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Campus Food Security: An Approach Toward Co-Creating Change

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SIT Graduate Institute

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PROMOTING CAMPUS FOOD SECURITY:
TOWARD AN APPROACH FOR CO-CREATING CHANGE

Tassandra Rios-Scelso
PIM 76

A Training Course-Linked Capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in Intercultural Service, Leadership, & Management at SIT Graduate Institute in Brattleboro, Vermont, USA.

Advisor: Ryland White

May 7, 2018
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Student Name: Tassandra Rios-Scelso  
Date: May 7, 2018
Dedication

For Jessica Quintua—Miss Lady JQ—for every step of this journey we shared, side by side and miles apart, on the “road to masters.” May your memory always light up every heart your life touched. Thank you for reminding me to be brave, to speak my truth, to forgive, and to do something for others. Cheers, bro. Keep the dance party going.

Rest in Peace, August 13, 1989 – February 8, 2018
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ABSTRACT

Campus food insecurity is a growing problem within institutions of higher education in the United States and reflects a critical question of what educational access, equity, and student success means for today’s students. There are several campus-wide efforts at the University of Massachusetts (UMass) Amherst to address this challenge, including the Campus Food Security Project where the reflective practitioner serves as the Food Insecurity Coordinator AmeriCorps VISTA with the Dean of Students Office. This Training Course Linked Capstone (CLC) serves as a reflective analysis of the reflective practitioner’s efforts to integrate her own educational journey, learning from SIT, and guiding principles in her work. The reflective practitioner asks 1) How am I co-creating effective learning environments to support the goals of the Campus Food Security Project? and 2) How am I integrating my guiding principles into my every day practice as a reflective practitioner? Through exploration of social justice education, engaged pedagogy, and approaches for co-creating change, research of campus food security, observation at UMass Amherst, and analysis of her community engagement and design work, this CLC deepens the reflective practitioner’s training identity as a lifelong learner while identifying opportunities and recommendations to strengthen and expand campus food security efforts moving forward.

Keywords: campus food security, social justice, engaged pedagogy, co-creating change
INTRODUCTION

“Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”
~Paulo Freire

My Educational Journey

“...I am from
the roots of my mother and father, places shared and, unknown
and learning ways of being different from my own...
from hand-me-downs, ramen, lay-away, swap-meet Saturdays
and just-trying-to-make-it-till-pay-day...
from college readiness, service, and changemaker tribes, spaces for unlearning and healing
and helping hands from those who came before me...”
~ excerpt from “I Am From” poem written for Training for Social Action, Spring 2017

My motivations for working within higher education and advocating for educational access\(^1\) and equity\(^2\) as a reflective practitioner are deeply personal and reflect my own journey. Growing up in a working-class family, pursuing a college education was a dream. A college education symbolized a path toward possibility—toward changes I hoped to see for myself, my family, and my community. I was fortunate to have helpers—parents, teachers, staff, mentors, and peers—who also valued the role of education in facilitating personal and social change. With support from programs like Advancement Via Individual Determination (AVID), Upward Bound, and the Educational Opportunity Program, I found myself progressing from high school graduation to becoming the first in my family to graduate college and pursue a graduate degree.

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\(^1\) Educational access refers to “school strategies or policies designed to remove institutional disincentives, impediments, or barriers to academic success, whether intentional or unintentional, or to provide the resources, social services, and academic support that certain students may need to succeed in school” (Great Schools Partnership, 2014, March 10).

\(^2\) Equity refers to “the principle of fairness and encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It is has been said that equity is the process; equality is the outcome” (Great Schools Partnership, 2016, April 21).
Even with the support systems embedded within these programs, I struggled with navigating higher education. I felt an internalized need to prove to everyone that I belonged there, especially when disparities in social class were painfully apparent. Without financial aid and student loans, a college education would have been too far out of reach for me. Because I was financially independent, I worked when I was not in class or studying to manage the cost of an education. Although I did not identify as food insecure at the time—due in part to my lack of awareness of the term and stigma—I did experience varying levels of food insecurity. I regularly skipped meals to stretch my budget and relied on the generosity of staff at work to share snacks or leftover food. I always worried about finances and meeting my basic needs. More importantly, the challenges I faced reflect similar barriers to educational access and equity for many low-income, underrepresented, and nontraditional students—too many of whom are left out entirely of higher education or are unable to achieve their dreams due to lacking resources.

From my experience, I was motivated to serve as a peer mentor and admissions representative as an undergraduate student. I shared my story with students from my community while developing a sense of purpose as a resource and advocate. At the same time, as I studied feminist and change theories, psychology, and counseling, I applied language to experiences I had and witnessed growing up. I deepened my ability to reflect critically on my story—my social identities and intersections of privilege and oppression within society. I reflected on the challenges I faced growing up and as I worked my way through college. I remembered peers whose journeys were different yet connected with my own. For me, each of these experiences served as transformative steps in my educational journey and continue to shape my personal and professional values and guiding principles as a reflective practitioner.
When I graduated, I wanted to bring my experiences forward to serve others while promoting educational access, equity, and social change. Through AmeriCorps VISTA (Volunteers in Service to America), I served as a program coordinator with a tutoring program called Education Corps at the University of California San Diego. I went on to serve as the AmeriCorps VISTA Leader with the International Rescue Committee in San Diego where I supported fellow volunteers working with refugee and immigrant communities. After service in anti-poverty programs, I had questions. I wanted to learn more about frameworks for promoting social change, including ways to understand who is involved in (or left out of) change movements, how folks work together, and how power shapes relationships. Finally, I knew I wanted to ground myself in a sense of identity as a reflective practitioner while building training competencies for the work ahead.

Training Experience Prior to SIT

I distinctly remember the first time I was directly challenged to reclaim the educational space. I was a sophomore in an introductory Women’s Studies course. The graduate assistant who facilitated the class read from Paulo Freire’s *Pedagogy of the Oppressed*. She insisted that we take ownership of our education—that we intentionally bring ourselves into the space and embrace our lived experiences as a valid source of knowledge and place of change. For me, it was a radical moment of empowerment to realize that I was not an empty container waiting to receive deposited knowledge from an expert, but one of several people in the room with something valuable to contribute. The class continued to serve as a formative foundation for me in how I approach spaces for learning, as both a participant and facilitator.

Before arriving at SIT, I brought these values forward in some of my work roles as an undergraduate student and AmeriCorps VISTA. When I had the opportunity to develop and
facilitate workshops, whether the topic was college readiness, mentoring, professional
development, or self-care, I found ways to integrate experiential based learning, particularly by
drawing from the lived experiences of participants during discussion and activities. I did not
have a background in training theory, or a sense of an identity as a trainer. I did, however,
discover a passion for facilitating learning spaces and became excited about exploring training as
a large part of my professional journey. I set out to take training courses at SIT to learn more
about social justice education and engaged pedagogy because both have been so transformative
and healing for me throughout my own educational journey. I also wanted to understand how to
appropriately hold space for others to engage with possibilities for personal and social change
while developing my skills for community engagement and training as a reflective practitioner.

**On-Campus Learning**

The Intercultural Service, Leadership and Management (ISLM) program at SIT Graduate
Institute offered a mission-driven learning community where I could explore and develop a self-
designed experiential learning program. I brought together courses in training, leadership, policy,
advocacy, and intergroup dialogue to build competencies for community engagement and social
change work. I completed Training Design for Experiential Learning (TDEL), Training of
Trainers (ToT), and Training for Social Action (TSA). Each course had its own character and
sense of community. In each course, I was challenged to developed skills for design, facilitation,
question-posing, listening, managing process, and co-creating effective learning environments.
Through the process of developing, facilitating, and evaluating a three-hour self-care training
with two co-trainers in TDEL, I grew in my awareness of my strengths and areas for growth as a
trainer. For example, I discovered my tendency to draw from my own learning style as an
imaginative learner when creating structured activities highlighting an opportunity to increase
entry points for all learning styles. Similarly, I learned the importance of addressing accessibility and inclusion throughout training design as an integral part of co-creating effective learning environments. I continued to work with these areas in ToT as I created a five-day mentor training program. Grounded in social justice education and engaged pedagogy, the training I created in ToT helped me deepen my knowledge of learning styles and social justice theory as well as increase my awareness of how my experiences shape my lens and guiding principles as a reflective practitioner.

TSA stands out to me and serves as a grounding place for my on-campus learning, practicum experience, and the Training Course Linked Capstone (CLC). TSA “attempts to integrate our personal, political, and perhaps spiritual identities into our work as training practitioners while also developing skills grounded in social justice theory and practice” (Course Syllabus, Spring 2017). Through exploration and engagement with participatory approaches and principle-based action, I learned the value of asking questions, listening to understand, and identifying connections between and barriers to personal and social change. Importantly, Fran Peavey’s work with Strategic Questioning introduced me to a way of being with others as a reflective practitioner to engage with them in co-creating possibilities for personal and social change. For example, through engagement with Strategic Questioning for clearness and social action with my focus group in TSA, I learned to notice and examine how I frame and ask questions, how I give and receive feedback, and how I navigate what comes up for me in the moment when I am stuck or supporting someone who is stuck in naming or making a change. Engagement with my focus group also strengthened my understanding of how our lenses and lived experiences shape our “change-views” and prompted ongoing reflection regarding how

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3 Peavey (2000) describes change-views as the way individuals view how change happens e.g., how people are willing to participate in creating change and whether (or to what extent) they believe change is possible.
social justice education and engaged pedagogy can support how I co-create effective learning environments as a reflective practitioner.

Overall, my own educational journey, social identities, and guiding principles influence how I hold space for myself and others to engage with possibilities for change within co-created learning environments. By the end of my time at SIT, I wanted to continue developing training skills and knowledge to increase my awareness of my approach, values, strengths, and areas for growth as a trainer. Furthermore, I wanted to more deeply explore what it means for me to believe people have their own answers as a reflective practitioner. I found myself wanting to know how my grounding principles serve to support this belief and how my approach as a reflective practitioner helps or hinders co-creating learning environments in appropriate and meaningful ways. I have been fortunate to build on my educational journey, on-campus learning, and lingering inquiries at the University of Massachusetts (UMass) Amherst where I am serving as the Food Insecurity Coordinator AmeriCorps VISTA with the Dean of Students Office.

Identifying and Situating the CLC

Campus food insecurity—the lack of reliable access to sufficient amounts of affordable and nutritious food—is a growing problem in the United States (Goldrick-Rab et al., 2016). A recent survey revealed that about a quarter of students at UMass Amherst worry about and/or experience some degree of food insecurity (Clark & Harris, 2015). As a result, there are several efforts at UMass Amherst to support low-income students and promote food security, including the Campus Food Security Project. In my role as the Food Insecurity Coordinator AmeriCorps VISTA, I am working to help improve campus-wide coordination of food security structures and initiatives. I am also supporting student-led activities and projects within outreach efforts, training design, and educational programming.
I have attempted to integrate my educational journey, learnings from SIT, and my guiding principles in my role and collaborations to promote campus food security at UMass Amherst. Therefore, the purpose of this Training CLC is to bridge on-campus learning with the practicum work I am supporting as the Food Insecurity Coordinator AmeriCorps VISTA. Specifically, I will explore the following questions: 1) **How am I co-creating effective learning environments to support the goals of the Campus Food Security Project?** and 2) **How am I integrating my guiding principles into my every day practice as a reflective practitioner?** I have also named the objectives below to direct my reflective analysis process:

**Professional Learning Objectives**
- To increase my skills in listening to understand, training design, and facilitation
- To increase my knowledge of experiential and engaged pedagogies, educational access, student success, change theories, and training for social action
- To articulate how my identities and lived experiences inform my guiding principles
- To describe how I approach co-creation within student engagement
- To identify future applications for my learning as a reflective practitioner

**Personal Learning Objectives**
- To increase my understanding of diverse lived experiences and change-views
- To discern when I respond from learned storylines and interrupt patterns\(^4\)
- To mindfully shift from deficit-thinking to a strengths-based approach\(^5\)
- To expand my openness to emergent learning

I will share a summary of my reflective analysis with the staff I work with to strengthen and help guide the Campus Food Security Project moving forward.

