guelph lab

Student Food Insecurity Campus Readiness Assessment

An Analysis of Campus Responses to Student Food Security Across Canadian Universities

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Introduction

The "Student Food Insecurity Campus Readiness Assessment" supports emerging efforts to galvanize Canadian campus communities to take action in addressing student food insecurity (SFI). The readiness assessment analyzes existing responses to student food insecurity on individual campuses, and provides insights into how the sector as a whole is responding to SFI.

The Readiness Assessment was completed as part of "Promoting Food Security in Higher Education," a collaboration between Meal Exchange and staff and faculty at the University of British Columbia, the University of Guelph, McMaster University and the University of Ottawa. This collaboration is a reflection of their own efforts to address student food insecurity and also a response to broader attention the issue has received in recent years, including the growing volume of research, news articles and the formation of a number of campus food security committees.

Members of the Promoting Food Security in Higher Education collaboration hope and expect the collaboration will grow to include additional people and campuses. The Readiness Assessment supports decisions these collaborators are taking together about the potential for networks, coalitions or other forms of coordinated action between campuses.

Background on Student Food Insecurity (SFI)

The goal of the "Promoting Food Security in Higher Education" collaboration is to illuminate the issue of student food insecurity across Canada and to promote food secure campus communities where "all community members obtain a safe, personally acceptable, nutritious diet through a sustainable food system that maximizes healthy choices, community self-reliance, and equal access for everyone" (BC Healthy Communities Society, 2013, p. 2).

Student food insecurity is a pernicious issue experienced across Canadian university campuses, with the prevalence rate of student food insecurity estimated at up to 40% of students at some universities (Silverthorn, 2016). According to the World Food Summit, food security is "the condition in which all people, at all times, have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life" (Food and Agriculture Organization, 2006, p.1). Conversely, "food insecurity is the inability to acquire or consume an adequate diet quality or sufficient quantity of food in socially acceptable ways, or the uncertainty that one will be able to do so. Household food insecurity is often linked with the household's financial ability to access adequate food" (Government of Canada, 2021). While it is sometimes treated as a normal aspect of the university experience, student food insecurity is linked to a number of serious impacts including poor academic performance, mental health issues, reduced socialization opportunities, and health conditions (Olauson et al., 2018). Additionally, a growing number of researchers have recognized the linkages between student food insecurity and poverty, and found that the majority of students who experience student food insecurity are also considered low-income (Maynard et al., 2018; Silverthorn, 2016). It has also been found that student food insecurity disproportionately impacts otherwise marginalized students, notably Indigenous students, racialized students, international students, student-parents, and students from low-income backgrounds (Entz et al., 2017; Silverthorn, 2016).

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Student food insecurity therefore raises questions of access to food, but also questions related to health, equity, and food justice.

Purpose of the Readiness Assessment

The purpose of the Student Food Insecurity Campus Readiness Assessment is to inform decisions about a network, coalition or other form of collective action between Canadian campuses working to address student food insecurity. According to Weaver (2018, n.p.), "diagnosing the rhythm or stage your community is in can be helpful when considering whether there is the right capacity and willingness to take on the challenge of community change." The Readiness Assessment therefore aims to a) assess the readiness of the sector as a whole, b) identify campuses that are "ready" and c) discuss potential strategies for a network (or other forms of collaborative action between campuses).

Methods

Selecting Campuses

22 university campuses were assessed in total. An initial list of ten were selected to offer a range of geography (one from each province), size (total student enrollment) and type (i.e. primarily undergraduate, comprehensive, or research-intensive). An additional four universities were selected at random. The final eight universities for this project were selected through the MacLean's University Rankings in each of their three designated categories including primarily undergraduate, comprehensive, and medical schools. The top school and bottom school in each category was chosen for analysis, though some schools in those positions had already been chosen and therefore, the next university on the list was chosen. Selecting schools from each category offered a range of university types and choosing from the top and bottom of the rankings offered a range in terms of performance (rankings are based on criteria including student satisfaction, instructor/student ratios, awards, resources, reputation etc.)

