University of British Columbia

Social Ecological Economic Development Studies (SEEDS) Sustainability Program

Student Research Report

Thriving Community Food Hubs

Promising Practices and Innovative Organizational Models

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Executive Summary

At the University of British Columbia, food insecurity is a significant equity issue, impacting students' mental and physical health, making them more likely to drop out and ultimately impacting their long-term employment. Prior to 2021, UBC had many short-term emergency food supports in place, however, there was fragmentation among initiatives and an absence of a student-wide initiative. In 2021, the Food Security Initiative at UBC Vancouver launched the digital community food hub as one of the steps toward increasing community food security and bridging the fragmentation between previously instilled initiatives.

Our team was tasked with the goal of identifying promising governance structures, organizational models, and areas of need within the community in order to inform the development of a physical community food hub that promotes campus food security, dignified food access, health and wellbeing. The role of a well-functioning, equitable governance structure and organizational model is a significant determining factor of the operational effectiveness and likelihood that the community food hub will deliver on its goals of promoting a food-secure campus.

We achieved these goals through primary and secondary research methods. Secondary research was performed through literature reviews, environmental scans, and reviewing secondary data. Primary research was conducted through 8 interviews with relevant organizations, and 1 focus group with members of the food security initiative.

We found that 100% (n=8) of organizations identified as student-led, with 75% (n=6) of organizations being entirely student-led and run. Similarly, 63% (n=5) of organizations identified as having no compensated positions. These findings presented challenges to these organizations which stated issues pertaining to workload, expectations, and transitions between student roles. These findings were similar among analogous institutions found in literature.

While the most common organizational structure was hierarchy, the most notable mentioned was a teal organization. Teal organizations are characterized by intuitive reasoning, decentralized decision making, and self-management. These characteristics acknowledge the need for diverse workloads and provide greater autonomy to students in decision making processes. Moreover, the characteristics of the advice process allows for anyone within an organization to make decisions so long as those who are affected, and those with the most expertise on the topic are consulted.

Given the dynamic nature of teal organizations, we suggest incorporating social audits into the operations of the food hub. Social audits are used as a tool and process mechanism for accountability and ensures all stakeholders' voices and, in particular, ones that are often underrepresented in addressing social accountability of an organization.

Ultimately, in order to address the goals of the UBC community food hub, we suggest adopting an organizational model that blends flat and teal characteristics. Teal based organizational structures offer fluidity and diverse task loads that provide students with greater autonomy and input in a post-secondary institutional space whereas flat organizational models offer structure and support for student roles. Together, these organizational characteristics offer promising practices for the UBC CFH which promotes campus food security, dignified food access, health and wellbeing.

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List of abbreviations

1. AMS - Alma Mater Society
2. CBAR - Community Based Action Research
3. CFH – Community Food Hub
4. FIAT - Food Insecurity Action Team
5. FSI – Food Security Initiative
6. SATF – Student Affordability Task Force
7. SWOT - Strengths, Weaknesses, Opportunities, and Threats
8. UBC – University of British Columbia
9. UBCV – University of British Columbia Vancouver
10. UBCO – University of British Columbia Okanagan
11. UES - Undergraduate Experience Survey

1. Introduction

1.1 Research topic

At the University of British Columbia (UBC), food insecurity is a significant equity issue. Food insecure students are twice as likely to report a mental health condition or physical disability and 13% more likely to drop out, impacting their long-term employment (Carry et al., 2019). The Undergraduate Experience Survey (UES) conducted in 2019 showed that 38.5% of UBC Vancouver (UBCV) students were experiencing a form of food insecurity (Carry et al., 2019). Data from the survey indicated that international, transgender, non-binary, disabled, and those experiencing mental health issues are the students who are more at risk of being food insecure (Carry et al., 2019). The most recent survey indicates that 13% of undergraduate students and 20% of graduate students are food insecure (UBC Wellbeing, 2021).

Food security is when all people have physical, economic, and social access to adequate, nutritious, and safe foods that meet their preferences and dietary requirements to live a healthy and active life (Rajasooriar & Soma, 2022). Further, food security is defined by four dimensions: availability, access, utilization, and stability (Lawis, Islam, & Upton, 2018). Availability addresses the physical availability, access addresses the economic and physical access to food, utilization applies to the nutritional adequacy of food intake, and stability underlies the other three pillars referring to the stability of the three other aspects over time (Bahn, Hwalla, & Labban, 2021). Thus, food insecurity is when one or more dimensions go unmet. Food insecurity breaks down into three categories: marginal, moderate, and severe food insecurity (Rajasooriar & Soma, 2022). Marginal food insecurity entails worrying about running out of food or limiting food selection. Moderate food insecurity involves compromises in quantity and quality, and severe food insecurity includes missing meals, reducing food intake, or going days without food due to physical or economic constraints (Provincial Health Authority, 2016).

In 2021, the Food Security Initiative (FSI) at UBCV launched the digital community food hub (CFH) as one of the steps toward increasing community food security and bridging the fragmentation between initiatives (UBC Food Hub, 2021). Food Hubs are dignified community spaces providing holistic services, including access to relevant programming and amenities (Thurber, 2021). Examples include access to food skill workshops, food

programs, and connections to mental health and financial support (UBC Food Hub, 2021).

Currently, the UBC CFH plans to expand from a solely online platform to a physical space and expand its programming and services. This is an opportunity to address the fragmentation within food-related initiatives on campus. Finding an equitable and innovative organizational model for the CFH will help optimise this transition. Organizational models describe the objectives and structures of an organisation, including roles, values, norms, relations and interactions between positions (van der Vecht, Dignum, & Meyer, 2009). Having a well-functioning and equitable organizational model brings many benefits, from work efficiency to higher productivity and keeping all members of an organisation on the same page with the same sense of direction (Antipov et al., 2017). Therefore, finding the most appropriate model for the UBC CFH will improve the operational effectiveness and increase the likelihood that the CFH will deliver on its purpose and decrease food insecurity at UBC.

1.2 Research relevance

Food hubs contribute to the food landscape because they serve many functions that address community wellbeing and food security. These hubs provide informational resources, financially and culturally viable meal options for underserved groups, a think tank for sustainable and resilient food practices and a social hub for vibrant communities (Cunha et al., 2015). The CFH at the UBCV was established to "facilitate greater accessibility to culturally sustainable food and alleviate physical and mental health consequences of food insecurity" for students in an academic setting (Wallace, 2021, para 3). Given the value of food hubs for the community, our project analyzes food hubs' governance and community engagement strategy within the niche context of a post-secondary Canadian institution. The significance of understanding the ideal governance structure and community engagement framework for the CFH at the UBC is explained below.

Outlining an organisational model for a university food hub can help increase institutional efficiency, increase its impactfulness in addressing community needs and advance sustainable practices. Firstly, contextualising the Food Hub governance provides an opportunity to create efficiency within the system that directly benefits the community it serves (Renz, 2004). This efficiency can take the form of streamlining the partnerships with relevant campus stakeholders, ensuring that the decision-making process consults those who

are affected and that the research reflects evolving needs of the community. Such efforts can allow for more resources and time to be spent in increasing the impact of the UBC CFH in responding to student groups who may be disproportionately impacted by food insecurity. Furthermore, there is an indirect effect on advancing sustainable practices on campus that aligns with the UBC Wellbeing Strategic Framework that calls for a reduction in food insecurity in the community by 2025 (University of British Columbia, 2019). This would be achieved by efficient governance that is set up to translate the intentions into actions that aligns with the evolving community needs in the university food environment.

In developing and recommending an equitable organizational model, our project contributes to the goal of the Campus Inclusion Plan to promote institutional accountability, specifically the objective of creating inclusive spaces, particularly for minority and marginalized student groups. Our project contributes to this objective by recommending best practices on integrating student staff roles in the food hub governance to engage and include underrepresented students. This inclusion would inform a more inclusive food environment for marginalized communities, including those listed above (UBC Equity & Inclusion Office, 2021). The significance of this first-of-its-kind model in a Canadian post-secondary institution is that it would help establish a tangible space for collaboration across disciplines, students, and staff groups that can inform the gaps or unmet needs of the student population with the hopes of alleviating food insecurity.