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\(^4\) I used the phrase “learned storylines” to include attitudes and beliefs rooted in and shaped by my experience, identities, personal history, and larger socio-political and economic systems. Some learned storylines reveal internalized oppressive thinking or negative self-talk as well as my own biases and areas for movement. Increasing my self-awareness of learned storylines encourages me to become more mindful of my thoughts and actions while serving to increase my personal accountability for dismantling oppressive systems.

\(^5\) Yosso (2005) outlines a Cultural Wealth Model, a framework for higher education professionals to value strengths nontraditional students bring to their college experiences. These include aspirational, linguistic, familial, social, navigational, and resistance forms of capital. Viewing these qualities as strengths challenges assumptions that “disadvantaged” students have backgrounds that have left them lacking necessary competencies for success in higher education and therefore need help and instead includes these strengths in support efforts.
GUIDING PRINCIPLES

“It is not enough to make changes one person at a time; we must change institutions and systems of thought and behavior—but that work is done one person at a time.”

~Fran Peavey

When I look back on my own journey and development as an advocate for educational access and equity, my most impactful learning has followed a willingness to push beyond my comfort zone—moments when I have been candidly vulnerable, challenged, uncertain, and uprooted. At times, I have felt excited, hopeful, and a sense of purpose. Other times, I have felt angry, afraid, ashamed, overwhelmed, and struggled with burn out. Every response has been important to the process and, more importantly, encouraged me to contribute to change efforts for a more socially just and equitable society. Through training courses at SIT, I strived to learn frameworks and approaches to ground my values in effective and appropriate ways as a reflective practitioner. For me, social justice education, engaged pedagogy, and principle-based participatory approaches for learning serve as guiding principles for co-creating change.

Social Justice Education

Bell (2016) defines social justice as both a goal and a process. As a goal, social justice supports “full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs” while the process “should be democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaboratively with others to create change” (Bell, 2016, p. 3). Adams and Zúñiga (2016) identify the goals of a social justice education approach as “awareness and understanding of oppression, acknowledgment of one’s role in that system (as a privileged [and/or] disadvantaged social group member), and a commitment to the development of the skills, resources, and coalitions needed to create lasting change” (p. 97). For me, social
justice education also represents the process of unlearning ways of being which do not serve to support possibilities to co-create a just and equitable society where wholeness\(^6\), mutual respect, and dignity for all lived experiences are valued and celebrated.

**Key concepts within social justice education include**, oppression, privilege, internalized oppression, and internalized domination. Many people have discussed each of these terms in length. For the purposes of this paper, I refer to Bell (2016)’s description of oppression as the “interlocking forces that create and sustain injustice through racism, classism, sexism, heterosexism, transgender oppression, religious oppression, ableism, and youth and elder oppression” (p. 5). Oppression is restrictive, pervasive, cumulative, durable and mutating, based on group categories, hierarchal, hegemonic and normalizing, and internalized and intersecting (Bell, 2016). In contrast, privilege refers to the advantages or benefits one experiences based on social identity\(^7\) or group membership which are not extended to others. Such advantages are usually granted at the expense of others, whether intentionally or not, and are normalized, or taken for granted, unearned benefits (Adams & Zúñiga, 2016; McIntosh, 1989).

The terms one-up and one-down—sometimes known as target and non-target groups—are used to refer to how our experiences are shaped differently by systems of privilege and oppression (See Appendix A). Our social identities therefore result in varying levels of privilege

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\(^6\) I use the term wholeness to describe the process of being and valuing a holistic lived experience which seeks to integrate body, mind, and spirit rather than compartmentalizing, silencing, or suppressing aspects of who we are as individuals and as communities which is generally normalized, expected, or forced within the dominant culture in the United States. For me, wholeness supports a process of healing from living within systems of oppression and privilege. I acknowledge that wholeness is shaped differently by intersectional experiences of oppression and privilege based on our social identities, historical context, and individual and collective backgrounds. Interrupting learned storylines can be a helpful strategy to engage in this process.

\(^7\) For example, gender, race or ethnicity, class, sexuality, age, etc. Adams & Zúñiga (2016) argue “we learn to think of social identity categories as essential and natural and of social hierarchies as inevitable” and as the result of the process of socialization—“the lifelong process by which we inherit and replicate the dominant norms and frameworks of our society and learn to accept them as ‘common sense’” (pp. 105-106).
and/or oppression within our experiences at the individual, interpersonal, institutional, and cultural levels in society based on those identities (Bell, 2016). For example, Halverson (2008) suggests individuals who identify as white, male, heterosexual, cisgender, middle-class, and able-bodied, historically have advantages that members of one-down groups do not. It is important to emphasize that people often fit within both one-up and one-down groups and have different understandings about oppression based on their experiences. This complexity is understood as intersectionality, a term originally coined by Kimberlé Crenshaw (1989) to describe how power intersects to oppress black women within the United States’ legal system.

Finally, whether members of one-up or one-down groups, people often internalize understandings of perceived value associated with privilege and oppression in complex ways. Adams and Zúñiga (2016) define internalized oppression as,

The ways in which members of marginalized and disadvantaged groups, through their socialization, internalize the dominant group’s negative ideology about their group, and come to accept a definition of themselves that is hurtful and limiting, causing them to think and act in ways that accept the devaluation of their group. (pp. 100-101)

In contrast, internalized domination refers to “the behaviors, thoughts, and feelings of privilege or advantaged group members who, through their socialization, have learned to think and act in ways that express entitlement and privilege (Adams & Zúñiga, 2016, p. 101). With this framing in mind, I also use the phrase learned storylines to describe attitudes and beliefs rooted in and shaped by our personal histories, social identities, and the larger socio-political-economic systems in which we live. Learned storylines reveal internalized oppressive and/or dominant thinking and ways of being which separate us from ourselves, others, and I believe, possibilities for co-creating change.
**Social Justice and Student Success**

For me, a social justice framework serves to strengthen efforts to promote educational access and student success, especially when addressing barriers like food insecurity. Within the context of higher education, student success refers to the following outcomes: student retention, educational attainment, academic achievement, student advancement, and holistic development (Cuseo, 2007). The Campus Food Security Project aims to increase post-secondary student success. As one example, socioeconomic status, or class identity, is often correlated with experiences of food insecurity and other educational barriers. Zandy (1996) describes class as “an aspect of economic circumstances and shared social and cultural practices in relationship to positions of power [which] shapes our lives and intersects with race, ethnicity, gender and geography” (p. 8). As Borrego (2008) emphasizes,

A commitment to educating the whole student requires knowing who students are, what challenges they face, and what experiences they bring to college… [reflective practitioners] must develop cultural competency skills to effectively facilitate across difference. Institutions, too, must develop policies and programs that support warmer climates for working-class [and other marginalized] students. (para. 15)

A social justice framework can serve to support effective and appropriate opportunities to interrupt learned storylines, such as what is “lazy” or “productive” and who qualifies as “poor,” and minimize stigma and shame students can feel about identifying as low-income or working-class. Like Borrego (2008) concludes, I believe examining harmful norms embedded within our organizations, practices, and interactions can help reflective practitioners increase campus-wide awareness of food insecurity. This process has the potential to encourage attitudinal changes
among individuals when brought intentionally into learning spaces and change efforts through social justice education.

Rooted in Critical Race Theory, Yosso (2005)’s Cultural Wealth Model provides a tangible tool for higher education reflective practitioners to shift our thinking and practices in ways that support connections between social justice and student success (See Appendix B). The Cultural Wealth Model examines six strengths, or cultural capital, which students of color bring to their college experiences, including aspirational, linguistic, familial, social, navigational, and resistance forms of capital. From an appreciative approach, Yosso (2005) encourages higher education practitioners to move beyond deficit-thinking (e.g., viewing “disadvantaged” students as lacking what they need to be successful) towards a strengths-based mindset. When higher education practitioners approach student success initiatives and other change efforts from a social justice, strengths-based framework, I believe we are better able to more appropriately and effectively co-create campus food security while supporting holistic student success. I have strived to bring forward the links between social justice, student success, and food security efforts in my practicum experience as I will discuss later in this CLC.

**Grounding Pedagogies**

As a reflective practitioner, co-creating spaces for engaged, critical, and experiential learning is very important to me and supports the transformation of the educational space, including the promotion of access, equity, and student success. Freire (1970) challenged the banking concept of education in which “knowledge is a gift bestowed by those who consider themselves knowledgeable upon those who they consider to know nothing” (p. 53). Freire (1970) further underlines a philosophical separation embedded within traditional approaches to education which perpetuates domination and inhibits possibilities for liberation:
Implicit in the banking concept is the assumption of a dichotomy between human beings and the world: a person is merely in the world not with the world, or with others; the individual is spectator not recreator. In this view, the person is not a conscious being… rather the possessor of a consciousness: an empty “mind” passively open to the reception to the deposits of reality from the world outside. (p. 56)

Instead, Freire (1970) calls for education as the practice of freedom and describes *conscientizacao* (critical consciousness) as “learning to perceive social political and economic contradictions and to take action against the oppressive elements of reality” (p. 17). Through problem-posing and dialogue, teacher-students and student-teachers emerge to support co-created learning environments where “people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation” (Freire, 1970, p. 64).

Bell hooks (1994) has greatly impacted how I relate to Freire’s work. In addition to reclaiming education as the practice of freedom, hooks (1994) asserts, “Progressive, holistic education, ‘engaged pedagogy’ emphasizes well-being… [Reflective practitioners] must actively be committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students” (p. 15). Therefore, to support the co-creation of engaged learning spaces, it is essential that I am committed to cultivating self-awareness of my lenses as an ongoing learner and intentionally strive to appropriately and mindfully bring the experiences of others into the room. Hooks (1994) emphasizes,

Since the vast majority of students learn through conservative, traditional educational practices and concern themselves only with the presence of the [expert], any radical pedagogy must insist that everyone’s presence is acknowledged. That insistence cannot
simply be stated. It has to be demonstrated through pedological practices. (p. 8)

As social justice education recognizes, both Freire and hooks also acknowledge that every form of educational practice is potentially politically contested space. As such, hooks (1994) discusses reconnecting the body and mind within educational spaces by directly calling out,

The objectification of the [expert] within bourgeois educational structures [which seems] to denigrate notions of wholeness and uphold the idea of a mind/body split, is one that promotes and supports compartmentalization. This support reinforces the dualistic separation of public and private, encouraging [trainers and participants] to see no connection between life practices, habits of being, and the roles of [trainers]. (p. 16)

It is through an engaged pedagogy that we “return ourselves to a state of embodiment in order to deconstruct the way power has been traditionally orchestrated in [society], denying subjectivity to some groups and according it to others” (hooks, 1994, p. 139). Gustafson (1999) suggests that “embodied learning blends both more traditional ways of analytical knowing and the insights that come from turning inward and reflecting on our own embodied experiences” (p. 250).