Data Collection

Literature scans and an initial review of information available about two campuses helped to identify 13 categories of information to collect for each campus. Literature on community change efforts (Weaver, 2018, Farnell et al., 2020) suggested the importance of collecting information about the broader campus context and the "community narrative" about the issue. This was in addition to information about programs and policies across the broad range of topics connected to food security.

The 13 categories of information identified for each campus were: food provision programming (i.e. food banks); affordable meal options; food literacy and skills interventions; physical food resources like publicly accessible microwaves or fridges; opportunities for growing food on-campus; healthy food options; the sustainability of campus dining services; the local procurement strategies of campus dining services; food-related academia at the university;

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financial aid resources offered; the broader campus narrative of student food insecurity; the institutional context; and the community context in which each university was situated.

The data for the Readiness for Action on Student Food Insecurity Tool was collected from February to April 2021. This data was collected for each university using internet searches, including university document scans, systematic searches of university websites, and keyword searches via the Google search engine. Data was then recorded in a Google Doc shared between researchers, at which point it was fed into the readiness assessment tool.

Rubric for Assessing Readiness

Researchers developed a rubric to evaluate and assess the quantity and quality of campus resources to address student food insecurity. This Readiness Assessment was primarily informed by the Community Toolbox (Weaver, 2018) and the TEFCE Toolbox (Farnell et al., 2020) resources. It consists of the following three main components.

1. Quantity and Range of Initiatives: For every campus, each unique initiative and its description were recorded in an evaluation rubric. Each initiative was placed into one or more of 11 SFI categories as noted above. An assessment of the range of initiatives (i.e. how many SFI categories a campus addresses) was taken. The researchers averaged the scores (out of 5) for volume and range, providing a single numerical indication of the quantity and range of campus initiatives.

   - The higher the volume of initiatives, the higher the score

   - The more diverse the range of initiatives, the higher the score

2. Profile and Coordination of Initiatives: Researchers adapted criteria described in the Community Toolbox to assess the following for each campus: community awareness of SFI, the community narrative around SFI, and the governance mechanisms at play to address SFI. We outline these criteria below; a more detailed table describing the assumptions made for each criteria is presented in Appendix A. The researchers averaged the scores (out of 5) for each criteria, providing a single numerical indication of the quality of campus initiatives.

   - Community Awareness: The extent to which community members know about SFI on campus, and the extent to which senior leadership and student leaders champion SFI initiatives.

   - Community Narrative: The extent to which SFI is framed as a systemic challenge, rather than an emergency need.

   - Governance: The extent to which initiatives are collaboratively managed by student and university leadership.

3. Window of Opportunity: For each campus, where available, the researchers made an assessment of how recently activity around SFI had occurred. This assessment did not factor who was active (i.e. students, administrators, professors), nor the quality of the activity. Rather, this assessment intends only to highlight emergent interest in addressing

SFI. The researchers provided a single numerical value out of 3 (3 being most recent) to assess the window of opportunity for each campus.

Limitations

It is important to note that while SFI is a concern on both college and university campuses, the Readiness Assessment only reviewed university campuses. SFI remains an emergent topic of research and as such the similarities and differences between the experiences of college and university students with regards to SFI are not clearly established. In addition, the requirement to develop a unique assessment tool (as opposed to an existing tool that has been fully validated) meant that the researchers could not be confident the tool would be applicable to both types of campus.

Data on each campus was gathered through internet searches including reviews of university websites, student clubs, student unions, student newspapers, and local newspapers. It is possible that some programs or initiatives, whether run by students, community members, or the university, are not listed online. Some websites or tabs did not appear to be regularly updated, and it is possible that some programs are not listed or advertised online. While this serves as a limitation, this limitation would apply equally across the universities this project analyzed. In addition, while the nature of the data collection does serve as a potential limitation it should also be noted that the research was still able to collect significant amounts of data.