The focus of our project and the implications of it will have a great impact on the broader societal issue of alleviating cycling poverty and promoting wellbeing. This is because food-insecure students are more likely to discontinue their education and rely on government loans, which create a long-term burden in terms of financial dependence and employment opportunities (Faught et al., 2017). Consequently, an efficient and community-centric Food Hub at UBCV offers the potential to contribute to broader issues at an intersection of poverty, public health outcomes for adults, and university student retention, especially amongst under-served student groups.

1.3 Project context

In recent years, food insecurity in post-secondary education has been so widespread, the narrative of the “starving student” has become normalized and thought of as a common part of the student experience (Maynard

et al., 2018; Crutchfield, Carpena, McCloyn & Maguire, 2020). This is highlighted as an equity issue as food insecurity impacts academics, causing a loss of focus in class, increasing the time it takes to graduate, lowering grades, and decreasing the ability to complete assignments on time (Gallegos et al., 2014; Henry, 2017; Martinez et al., 2018; Maynard et al., 2018). UBC is no different, the most recent survey including food insecurity indicates that 13% of undergraduate and 20% of graduate students are food insecure (UBC Wellbeing, 2021). Although this shows an decrease from the 2019 levels, these statistics are nuanced and complex. As UBC was primarily online throughout the pandemic, many students moved off campus or moved home with their families, which may have offered increased access to affordable foods or financial resources (Ma, 2020). Further, the number of AMS Food Bank Users increased by 45% since the COVID-19 pandemic began, and the proportion of food insecure students living on campus increased during COVID-19 (Ma, 2020). Beyond this, COVID-19 has shown the fragmentation between the food insecurity initiatives on campus with many resources closed or operating with reduced hours.

As a commitment to student wellbeing, UBC created the 2025 Wellbeing Strategic Framework. In response to the prevalence of food insecurity among students, the framework outlined an ambitious goal of reducing food insecurity by 50% for community members by 2025 (UBC Wellbeing, 2021). At the time, UBC had short-term food support in place, however, there was no institution-level project initiated to address food insecurity (Carry et al., 2019). This resulted in the formation of the Food Insecurity Action Team (FIAT), which identified the need for a CFH model that addressed the root causes of food insecurity (Carry et al., 2019). CFHs play an important role in improving community food security by applying an intersectional lens to amplify community connection while addressing underlying causes of food insecurity including affordability, food justice, and equity and inclusion (UBC Sustainability, 2021).

The implementation of the UBC CFH aligns with the findings and recommendations of several previous student research projects at UBC. Primarily, many students have voiced their concerns regarding the high cost of food on campus (Chua et al., 2019; Dela Cruz et al., 2020; Lin et al., 2020, Ma, 2020). Recommendations from student research projects include the need to increase the affordability and accessibility of on campus food services, enhance the communication surrounding the available food security and financial resources, promote

student food literacy, as well as consult with students affected by food insecurity (Ma, 2020). One 2020 study on students at UBC with lived experience of food insecurity found that more than half of the food insecure students contacted do not make use of the available resources on campus including the AMS Food Bank, the FOOOD Café, and various advising resources due to feelings of shame and not being aware of the resources available (Dela Cruz et al., 2020). The lack of coordination and a centralized space for communication surrounding and the provision of food security resources on campus was also identified as a gap (Ma, 2020).

The UBC CFH aims to address all of these issues, but the barrier currently is the limitations of the CFH existing as a virtual space. As the UBC CFH has the intention to expand to a physical space, this research team focused on aiding in the development of the physical CFH by informing the FSI on promising governance structures, organizational models, and decision making processes that can be used to run the UBC community food hub in the most effective and equitable way possible. Promising governance practices are integral to the sustainability and long-term effectiveness of food hubs (Renz, 2004). There are a variety of organizational models and governance structures present on campus currently, from the more rigid hierarchical structures of the Alma Mater Society (AMS) and many AMS clubs, to more flat governance structures observed at the UBC Climate Hub. Within the existing governance models, many function as completely student-run, there are hybrid models with students and UBC Staff, and a variety of compensation models including volunteer, course accredited, and fiscal compensation. Through an environmental scan, literature review, a stakeholder focus group, and various interviews with non-UBC and UBC stakeholder groups, a variety of governance structures, organizational models, and decision making models were assessed to inform the future physical food hub.

1.4 Project purpose, goals and objectives

1.4.1 Research Purpose

To promote a food-secure campus that supports overall wellbeing and enables access to healthy food in inclusive and dignified ways.

1.4.2 Research Goals

To identify optimal governance structures, organizational models, and community needs that can inform the development of a physical CFH that promotes campus food security, dignified food access, health and wellbeing.

1.4.3 Research Objectives

1. Perform an environmental scan and literature review of CFHs and analogous institutions to understand the current landscape and identify common themes among community services, decision-making processes, and governance structure.
2. Conduct interviews with relevant stakeholders and community organizations to identify promising practices in governance structures, organizational models, and other practices that can inform the development of UBC's CFH.
3. Develop key recommendations for governance structures and practices for the UBC CFH to implement in the development of their physical food hub.

2. Methodology and methods

2.1 Research methodology

Our research applied the ethics and principles of Community-Based Action Research (CBAR) through a collaborative approach whereby a voice is given to previously silent research subjects (Nasrollahi, 2015). This collaborative approach is guided by the Look-Think-Act framework, which consists of critical research action cycles whereby researchers first gather relevant information, which is then analyzed and interpreted. Finally, action is taken to support outlined values and goals (Patterson et al., 2010). This iterative process allows us to understand the multiple realities experienced by various stakeholders and co-create a sustainable and adaptive system that responds to internal and external changes (Patterson et al., 2010). As a result, the Look-Think-Act framework provides us with a pertinent platform to understand the experiences of student-led organizations and share their perspective through recommendations generated by this report. This collaborative approach allowed us to capture a

comprehensive understanding of UBCs existing digital food hub, the workings of other successful food hubs, and UBC community members' perceptions to aid in the development of a physical CFH.

2.2 Overall Methods

A combination of primary and secondary research methods were used in this project. Our secondary research was conducted through the forms of literature reviews, secondary data reviews, and an environmental scan. Primary research was conducted through 45-minute semi-structured zoom interviews and focus groups (See Appendix A). Our interview sample was selected through a snowball sampling method and can be broadly categorized into three main themes. Interviews and focus groups were completed to develop an in-depth understanding of governance structures' strengths, weaknesses, opportunities, and threats (SWOT) in relevant hubs and centers (See Appendix B). Our tertiary focus of secondary research involved reviewing community engagement strategies. See Appendix G for a breakdown of promising practices relating to these strategies.

2.2.1 Secondary data collection research methods

Secondary data collection research methods include literature reviews, secondary data reviews, and an environmental scan. To first understand the needs within the context of the UBC community, we reviewed summarized data obtained by the UBC CFH student researchers through engagement surveys and online dialogue sessions. Based on the information gathered, we performed a literature review of relevant UBC organizations, definitions and capacities of CFHs, and post-secondary food hubs to establish familiarity with current research and practices. Key search terms in academic library databases included a mix of: "governance models", "food hubs", "organizational structures", and "hubs". Articles were filtered to articles no older than ten years old since publication and peer-reviewed. Additionally, an environmental scan was completed to develop an in-depth understanding of other CFHs and analogous institutions to identify community services, decision-making processes, and governance structure, both locally within Canada and globally. This environmental scan aided our research by increasing our understanding of the potential future directions of the UBC CFH.

2.2.2 Primary data collection research methods

We conducted semi-structured 45-minute interviews and focus groups with representatives from student groups and non-student stakeholders to collect information on the promising practices of governance models, organizational models, and SWOTs. These interviews and focus groups were held remotely via video calls, and the questions followed a script we had pre-crafted (See Appendix A). We had two main script templates – one for individual interviews and one for focus groups – with the focus group script containing slightly fewer questions to account for the increased number of participants and amount of time needed to answer each question while keeping the meeting within the allotted time frame.

We recruited participants using a snowball sampling method. We reached out to 14 organizations for interviews and had a participation rate of 57% (n=8). Our interview sample consisted of eight organizations: NWplus, Roots on the Roof, AMS Sustainability, UBC First Generation Student Union (FGSU), UBC Climate Hub, Anabel's grocery, UBC student environment center, and Sprouts.