Drawing from an anti-oppression, feminist framework, Berila (2016) adds to the ideas of Freire and hooks by arguing, “It is not enough to simply learn about oppression. We have to literally unlearn oppression: examine our role in it, dismantle deeply held ideologies, and create alternative, more empowering, ways of relating to one another” (p. 3). Berila (2016) observes that “[self-reflection] often stops short of the deep reflection that [mindful embodied learning] has to offer” (p. 3). She names embodied awareness as an important step in reclaiming our bodies, validating our lived experiences as a source of knowledge, and transforming the educational space as the practice of freedom. She insists, “To undo the system, we need to see
the larger system at work and try to dismantle it, but we also need to be present with how it takes form within ourselves and our neighbors at any given moment” (Berila, 2016, p. 45).

It is important to acknowledge that embodied learning is understood and shaped differently based on our social identities, specifically by how our bodies are oppressed and/or privileged within systems of power that dominate Western society (Moraga & Anzaldúa, 2015). When appropriate, Berila (2016) suggests reflective practitioners (re)integrate mindfulness\(^8\) and other contemplative practices into spaces for engaged learning as a way to facilitate embodied learning and strengthen our capacities to fully engage our whole selves (See Appendix C). As a reflective practitioner, I believe embodied learning can provide the language and skills required when confronting and navigating what arises in the moment when co-creating spaces for engaged, critical, and experiential based learning—for trainers and participants. This is especially important because food insecurity and related challenges negatively impact health and overall well-being. As Berila (2016) concludes, “The reclamation of embodiment is even more critical in social justice contexts because oppression is held in our bodies, our hearts, our psyches, our spirits, and our minds” (p. 34).

**Change-views**

A final grounding place for my guiding principles as a reflective practitioner is the possibility inherent in reclaiming educational spaces for facilitating personal and social change. Fran Peavey (2000) coined the term “change-view” to describe the way individuals view how change happens. Change-views reveal how people are willing to participate in creating change

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\(^8\) Berila defines mindfulness as “the process by which we become more self-aware through particular practices. Fogel (2009) suggests, “mindful embodiment develops self-regulation, which means cultivating the ability and responsibility to bring oneself back to balance and restoration” (p. 24). This is especially helpful when co-creating change, whether personal or social. I use the term (re)integrate to acknowledge that many of these practices originate within feminist, indigenous, and communities of color and have been suppressed or devalued in Western culture as demonstrated by the mind/body split.
and whether (or to what extent) they believe change is possible. I also use the term to include frameworks which I believe can be applied in practice to promote education access, equity, and student success, including strategic questioning and adaptive leadership.

**Strategic Questioning**

“It is funny how we resist change, resist participating in the changes necessary in our time. I know I do. But when we get involved with change, we can tap into a surprising stream of aliveness and creativity and inner wisdom, which is our contribution to the process of social change.”

~Fran Peavey

Social change activist, Fran Peavey, has profoundly shifted how I think of and relate to change processes as a reflective practitioner, especially in terms of co-creating change. As Peavey (2000) powerfully observes:

Between nations, within families, and in social change movements, there seems to be an unconscious assumption that effective change comes from imposing one’s ideas upon others. But I have found my work to be far more effective when I start from the premise that the change and strategies appropriate to a situation are embedded in the culture, group, or person involved, waiting to be uncovered… I’ve shifted from the question ‘what makes people change?’ to ‘what keeps people from changing?’ (pp. 291-292)

Joanna Macy (2013) asks the same question and her reflections deeply resonate with me: “As conscious, embodied beings endowed with multiple senses, we are geared to respond [to each other and the world] ... this response-ability has been an essential feature of life; it allows us to adapt to new challenges and generate new capacities” (p. 25). However, she argues that, generally, efforts to raise awareness about challenges we face in our society “tend to make us pull the shades down tighter, stiffening our resistance to what appears to be too overwhelming, too complicated, too out of our control” (Macy, 2013, p. 26). The reasons for this tendency are
complex, rooted in our tendency to repress pain, and can be frustrating for fellow reflective practitioners and social change activists.

Macy (2013) argues, “Pain is the price of consciousness in a threatened and suffering world… pain has a purpose: it is a warning signal, designed to trigger remedial action” (p. 27). Some examples of why we repress pain, according to Macy, include: fear of pain, despair, guilt, powerlessness, causing distress, appearing morbid, appearing week and emotional, and being unpatriotic; distrust of our own intelligence; and belief in the separate self. As a result, “our efforts to dodge or dull [pain] surrenders us to futility—or in systems’ terms, cuts the feedback loop and blocks effective response” (p. 27). Macy (2013) poignantly concludes,

Our pain for the world, including the fear, anger, sorrow, and guilt we feel on behalf of life on Earth, is not only pervasive. It is natural and healthy. It is dysfunctional only to the extent that it is misunderstood and repressed… The most remarkable feature of this historical moment on Earth is… that we are beginning to wake up, as from a millennia-long sleep, to a whole new relationship to our world, to ourselves and each other. (p. 37)

In her Strategic Questioning Manual, Peavey (n.d.) also identifies reasons which keep people from changing, including:

1. We do not know any alternatives due to a lack of information of the issue.
2. We may lack leadership or the confidence to pursue our goals as leaders ourselves.
3. We may subscribe to a kind of fatalism that does not encourage thinking about alternatives.
4. We may have taken in frightening information about the problem in a passive and alienating way. (p. 15)
With both Macy and Peavey’s reflections of what keeps people from creating change in mind, Peavey’s model of Strategic Questioning serves as an approach to social change that aims to move people from a place where they are stuck toward a place where they can identify possibilities for the way forward (See Appendix D). Strategic Questioning is a way of “finding within a society or in a group those strategies which will be useful in creating change” (Peavey, n.d., p. 13). The model outlines two levels of questions: 1) ‘rock questions’ which help people describe the issue or problem and 2) ‘water questions’ which encourage a deeper exploration from visioning to action planning. Strategic Questioning serves to create motion, options, and can be empowering while serving as a principle-based participatory approach to change and social action. Peavey (n.d.) outlines the following recommendations to consider when using Strategic Questioning for change work:

- Let the ideas emerge from the people affected
- Keep your own opinions in your pocket
- Look for the change-view in the people affected
- Create a neutral, common ground
- Create respect
- Listen to pain
- Listen to yourself
- Check your assumptions

Importantly, Strategic Questioning outlines an approach to co-creating change by encouraging me to continuously ask, *If I believe people have their own answers, what does that mean for me as a reflective practitioner?* Peavey (2000) reflects, “The obstacle to action for me was thinking that I had to have a fully formed idea in order to begin work. Possibly, the work that needed to be done was finding ideas” (p. 294). This acknowledgement deeply resonates with my role and contributions at UMass Amherst and is strengthened by an adaptive leadership style.
**Adaptive Leadership**

Adaptive leadership theory, initially introduced by Heifetz (1994), is a helpful framework for me as a reflective practitioner as I strive to ground my work in my guiding principles and collaborate with others (Evan et al., 1998). As a process, adaptive leadership emphasizes the principle of shared responsibility for the effectiveness and success of a project. The goal of the leader within this framework is not to solve problems for others, but to help them adapt to challenges they face by sharing ideas, resources, and decision-making (Heifetz, 1994; Heifetz et al., 2009). According to Heifetz (1994), there are three types of challenges:

1) Technical challenges (e.g., both the problem and the solution are clear)
2) Technical-adaptive challenges (e.g., the problem is clear, but the solution requires learning by everyone involved)
3) Adaptive challenges (e.g., problem and solution are unclear and the [leader] takes the lead to help [others] develop needed competencies)

Additionally, the following leader behaviors (See Appendix E) highlight strategies for how to practice adaptive leadership as a reflective practitioner while supporting student leadership and engagement: 1) get on the balcony, 2) identify the adaptive challenge, 3) regulate distress, 4) maintain disciplined attention, 5) give the work back to the people, and 6) protect the voices of leadership from below (Heifetz, 1994). Giacalone (2016-2017) suggests adaptive leadership serves as a useful framework for student advising relationships in higher education which includes giving options, role modeling, defining authority, and changing as necessary. For me, adaptive leadership promotes possibilities for co-creating change—especially when paired with Strategic Questioning—and requires meeting others where they are, holding space for them to explore their own change-views, and providing tools and resources to identify a way forward.
Overall, as a reflective practitioner, I aimed to hold social justice, engaged pedagogy, and principle-based participatory approaches central to my approach to co-creating change at my practicum site to promote campus food security, educational access, equity, and student success. For me, the frameworks outlined above serve to identify how educational spaces—and barriers to social change within higher education—are shaped by how we understand ourselves, each other, and our relationships and responsibilities to co-creating change. My guiding principles serve as tools to inform my role and design work at UMass Amherst and continue to deepen my reflection of what it means for me to believe people have their own answers and how I hold space in appropriate and meaningful ways as a reflective practitioner.

**PRACTICUM DESCRIPTION**

To help illustrate how I have strived to integrate my grounding principles in my practicum experience, this section provides a brief overview of my practicum site. Further discussion of my role and design work is discussed later in this CLC as well.

**Campus Compact for Southern New England**

As the Food Insecurity Coordinator and Campus Compact for Southern New England (CCSNE) AmeriCorps VISTA at UMass Amherst, my practicum is positioned within a larger anti-poverty movement and shaped by the campus climate and community. Volunteers in Service to America (VISTA) is a federal national service program designed to provide support and resources to nonprofit and public agencies which aim to alleviate poverty in the United States. Campus Compact envisions “colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life” (CCSNE, n.d.). UMass Amherst is partnering with CCSNE to host me as the AmeriCorps VISTA for the 2017-2018 service term.
University of Massachusetts Amherst

UMass Amherst was founded in 1863 and is the Commonwealth’s flagship campus as well as a nationally ranked public research university. Located in the rural Pioneer Valley, UMass Amherst enrolls over 30,000 students each year and is largely a residential community. In 2016, about seventy-five percent of students identified as white, while roughly a quarter of students identified as a person of color. Just over 2,600 students identified as an Underrepresented Minority (URM), which UMass describes as American Indian/Alaska Native, Black/African American, Hawaiian/Pacific Islander, Hispanic/Latino, and those who declare multiple race and/or ethnicities (UMass Amherst, 2016, September 13). UMass Amherst is also recognized for its number one campus dining program in the United States (Fitzgibbons, 2016, August 29), which is juxtaposed with efforts to promote food security on campus and growing student hunger nationwide (Goldrick-Rab et al., 2016 March). Finally, UMass Amherst has a long history of student activism and community engagement in promoting change on campus.

Dean of Students Office

Situated within the Student Affairs and Campus Life division, DOSO is committed to “fostering student development, especially the development of personal values which create a respect for individual difference, cultural diversity, and equal opportunity” (UMass Amherst, 2017). DOSO provides support services and advocates for student success. In my role, I support the Student Care Supply Closets and collaborate with our partners and students to increase awareness of campus food insecurity and identify opportunities to increase support for low-income students. In collaboration with the Center for Education Policy and Advocacy (CEPA) and other student groups, I am working to connect more students and organizations with activities to promote campus food security and related social change on campus.
BACKGROUND: CAMPUS FOOD INSECURITY

“The poor college student is no longer just a young person building character... The poor college student is actually a growing demographic and one of the most routinely overlooked. The chuckle-worthy trope of the ramen-scarfing, life-hacking university student is in fact casting a light-hearted gloss over a very serious problem.”