Results

The results of the Readiness Assessment suggest Canadian campuses have adopted vastly different approaches to SFI (see Figure 1). We first highlight four key findings about this range of approaches. Next, we identify four clusters of campuses with similarities in their approaches, which in turn suggests a comparable level of "readiness" to address SFI. We describe one campus in each "type" as an illustrative example. Finally, we expand on these results in the discussion.
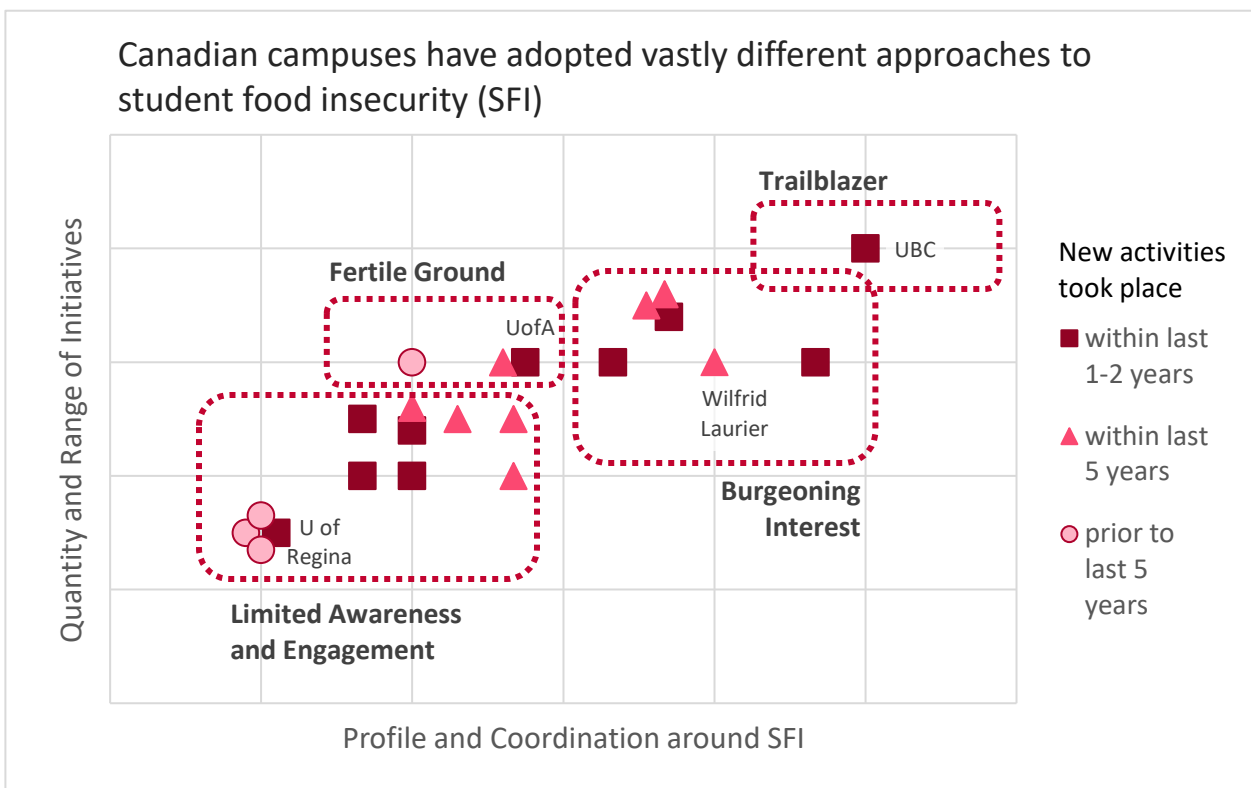
Figure 1: Quantity as well as Profile and Coordination around SFI initiatives occurring on campuses across Canada. Universities within the same box have comparable coordination and volume/range scores.

For reference, most campuses have at least 4-5 SFI related initiatives, while the highest number of initiatives is 19, from the University of British Columbia. The University of Alberta (UofA) represents a mid-range score for both quantity/range of activities and profile/coordination of SFI activity (a score of ~3 and 3).

1. **More than half the campuses demonstrated both low volume/quantity of SFI activities *and* low coordination around SFI**. 13 out of 22 campuses scored less than three for both quantity/range of activities *and* profile/coordination of SFI activity. (Three is the mid-point score in both categories).