We pursued organizations that shared certain characteristics to the UBC Food Hub such as being affiliated with a post-secondary institution, or working to address food insecurity so that the data on their governance models would be relevant to the UBC Food Hub and, thus, more likely to generate viable governance model options. While we ensured our participating organizations held some similarities to the UBC Food Hub, we also recognized the value of obtaining diverse perspectives on our topic. Hence, we sought out a variety of participants that could be assigned into at least one of the three following categories: (1) student groups tackling food insecurity, (2) organizations with inspirational governance structures, or (3) groups that have knowledge/expertise. We also conducted a focus group with the Food Security Initiative (FSI) team in order to gain insight on the current barriers and opportunities surrounding the development of the physical food hub space.

2.3 Methods of Administration

We initially contacted potential participants by emailing any personal contacts we had at organizations and, adhering to a snowball sampling method, proceeded to contact other suggested organizations and/or individuals. In the email we attached a Qualtrics survey that contained a list of available time slots to schedule the interviews, our consent form, as well as a space to record contact information and basic details on the organization. Once the interview was scheduled we emailed each participant a copy of the interview questions to

provide them time to prepare beforehand. Interviews and focus groups were held virtually using either Zoom or Google Meets to maintain COVID-19 protection measures and were transcribed using Zoom's internal transcription tool or Meet Transcript. Interviews were 30-45 minutes long and occurred between February 1, 2022 and March 30, 2022. The FSI focus group took place on April 11, 2022.

3. Results

3.1 Primary Research Results

3.1.1 Interviews

A total of 8 interviews took place. Interview groups were asked a set of questions pertaining to their specific governance model in use and current perceptions of these models (See Appendix A). Using thematic analysis, the results from our research are categorized into four main categories: personnel, compensation, decision making, and organizational structure.

3.1.1.1 Personnel

Of the eight interviews conducted, we found that 75% of groups (n=6) interviewed were entirely student-led and run, namely AMS affiliated clubs and centers within UBC. On the other hand, 25% of groups (n=2) stated that they had a hybrid student-staff model that consisted of both student and nonstudent personnel. This hybrid model was noted at the UBC Climate Hub and Anabel's grocery. Despite this hybrid model, both organizations noted they aimed to be a student-led and run initiative. As a result, these organizations had higher proportions of student positions. Non-student positions within these organizations existed for administrative and strategic support. Administrative support was held by full time-staff, whereas strategic support was a part-time commitment composed of various stakeholders in the form of an advisory board. The makeup of these boards differed, with the UBC Climate hub requiring at least 50% of the board to be current UBC students. In contrast, Anabel's grocery advisory board had no student positions and consisted of Cornell alumni, Cornell staff, and community members.

3.1.1.2 Compensation

When asked about compensation, 62% (n=5) of organizations were composed of entirely uncompensated positions, and 38% (n=3) of organizations mentioned they provided some form of compensation. The compensation methods included course credits, hourly wage, yearly salary, and honorariums. See Figure 1 for a breakdown of these methods. It's important to note that of the organizations that provided compensation, all had two or more compensation methods. Of the three organizations that provided compensation, 33% (n=1) provided compensation in all roles within the organizations and 67%% (n=2) had a mix of compensated and uncompensated positions. These compensated positions were embedded in post-secondary institutions and financially supported in various ways. UBC Administration supported compensated roles within the UBC Climate Hub. The AMS Sustainability Center is funded through the AMS Sustainability Projects Funds. Lastly, Anabel's grocery store at Cornell is primarily funded through subsidy funds.

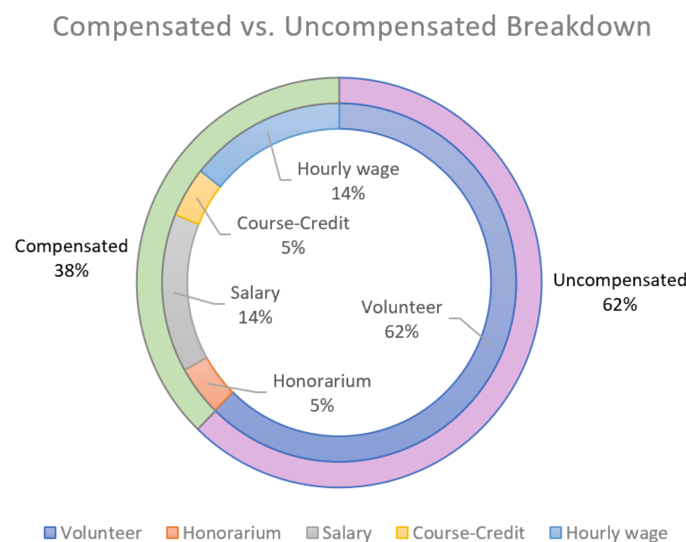

Figure 1: Breakdown of compensation methods used by all organizations interviewed.

All uncompensated organizations were found to be clubs within the AMS. Nevertheless, there was mention of either previous compensation or future compensation goals at some clubs. More specifically, Roots on the Roof mentioned that they had previously had one compensated position in the form of a work-learn but no longer did due to challenges surrounding lack of funding and faculty sponsors. Another AMS club, Sprouts, mentioned the desire to create funded positions in the future through the form of honorariums to recognize the demanding nature of the work involved in the position.

3.1.1.3 Decision Making

When asked about decision-making, 37.5% (n=3) commented only on the decision-making process surrounding hiring practices. Another 25% (n=2) commented only on the organization's internal decision-making process. The last 37.5% commented on hiring practices and the internal decision-making process (See Appendix C).

When it came to the decision making process for hiring practices, 83% (n=5) of organizations began with internal candidates who wanted to step into the role. The other 17% (n=1) conducted hiring practices through the form of course enrollment.This was found at Anabel’s grocery, and although this course had no formal prerequisites, potential candidates applied through email expressing their interest. Of the 5 organizations that begin with internal candidates, 80% (n=4) proceeded with a majority vote to confirm the position selection. The other 20% (n=1) only went to a vote if multiple candidates expressed interest. Of those organizations that voted, 80% were anonymous votes, and 20% were known votes.

Regarding decision-making on internal processes, 60% (n=3) stated they used a consensus decision-making process, where decisions were being made as a group. 20% (n=1) stated they used a majority vote. The last 20% (n=1) stated they used a decision-making method called the advice process and majority vote where applicable.

This decision-making model was used by Anabel’s grocery and outlined a decision-making method that Fredric Laloux developed. This advice process involves consulting two key groups: those affected by the decision and those who know the subject area. They found that this method worked organically while providing structure to the decision-making process and allowing agency for each individual within the organization. This method is distinct from consensus in that it is an advice-seeking process, and each individual can take the initiative and pursue something they are interested in. All committees use this decision-making process during meetings and legal standings.

3.1.1.4 Organizational Model

There were three main organizational models found during our research. The first is a hierarchy, found in 75% (n=6) of organizations, namely AMS clubs and centers. This model was composed of a president,

decision-making executive members, followed by general club participants. 100% of interviewees practicing a hierarchy organizational model highlighted various challenges within their structure. The most common challenges noted were imbalanced workloads and expectations within roles (See Appendix C).

The second organizational model was a flat model, found in 12.5% (n=1) of organizations. This model was noted at the UBC Climate Hub and can be characterized by fewer middle management levels. The roles within the UBC Climate Hub include student directors and a board of advisors, which oversee coordinators, followed by volunteers and part-time student-staff. See Figure 2 for an illustration of this organizational model.

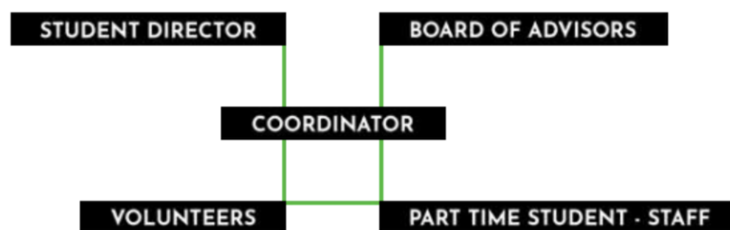

Figure 2: Illustration of the flat organizational model used by UBC Climate Hub. Source: UBC Climate Hub, 2022

Lastly, a teal organizational structure was found at 12.5% (n=1) of organizations. This model was found at Anabel's grocery and followed Fredric Laloux's teal organizational model. Their model consists of self-organizing teams with dynamic roles, which allows them to adapt and change as the organization evolves. With that being said, they do have structured committees and roles that are consistent from semester to semester. The three main committees include (1) Strategy and operations (this consists of 3 subcommittees), (2) Purchasing, Sales, and Product Promotion, and (3) Programming, Collaboration, and Outreach. Although there are specified committee roles, members can take on multiple roles within a committee or straddle committees by taking on roles in more than one. A committee coordinator facilitates each committee.