~David A. Tomar

Several recent studies reveal campus food insecurity to be a pressing issue within higher education, especially as it is linked with conversations related to social change efforts which promote educational access, equity, and student success in the United States. While there is not yet a nationally representative study of basic needs insecurity within higher education, the overall estimated national rate of food insecurity on campuses across the country ranges from 20 to 40 percent, with higher rates at community colleges and among low-income students, students of color, and non-traditional students (Goldrick-Rab et al., 2017; Dubick et al., 2016). Food insecurity is present in two- and four-year institutions, whether public or private, and in both urban and rural areas. At UMass Amherst, about a quarter of students skipped meals due to lack of funds and expressed they worry that they will run out of food before they have the money to buy more (Clark & Harris, 2015). As a result, more people within and beyond the field of higher education are beginning to understand what campus food insecurity is, how it impacts students, and what interventions and social changes are needed.

Defining Food Insecurity

Sara Goldrick-Rab and her associates (2017) define food insecurity as “the lack of reliable access to sufficient quantities of affordable, nutritious food; limited or uncertain availability of adequate or safe foods; and/or the inability to acquire such foods in a socially acceptable manner” (p. 3). The Committee on National Statistics (CNSTAT) distinguishes between food insecurity and hunger, which is “an individual-level psychological condition that
may result from food insecurity” (Coleman-Jensen et al., 2017, October 4, para. 6). This distinction reveals students can experience food insecurity despite having access to processed food items which provide little nutritional value but are perceived to be a stereotypical condition of the college experience (Tomar, n.d.).

While food insecurity can result from a temporary circumstance, it is likely that it is one of many challenges students are experiencing. Typically, food insecurity is a symptom of chronic underlying issues, such as poverty and the high cost of pursuing an education. When considering the diverse socioeconomic backgrounds and experiences nontraditional9 students have, food insecurity becomes a question of educational access and equity, especially when linked to diversity and inclusion on campuses in the United States. Gaines, Robb, Knol, and Sickler (2014) found that students who live off-campus, receive financial aid, are employed, and are low-income are at increased risk of food insecurity. In addition, students who experienced food insecurity as children and are, or were, recently homeless are at higher risk. Credit card and student loan debt are additional financial risk factors as students use borrowed money for living expenses, further compounding their financial insecurity (Hughes, 2011). Food insecurity is often intensified by perceived or real stigma and shame associated with poverty, or low-income status, further exacerbating the impact of related challenges for students.

9 Since 2002, over 70 percent of the national student population within postsecondary institutions are characterized as “nontraditional” students (Dubick et al., 2016 October). Lumina Foundation (n.d.) defines nontraditional students as students who meet one of the following criteria: attending school part-time; attending a two-year college; are financially independent; and are over the age of 25. I acknowledge the term “nontraditional” (as opposed to “traditional” students—predominately white, middle class and wealthy students who are between the ages of 18-21, attending a four-year institution full-time, living on campus, and receiving financial support from family) implies nontraditional students deviate from the norm of who is intended to participate within postsecondary institutions. While there is an opportunity to change these identifiers in the future, I opt to use these terms to mirror how students are categorized within the field. I further recognize the exclusionary history of postsecondary institutions in the United States which I believe contributes to the issues which lead to campus food insecurity and the resulting barriers to educational access and student success for today’s students.
The Impact of Food Insecurity on Students

Like Maslow (1943) suggests, Goldrick-Rab et al. (2017) also argues, “An individual’s needs begin with food and shelter, along with water and safety, and assessments of basic needs security in higher education therefore [must also] focus on measuring food and housing insecurity” (p. 5). When students are food insecure, it becomes increasingly challenging for them to focus on their long-term goals while they make difficult decisions to meet their basic needs. Food insecurity often leads to rationing food or skipping meals, decline in academic performance, decrease in time and energy, anxiety, increased doubts about the ability to continue in school, depression, and social isolation (Gaines et al., 2014). Students respond by increasing the number of hours they work, therefore reducing the amount of time they have for school, extracurricular activities, professional development, relationships, and self-care. Other troubling outcomes include self-medicating rather than seeking medical care and limiting the purchase of “non-essentials,” such as textbooks, auto maintenance, professional attire, and medical procedures (Gaines et al., 2014). To get by, Gaines et al. (2014) found that students attempt to manage their day-to-day needs by pleading with staff and faculty, asking friends with cars repeatedly to provide free transportation and favors, or suffering in silence for fear of judgment, lack of awareness of available resources, or the absence of support altogether.

Campus Interventions

Interventions to promote food security vary by college campus and are linked to larger efforts to promote campus diversity and inclusion while addressing barriers to student success. Chaplot, Johnstone, and Major (2015, July 9) insist that when low-income and nontraditional students receive appropriate support, institutions have improved performance such as higher retention, completion, transfer, and employment rates for graduates. Such indicators are central
priorities within the field of higher education while promoting educational attainment and social change. Effective and appropriate campus food security efforts require campus-wide collaboration and reflect a combination of support services and advocacy initiatives.

Opening a food pantry is the most common intervention for addressing food insecurity. Over 600 campuses in the U.S. have registered with the College and University Food Bank Alliance (n.d.). Additional examples of student-led interventions include meal swipe sharing\(^\text{10}\) (Chiu, 2015, November 4), food recovery initiatives\(^\text{11}\) (Food Recovery Network, 2017), and advocacy for policy changes\(^\text{12}\) to address the root causes of campus food insecurity, such as the rising cost of education. Current examples of institution-led interventions include diversity and inclusion initiatives\(^\text{13}\), establishment of centers or programs to support nontraditional students, campus-wide partnerships to increase holistic student success, and educational programming such as financial literacy, food management, and wellness programs (UC Berkeley, n.d.).

**Current Food Security Efforts at UMass Amherst**

Like many institutions, different stakeholders at UMass Amherst are working to promote campus food security. For example, DOSO currently provides financial and emergency support services for individual students, including case management, short-term loans, microgrants, emergency meal swipes, and referrals (UMass Amherst, 2017). DOSO strives to collaborate with

\(^{10}\) Students share extra meal swipes with peers who have exhausted their meal plans or were unable to purchase one. Partnerships between dining services and support services offices also serve to provide students meals and/or stock food pantries on campus.

\(^{11}\) Students organize volunteers to recover leftover food from events or dining commons to distribute to peers.

\(^{12}\) Examples include getting campus retailers to accept SNAP benefits (Humboldt State University, 2016, February 16) and meal plan pricing reform which allocates university-subsidized meal swipes for low-income students (Thegrio, 2017 November 11).

\(^{13}\) Diversity and inclusion initiatives generally reflect campus-wide efforts to promote educational access, multiculturalism, and student success and are usually part of the institution’s strategic plan to enhance campus climate for all members of the community.
various campus and community partners to support students holistically. DOSO also oversees the Student Care Supply Closets, which provide free toiletries and household items to students who need them, and co-chairs the Food Security Advisory Board. Additional campus-wide support services available to students include counseling services, financial literacy, legal services, disability services, and affinity group student centers.

In many ways, student-led initiatives and calls for action are driving campus engagement in promoting food security. At UMass Amherst, low-income students, students of color, international students, students with families, and students who identify as LGBTQ\(^\text{14}\) are disproportionately impacted by food insecurity. Several student groups are working to raise awareness about campus food insecurity among the university’s administration, policymakers, and their peers as well as organizing concrete ways to address the issue. Students are elevating their personal experiences and are highlighting connections between basic needs insecurity, the cost of education, and the intersections with social justice and educational equity. Students are leading a variety of projects, including building coalitions, sharing stories, hosting donation drives, recovering food from dining services, opening a food pantry, participating in direct action, targeting policy changes, and advocating for solutions to the root causes of educational injustice and campus food insecurity. In my role, I work with students to identify others contributing to campus food security efforts, research resources, contribute to their projects, and brainstorm strategies to continue increasing awareness of needs and support services to create change at UMass Amherst. My grounding principles have supported me in following their lead as well as helped us make connections between food insecurity and broader social change efforts within higher education.

\(^{14}\) Acronym for lesbian, gay, bisexual, transgender, and queer.
Linking Food Security to Social Change in Higher Education

“Too often the faces [on campus] have changed, but the policies and practices did not... the deeper assumptions, norms, and expectations [remain] rigidly in place.” ~Pope et al., 2014

It is important to acknowledge that the root causes of campus food insecurity are complex and reflect wider questions of social justice and educational equity within institutions of higher education in the United States. Because campus food insecurity disproportionately impacts low-income, nontraditional, and underrepresented students, it is inherently a social justice issue that must be intentionally linked with efforts to promote diversity\textsuperscript{15} and inclusion\textsuperscript{16} within the field of higher education. Reynolds and Mueller (2014) observe a connection between increased diversity on campus and the need for organizational change,

As the student body became more diverse in recent decades, many college administrators began to address issues of climate, which led to programmatic interventions and the creation of diversity-related offices whose task was to integrate underrepresented students into the overall student body. (p. 2)

Diversity efforts to foster multicultural and inclusive campus climates\textsuperscript{17} have an important role in promoting educational equity and social justice. Research shows that how students experience their campus environment influences learning and developmental outcomes (Pascarella &

\textsuperscript{15} Adams and Zúñiga (2016) define a diversity approach one which “generally emphasizes the social, cultural, and other differences and commonalities among social identity groups based on the ethnic, racial, religious, gender, class, or other ‘social categories’... [with a goal of appreciation for] differences among and within groups in a pluralistic society” (p. 96).

\textsuperscript{16} Merriam-Webster Dictionary (2018) defines inclusion as “the act of including: the state of being included.”

\textsuperscript{17} The term “campus climate” is used broadly within higher education to describe the general experiences of students, faculty, and staff. For example, UMass Amherst (2018) outlines the following categories: Perceptions of the inclusiveness of the campus community overall; Experiences and interactions within classrooms, schools/colleges, workplace environments, and the surrounding community; Experiences and interactions shaped by social identity; Perceptions of the university’s response to unfair treatment; and Changes needed to make UMass Amherst a more welcoming and inclusive place for all.
Terenzini, 2005), and that discrimination on campus negatively impacts student learning (Cabrera et al., 1999). Examples of interventions to promote diversity include establishing new cultural centers, curricula, and events as well as increasing professional staff positions to coordinate such initiatives. However, Rankin and Reason (2005) argue that despite more diversity on campus, “the overall culture of higher education has not changed, frequently leading to high attrition and low satisfaction” (as cited by Pope et al., 2014, p. 2).

Efforts to support diverse students often reveal a gap between good intentions and appropriate social change. For example, in terms of campus food insecurity, emergency financial support for low-income students and opening supply closets are intended to mediate educational disparities and promote student success. While helpful to individual students, both interventions fall short of addressing underlying root causes which perpetuate barriers to educational justice and student success. Many scholars suggest that an intentional shift to social justice and multicultural organizational change frameworks are necessary to push beyond the shortcomings of diversity efforts (Pope et al., 2004; Williams, 2013). Smith (2009), who has studied diversity efforts within higher education over four decades, recognizes two themes: “great change” and “unfinished business” (p. 80). While “great change” reflects the progress outlined above, “unfinished business” points to opportunities to co-create alternatives moving forward. Marchesani and Jackson (2005) provide an analysis of four patterns of diversity efforts which illustrate where challenges arise, including:

1. Crisis-driven responses
2. Increasing underrepresented student groups with little attention focused on increasing underrepresented faculty or staff members, or engaging members of one-up groups in dialogue about their privileges and accountability to contribute to change
3. Targeting individual behavior change rather than systemic structures that perpetuate monocultural values and practices

4. The individuals committed to creating multicultural change often exist at the margins of power within the organization

Therefore, the “unfinished business” Smith refers to highlights that diversity alone is not enough. Throughout my practicum experience, I also have observed opportunities to bring forward a social justice lens and approaches to co-creating change in current food security efforts.