2. **Only one third of campuses received high scores for the profile and coordination of their SFI activities.** 7 out of 22 scored more than 3 out of 5 in their coordination around SFI. In contrast, 15 out 22 campuses scored 3 or less, meaning SFI had a low profile on campus and was facilitated predominantly at the grassroots level.

3. **Recent activity amongst the campuses with lower scores tends to be led by students.** 5 out of 15 campuses below the graph's midpoint (3, 3) showed signs of activity related to addressing SFI within the last 2 years. This recent activity is often concentrated around student action, whereas recent activity above the midpoint is often coordinated between campus institutions, senior leadership, and students.

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4. **Food provisioning is the most common type of SFI activity.** Generally, food provisioning is the most common category of SFI activity, while there is less focus across campuses on cultural sensitivity or on food literacy and food skills.

Categories of Readiness

There appear to be four categories of readiness. These categories reflect comparable scores in the readiness assessment (meaning the volume of SFI activity and areas of focus are similar, and the profile and coordination of SFI work is similar).

The four categories are:

- **"Trailblazer" campuses** (1 campus). There was 1 campus in this category. At UBC there's a high volume of food / food and food security activities and a high degree of coordination of food security work (the work has profile, it's framed as food security / justice as opposed to hunger and immediate needs, and there's lots of evidence of cross-campus, student-institution collaboration).
- **"Emerging Interest" campuses** (6 campuses). These campuses demonstrate evidence of some SFI activities, but more limited coordination and profile for SFI activities even if some had established SFI committees
- **"Fertile Ground" campuses** (3 campuses). These campuses also host some SFI activities, with a strong interest in food generally, but little coordination or profile for SFI work.
- **"Limited Awareness and Engagement" campuses** (12 campuses). These campuses showed minimal signs of activity or coordination around food / food security.

A key consideration in clustering the campuses into these categories was how each campus would be engaged as part of any network. For those campuses in the "Limited Engagement" category, it seems likely that engagement would involve contacting individual people or programs. For campuses in the other three categories however, a more broad based and coordinated engagement with multiple people, programs, departments and/or senior administrators seems possible.

Note: the boundary lines between the categories are subjective and likely overlap. A campus like the University of Alberta, for example, which appears in the "Fertile Ground" category may in reality share similarities to some of the campuses at the edges of the Burgeoning Interest and Limited Awareness categories.

Each category is described in more detail below, including a description of one campus in each category as an illustrative example.

Trailblazer: A trailblazer is an institution at the vanguard of addressing SFI. We define trailblazing in broad terms; the specific strategy that is pursued by a trailblazing institution is unique to that institution. In order to be a trailblazer, an institution must have a large volume and range of activities occurring across campus: both established and recently begun. Second, there must be a high level of engagement between senior level leadership and student groups, as well

as with the broader community. Third, SFI must be discussed and well-described across campus, with a focus on addressing both proximal and root causes (e.g. social determinants of SFI). Importantly, being a trailblazer does not necessarily imply that an institution has the "best" strategy to address SFI. It means that, to a large degree, there is a great deal of activity occurring and a large emphasis and cross-campus coordination around addressing the issue. Overall, trailblazing campuses are in the top right corner of our Readiness Assessment.

> *University of British Columbia (UBC)*. Overall, our readiness assessment indicates that UBC is a trailblazer. The campus is highly engaged in establishing leadership and formal institutional commitments to address SFI, while already hosting an abundance of programs, policies, efforts, and partnerships. Senior leadership is actively engaged in developing strategic SFI plans. Student-run newspaper articles and UBC's formal commitment to address SFI indicate that SFI is talked about to some degree on campus. Yet, there is a gap in information as to the extent of SFI on its campus (i.e. not prevalence survey, to our knowledge). Existing efforts to address SFI are well-described and promoted across campus; however, many of UBC's existing resources are seen across most Canadian campuses and reflect minimal language around addressing the 'root causes' of student food insecurity (e.g. student income, food justice - see Appendix A Table 2 for assumptions around what constitutes a stronger 'community narrative' regarding SFI).

