



2016 Faculty Research Grant Final Report

A. Title of Project and Name(s) of Researcher(s)

Food Geographies and Food Justice: Diversity, Inclusion and Equity in the Newark Food System; Lindsay Naylor

B. Project Overview and Progress. What were the aims and goals of the project? What project components have you undertaken/completed to date? How are the aims and goals of the project being addressed?

The aim of the project was to provide an experiential and transformative learning opportunity to upper-division students, while also building a stronger alliance the Food Bank of Delaware and facilitating community outreach around issues of diversity in Newark. The project timeline was contained within spring semester 2016 and all project tasks have been completed. The aims and goals of the project were met; students reported the community-based learning experience as one of the most applicable to real-world work experience and change-making that they had participated in, in a classroom environment (see final project descriptions below). Students also participated in the pre- and post-diversity survey designed by the CSD, providing new data to the Center. Additionally, I have established an excellent working relationship with the Food Bank of Delaware (FBD) and I am running a new set of community-based projects with the Food Bank and my spring semester 2017 class.

C. Assessment. Evaluate how you are working towards or have completed the progress and outcomes of your project using the metrics or milestones you provided in your proposal, including benefits to the UD community, relevance to the CSD mission and connections to the University's Diversity Action Plan.

This project had three main goals:

1. To provide students with transformative, hands-on learning opportunities through fieldwork and research that is based in looking at food system diversity and inequalities;
2. To build a strong and lasting partnership between the Food Geographies class and the FBD that is centered on the impact of diversity;
3. To provide tangible and intangible deliverables to the FBD that will help strengthen their programs and assist students with understanding how to create more inclusive food systems.

This first attempt to co-create projects and deliverables with the FBD was a success. I see the results of the CSD-funded work as a major milestone in working toward creating a better understanding for students about the structural issues associated with hunger and food injustice in their community and participating in creating alternatives. I have created a solid partnership with the FBD, and the FBD has found the work of the students to be valuable. These milestones tie explicitly to the Diversity Action Plan of UD, specifically to the

desire to create curricular transformation through learning experiences for students and also through building community within and outside UD.

- D. Dissemination Goals. Did you distribute or publicize the results of your project as indicated in your proposal? Include dates of any public presentations of the results. Include plans for dissemination if this goal has not been attained.

As stipulated in the grant proposal students presented their projects to the FBD at the end of spring 2016 term. Students also participated in a “Potluck with the President,” where they discussed their findings with President Nancy Targett. The Potluck was the subject of a UDaily Story ([linked here](#)). As I continue to run the class and develop the diversity training and community-based research I intend to gather data for other forms of dissemination, such as academic presentations and scholarly articles.

- E. Sustainability Goals (for final report). What is your plan (if any) to continue your project in the long term now that your CSD award funds have been used?

In fall 2016 I reassessed the budget and applied for a small grant with the service learning program to assist with covering the costs of field-site visits for the spring 2017 class. I plan to continue the project-based learning with the class indefinitely.

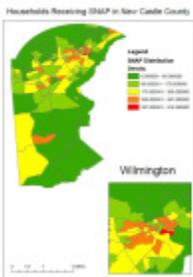
Project Descriptions:

-2016 Projects-

Projects were co-developed by Professor Naylor and student teams in collaboration with the Food Bank. There were four projects in 2016, each with a different food justice focus. Student teams worked together over the course of the semester to conduct original research and data analysis. At the end of the term students presented their final work to the class and the Food Bank.

SNAP Flier

#1: Marketing and outreach for farmers market in Downtown Newark
 Students conducted field research at the [Newark Natural Foods Farmers Market](#) and reviewed SNAP incentive strategies at other regional farmers markets to understand SNAP usage and incentive programs. Students created materials, including a flier (at left) and a brochure, to increase awareness for market vendors and SNAP recipients of SNAP as a form of payment at the market.



SNAP Map

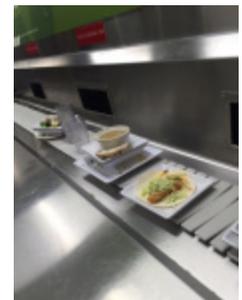
#2: Community-based needs assessment

Students conducted a GIS analysis and research on hunger in Delaware and created maps for each of the three counties using [SNAP](#) recipients as an indicator of hunger. Drawing from their data, students co-wrote a narrative about the populations experiencing chronic hunger in the three counties of Delaware for the Food Bank for use in future grant proposals.

UD food waste

#3: University of Delaware supply investigation

Students conducted research on the UD food supply, food waste stream, possibilities for campus composting and potential partnerships with the Food Bank. The student team conducted interviews and a survey. The write-up by the students used this data to suggest places for raising awareness about food waste and hunger on campus, as well as, potential partnerships for food drives and end-of-year food donations.



MAPS Survey

#4: Hunger relief partners program improvement and expansion ([MAPS](#))

Students developed and deployed a survey to Food Bank hunger relief partners that assessed awareness of education and incentive programs, how programs are managed, how project rewards are distributed, how to expand capacity and create community around hunger relief. Students conducted an analysis of survey results and created a report with raw data, data analysis, and recommendations for the



Food Bank.



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