3.1.2 Focus groups

One focus group was conducted with seven members of the core FSI team. Questions posed to the group can be found in Appendix A. Through thematic analysis, we determined the following themes: advisory boards, collaboration methods, decision making, and funding.

3.1.2.1 Advisory boards

57% (n=4) of stakeholders mentioned the importance of implementing an advisory board within the UBC CFH. Reasons mentioned include the importance of shared knowledge, development of partnerships, representative groups, and hearing from broad stakeholders of student and non-student groups. Of the stakeholders that mentioned advisory boards, 25% (n=1) voiced concerns regarding the size of an advisory committee, stating that a larger advisory committee would slow down the decision-making process. Another 25% (n=1) discussed the importance of establishing roles and responsibilities within an advisory committee before development.

3.1.2.2 Collaboration

42% (n=3) of stakeholders mentioned collaboration as an integral component of the UBC CFH. Collaborations mentioned include collaborations between students and staff/faculty, the community, UBCV and UBCO campuses, and campus partners. Reasons for collaboration include goal and value set, support of governance structures, and support for student leaders from faculty and staff. One member highlighted the importance and benefits of shared knowledge in collaboration efforts.

3.1.2.3 Decision Making

57% (n=4) of stakeholders mentioned decision-making on more than one occasion. Ideas around decision making included the importance of including users of the hub in the decision-making process, balancing which groups decide on larger and smaller decisions, establishing processes for decision making, and consequently, the process for resolving issues. All stakeholders that mentioned decision-making highlighted the importance of incorporating students into the decision-making process, either as hub users, team members, or as part of the advisory board.

3.1.2.4 Funding

43% (n=3) of interviewees emphasized funding and 29% (n= 2) mentioned co-funding models. One participant mentioned that funding was a hard requirement that needed to be addressed through an administrative unit while still providing autonomy within the CFH. This was stressed by another participant, who mentioned the importance of linking funding to a governance structure. Concerns were raised regarding long-term

funding, stating that it is unlikely for the UBC CFH to rely on the current high-level funding for more than a few years.

3.2 Secondary Research Results

3.2.1 Environmental Scan

We examined other community food hubs and analogous institutions both locally, within the lower mainland, and globally to get inspiration on the types of services offered, governance structures, and organizational models. Trends found across the organizations for the types of services offered ranged from lower-cost food options, grocery gift cards, and advocacy groups (SFU, 2022; Burnaby Neighbourhood House, 2022). Decision-making strategies took a community approach or a consensus approach (SFU, 2022; UBC Climate Hub 2022). Organizational structures found were often hierarchical, student-volunteer-run, and some had an external board of governors (SFU 2022; UNSW, 2022; Cape Breton Food Hub Co-op, 2022). Overall, there is a need for diversity, accessibility to food hubs, sustainable and healthy food options (UDC. 2019; UNSW, 2022; Cape Breton Food Hub Co-op, 2022). The organizations often encouraged buying local and inclusivity of the hubs to all ages and socioeconomic backgrounds (SFU, 2022; Burnaby Neighbourhood House, 2022). Refer to Appendix E for details of the environmental scan.

3.2.2 Teal organization model

Teal organizations are characterized by intuitive reasoning, decentralized decision making, and self-management. This contrasts the traditional rigid hierarchical management structures and replaces them by distributing the authority and leveraging collective intelligence, in which natural hierarchies emerge and dissipate depending on the situational context (Newman et al., 2011). However, hierarchy can't cope with complexity; many top leaders are overworked because any decision that needs coordination or a broader perspective has to pass by them. Many of the times, the top leaders are presented with a few arguments and evidence to back them up, which makes decision making uneasy and nerve wracking (Laloux, 2014). In terms of culture shift, individuals bring their whole self to work, not disregarding parts of themselves that are deemed “unprofessional”. Each

organization with flatter organizational models, like the Teal model, has a purpose of its own and can't predict or control the direction that it's headed; members listen and move along the flow that the organization is naturally drawn towards (Newman et al., 2011).

3.2.3 Decision-Making Models

Most organizations from our scan reported the consensus approach as their decision-making model for internal decisions; decision makers adapt their preferences to come to an agreement (Zhang et al., 2020). However, modifying preferences may result in non-ideal situations for everyone.

Anabel's grocery has implemented the advice seeking process, where the individual looking to make the decision must first speak to those who will be affected most by the decision, and those with the most expertise on the topics (Laloux, 2014). The individual has to take all advice into consideration and choose the best course of action from there; the larger the decision, the more people must be consulted for advice (Laloux, 2014). Anabel's also implements the collaborative decision-making process, where the team takes the time to identify the underlying needs and principles that drive the decision before moving on (Anabel's grocery, personal communication, March 2022).

3.2.4 Community Advisory Boards

Community advisory boards (CAB) provide an infrastructure for community members to voice concerns and priorities. The best way to form CAB's is to clarify the purpose, function, and roles of participating individuals, determine recruitment strategies, and find a partnership within the existing community structure to be the most effective (Mikesell et al., 2013). Maintaining a board effectively is to evaluate the partners, find a standardized way to measure success, and have a plan for sustaining the board members; CAB must overcome the ambiguity of responsibilities and develop clear objectives to achieve an efficient subcommittee structure (Pearce & Rosener, 1985). Additionally, a CAB can be a good resource for equity focused quality improvement efforts.

3.2.5 Social Audits

Social auditing is defined as a complex mechanism for social accountability that incorporates other accountability techniques such as evaluations, behavioural standards, disclosure statements, and participation

(See Figure 3) (Raynard, 1998). A major advantage that social audits have over other social accountability mechanisms is that, while other accountability mechanisms are categorized as either an accountability 'tool' as opposed to a 'process' mechanism, social audits hold characteristics of both and function in both roles (Ebrahim, 2003). For reference, accountability tools are defined as "discrete devices or techniques used to achieve accountability"and are typically utilized for a set amount of time, replicable, and produces a concrete record of data (e.g., financial reports, performance evaluations). Alternatively, a 'process' mechanism prioritizes the methodology or a path of action rather than narrowly focusing on the final result; examples include self-regulation and participation (Ebrahim, 2003). Social audits encourage local democracy, which promotes collective decision making and community participation, while benefiting and empowering under-served populations.

Stakeholder identification	**Stakeholder dialogue**	**Use of indicators and/or benchmarks**	**Continuous improvement**	**Public disclosure**
Identifying people, groups of people and organizations who are interested in your plan, your project or your product development.	The views of all stakeholders are taken into consideration when deciding how performance will be measured and assessed and when forming goals.	Requires the development of social and environmental information systems which is beneficial if the organization does not yet have a system in place for monitoring their social performance	Social audits are only effective if the information collected from stakeholders voices and performance evaluation are incorporated into decisions	Results from the social audit serve as a tangible display to show that the organization is following through on its claims

Figure 3: Key elements of the Social Auditing Process. Source: Institute of Social and Ethical Accountability, referenced by Ebrahim (2003).

3.2.6 Stigma Management and Inclusivity

CBAR is a collaborative approach to research involving all stakeholders. By interviewing key players within the TEGS movement, Rojas et al. (2015) found meaningful collaboration is crucial to creating rich learning experiences that result in more holistic and integrated perspectives toward food systems. The project is guided by CBAR and uses the process to identify opportunities, generate knowledge, and determine context-dependent actions to take to make a change. This methodology applies to the UBC CFH because allowing stakeholders to have their voices heard contributes to a more meaningful and impactful project.

The stigma around public food services like food banks and hubs continues to prevent individuals from freely accessing these available resources. Certain survey respondents were concerned about being seen as

failures because they are not able to provide for their families, which makes them feel like inadequate parents that have no choice in what they eat or when they collect their food. In fact, some parents would rather not eat and give their children the food or completely eliminate their meals instead to avoid the food bank (Psarikidou et al., 2019).