Burgeoning Interest: The Burgeoning Interest category includes campuses with a strong degree of emphasis and coordination around SFI. These campuses have a medium to medium-high volume and range of initiatives. What differentiates them from Fertile Ground campuses is their beginning to organize, cross-campus, around SFI.

> *Wilfrid Laurier University*: Our Readiness Assessment places WL in the "Burgeoning Interest" category. While Laurier does not have as high a number of initiatives as UBC (the Trailblazing institution), it has some degree of emphasis and coordination around addressing SFI, observable in the work undertaken through the Centre for Sustainable Food Systems.

Fertile Ground: We characterize a campus in the Fertile Ground category as having a higher number of initiatives spanning 2-3 categories. There is likely some engagement of senior-level leadership with student groups, yet most efforts appear to be grassroots-led with little or no formal institutional commitment. SFI is discussed in proximal terms (e.g. emergency), for the most part. Overall, fertile ground campuses are clustered in the mid-range of our Readiness Assessment, with a high volume and range of initiatives.

> *University of Alberta (UofA)*. Overall, our Readiness Assessment indicates UofA is in the Fertile Ground category. UofA has many initiatives (~14) that span a range of SFI categories. UofA has a very strong example of a food bank that is run as a not-for-profit and hosts many of the initiatives. This is in addition to a wide ranging campus garden program that addresses five of the SFI categories. There don't appear to be

any official policies related to campus food insecurity, although university administrators appear to be in collaboration with student and non-student groups. There is little language observed on websites or in initiative descriptions that target root causes of SFI.

Limited Awareness and Engagement: We characterize a campus in the "Limited Awareness and Engagement" category as having a low number of initiatives spanning a limited range of SFI categories. Any efforts on campus are led by students, and often face barriers and/or have failed to become adopted into formal institutional change. SFI efforts, where present, do not describe root causes of SFI. Initiatives are not advertised across campus, or difficult to find on university websites.

> *University of Regina*. Overall, our Readiness Assessment places UofR in the Limited Awareness and Engagement category. It seems like most discussions of food security on campus are student-led without much institutional support. For example, the food provisioning programming is all led by the student union and the gardening program is led by students. Furthermore, all recent activities (garden, campus writings) are student led. There are no formal institutional commitments to addressing SFI, and SFI is not widely discussed across campus.

Discussion

We present five key questions, based on the results described above. These questions address the distribution of campuses seen within Figure 1, and present areas of further inquiry and attention for the Promoting Food Security collaboration. We reflect on observable patterns: where initiatives are clustered, the overall shape of the scatter plot relationship, and some discussion of geography. We leave these questions open-ended for the collaborators, to inform discussion regarding next steps in the construction of a cross-Canada campus network to address SFI.

1) What catalyzes increased and more coordinated efforts to address SFI?

To address SFI on individual campuses it is critical to have a high volume and range of initiatives that are coordinated between student and university leaders across campus. According to our readiness assessment, most campuses have at least 4-5 initiatives addressing SFI, yet most scored below the mid-range for coordination around SFI. Does this indicate that campuses are interested in trying multiple programs to address SFI, but lack a clear set of guiding principles for their actions? Do more activities prompt a more coordinated response, or was a more coordinated response the precursor to more activities?

Furthermore, how do SFI activities grow and become sustained? We assume that hybridized institution-student led governance strategies for SFI initiatives are optimal, in contrast to solely grassroots or top-town led approaches (Kezar, 2012). Theories of social transformation suggest that grassroots-led efforts face resistance and barriers before 'scaling-up' to affect institutional

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change (Westley & Andatze, 2015). Considering students are key actors in the running and institutionalization of SFI initiatives on campus, it is critical to understand what barriers student efforts face.

In our readiness assessment, most recent activity above the midpoint is led by the university, whereas most recent activity below the midpoint is led by students. Is this a common pattern, whereby student momentum around an issue grows but, without reaching a critical mass, fades out and fails to become institutionalized? And, how could a network or coalition support these grassroots efforts grow and become sustained responses to SFI?

2) Are efforts to address SFI gaining new traction?

