is to educate participants about how to make nutritious meals at affordable costs. In doing so, we hope that 75% of participants will know how to cook at least three nutritious meals after being a part of the program for at least one year.

Action Items

The committee came up with several ideas for promotion.The first is our proposal to reimagine the free welcome concert already planned by Student Services featuring up and coming rapper, singer, and songwriter Post Malone. The program will be titled "Fontville is Better Now" after the famous Fontville alum's hit song "Better Now." The main objective of the program is to get 200 students to purchase the Sun-stenence plan, ultimately making an additional 200 students eligible for the program. Other components of the launch will include a pre-opening act cooking demonstration and mini-sample boxes to promote Sun-stenence. Once the goal of 200 purchased plans is met during the concert, Post Malone will stop what he is doing to sing his hit song "Better Now."

Assuming its success, the committee has other ideas for promoting the Sun-stenence program, including partnering with athletics for a halftime fundraising event, an alumni sponsorship program to allow more eligible students to participate in the free program, tabling during end-of-year move-out days to encourage students moving off campus to sign up, and more.

With the sign-up process offering a self-sustaining model, the $3000 budget is allocated toward a variety of start-up costs. Additionally, the committee has delegated tasks to ensure messaging to our large university that Sun-stenence is a program is an important resource to our students and that is here to stay.

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