As one example, Multicultural Organization Development (MCOD) theory provides reflective practitioners “a way to merge organization development techniques, social justice, and diversity” (as cited by Pope et al., 2014, p. 21). MCOD enables us to move beyond the limitations typical of diversity efforts and “[question] the underlying cultural assumptions and structures of organizations, as opposed to assuming that system change will be accompanied or followed by themes of social justice” (Pope, 1995, p. 203). Reynolds and Pope (2003) suggest MCOD “encourages [institutions] to reexamine their beliefs, assess their practices, and transform how they work” (p. 374). While analysis of MCOD is beyond the scope of this paper, Grieger (1996) identifies “MCOD [as a] useful framework for facilitating comprehensive long-term change for divisions of student affairs committed to transforming themselves into multicultural organizations” (p. 561). Pope (1993)’s Multicultural Intervention Matrix (MCIM) serves as one model practitioners can use to design tangible interventions which support multicultural and inclusive campuses. MCIM outlines targets of change and types of change (see Appendix F). Appendix G outlines characteristics of first- and second-order changes for context.

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18 The aim of OD techniques is to increase organizational effectiveness and efficiency by focusing on planned systemic change (Chesler, 1994; Coyne, 1991). OD approaches were used “as a means for transforming the structure of [college] student affairs divisions to infuse theories of student development into the mainstream profession” (Pope, 1995, p. 237).
Understanding the differences between first- and second-order change is critical in responding to the shortcomings of efforts to promote educational access and student success, including food security interventions. Pope (1993) defines first-order change as “a change within the system that does not create change in the structure of the system [while] second-order change is any change that fundamentally alters the structure of a system” (p. 241). For example, adding new services (e.g., supply closets and emergency grants) to a campus community are first-order changes. In contrast, second-order changes challenge the status quo to unearth underlying root causes which create barriers to change. Second-order changes aim to include new members of a campus community in “[reexamining the] mission, objectives, policies, procedures, and practices [on campus to] integrate diverse perspectives from voices that have been traditionally underrepresented” (Pope, 1993, 1995; Reynolds, 1997; as cited by Pope et al., 2014, p. 30).

MCIM has been helpful to me in identifying how I am applying my grounding principles and how to continue strengthening the Campus Food Security Project. For example, most of my work falls within the individual and group target levels. I am helping to increase awareness of food insecurity among campus stakeholders and expanding membership of people involved in efforts, particularly targeting input from students who are impacted. The Student Care Supply Closets are also an example of first-order change at the institutional level by targeting programmatic development. At the same time, addressing food insecurity and promoting educational justice will also require second-order changes, such as a paradigm shift, restructuring, and systematic interventions at the individual, group, and institutional levels, respectively. As I will discuss in the next section, I have tried to find ways to balance the need to support first- and second-order changes in how I work with others and approach co-creating efforts to promote campus food security as both are necessary to create social change.
CO-CREATING CAMPUS FOOD SECURITY

With my grounding principles in mind as well as current efforts and opportunities to promote food security, educational access and student success, I intentionally sought to integrate learning from my training courses throughout my practicum experience and capstone process.

Inquiry Process

For this Training CLC, I conducted a reflective analysis of my role and contributions to campus food security efforts at UMass Amherst, using the following methodologies:

- Reviewed literature of existing campus food security and organizational change efforts within the field of higher education in the United States.
- Observed current food security activities and collaborations at UMass Amherst among stakeholders and key campus partners.
- Conducted a reflective analysis of my guiding principles, training design, program materials, and strategies for community engagement with a focus on question-posing, learning styles, group dynamics, and addressing barriers to accessibility.

I engaged in the inquiry process outlined above to center a reflective analysis of how I am co-creating effective learning environments and how I am integrating my guiding principles into my practice as a reflective practitioner. Through this inquiry process, I deepened my understanding and ability to articulate my guiding principles and approach to co-creating change processes for community engagement and social change within the context of my practicum experience. I intend to share a summary of my reflections and recommendations with the team I work with at UMass Amherst and the incoming AmeriCorps VISTA member to further support the Campus Food Security Project moving forward.
Ethical Considerations and Limitations

I recognize there are ethical issues to consider as part of this inquiry process. While the focus of my reflective analysis is my role, contributions, and approach as a reflective practitioner, rather than formal data collection, I collected Participant Informed Consent forms (See Appendix H) to ensure individuals and campus partners I collaborate with regularly are aware of the reflective practice phase processes and goals of the Training CLC. I omitted individual names to limit potential identifiers in my reflection and ensure confidentiality as much as possible. I chose to identify key offices and groups however to help illustrate context and demonstrate collaboration among campus stakeholders. Membership information for the Food Security Advisory Board remains confidential for the purposes of this paper.

Campus food security and its root causes are inherently political. As an AmeriCorps VISTA, I am limited in the ways I can engage with certain forms of political activity, such as lobbying and direct action. While these are strategies of change for some members of the community I work with, I have been careful to emphasize that my role and project goals include building capacity and supporting community empowerment to strengthen food security efforts. In this way, I am intentionally integrating my guiding principles and focusing on how I can identify resources, develop materials, conduct outreach and research, and facilitate spaces for community stakeholders to lead the project moving forward. Finally, as I outlined in my guiding principles section, I center a social justice framework, engaged pedagogy, and practices that encourage co-creation. I acknowledge that not everyone I work with holds these same values in their approach to promoting campus food security. I have been mindful to utilize Fran Peavey’s framework for Strategic Questioning as a way to navigate this challenge while aiming to adapt my leadership style as needed to support others in finding their own answers.
Summary of Activities and Collaborations

To support the goals of the Campus Food Security Project and related campus-wide efforts to support educational access and student success, I am collaborating with campus and community stakeholders in the following ways:

**Student Care Supply Closets**

Student Care Supply Closets provide free toiletries and household items to students facing food and financial insecurity. There are five Supply Closets located at the Center for Multicultural Advancement and Student Success (CMASS), Dean of Students Office (DOSO), Off Campus Student Center (OCSC), Office of Family Resources (OFR), and Student Veterans Resource Center (SVRC). I support the development and management of the Supply Closets in collaboration with staff at each location. Specifically, I designed a shopping sheet, training guides, promotional content (e.g., flyers, ask cards, website content and social media graphics), and a standard operating procedure for the initiative. Additionally, I work with each location to promote the Supply Closets and identify additional potential partners to sustain this initiative.

**Food Security Advisory Board**

The purpose of the Food Security Advisory Board (FSAB) is to strengthen support services for students facing food and financial insecurity by improving structures for campus-wide coordination of food security initiatives. The goals of FSAB are as outlined:

- To improve communication and increase awareness of existing resources
- To identify potential partnerships and community needs
- To gather feedback to guide future efforts

Participating members currently represent a variety of campus partners and students. By the end of Spring 2018, I will co-facilitate a total of three meetings.
Student Engagement

CEPA serves as my primary partner in connecting with student-led activities and campaigns. Together, we have increased student membership in a Food Access Coalition and strategically coordinate different activities to promote awareness of campus food insecurity. I am also collaborating with students to organize the Student Food Security Forum (See Appendix I) which has been made possible by the Campus Climate Improvement Grant and SACL at UMass Amherst. This event will serve as a space for students to network with their peers, learn about current food security initiatives, and identify collaborations and next steps moving forward. Due to the timeline of the CLC process, I have only included a reflective analysis of the training design for the Student Food Security Forum in this paper as it is scheduled for April 12, 2018. Additionally, I have connected with a variety of student groups who are pursuing their own projects to promote food security. For example, students are contributing to efforts by donating items to their peers or local programs, recovering food from dining services to share with community members, raising awareness about hunger and homelessness, opening a food pantry, and taking direct action to advocate for policy changes.

Observations and Reflections

From my service as the Food Insecurity Coordinator AmeriCorps VISTA, I observed the following trends which shaped my approach to co-creating change efforts:

Reactive vs. Proactive

As I discussed, national and local interventions to promote campus food security are perceived to be generally reactive, or the result of crisis-driven responses (Marchesani & Jackson, 2005; Smith, 2009; Williams, 2013). Student services, such as access to Supply Closets, are certainly be helpful to individual students in the moment. However, such interventions do not
target second-order changes to address the root causes of food insecurity (Pope, 1993). This dilemma is well-known by many of the individuals and groups I support and collaborate with on campus. I have observed that most staff are passionate about addressing barriers to student success, yet they also face limited resources and time to move beyond crisis-driven efforts. Understandably, helping students navigate challenges in the moment takes precedence over long-term problem-solving, especially when students are immediately experiencing a crisis. When appropriate, efforts are made to provide follow-up resources for ongoing support to facilitate more proactive steps.

In contrast, others are driven to address the root causes of campus food insecurity and directly challenge current efforts by asking fellow campus members to examine policies and assumptions that shape higher education and impact educational access, equity, and student success. Overwhelmingly, student activists, leaders, and their allies are leading this conversation. Generally, they have more flexibility to raise such questions and organize to strategically link campus food insecurity to campaigns for educational justice and social change. In response, I navigated the tension between reactive and proactive efforts by striving to center and amplify student voices and projects as a way to draw from their experiences and advance their strategies for promoting campus food security. To support more proactive efforts in the future, I approach meetings, outreach, and activities as a listener first. I also use adaptive leadership and Strategic Questioning to identify how I can support them and follow their leadership, rather than assuming I have the answers or know what answers they bring to the table. At the same time, I continue to gather and incorporate their feedback regarding gaps in services to help guide the future development of campus interventions. For example, I have amplified their calls for a campus
food pantry which includes student involvement in its development and management. A more formal and comprehensive needs assessment of their feedback is needed in the future.

**Institution vs. Student Movements**

Inevitably, I have experienced the tension between reactive vs. proactive efforts to promote food security as an extension of differences in power and priorities between the institution and student movements on campus. As a new member of the UMass Amherst community, I was excited to learn about a long history of student activism and leadership for change. At the same time, I also learned that as the Food Insecurity Coordinator AmeriCorps VISTA within DOSO, I am perceived as “the institution” when engaging and collaborating with students. For some, individual first-order changes I am responsible for are understandably criticized and de-prioritized. Occasionally, I have been met with what I perceive to be hesitation to collaborate, often due to ongoing frustrations and calls for more proactive measures at the institutional second-order change levels. By design, my role attempts to leverage the Food Insecurity Coordinator position strategically to connect both institutional and student-led food security efforts. Despite some initial challenges to generating student engagement at the beginning of my service term, I have overwhelmingly found students are eager to work together. Grounded in my principles, my focus as a reflective practitioner has been listening to students, identifying connections, providing resources, following student leadership in project development, and gathering student feedback to guide the Campus Food Security Project.