UBC was the first campus to make public commitments and there are a number of cross-campus committees in other campuses (e.g. SFU, UofL). A number of research papers have emerged in the last 5 years on the prevalence of SFI on Canadian campuses. Have there always been this many campuses in the Fertile Ground, Emerging Interest and Trailblazer categories? Or does this represent a new and increased level of profile, effort and coordination?

Strategies to address complex issues such as SFI are path dependent (Moore et al., 2014), in the sense that campuses across Canada have histories of initiatives and efforts (or lack thereof) that inform current and future directions.Understanding the history of SFI initiatives in Canada is critical to consider if the current moment is a unique window of opportunity or if it actually resembles previous patterns in how the post secondary has responded to SFI.

3) What explains recent student activity in Atlantic Canada?

We've selected universities from a range of geographic locales, including at least one campus from each Province, in addition to rural and urban campuses. All the universities from Atlantic Canada are clustered in the "Limited Awareness and Engagement" category, and have very recent student-led activity. What does this reflect about the culture around SFI in these Provinces? Has a high prevalence of food insecurity been normalized? Are young people leading a new path forward for addressing SFI in this region?

4) What does this readiness assessment suggest about the potential for advocacy campaigns on issues and policy related to SFI?

Given the high prevalence of food insecurity amongst students, and the frequency with which efforts to address food insecurity on campus are led by students themselves, students may already be aware of and willing to act on food security. At the same time, the readiness assessment found only limited examples of awareness and action amongst other stakeholders.

Research suggests that advocates need to consider the level of "awareness, will, and action" amongst key stakeholder groups before designing their advocacy campaigns. (Coffman & Beer, 2015). The Centre for Evaluation Innovation describes political "will" as "the stage between awareness and action, where issue "awareness" is transformed into a sense of urgency and relevance that is the precursor to an audience taking "action" once the opportunity arises." (Coffman & Beer, 2015).

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In considering any advocacy related to SFI, advocates should consider the level of "awareness, will, and action" amongst: the "public" (students, parents of school/post-secondary aged children, faculty members); Influencers (student services staff, food services staff, student unions, higher-ed media); and, Decision-makers (snr admin, provincial politicians, provincial ministry staff). What does this Readiness Assessment tell us regarding awareness and will to act? Does more recent activity dedicated to addressing the issue suggest there is increased will to act? Does higher coordination around SFI indicate more awareness regarding the issue?

Reflecting on the questions posed by the Readiness Assessment will help ground decisions about a future network in an explicit and shared understanding of how change does (or doesn't) happen on campuses and how a network could support change.

Implications for a Future Network or Coalition

Stakeholders involved in the very early stages of developing a network set a purpose and vision for the network, which will in turn shape decisions about the membership, activities and resources required. (Network Impact; Centre for Evaluation Innovation, 2014) In this section, we propose three possible strategies for a network[1].

Exploring the different strategies can help the "Promoting Food Security" initiative make decisions about the design of a future network by surfacing different ideas about how the network would make change. Specifically, it will help answer three key questions:

1. What kind of change should the network support? – e.g., change on individual campuses, or broad-based changes to policies, opinions, funding across the whole higher-ed sector?

2. What kind of activities feel salient, important and will best support the kind of change the network will target? E.g., creating research agendas and building research capacity, or mobilizing students? Engaging key decision-makers or establishing proven "best practices?

3. What kind of approach is best suited to the higher-education sector's "readiness" to address food security? See the earlier discussion on "readiness."

These questions are reflected in the description of each possible strategy.

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[1] Networks and coalitions are often used interchangeably. For simplicity, this report uses networks to refer to both. Despite this, some distinction is useful. Networks are the relationships that people have with each other through which information, ideas, resources, experiences, interests, and passions are shared. Coalitions are "networks in action mode." Coalitions are partnerships among distinct actors that coordinate action in pursuit of shared goals. Coalitions often have a more formalized structure, with the members making a long term commitment to share responsibilities and resources (Reinalt, 2016).

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Three Possible Strategies for the Network

Three possible campus food security networks are outlined below. These are not mutually exclusive, and the final strategy chosen by the network might actually reflect a combination of these ideas as well as others not described here. It's important to note, however, that each approach has different strengths and limitations which may not always be compatible.