Through analyzing other organizational stigma management strategies, many of them took an individual-based stigma management approach (Psarikidou et al., 2019). The strategy of reskilling to address food poverty led to the integration of cooking classes in food hubs and putting food recipes in the hubs' food parcels; cooking is a way to encourage people to use fresh fruits and vegetables. Developing such classes in places with minimal equipment was an attempt to overcome the internalized stigmatization associated with a possible absence of specific cooking resources and volunteer-based individuals' households (Psarikidou et al., 2019). The strategy to tackle the stigma around the lack of food choice is addressed by having food hubs. When individuals go to food hubs, they choose to pick what they want, whereas if they attend a food bank, they are given a bag of food and the freedom to choose is taken away. The strategy used to destigmatize spaces associated with food bank use included the development of social inclusion hubs. Advertisements for the hubs went out to various user groups, regardless of their economic status. By advertising to users of the social supermarket and the food co-op, as well as the attendees of the center's health and cooking classes, it makes food hubs available to all, which treats everyone as an equal with similar opportunities to access food resources (Psarikidou et al., 2019).

3.2.7 Funding

Based on UBCs Student Affordability Task Force (SATF), it's clear that UBC has made food security a priority in their funding initiatives. The SATF (2022) identified the cost of living, which includes food, as a focus area for its first set of recommendations. Based on the success of the digital CFH, new funding has been provided to create a physical CFH at both UBCV and UBCO (SATF, 2022). The current long-term goal is to open and operate a permanent space, with a 325k one-time fund, and 145k/yr ongoing fund for staff and programs (SATF, 2022).

Other funding opportunities may exist through the United Way Food Infrastructure Grant. This grant opportunity offers a one-time fund for the development, implementation, or improvement of food infrastructure to enhance community well being (United Way, 2021).

4. Discussion

4.1 Student Roles and Related Challenges

Although all interviewees identified as student-led organizations, some organizations consisted of a hybrid student-staff model. However, the majority of organizations identified as entirely student-led and run. Understanding this student-led perspective was critical as the UBC CFH aims to create a student-driven space that holistically addresses food security (UBC Sustainability, 2021).

When examining which organizations are entirely student-led and run, we can see they coincide with uncompensated organizations, in other words, were entirely volunteer based. This intersection of student-led organizations highlights the lack of support these organizations face through staff and compensation methods. Another consideration within student roles is the concern regarding turnover, reflecting on inadequate transition documents and steep learning curves at the beginning of their role. This concern was not voiced in hybrid student-staff models, therefore, it is suggestive that long-term staff positions ease the transition cycles for students. This resulted in disruptive transitionary periods between students, imbalance work loads, and inconsistent levels of commitment throughout the semester.

Simultaneously, we need to acknowledge the operational needs involved in operating a physical CFH. “It’s extremely time consuming, it’s real work. There’s real food. There’s real store inspections… It’s not a hypothetical, not pretend, it’s real… and having student volunteering was very demanding” (Anabel’s grocery, personal communication, March 2022).

Understanding the challenges of entirely student-led and run organizations while balancing the operational needs of a CFH requires an understanding of student capacities and workload expectations. Compensation was mentioned as a tool to sufficiently address the operational needs of a CFH while addressing challenges affecting student participation. It simultaneously recognizes the demanding nature of operating a CFH

while addressing and helping students to stay committed longer-term. Needless to say, compensation also addresses the root cause of food insecurity, which addresses the main goal of the UBC CFH. While there are financial plans in place to support the CFH, many FSI stakeholders voiced concerns about relying on current high level funding for more than a few years. If we are looking at compensation as a tool to address student attrition, it's important to understand the sources of funding available.

While financial incentives are a key component within the UBC CFH and address some of the challenges students face, Dewhurst et al. (2009) offer direction on nonfinancial incentives as methods to engage personnel. This is an important consideration as students also voiced a desire for lower-stakes opportunities. Nonfinancial incentives include taking lead on projects and feeling heard and appreciated by coworkers (Dewhurst, 2009). While this may not be a viable solution to addressing higher operational needs of a CFH, nonfinancial incentives may help us understand methods of engagement in lower-stakes positions. These nonfinancial incentives are qualities also found within teal organizational structures, indicating that this organizational model can benefit a student-led organization in many different ways.

4.2 Decision making process

In the interviews, most organizations reported the consensus approach as their decision-making model for internal decisions. The consensus approach is one of the most popular approaches and is generally achieved by the decision makers modifying their preferences to a place of collective agreement (Zhang et al., 2020). This is a common approach in conventional organizational models, but the modifying of preferences can create a lose-lose situation as the desired result is not necessarily anyone's idea of what is right.

This brings us to what Fredrick Laloux labels as the advice seeking process which Anabel's grocery has implemented. For organizations working on issues such as food security, the advice seeking approach is effective as the individual looking to make the decision must first speak to those who will be affected most by the decision, and those with the most expertise on the topics (Laloux, 2014). In this process, the individual must consider all the advice seriously, and after careful consideration, they choose the best course of action. An important aspect of this process is the larger the decision, the more people must be consulted and asked for advice (Laloux, 2014). For example, if there is a small decision related to your work with low stakes, you make the decision, but as the

decision increases in importance to decisions that affect the entire organization, then everyone must be consulted (Laloux, 2014).

Beyond the advice-seeking process, Anabel’s also implements the collaborative decision-making process, in which the team takes the time to identify the underlying needs and principles that drive the decision before considering the avenues forward (Anabel’s grocery, personal communication, March 2022). This approach allows for collaboration with the whole team, but it avoids the modifying of preferences or dilution of the decision that can be a product of the consensus approach.

Based on the interviews, secondary research, and understanding of the dynamic nature of the UBC CFH, a hybrid decision making model incorporating the advice seeking process, the collaborative decision-making model, and when necessary, majority rule is the most viable option. As the UBC CFH is envisioned as a space with many services, amenities, programs, and resources, a blended decision-making model will allow for efficiency and intentionality. For example, the day-to-day decisions that have a clear group of people that will be most affected and a group of experts, advice seeking is the most appropriate option. In scenarios where the decision is still unclear after consulting both groups, the collaborative decision-making process can be implemented to identify the underlying needs and principles that must be considered. If there is still no clear answer, and a decision must be made in a timely manner, a majority vote can be implemented. Above all, every decision should be centered around the organization's values and mission so the purpose and goals of the UBC CFH is fulfilled.

4.3 Advisory Boards

When considering decision making methods, it’s important to consider student voices in the CFH space. Aside from an internal decision making process, advisory boards offer an alternative space for general UBC students to lend their voice. Seeing that advisory boards reflect the community of interest, they are being increasingly recognized as a valuable infrastructure for community members to voice concerns and priorities that might not otherwise be noted (Newman et al., 2011). This was confirmed by the focus group, and although it did not consist of student voices, recognized the importance of representative groups and broad stakeholders, including students, in an advisory board. This notion is supported by inspirational governance models, such as at Anabel’s grocery and the UBC Climate Hub, which illustrate their importance within a student-led organization.

4.4 Social Audits

A key proponent of social auditing is ensuring all stakeholders' voices and, in particular, ones that are often underrepresented are equally considered when addressing social accountability of an organization. This coincides with a number of common themes integrated throughout our secondary research results, namely decentralization, inclusivity, and representation. This also follows the notion of student involvement being central to the UBC CFH governance. The implementation of stigma-management practices and community advisory boards composed of representative community members were also mentioned in the secondary research results and social auditing would facilitate accountability to these measures.

4.5 Organizational Models

Although the majority of organizations from the research interviews had a hierarchy structure, each of these organizations highlighted challenges relating to the hierarchical approach. The fundamental issue each organization voiced was the disproportionate amount of work students in positions of higher power took on. The unbalanced workloads as the school terms progressed, namely in student organizations that were solely volunteer-run, was said to lead to burnout more often than not. Interestingly, Anabel's grocery also had this hierarchical student volunteer structure, but it fell apart (Anabel's Grocery, personal communication, March 2022). In the spring of 2019, they closed the store and took this failure as a learning opportunity to develop a new capstone course and reimagine the store. Anabel's grocery then adopted a teal structure which is characterized by self-organizing teams, distributed authority, decentralized decision making (Laloux, 2014).