**Coalition Building**

Finally, as I navigate the campus climate at UMass Amherst, I am working to establish who on campus is already supporting food security efforts to identify unmet needs and potential partnerships. Because institutions of higher education tend to be decentralized, establishing a
sense of who is involved and to what extent continues to be an ongoing project. As part of DOSO, I am physically and socially removed from student leaders and student organizations which are housed in other areas across campus. I am also not in a direct service role, meaning I do not regularly have face-to-face interactions with students like an advisor would. I realized very early in my practicum experience that these limitations served to uphold the perception of the institution vs. student movements. One strategy I have utilized to help break down this barrier has been community outreach and meeting with students who are interested in food access and social justice. I have successfully found allies and advocates in members of student organizations and among individual graduate students. This approach has continued to foster campus-wide coalition building while increasing awareness of campus food insecurity and existing support resources. This strategy has also expanded student leadership and involvement.

**Identifying Change-Views**

From meeting with students, I have continued to observe variability in levels of awareness and interest in food security as well as ways of relating to how to best address the issue. Student activities range from service-oriented interventions to direct social action. Some students focus on food security on campus as it is related to educational access and social identities, while some center hunger and homelessness in the wider community. Other students identify with the terms food justice or food sovereignty\(^{19}\) rather than food security, and still others connect with issues of sustainability, food waste, and food systems. At the same time, a large majority of students are not currently engaged in any efforts to promote campus food security due to lack of awareness of the issue, ways to get involved, or a variety of other reasons.

\(^{19}\) Berlow (2015) defines food justice as “the right of communities everywhere to produce, process, distribute, access, and eat good food regardless of race, class, gender, ethnicity, citizenship, ability, religion, or community” (p. 70). She further defines food sovereignty as “the right of people to define their own food, agriculture, livestock, and fishery systems” (p. 70).
not yet identified. There are students who are unaware of the experience of food insecurity among their peers or resistant to exploring possibilities for change on campus altogether.

From my perspective, the diverse range of potential entry points to the topic of campus food security, complex intersections with larger questions of social and environmental justice, and the lack of a central location for food access student groups to gather, collaborate, and organize, have created a challenging environment for co-creating a path forward as a campus community. At the same time, there is great potential for building coalitions, forming partnerships, and developing initiatives that promote food security, educational justice, and student success in a variety of ways. Therefore, I have largely focused my efforts on connecting students with each other to support the goals of the Campus Food Security Project. This decision is based on the understanding that future VISTA members who support the project will build on this foundation to continue increasing awareness and knowledge on campus through more targeted educational activities. As a result, my motivation for planning and designing the upcoming Student Food Security Forum is to facilitate a space where students can network, learn about campus food insecurity, and begin identifying potential collaborations and strategies to promote their projects and elevate their priorities for change on campus moving forward.

**Analysis of Design Work**

From my observations and reflections, I intentionally sought ways to integrate my learning from training courses and guiding principles in my approach to projects and collaborations at UMass Amherst. For the purposes of this paper, I have chosen to focus my analysis on two of my primary contributions to the Campus Food Security Project: 1) Student Care Supply Closets and 2) Student Food Security Forum.
In developing the Student Care Supply Closets, I have been mindful of bringing a social justice framework forward as possible and appropriate throughout the design and implementation. As a pilot year, this process has been an exciting opportunity to build from the ground up as well as a huge learning curve. When designing the shopping sheet, it was important for me to ask what items we provide and how to list them in an accessible way to students. For example, most personal care items are rigidly marketed for males or females while this does not necessarily reflect how products are used when considering gender identities and individual preferences. From consulting with others, I opted to ask (but not require) gender pronouns on the shopping sheet and listed items as “traditional men” or “traditional women” to facilitate the shopping process in a more inclusive way. I integrated gender identity considerations into the Supply Closets standard operating procedure and training materials to prompt staff awareness and promote inclusion. I also ensured to include options for items that are unscented, sensitive skin, and mint-free. Additionally, it has been important to me, as well as many involved with the Supply Closets, to include products that are appropriate for students of color. As a result, I have specifically listed brands which are appropriate for students of color on ask cards and graphics used to solicit donations and emphasize this need when I share the resource with the community. I hope to include more natural and environmentally conscious products in the future as well.

There are additional opportunities to continue to promote inclusion and access to the Supply Closets, including opening a location where hours of operation are possible beyond 9am-5pm as well as reconsidering how students shop for items. Currently, financial verification is not required to access the Supply Closets. However, student identities are not anonymous. The shopping sheet requests names and student identification numbers. Largely, this choice reflects
the desire to collect information to provide more proactive outreach to students and develop a better understanding of who is experiencing food and financial insecurity. However, students I am working with have named this process as a potential barrier for students who do not wish to identify themselves as food and financially insecure and/or are not comfortable with accessing the Supply Closets in general. A question of dignity comes up for me when reflecting on the current process for how students receive items from the Supply Closets as staff members currently prepare items for students. Sometimes, this exchange occurs in a public lobby or office where other people are located. While visibility of support services can help to break through stigma, there are certainly important questions to continue asking in terms of access, process, and dignity for students as I work with partners to manage and further develop the program.

Overall, the Student Care Supply Closets serve as one of many interventions the university provides to support students facing food insecurity. The initiative often helps to supplement monthly living expenses, albeit in a small way. Most importantly—from my view—the Supply Closets serve as an entry point to additional campus and community resources for students facing food insecurity. Simultaneously, they serve to initiate conversations and amplify student calls for a campus food pantry and policy changes. I am continuously seeking to learn from these conversations to identify the change-views of different stakeholders on campus and language to integrate into promotional materials, community outreach, and training.

**Student Food Security Forum**

At the time of writing, the Student Food Security Forum (See Appendix I and Appendix J) is scheduled for April 12, 2018 from 5:30pm to 8pm on campus. Participants will include current students at UMass Amherst and will be open to both undergraduate and graduate students.

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20 The Student Food Security Forum has taken place since the original submission. As Capstone Week occurs in May, I chose to include a reflection of the forum in the appendices to further deepen my reflective analysis.
students. Registration is required as space is limited. In part, this choice followed budget needs (so that we can provide food) as well as a desire to support a manageable number of participants for the pilot-training. Many participants will have an interest in food insecurity or related issues. The registration form includes questions to identify why students are interested in attending and what they hope to learn to help guide the training implementation and evaluation. As mentioned previously, the goals of the training are to connect students with each other, promote awareness of campus food insecurity and efforts to address the issue, and encourage future collaborations moving forward. The forum includes networking, a gallery walk, art project, presentation, panel discussion, and Open Space\textsuperscript{21} session.

As I have discussed, my motivation to organize a Student Food Security Forum directly follows my grounding principles, observations, and engagement with students. To bring forward a commitment to co-creating change, I have designed this training to center student-led activism and leadership as a way to guide campus-wide coordination of food security structures and initiatives. As Peavey (n.d.) suggests, I aimed to design a training which lets the ideas emerge from the people affected by campus food insecurity at UMass Amherst while listening for their change-views and opening a space to begin identifying common ground and next steps.

By design, I integrated Strategic Questioning throughout the Student Food Security Forum creatively to encourage participants to engage with ‘rock’ and ‘water’ level questions both directly and indirectly (Refer to Appendix D). For example, the gallery walk and presentation will serve to explore what is known about campus food insecurity and its impact. The panel will introduce a vision for change and highlight alternatives by discussing

\textsuperscript{21} Open Space Technology is an approach to facilitating conversation, focused on a specific topic, but beginning without any formal agenda. Participants have the opportunity to raise a topic and facilitate a break-out group with others interested in joining that conversation.
interventions at other campuses and in the community. Additionally, the panel will include at least two students. The Open Space session is intended to deepen a vision for change while prompting students to consider the resources available to support them and potential action steps following the forum. I have strived to ground the design within engaged pedagogy as appropriate to continue facilitating ways to bring student experiences into the space. For example, students will participate in an art project where they can respond to the prompts: “I fight for a food secure community because…” and “A hunger-free UMass looks like…” I expect their contributions will reveal what they know, observe, and feel about campus insecurity as well as potential visions for change. As students network, they will have the chance to meet others and learn about current projects. The Open Space session further brings student experience into the room by encouraging them to lead conversations and identify action steps by the end of the training.

In many ways, the Student Food Security Forum design aims to shift from deficit-thinking to a strengths-based approach as Yosso (2015) suggests. Influenced by her Cultural Wealth Model, I intentionally am seeking to ask what strengths students bring to the table in efforts to promote food security throughout the training. This stands in contrast to the narrative of students who “need help” because they are facing food insecurity. This intention further aims to open possibilities for interrupting learned storylines and encouraging participatory approaches to the coordination of campus-wide efforts. One challenge I have encountered in designing this training is how and where to engage with embodied learning. For example, incorporating contemplative practices, such as meditation or journaling in this space do not seem appropriate given the change-views student activists and leaders have demonstrated in their own projects and our work together. Activities which engage embodied learning may be more appropriate for smaller training settings in the future where participants are not overwhelmingly students who
are experiencing food insecurity and want to see immediate changes on campus. While I value embodied learning as a trainer and hope to work with this area in the future, the desire to connect embodied learning with campus food security efforts is my bias, shaped by my own experiences and guiding principles. It is not the most pressing way current students are connecting with campus food insecurity right now. In meetings and discussions, I have learned that there is a sense of urgency and therefore an action-oriented mindset at the center of their change-views—at least in this moment and based on my engagement with them. Therefore, I have emphasized co-creating shared understanding of the issue and identifying action steps for the Campus Food Security Project following the forum. For me, this is still very much in alignment with my guiding principles as Peavey (2000) points out that believing people have their own answers means putting my opinions in my pocket and checking my assumptions.

As the training nears, I am looking forward to the implementation and evaluation process for continued reflection. I intend to provide a follow-up survey to participants to gather their feedback regarding content, process, and assessment of the training objectives. As this training will be one of the largest contributions I am making to the Campus Food Security Project, I intend to share a summary of evaluations with the team and partners I work with, the Food Security Advisory Board, and the incoming AmeriCorps VISTA member to guide future efforts. I also hope to have identified student leaders to serve on a student advisory board.

**Movement as a Reflective Practitioner**

In reflecting on my educational journey, motivations for pursuing a degree at SIT, on-campus learning, and practicum experience thus far, I recognize that I have grown in the professional and personal learning objectives I outlined as part of the Training CLC. Through my practicum experience, I intentionally grounded myself in my guiding principles of social justice
education, engaged pedagogy, and approaches to co-creating change in how I approached my role, collaborative projects, and design work. In doing so, I increased my knowledge of training pedagogies and change theories, as demonstrated through my reflective practice papers and through writing the Training CLC. I strengthened my ability to articulate how my lived experience has influenced my thinking and how I approach my role and contributions to campus food security efforts. As a result, I deepened my awareness of my motivations, assumptions, and own change-view as well as deepened my understanding of principle-based practices. For example, when I first started at my practicum site, I assumed that certain student groups would naturally join in and support campus food security efforts because of their visibility as student leaders or advocates for change on campus. I was not prepared to face reluctance or resistance to collaborate with “the institution.” I acknowledge that my assumptions reflect how I value the role student affairs professionals have within higher education as advocates for students and agents for change. In listening to the experiences and change-views of students, I learned to notice my biases and take leadership from them in how to approach outreach, collaborations with students, and navigate the campus climate at UMass Amherst.