Let a Thousand Flowers Bloom – focus on supporting any individuals / small groups regardless of the "readiness" of their campus, with the aim of advancing individual program(s) or initiatives. For example, the coalition could support individual efforts on both untapped potential and trailblazer campuses at the same time.

Work in Fertile Ground – focus on campus communities that show signs of "readiness" with the aim of increasing the number of coordinated "whole campus" responses to SFI. For example, the coalition would focus on efforts only on 'up and coming,' 'fertile ground.' And 'trailblazer' campuses.

Make it Rain – work with individuals and campuses in a coordinated effort to change the context of higher ed (policy advocacy, public awareness campaigns, political will campaigns). For example, the coalition recruits support from all key stakeholder groups across all campuses.

Each of these strategies targets a different kind of change, suggests a different set of activities, and reflects different ideas about how best to support the post-secondary sector as a whole. As such, each strategy has its own set of strengths and challenges. The table in Appendix B provides these details about each of these strategies.

Conclusion

Through the creation of the readiness assessment tool it is evident that while some Canadian universities are making great strides in their efforts to address student food insecurity, many university campuses still appear to show limited awareness and engagement with the issue. Student food insecurity is a pernicious issue across the country, and deliberate efforts to catalyze action on many university campuses is clearly needed.

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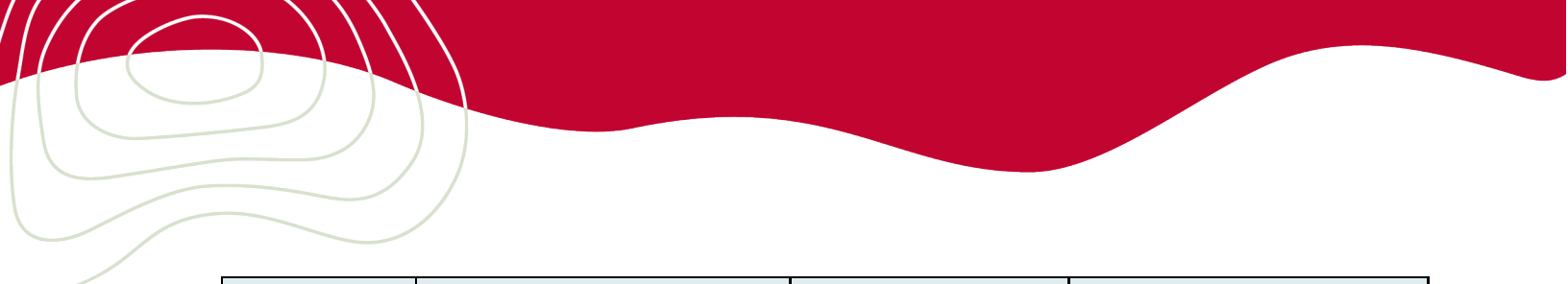
Appendix A: Rubrics for Assessing Readiness

Table 1: Scoring criteria for quantity and range of initiatives, per campus.

	Level 1	Level 2	Level 3	Level 4	Level 5
Quantity of Initiatives	0-5	6-10	11-15	16-20	21+
Range of Initiatives	Large emphasis (e.g. >15% of all initiatives) on 1-2 categories		Large emphasis (e.g. >15% of all initiatives) on 3-5 categories		Relatively even emphasis across most or all categories

Table 2: Categories, assumptions, and scoring criteria for SFI initiatives, per campus. Researchers derived an average value across all three categories, presented as "profile and coordination around SFI" in the scatterplot.