A misconception with the teal model is that hierarchies do not exist. In the teal model, hierarchies still exist, but they occur naturally and emerge and dissipate depending on the context (Laloux, 2014). In the absence of a power hierarchy, lots of natural hierarchies emerge fluidly, including hierarchies of influence, skill, and recognition as new goals and situations arise. Although everyone has the opportunity to make decisions and take on more responsibility, those who have more experience, expertise, talent, and passion naturally take on roles with greater responsibility (Laloux, 2014). Despite the appearance of a hierarchical structure looking simpler, Laloux maintains that the organic structure that emerges within a flat organizational model is more natural and

intuitive, and it is always there below the appearance of a hierarchical structure, it just isn't always recognized. When this more alien structure masks the natural work between individuals to simplify it, this can distort and complicate things (Laloux, 2014). Figure 4 is a visual depiction of this situation. In the dot and line diagram, each dot represents an individual and each line is an agreement individuals working with one another have. In the dot and line depiction, hierarchies naturally emerge based on the amount of interactions each individual has with others. The dot and line diagram can be considered the *true* or *natural* organizational chart.

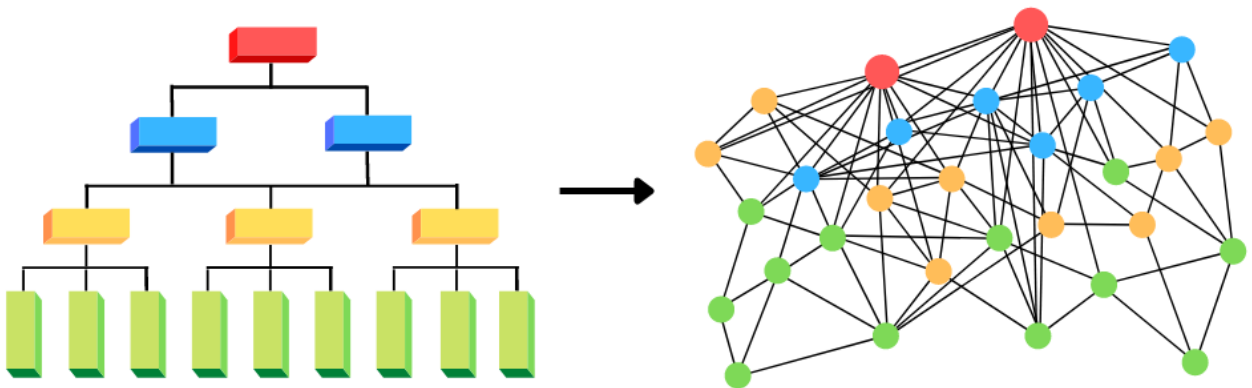

Figure 4: Visual depiction of a hierarchical organizational structure versus the natural structure found underneath.

In view of the weaknesses noted by those interviewed on the traditional hierarchical structure, and the similarities between the UBC CFH and Anabel's grocery and the UBC Climate hub, a flat or teal structure is a more appropriate structure for the UBC CFH to implement in the transition from a digital platform to a physical organization.

4.2 Limitations

When asked about the decision process, some organizations answered to their decisions surrounding hiring team members, some organizations answered to internal operational decision making, and some answered to both. The inconsistencies seen in answering this question suggest that the framing of the question was not clear, or was asked in different ways during the interviews. The inconsistency among answers makes it hard to get a full picture of how teams are formed and how teams make internal decisions.

Due to the scope of this project and limits in time and capacity, limited research was conducted pertaining to funding opportunities. This is an important consideration as compensation was a significant factor mentioned by interviewees. There are caveats with in-depth compensation strategies, and they can't be addressed without a proper understanding of current funding opportunities

5. Recommendations

This section of the final report intends to draw specific recommendations for the UBC Food Hub from the primary and secondary data analysis regarding the governance model and community engagement framework that should be incorporated into the future directions of the organization. Four recommendations are categorized under practitioner action, three of which are proposed for a short-term implementation (0-4 months) with one recommendation at a long-term implementation period (1 year). Additionally, recommendations for future research are outlined, with three specific areas of focus to support a broader understanding of the governance process proposed.

5.1 Recommendations for action and implementation

5.1.1 Short Term Recommendations

Based on our research, we suggest that the physical UBC CFH apply characteristics seen at Anabel's grocery and at the UBC Climate Hub in areas of organizational model, decision making, and centering student roles. We believe a combination of these characteristics will help the UBC CFH to achieve its goal of creating a student driven space that supports the integration of holistic services to address food insecurity (UBC Sustainability, 2021).

5.1.1.1 Organizational Model

The main organizational characteristics we believe the UBC CFH should adopt is the method of self-organization and self-management within roles. This allows for distributed authority. While Anabel's grocery is characteristized by self-organization and self-management, there are still defined roles that are consistent from

semester to semester. This is supported by the UBC Climate Hub which has cyclic roles to replicate the student experience. See the points below for specific roles we believe should be incorporated into the UBC CFH. See Appendix D for a tabular form of roles and responsibilities.

- Committee members – This group is likely to be the largest portion of the UBC CFH. It's within these committees where the operational needs of the food hub are met and this will be determined when the specific needs of the UBC CFH are identified. Self-organization can be seen *within* the three committees at Anabel's grocery and we suggest a similar approach be taken. Self-organization within committees will allow for those with more experience to naturally take on roles with more responsibility, or simply because of their willingness to dedicate more time. This also allows for students that want lower-stakes opportunities to contribute to the CFH. While we saw challenges associated with lower-stakes volunteer opportunities, it was also suggested that the sense of community allowed in some volunteer-based organizations allowed for teams to show up continually. Committee members will have the opportunity to contribute to the missions, purposes, and goals of the committee as defined by the group. This sense of agency, trust, community, and responsibility will allow for the organization to function.
- Committee Coordinators – We suggest each committee be facilitated by a committee coordinator as a way to support committee members. This committee coordinator role will be held by a compensated student position to recognize the increased responsibility of supporting committee members. They will help determine goals for the semester and who will take on which roles within committees. We envision that this role be held by someone who has had experience at the UBC CFH as it will require a good understanding of the committee's work.
- Student director(s) – We envision a student director or post-graduate director role, collaborating with the committee coordinators to develop plans and strategies for the hub. We envision this role to require larger commitments, and as a result are held by full-time co-op students, practicum position (e.g., LFS 496), or salaried role.
- Advisory board – We suggest the UBC CFH adopt an advisory board to provide advice, expertise, and support from students, staff, faculty, and community members, while offering strategic guidance and

resource development. This advisory board will allow us to continuously incorporate CBAR into the operations of the UBC CFH by centering marginalized voices.

5.1.1.2 Decision Making Model

Organizational structure often influences the decision-making process (Fredrickson, 1986). By incorporating a flat organizational model, we support a more advice processed and collaborative approach in decision making. See Appendix F for a breakdown of potential decision-making processes.

- Advice-seeking process – This process consults two main groups: those affected by the decision and those with the most expertise on the issues involved. We envision all committees and UBC CFH members will use this collaborative decision making process as a way to provide autonomy to make decisions without needing the go-ahead from someone else.

5.1.1.3 Supporting Student Roles Through Compensation and Effective Transitions

Our last set of short term recommendations addresses centering student roles. Centering student roles can take place in two different ways, through compensation and effective transitions into long-term positions.

- Centering student roles through compensation – Through compensation and diverse task load, students will be provided space to contribute their full selves, in capacities that work for them. Furthermore, compensation can be a tool used to address attrition rates seen within uncompensated student roles. Simultaneously, providing compensation to students recognizes their contributions to the demanding work and operational needs of running a successful CFH. Lastly, compensation recognizes and addresses the root causes of food insecurity and provides an opportunity to fulfil the goals of UBC Wellbeing by working towards student food security. Compensation will exist in various forms, such as course credit (e.g., LFS 496), work-learn positions, co-op positions, and full-time salaried roles.
- Effective Transitions into long-term positions – To address yearly turnover and allow for students to develop within various roles at the CFH, we suggest paths to long-term positions. For example, providing opportunities for volunteers (e.g. committee members) to later become work-learn (e.g. committee

coordinators) so there is internal transition. This transition to long-term positions will strengthen students' understanding of roles and will allow for better development of transition documents that allow for students to fulfill their potential within roles.