Through this process, I have also been challenged to identify ways to facilitate co-creation within student engagement which has helped me understand that believing people have their own answers means using my position to center student voices and amplify their strategies for creating change on campus. Following my initial research of campus food insecurity and based on my own experiences, I thought I had solid ideas to help solve the problem at UMass Amherst. When meeting with students, despite wanting to interject with my opinions on more than one occasion, I focused on holding space for them to lead the way. In doing so, I learned about the campus climate, barriers and possibilities for change, and what strengths students bring
forward as advocates for themselves and their peers. Over time, my research proved to organically provide support to their projects and our collaborations when they needed resources to move their work forward. Overall, this process led to a student-led Food Access Coalition, prompted the creation of the Student Food Security Forum, and will more meaningfully guide sustainable change efforts for the Campus Food Security Project. In many ways, practicing embodied learning as a reflective practitioner personally tuned me into noticing what arises in the moment when I am challenged by the process of co-creating change, which has pushed me to pause and investigate what is beneath the reaction. I have found that cultivating mindfulness of my own learned storylines serves to increase my ability to listen to understand and discover the change-views others bring to the table. Adaptive leadership has also served to strengthen how I meet others as a co-creator for change while navigating the range of awareness and priorities community members have regarding campus food insecurity and efforts to promote social change at UMass Amherst.

One of the biggest areas of growth for me has been developing an openness to emergent learning, both professionally and personally. As I entered the UMass Amherst community as an outsider, I faced a steep learning curve in navigating the campus culture, group dynamics, expectations for the Campus Food Security Project, and identifying possibilities for co-creating change from day one. As the first VISTA for this project, I felt responsibility to set up an appropriate foundation for the future development of the program. However, I struggled with the complexity of the issue and its impact as well as differing, and sometimes competing, interests among stakeholders and campus partners. I did not know what language told the UMass Amherst story—how students experience, understand, and talk about food insecurity as members of the campus community—and I was not sure how to integrate my guiding principles appropriately.
I learned, or perhaps remembered, to trust myself as a reflective practitioner. I conducted research about campus food insecurity and current interventions. I asked questions about the shortcomings I found in current efforts through a social justice lens and began finding ways to practice what it means for me to believe that people have their own answers. In meeting with others, especially students, to listen to their ideas, I began to feel less personal responsibility and shifted toward sharing the process. It is not for me to define the story of food insecurity at UMass Amherst or to know how best to guide the Campus Food Security Project moving forward, at least not alone.

By bringing forward engaged pedagogy and change-views—even in the smallest ways—and more concretely in the design for the Student Food Security Forum, I found a way to be with what emerges from the process and from the people who do have the authority to lead the way. From this process, I deepened my understanding of the importance of practicing a balance between preparation and going with the flow. At the same time, I increased my ability to return to my guiding principles when pulled in multiple directions at once as a way to re-center and recharge for the work I am passionate about supporting at UMass Amherst and beyond. For me, emergent and embodied learning will continue to be a place for intentional growth as a reflective practitioner and I appreciate the role both have already played in helping me to ground myself and my approach as a co-creator for change within the Campus Food Security Project.
CONCLUSION

“Once feet are set on a path, ways open. Connection builds connection.”
~Fran Peavey

Overall, the Training CLC has supported my intention of deepening my understanding and ability to articulate 1) How I am co-creating effective learning environments and 2) How I am integrating my guiding principles into my practice as a reflective practitioner. Through this process, I have strengthened my knowledge of social justice, engaged pedagogy, and principle-based participatory approaches for social change. As such, I have built on Training for Social Action and other training courses at SIT while identifying ways to integrate opportunities for promoting social justice and co-creating change efforts to address campus food insecurity at the UMass Amherst. For me, centering students in the process of identifying partners, projects, strategies, and next steps serves to support co-creating possibilities for change while promoting educational access, equity, and student success in appropriate and meaningful ways.

Practical Applications

As many higher education professionals and students across the country are also actively organizing to promote campus food security, there are a few practical applications from my reflective analysis that I think will be helpful to keep in mind. As I have discussed, centering student voices and supporting their leadership development as advocates for educational justice and social change serves to honor engaged pedagogy and has the potential to increase student success. I believe this to be potentially very impactful for students who are most impacted by campus food insecurity and for any student’s holistic development in their life journey. Holding space for students to practice examining their own educational journeys while presenting tools and resources to amplify their strengths can promote a sense of empowerment and uncover alternatives that may not be considered without bringing their experiences forward.
From an approach to co-creating change, fellow reflective practitioners and higher education professionals may find the frameworks I have discussed helpful in their own work to support students and advocate for organizational and social changes. In particular, Strategic Questioning, the Cultural Wealth Model, and the Multicultural Intervention Matrix have the potential to generate alternatives to problems institutions of higher education are facing in their efforts to promote educational access, equity, and student success for today’s students—especially the big picture problems that we get stuck in. These tools may be useful to implement and explore during professional development opportunities and staff retreats to initiate reflection, reframing, visioning, and action planning at the individual, group, and institutional levels. I believe, landing on our own answers to strengthen the effectiveness of current efforts to promote food security and educational justice, while opening spaces to co-create possibilities for change, can provide a way forward. These processes must emphasize the necessity to question our assumptions in our current approaches, shift paradigms, and reconstruct our campus-wide structures and efforts in appropriate and meaningful ways.

**Recommendations for Further Research**

More research of co-creating change processes within higher education is needed to better understand the role of change-views and assess the impact of these approaches in achieving desired outcomes. There are opportunities to examine what assumptions and pre-conditions help or hinder the process of co-creating change efforts as well as how social identities, cultural values, and context shape best practices and engage all stakeholders. With the range of possible applications—from student engagement and leadership to organizational and social change—further research will be necessary to identify best practices, nuances, and considerations I have not yet named due to my own experiences and guiding principles.
**Intentions as an Ongoing Learner**

From here, I acknowledge my role as an ongoing learner in the change work I hope to contribute to as a reflective practitioner. I am more deeply rooted in my guiding principles and am looking forward to continuing development of competencies to bring them into my approach as an advocate for educational access, equity, and student success. In particular, I hope to center embodied learning and practices personally to integrate my guiding principles into my every day interactions and life. Cultivating mindfulness and exploring other contemplative practices will serve to reinforce my value of turning inward for the deeper personal change work I must remain committed to as a reflective practitioner. I also see the value of such practices in sustaining my whole self as I commit myself to this journey. In developing my own practice, I hope to strengthen my guiding principles and ability to integrate similar tools into future training design work and efforts to co-create student engagement and leadership when appropriate. In terms of promoting campus food security and educational justice, there are many related areas I hope connect social justice and embodied learning, including healing from internalized oppression and learned storylines as well as how embodied learning serves to promote trauma-informed practices within engaged pedagogy. Bringing in lived experience as a place for change is inherently connected with social justice education and I recognize I will always learn and develop new skills to more effectively and appropriately engage in the process. As such, I also hope to continue learning ways the intersections of our identities, experiences, and change-views impact the engaged and embodied learning spaces I hope to co-create throughout my journey as a reflective practitioner. True to embracing an openness to emergent learning, I am hopeful that I will discover and uncover important lessons along the way and I feel excited by both the possibilities for change and what remains unknown.
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*Journal of College Student Development, 34*, 201-205.


Appendix A: Target and Non-Target Groups

Goldbach (2017, October 25)

<table>
<thead>
<tr>
<th>Type of Oppression</th>
<th>Target Group</th>
<th>Non-Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial</td>
<td>People of color</td>
<td>White people</td>
</tr>
<tr>
<td>Class</td>
<td>Poor; working class</td>
<td>Middle, owning class</td>
</tr>
<tr>
<td>Gender</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Lesbian, gay, transgender, bisexual</td>
<td>Heterosexual people</td>
</tr>
<tr>
<td>Ability</td>
<td>People with disabilities</td>
<td>People without disabilities</td>
</tr>
<tr>
<td>Religion</td>
<td>Non-Christian</td>
<td>Christian</td>
</tr>
<tr>
<td>Age</td>
<td>People over 40</td>
<td>Young people</td>
</tr>
<tr>
<td>Youth</td>
<td>Children and young adults</td>
<td>Older adults</td>
</tr>
<tr>
<td>Rank/status</td>
<td>People without college degree</td>
<td>People with college degree</td>
</tr>
<tr>
<td>Military service</td>
<td>Vietnam veterans</td>
<td>Veterans of other wars</td>
</tr>
<tr>
<td>Immigrant status</td>
<td>Immigrant</td>
<td>U.S.-born</td>
</tr>
<tr>
<td>Language</td>
<td>Non-English</td>
<td>English</td>
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</tbody>
</table>

## Appendix B: Cultural Wealth Model

Yosso (2015)

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
<th>Questions to Ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirational Capital</td>
<td>“Hopes and dreams” students have</td>
<td>How are we supporting the maintenance and growth of student aspirations? What assumptions do we have about our students’ aspirations?</td>
</tr>
<tr>
<td>Linguistic Capital</td>
<td>Language and communication skills students bring to college</td>
<td>How are we supporting the language and communication strengths of our students? To what degree do courses utilize inclusive pedagogical practices?</td>
</tr>
<tr>
<td>Familial Capital</td>
<td>Social and personal human resources in pre-college environment (e.g., family and extended networks)</td>
<td>How do we recognize and help students draw on wisdom, values and stories from their home communities? How do we create environments that honor and invite families to participate?</td>
</tr>
<tr>
<td>Social Capital</td>
<td>Peers and other social contacts</td>
<td>How do we help students stay connected to the communities and individuals instrumental in their previous educational success?</td>
</tr>
<tr>
<td>Navigational Capital</td>
<td>Skills and abilities to navigate “social institutions”</td>
<td>How do we help students navigate our institutions? Interactions with faculty? Interactions with student-support staff? Their peers? How willing are we to acknowledge that our institutions, both their structures and cultures, have a history of, and may still in many ways be unsupportive and/or hostile to our students and their communities?</td>
</tr>
<tr>
<td>Resistance Capital</td>
<td>Foundational experiences of communities of color in securing equal rights and collective freedom (e.g., legacy of social justice within social networks and community)</td>
<td>How do we support students who are committed to engaging in and serving their home communities (however they define these)? What opportunities do we provide students in and outside of the classroom to prepare them for participation in a diverse democracy?</td>
</tr>
</tbody>
</table>
Yosso (2015)’s Cultural Wealth Model Continued

Income: The dollars received from salaries, wages, and payments.

Wealth: The total extent of an individual's accumulated assets and resources.

Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995
Appendix C: The Tree of Contemplative Practices

Duerr and Bergman (2015)
Appendix D: Strategic Questioning

Based on Fran Peavey’s lifelong work as a social change activist.

Used in Training for Social Action taught by Ryland White, SIT Graduate Institute.