Category	Goal	Assumptions	Scoring
Community Awareness	To what extent do community members know about existing efforts/their effectiveness? Are events and services well-advertised/championed by senior leadership?	1) More senior leadership involvement and public proclamations indicates higher awareness. 2) Easily accessible information indicates more awareness.	**Level 1:** Efforts are minimally advertised across campus, and difficult to access via university websites. Isolated pockets of people/researchers engaging on the issue. **Level 3:** Efforts are somewhat advertised across campus. Presence of some coordinated efforts to assess and address the issue (e.g. food security research institute, medium-level leadership commitments). **Level 5**: Efforts are well advertised across campus, and easily accessible via university

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Category	Goal	Assumptions	Scoring
			websites. Senior leadership have made announcements, and the institution has formally committed to addressing SFI on-campus.
Community Narrative	How is the SFI problem defined, on-campus? How does the community understand the nature of the problem?	1) Further discussion of social determinants of food insecurity and 'wicked problems' indicates stronger understanding of the problem and its complexity. (Golden & Earp, 2012; Farnell et al., 2020)	**Level 1**: SFI is predominantly discussed in terms of hunger/prevalence of hunger. Efforts, if and where available, are described as addressing hunger (e.g. food donation model), rather than root causes of SFI. **Level 3**: Some engagement with 'grand problems' but most efforts are described to address student hunger and more proximal causes of SFI (e.g. emergency funds). **Level 5**: Committed response to 'grand challenges' and wicked problems of food insecurity: climate change, social justice etc. Language to address SFI discusess root causes of food insecurity (e.g. student income, systemic determinants etc.).
Governance	To what extent are partnerships established between institution and on and off-campus organizations? Are efforts grassroots-led, top-down, or hybrid?	1) Hybrid management systems, where institutional leaders work directly with student groups indicates stronger forms of	**Level 1:** Institution has no paid leadership or working groups established to address the issue. Most efforts are grassroots-organized. **Level 3:** Institution has medium-level

Category	Goal	Assumptions	Scoring
		governance (Kezar, 2012). 2) Paid leadership positions to address SFI indicates a stronger form of governance.	administrators committed to addressing the issue. Existing efforts are run mostly from the top-down with little grassroots or student involvement. **Level 5:** Institution has senior-level paid leadership positions and working groups established to address the issue. University has established partnerships with student-groups to co-design SFI-related programs.

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Appendix B: Three Possible Strategies for a Network

Strategy (theories[2])	What kind of change?	Coalition's role	What kind of activities?	Strengths	Challenges	"Readiness" questions
Let a Thousand Flowers Bloom coalition theory; grassroots community organizing, group formation	Improve individual program(s) or initiatives on many campuses	Network weaver, Capacity builder	Build community organizing capacity for students Support students and faculty to do prevalence research Online learning events	Completely open network Includes all available interest, activity, energy to work on SFI	How do campuses in 'higher' stages of readiness fit into this strategy? Where does innovation or solution-making come into play? Could the network be spread too thinly to support broader change?	What creates a tipping point whereby isolated and/or new SFI efforts take root on a campus?
Work in Fertile Ground policy-windows, power elites and regime theory; diffusion and messaging	Increase the number of coordinated "whole campus" responses to SFI	Coordinator Collaborator	Modelling and championing innovations Careful framing / messaging to increase salience of SFI to influencers and decision-makers	Leverages emerging interest / support from a number of institutions Coalitions are more likely through increased trust and alignment between members	How to support individual people / programs on "untapped potential" campuses who do not (yet) have the interest / support of their campus community and administration?	What is the best use of this "window of opportunity" where a number of campuses are engaged in coordinated efforts to address SFI?

Strategy (theories[2])	What kind of change?	Coalition's role	What kind of activities?	Strengths	Challenges	"Readiness" questions
Make it Rain coalition theory; media-influence, grassroots and group formation	Change the context of higher ed (policy, funding, beliefs and attitudes etc.)	Convenor	Public awareness campaigns Student mobilizing and engagement Advocacy capacity building	Centres the voices / role of students	How would the coalition build the necessary media capacity? What is the "ask" of the public / influencers / decision-makers? I.e., what policy/policies to change?[3]	What is the current level of "awareness, will, and action" amongst key stakeholder groups in the post-secondary sector?

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[3] "In order for change to occur, somebody needs to do something differently than what they are doing right now. Make sure that any advocacy strategy aims to move somebody toward action. Decades of research have shown that just making people more aware of an issue or problem generally is not enough to mobilize them to act." https://www.evaluationinnovation.org/wp-content/uploads/2015/03/Adocacy-Strategy-Framework.pdf

Student Food Insecurity Campus Readiness Assessment

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