5.1.2 Long Term Recommendations

Based on the dynamic nature of teal-based organizational roles, we propose having social audits at the end of each year to integrate community feedback and to account for the evolving food security landscape at UBC. Social audits are a formal evaluation process for organizations in which the social responsibility of an organization is matched to its societal impact to assess the efficiency of its work and provide opportunities for areas of improvement (Food and Agriculture Organization, 2003). This form of audits, first proposed by researcher Charles Medawar was used to improve organizational accountability and social performance (Lahariya & Puri, 2011). The advantages of social audits include encouraging local democracy, promoting collective decision making, promoting community participation, benefits and empowers under-served populations and therefore develops social capital (Food and Agriculture Organization, 2003). Each of these advantages would be valuable for the UBC Food Hub in achieving its purpose of promoting student wellbeing since the governance model would encourage community participation especially amongst student groups that are under-represented.

In order to conduct effective social audits, the following steps can be used that have been modified from the FAO handbook social audit training module (Jain & Polman, 2003, p. Part III - Module 4)

- Defining the boundaries of the social audit - It is important to understand what the boundaries of the audit would be based on its objectives. For instance, if we want to understand the efficiency of the UBC Food Hub operations in tackling food insecurity amongst students at UBC, then we would assess the implementation of various food security initiatives through the hub, the services provided including the community dialogue space and the satisfaction of students who use services as well as the staff whose voices are represented

- Identifying key areas of focus for data collection - This could include understanding how the UBC Food Hub is responding to various key issues such as racism, sustainability, climate-resilience within its governance and community engagement. This would also include outlining what type of data would need to be collected for what issue. For instance, secondary data using organizational reports, social media scans and website searches can be used to understand the commitment of the organization to sustainability or circular economy. However, commitment towards anti-racism practices would perhaps require primary data from interviews with community members.
- Identifying relevant stakeholders for consultation - Relevant stakeholders for an issue within the Food Hub could include community members, funding agencies, university representatives etc. The consultation process must be done in a manner that encourages dialogue and cultivates rapport. Some of the things to consider include who is part of the consultation, how many times should parties be consulted with, and how to ensure that the process is unbiased.
- Conducting the social audit - This process would also include the analysis of findings and its classification into clusters based on the key focus areas
- Disseminating the results and incorporating findings - The final step includes sharing the results from the audit to the public transparently, and discussing ways to implement changes that emerge as areas for improvement. The dissemination of findings can take the form of a report for public access but can also be a creative form such as social media posts, whiteboard video, or a conference presentation.

5.2 Recommendations for future research

Through our data analysis, several areas for further research have emerged including the decision-making process, stigma-management strategies, course creation, and the social audit process.

5.2.1 Decision Making

The decision making process within teal organizations needs to be understood better and outlined in the form of a guiding document. Laloux (2014) draws our attention to how teal organizations are self-governed and

thus decisions can be made without the need for hierarchy or consensus, but this decentralized system can pose a challenge when working within sensitive spaces such as food insecurity. This is because any decisions made to change any initiatives or add to existing ones can have an impact on the wellbeing of students both mentally and physically. Thus, decision making through the advice process must be better researched to understand how to identify those who are considered 'knowledge experts' without including individual biases as well as consulting those 'affected' without burdening them. Similarly, creating a structure around the decision making process from initial documentations, consultation frameworks, sample scenarios can provide helpful resources for individuals within the organizations to feel empowered to make decisions irrespective of their relative positionality on the issue.

5.2.2 Stigma Management

Additionally, the advice seeking process within teal organizations must go hand-in-hand with understanding and training staff on diverse stigma-management strategies. Stigma can operate at many levels to convey "devalued stereotypes" (Goffman, 1963) which can affect the wellbeing of individuals and reproduce social inequality by maintaining social hierarchies (Clair, 2018). There has been a lot of research conducted to understand how stigma can affect an individual's self esteem, mental health, physical health and even academic achievement which would be highly applicable to the wellbeing of our target population of food-insecure students (Clair, 2018). Food insecurity in post-secondary institutions is still highly stigmatized and situating UBC in one of the most expensive cities in Canada can explain the potential prejudice against student groups who are disproportionately affected by food insecurity. Therefore, staff members must not only be trained to recognize stigma at various levels (micro, meso and macro level) but also engage in stigma-reducing strategies when operating as part of the UBC CFH Hub. For instance, stigma management can present itself within the operations of the food hub in the form of various degrees of discretion and concealment of food-insecure student identities and offering dignified or even anonymized access to some food insecurity initiatives.

5.2.3 Course Integration

Based on successful precedents in Anabel's grocery, we suggest the possibility of creating a course to support the operational needs of the CFH while offering the opportunity for students to engage with topics of food justice, food sovereignty, and other pressing food systems issues. Current opportunities exist within the LFS core series to allow students to engage with various community stakeholders and we envision the UBC CFH could exist within a similar capacity. However, more research needs to be done to understand the process of creating a course, the resources needed, and content covered. Alternatively, UBC CFH may look into embedding their processes into an already existing course structure such as LFS 496 which offers mentored learning experiences. Ultimately, more research needs to be done to understand promising practices related to course implementation.

5.2.4 Social Audits

Finally, there needs to be research to understand what the social audit process would look like when integrated into the UBC Food Hub operations. This would allow for the social audit to possibly be carried out as an extension of existing infrastructure at the UBC CFH such as the community dialogue series or community engagement surveys and thus prevent duplication of efforts. However, even with the integration of social audits into existing surveys or community dialogues, there must be more research into what type of data would be appropriate to collect, what timeline would be feasible and who would be responsible for its logistics. Social audits typically collect a diverse amount of data to be evaluated including information on diversity in the workplace, salaries of workforce, financial records, work environment and community initiatives (Corporate Finance Institute, 2020). Thus, it is important to understand the types of data collected, its relevance for the purpose of the UBC CFH and how this process could fit into the UBC system. Inspiration to understand this process and its logistics can be taken from the FAO training module (Jain & Polman, 2003, p. Part III - Module 4). This would ensure its efficient functioning and thus provide us with information on the effectiveness of the overall Food Hub and potential future directions for the teal-based roles from year to year.

6. Conclusion

Having a well-functioning, equitable governance structure and organizational model is a significant

determining factor of the operational effectiveness and likelihood that the Food Hub will deliver on its purpose and goals of promoting a food-secure campus. With the goal of creating a student-driven space, considerations must be made for the demanding operational needs of running a successful food hub, while recognizing the capacity of students. Teal based organizational structures offer fluidity and diverse task loads that provide students with greater autonomy and input in a post-secondary institutional space. Furthermore, a teal based structure supports an advice process decision making method that doesn't put the control in a select number of hands. In addition, considerations can be made for adopting a student-staff hybrid model to provide students with greater support in fulfilling potential within roles. Together, these organizational characteristics offer promising practices for the UBC CFH that promotes campus food security, dignified food access, health and wellbeing.

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Appendices

Appendix A: Interview Scripts

Main Interview Script

1. Could you provide us with a brief overview of your org. governance structure? Do you elect people? Is there a 'hierarchy'?
2. Do you have a transition plan for when students graduate?
3. Logistical set-ups:
   a. Is your organization fully volunteer based or are there paid positions?
   b. If there are paid positions, are these held by non-student salaried positions or work-learn positions?
   c. How (if so) do people outside of UBC get involved in your org (alumni program?)
4. If your group works on justice and equity or with vulnerable/minority groups, how do you approach these aspects and what are your tips?
5. What is your group's decision making process?
6. What would you say makes your leadership/governance style successful? What areas have been identified as weaknesses?
   a. OR What would your ideal governance structure look like? What aspects of your current governance structure would you change and which ones would you keep in order to achieve this?
7. Are there any other groups you would suggest we reach out to that inspired your organization/have good governance structures?

Extra Interview Questions (time permitting)

1. What is the transition time when/if people graduate?
2. Who does your group partner with? How do you approach/support these partnerships?
3. How do you maintain a sense of community/involvement? What is your community engagement strategy? (eg. since the transition online)
4. How is accountability and responsibility approached?
5. If you were a part of the governance set up, what factors made you decide to choose the current governance structure? What were the important considerations?
6. Have you faced any challenges or had to adapt in light of COVID-19 in terms of your operation?
7. What issues or challenges have your current or past leadership teams faced? How did you overcome it? What changed after those hardships?
8. Is your group student focused? How do you keep that in mind while making decisions?
9. Were you a part of building the governance structure, if so, what were the important considerations that you wanted to have when you structured your governance - principles that guided your choices?