![Strategic Questioning Diagram]
Appendix E: Adaptive Leadership

Heifetz (1994)

Appendix F: Multicultural Change Intervention Matrix

Raechele L. Pope (1993)

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Target of Change</th>
<th>First-order Change</th>
<th>Second-order Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual</td>
<td>A. Awareness</td>
<td>B. Paradigm Shift</td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td>C. Membership</td>
<td>D. Restructuring</td>
</tr>
<tr>
<td></td>
<td>Institutional</td>
<td>E. Programmatic</td>
<td>F. Systematic</td>
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</table>
### Appendix G: Characteristics of First- and Second-order Change


<table>
<thead>
<tr>
<th>First-order Change</th>
<th>Second-order Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>An extension of the past</td>
<td>A break with the past</td>
</tr>
<tr>
<td>Within existing paradigms</td>
<td>Outside of existing paradigms</td>
</tr>
<tr>
<td>Consistent with prevailing values and norms</td>
<td>Conflicted with prevailing values and norms</td>
</tr>
<tr>
<td>Focused</td>
<td>Emergent</td>
</tr>
<tr>
<td>Bounded</td>
<td>Unbounded</td>
</tr>
<tr>
<td>Incremental</td>
<td>Complex</td>
</tr>
<tr>
<td>Linear</td>
<td>Nonlinear</td>
</tr>
<tr>
<td>Marginal</td>
<td>A disturbance to every element of a system</td>
</tr>
<tr>
<td>Implemented with existing knowledge and skills</td>
<td>Requires new knowledge and skills to implement</td>
</tr>
<tr>
<td>Problem- and solution-oriented</td>
<td>Neither problem- nor system-oriented</td>
</tr>
<tr>
<td>Implemented by experts</td>
<td>Implemented by stakeholders</td>
</tr>
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Appendix H: Participant Informed Consent

Participant Informed Consent
Title of the Study: Promoting Campus Food Security: Towards an Approach for Co-Creating Change

Researcher Name: Tassandra Rios-Scelso
My name is Tassandra Rios-Scelso and I am currently a student at SIT Graduate Institute. I invite you to participate in a reflective analysis study I am conducting for partial fulfillment of my MA in Intercultural Service, Leadership & Management. Your participation is voluntary and you may withdraw your consent at any time and discontinue participation without penalty. Please read the information below and ask questions about anything you do not understand before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

PURPOSE OF THE STUDY
The purpose of this study is to bridge my academic learning with the current practicum work I am supporting as the Food Security Coordinator AmeriCorps VISTA with the Dean of Students Office at the University of Massachusetts Amherst. The final goal is to present a summary of my findings and reflections with the team I work with and the incoming AmeriCorps VISTA member who will continue the project moving forward. I will also develop a Capstone paper that will be made available via the SIT website.

Specifically, I will explore and evaluate:
1) How I am co-creating activities to increase awareness of campus food insecurity, support services, and advocacy campus-wide through collaboration with students, staff, faculty, and community members.
2) How I am integrating my guiding principles as a trainer into how I approach collaboration and activities to promote campus food security.

STUDY PROCEDURES
Data being gathered is strictly informational. Participants in this study include the following:
  • Food Security Project Partners:
    o Colleagues and representatives from campus partners and working groups supporting food security efforts on campus.

Your participation will consist of one or more of the following:
  o Participation in efforts to support the design, development, and implementation of initiatives and activities to promote awareness of campus food insecurity, such as meetings, donation drives, outreach, and educational programming.

Observations will be recorded from these activities. I will use field notes to inform my reflective analysis. Evaluations of the project will be shared with direct project partners to improve future efforts and educational programming.

POTENTIAL RISKS AND DISCOMFORTS
There are no known risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. You may choose to discontinue participation at any time.
POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
There are no anticipated benefits to participants in this study, but potential indirect benefits are:

• The opportunity to contribute to the future development of food security efforts supported by the AmeriCorps VISTA project.

CONFIDENTIALITY
Please note the following:

• Names of offices and groups may be included when submitting and discussing research to provide context and demonstrate collaboration, thus minimizing confidentiality.
• Participant’s names will not be disclosed. Data being gathered from these participants is strictly informational.
• All data will be stored on the researchers encrypted phone and/or computer. No one else will have access to this data.

RESEARCHER’S CONTACT INFORMATION
If you have any questions or want to receive more information about this study, please contact me at tassandra.rios-scelso@umass.edu or my advisor at ryland.white@sit.edu. You may also contact the Institutional Review Board at irb@sit.edu or (802) 258-3132.

“I have read the above and I understand its contents and I agree to participate in this study. I acknowledge that I am 18 years of age or older.”

Participant’s signature __________________________ Date ______________

Researcher’s signature __________________________ Date ______________

Research Information
If you are interested in receiving a summary of the final Capstone project, please provide an e-mail address. Participant’s e-mail address: ________________________________
Appendix I: Student Food Security Forum Training Design

At the time of writing the Training CLC, the Student Food Security Forum has not yet occurred. The event is scheduled for April 12, 2018 at the UMass Amherst. The forum is supported by the Campus Climate Improvement Grant and Student Affairs and Campus Life at UMass Amherst. The design below outlines what I intended for this space whereas the implementation did not include all aspects.

**Purpose**
To support efforts to improve campus-wide coordination of food security structures and initiatives.

**Goals**
To connect students with each other, promote awareness of campus food insecurity and efforts to address the issue on campus, and encourage future collaborations moving forward.

**Objectives**
- Participants will increase their knowledge of campus food insecurity, including its impact on students and intersections with social justice and student success.
- Participants will increase their awareness of current support resources and student-led projects.
- Participants will meet fellow students and strengthen existing collaborations.
- Participants will begin identifying unmet needs and strategies for promoting food security.

**Participants**
The Student Food Security Forum is open to any current undergraduate or graduate student at the University of Massachusetts (UMass) Amherst. A fair number of participants will most likely include students currently engaged in supporting campus food security on campus and in the wider community, including key partners I am collaborating with as part of the Food Security AmeriCorps VISTA project. This space will also provide an opportunity to introduce and recruit new students for continued efforts moving forward. Pre-event registration will be limited to approximately 50 students.

**Setting**
The Student Food Security Forum will take place on campus in an event hall which is centrally located and accessible to students. The event is scheduled for Thursday, April 12, 2018 from 5-8pm. Event information sent to participants in advance will include a statement requesting students respect a fragrance-free and nut-free environment. Snacks will be served, and students will be encouraged to bring their own reusable items for beverages and taking home any leftover food.
Potential Challenges for Participants
Due to the diversity of students at UMass Amherst, especially among students currently engaged in food security efforts, levels of understanding and relation to campus food insecurity will vary. For students actively involved in projects, there is the potential for dominating the conversation as well as the possibility that they may already have landed on the best way to contribute to campus-wide efforts. In contrast, there will also be students who are new to the conversation. To mediate these potential challenges, there will be gallery walk and brief presentation to provide a basic overview of campus food insecurity and the panel will serve to increase knowledge about the issue, its impact, and intersections with social justice and student success. The Open Space session will provide an opportunity for more experienced students to facilitate and lead conversations based on their own projects, ideas, or goals. Group norms will be set as part of the introduction and welcome as well.

5:30pm: Student Fair and Networking
During the first portion of the Student Food Security Forum, there will be a resource and advocacy fair where students can table to showcase their organization and related food security projects. There will be a table for the Dean of Students Office as well to provide information about the Student Care Supply Closets and other services as well as campus and community resources. Additionally, a participatory art project, gallery walk, and networking will run simultaneously.

Materials Needed
- Name tags and sign-in sheet
- Tables, chairs and table cloth for DOSO table
- Serving utensils, food and beverages
- Promotion materials from key campus and community resources
- Student Care Supply Closet informational board and donation box
- Projector, laptop, 2 microphones, speakers
- Food insecurity facts and myths for gallery walk
- Large chalk board and chalk

Set-up
Tables around the perimeter of the event space in a U-shape for the fair, food, and art project. On the open wall, place food insecurity facts and myths at eye level for a gallery walk. Chairs placed in the center of the room in either a circle or lecture style depending on the number of participants to prepare for the panel.

6pm: Presentation and Panel
Trainer will facilitate introductions and welcome, provide an overview of the agenda, PGOs, and a brief presentation of the Food Security VISTA project. The trainer will introduce the panelists and facilitate a discussion, with approximately 30 minutes of structured conversation and 10-15 minutes of Q&A where participants can engage with the panelists.

Materials Needed
- Projector, laptop, 2 microphones, speakers
- Biographies for each panelist
Set-up (based on number of attendees)

Option 1: If smaller group, set-up circle of chairs.
Option 2: If larger group, set-up a traditional table for panelists with lecture style seating.

Questions for Discussion

- What do we already know about the intersections of food insecurity, educational justice, and student success? About food insecurity in the local community?
- What can we do to address food insecurity now? In the future?
- How do we believe we will make an impact?
- How can we learn from other campuses across the country?
- If we do nothing, what will this mean for our campus community?

~ 10 minute break as needed ~

7pm: Open Space Session

Open Space Technology is an approach to facilitating conversation, focused on a specific topic, but beginning without any formal agenda. After the panel discussion, students will have the opportunity to raise a topic related to campus food security and facilitate a break-out group with others interested in joining that conversation. We will conclude the evening by sharing highlights from the Open Space session and identifying action steps that may arise from the process.

Materials needed
- Flip chart paper
- Markers
- Tape

Set up

Participants will have the option of hosting break-out conversations in the event space in small groups for 30-40 minutes. The whole group will gather at the end of the session in a circle to share highlights and close the event.

Questions for Discussion

Personal Inventory and Support
- What resources do we have on campus? In the community?
- Who do we know who can get involved? Who’s already working on this issue here?
- What strengths do we have? How do our experiences help guide us from here?

Action Plan
- What can we start today?
- Who can we invite to join us?
- Who can we ask for further support?
- How will we organize? How will we share the work?

Closing
- What is one thing you are taking away from today’s gathering?
Appendix J: Student Food Security Forum Summary

Helped
- Clearly naming purpose, goals, and objectives prior to and during the forum
- Setting community guidelines within the space
- Incorporating a needs assessment into the registration process
- Presenting an overview presentation of the issue, impact, and current efforts
- Including two current students (undergraduate and graduate student), a community leader in the field, and a colleague from another college campus on the panel
- Balancing structure with emergent learning (e.g., panel and Open Space session)
- Accessible classroom with multiple screens and two microphones
- Securing funding to provide food and copies of *The Food Activist Toolkit*
- Collecting evaluation forms from participants
- Debriefing meetings with panelists, staff, and student leaders for future planning
- Elevating student voices from the Open Space session with key decision-makers
- Presence of key administrators and related stakeholders in the room by student invitation

Hindered
- Inability to access the space to set up prior to participant arrival
- Arrangement of classroom made it difficult for everyone to easily view the panelists
- Varied levels of interest and knowledge of issue, impact, efforts, and needs
- Presence of administrators and stakeholders in the room by student invitation shifted the goals of the space for some participating students from the intended training design
- Large number of participants, who joined as part of their course, left mid-forum when their class would have ended
- Large dependence on director facilitation style
- Limited funding

Suggestions for the Future
- Develop a larger scale educational event (e.g., one-day conference or week-long series of events) which potentially connects food access with campus climate, student success, diversity and inclusion, sustainability, etc. as appropriate to the time, space, and participants and as determined by a needs assessment and a planning committee
- Develop a planning/facilitators committee and recruit day-of event volunteers
- Integrate student-led workshops, activities, art, research, service, and involvement in a larger scale event as much as possible
- Include a meal with key stakeholders and concerned student leaders as a designated conversation to complement the training design of a larger scale event
- Secure involvement and/or sponsorship from key campus partners, student groups, community resources, administration, governing bodies, etc. as a commitment to addressing this issue (e.g., funding for a space, food, materials, compensation for speakers, marketing, promotion, appreciation, and follow-up needs)
- Collaborate with partners and support student-led train-in’s, actions, classroom outreach, presentations, community meetings, etc. to generate interest for a larger scale event and establish a shared basic understanding of the issue, impact, and current efforts
- Increase diversity of voices shared and amplified (e.g., participants, speakers, facilitators)