Focus group

1. Are there any barriers you anticipate the Food Hub will face when implementing the physical hub?
2. What are the opportunities you see in the development of the food hub?
3. What governance structure would you recommend the food hub implements? Why?
4. Do you have any resources on this/these governance structure(s) you can share with us?

Appendix B: SWOT Analysis of Interview Groups

Strengths	Weakness	Opportunities	Threats
– Sense of community – Opportunity for personal and professional development – Efficient leadership transitions through a buddy system	– Attrition – Imbalanced work loads – Disconnection in larger team – Weak transition documents	– Creating/maintaining compensated roles – Creating effective transition plans through documents and mentorship positions	– Consisent funding

Appendix C: Breakdown of Decision Making

Organization	**FGSU**	**Sprouts**	**Student Environment Center**	**AMS Sustainability**	**Roots on the Roof**	**NWPlus**	**Climate Hub**	**Anabel's grocery**
Commented on Hiring Practices	Y	N	Y	Y	Y	Y	N	Y
Commented on Internal Operations	Y	Y	Y	N	N	N	Y	Y

Illustrates organizations answers related to decision making. Decision making pertained to two area: hiring practices and internal operations. Y stands for Yes, indicating a comment was made on for that decision making process. N stand for No, indicating a comment was not made regarding that decision making process.

Appendix D: Suggested Organizational Structure

Role	**Responsibility**	**Personnel**	**Compensation**
Committee Member	Responsible for all work relating to operational needs of the food hub. Example include: - Ensure space is clean, well-organized, welcoming space - Procurement planning and purchasing - Applying for funding - Communications - Hosts classes and workshops	UBC students and staff	Volunteer OR Practicum (e.g., LFS 496) OR Course Credit (e.g., LFS core series)

Student Director(s)	Collaborate with coordinator(s) to develop plans and strategies, ensuring it remains relevant to UBC food hub	UBC student or non-student	Work-learn OR Salaried
Committee Coordinator(s)	Responsible for overseeing and facilitating a specific committee and its members (over time: filled by someone with prior experience at food hub)	UBC student	Work-learn OR co-op
Advisory board	- Provides a voice for the community and ensures the food-hub creates and equitable space - Supports the committees by offering strategic and programmatic guidance, financial oversight, and fundraising support - Conduct social audits	Alumni, UBC Staff, community members interested in food justice at UBC, student stakeholders (e.g. agora, sprouts etc.)	Honorarium

Appendix E: Environmental scan organization findings

Environmental Scan					
Organization	Type of organization	Types of services offered	Decision making strategy	Organization structure	Food themes or values captured
SFU food hub (Vancouver, Canada)	Private, collaboration between a city food bank, food rescue project, university and a farm-to-campus organization	Low-cost food options Bi-weekly Grocery cards	Community based action approach	Run by Burnaby Neighborhood House and the SFU Office of community engagement. The BNH relies heavily on volunteers for everyday smaller tasks Both partners have a hierarchical organization with BNH having an addition of a board of directors Staff positions and volunteers (no explicit mention of student staff roles)	Food insecurity insecurity in access Diversity
Burnaby food hub	Private, community-based	Food hampers Grocery gift cards Prepared meals for elderly Free grocery shopping and delivery services	n/a	Hierarchical, staff and volunteer based for some services like grocery runs, also contains a wider board of governors for the umbrella organization of Burnaby neighborhood house	
UBC Climate Hub	Student-led, university affiliated	Community building Advocacy at university	Consensus	Hierarchical, student-run, volunteer based	

		Climate action organizations Informational resources			
Tamar Valley Food hub at University of Plymouth (UK)	Private third party NGO working in collaboration with the university	Affordable groceries Fresh and Local groceries including seasonal fruits Healthier and organic groceries	n/a	The Tamar Valley food hub operates as a delivery service and drops-off online ordered foods at the University kitchen for students	
UNSW food hub (Australia)	Private, university led in collaboration with some community organizations to run the branch services such as food recovery	Free grocery store Food hampers Food bank Food recovery projects Food pantry Pay it Forward Initiative to sponsor a coffee or meal for those in need	n/a	Volunteer run hamper distribution Staff positions were not explicitly mentioned	
UDC Urban Food Hub	Public university, various student involvement opportunities and projects	Food production Food preparation Community gardens Food distribution	n/a	Hierarchy, students are involved through the school (seems similar to UBC Farm)	

		Waste and water recovery			
WSU Food Systems HUB	n/a	Leaders from across the Washington State food system, from farmers and educators to advocates and resource providers: Community-Based Orgs State Agency Staff and Specialists WSU Food Systems Team Members Farm and Food Businesses WSU Extension, Research, & Academic Faculty and Staff	n/a		
The Cape Breton Food Hub	A multi-stakeholder non-profit co-operative in Nova Scotia.	The Pan Cape Breton Food Hub Co-op Ltd. provides a distribution linkage between local food producers and consumers, creating a more sustainable food system by increasing the viability of local producers while improving access to high quality local food.	n/a	Hierarchy: staff: Executive Director Registered Dietitian and Marketing Coordinator Distribution Assistant Kitchen Manager Bookkeeper	-

				Quality Assurance and Operations Manager 10 person board Volunteers	
Cowichan farm and food hub	non-profit organization	Offer a HACCP (Hazard Analysis and Critical Control Point) Ready commercial teaching kitchen, processing kitchen and aggregation space to local food producers and processors. We will be able to offer local food and agricultural businesses access to shared processing infrastructure, processing and testing equipment, business advisory services, product development services, analytic services, applied research opportunities, and education and training abilities and facilities related to food processing and food safety. Businesses will have the ability to process a wide variety of food and beverage products, while working in a collaborative environment.	n/a		

Headwater food hub	Certified B-Corp Business	work with small, family farms from NYS & the surrounding regions, dedicated to sustainable practices, diverse planting, animal-welfare, and innovative growing techniques. Food Hub model works in partnership with farmers, processors, and customers of all types to think, plan, and act together collaboratively		Staff roles: https://www.headwaterfoodhub.com/contact?page=1	

Deep Roots Food Hub (DRFH)	Non-profit, grassroots organization made up of local farmers, market gardeners, health professionals, business people and residents of West Carleton.	Build and manage a community root cellar Make more locally grown, healthy food available through West Carleton retail stores and restaurants, and through the expansion of the Good Food Box Offer educational workshops on topics such as cooking, nutrition, food gardening, canning and preserving, and home root cellaring.		Made up of a passionate team of local farmers, market gardeners, health professionals, business people, and residents of West Carleton.	

Appendix F: Decision Making Process

A possible checklist of how the decision-making process can look at the UBC CFH:

1. Do I have the expertise or lived experience that makes me qualified to make this decision?
2. Does this decision significantly impact other team members, or does it impact the community accessing the UBC CFH? Will this decision continue to affect others after I leave the UBC CFH?
3. If I consult another member of the food hub team, or an outside perspective, could I make a better, more informed decision?
4. Once the above questions are answered, should I reach out to others?
    - If the answer is yes, reach out to as many people you see fit in person, via email, in meetings, or over communication channels such as slack.
    - If the decision is larger and it seems more appropriate, consider calling a meeting or creating a working group and invite all experts, those affected, and anyone interested to provide input.

Appendix G: Community Engagement Promising Practices

Five promising practices have been identified based on the interview and focus groups:

- Provide students who are engaged with the CFH either as student staff or within the advice-based decision making process more stakeholder power in decisions, especially if they are from under-served backgrounds. This can be achieved by offering compensation for their services, creating pathways for permanent positions, providing them with diverse levels of responsibilities etc.
- Transparency promising practice:
    - Credit student contributions or suggestions that have been implemented at the physical Food Hub by allocating a permanent notice board to appreciate their efforts and insights
    - Reports produced by the CFH should be made publicly accessible and be shared with those who were consulted as well as student stakeholder groups
- Build in cultural programming around food sovereignty. For instance, this can be done by offering low-cost cultural ingredients at the Food Market, hosting cultural events around food, facilitating cultural dialogues on food justice
- Consider the needs of students who may face stigma when accessing the physical Food Hub by building in options that provide various degrees of anonymity in access
- Ensure that students who are included in the CFH project as part of the course represent diverse backgrounds and interests and if an application process is considered for the course-based project, ensure students of colour are provided with an opportunity to share their experiences or obstacles as part of a holistic application review process