

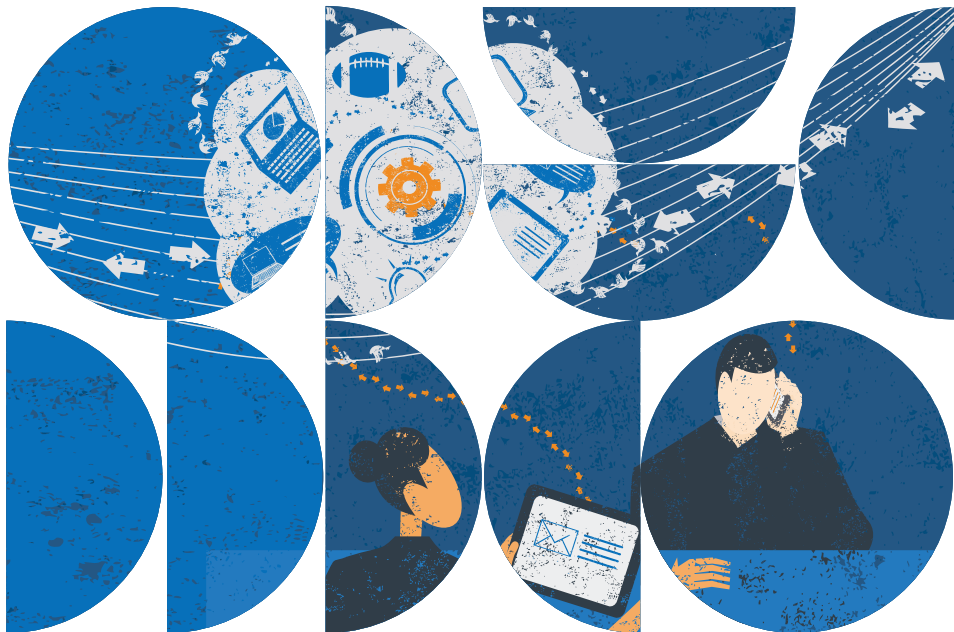


EAB

Addressing College Students' **Basic Needs**

Food and Housing Insecurity on Campus

Student Affairs
Forum





Implementation Toolkit

- Tool #1: Quick Guide to Measuring Basic Needs Insecurity
- Tool #2: Online Resource Portal Builder
- Tool #3: Evaluation Guide for Emergency Housing
- Tool #4: Basic Needs "411 Folder"
- Tool #5: Basic Needs Referral Cards
- Tool #6: Response Team Brochure
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- Tool #8: Compendium of Job Descriptions

Quick Guide to Measuring Basic Needs Insecurity

Purpose of the Tool

Most campuses have not conducted a formal survey to measure students' levels of food and housing insecurity. Without current data about the size of this student segment, it can be difficult to determine the correct course and scale of action to address students' basic needs security in the near and long terms.

Use the table below to assess three options for measuring students' basic needs insecurity. Take notes about the fit and feasibility of each option for your campus.

Three Options for Measuring Students' Level of Basic Needs Insecurity

Approach	Considerations	Resources	Additional Notes
<p>Standalone Survey</p> <p>Administer a survey with the sole purpose of assessing students' basic needs security</p>	<ul style="list-style-type: none"> Provides the most detailed picture of students' basic needs security on campus Could be costly to administer Another survey could contribute to students' feeling of survey fatigue 	<ul style="list-style-type: none"> Comprehensive guidance from the Wisconsin HOPE Lab: A Guide to Assessing Basic Needs Insecurity in Higher Education University of California System Student Food Access and Security Study 	
<p>Survey Add-On</p> <p>Add a limited set of questions to measure basic needs security to an established survey about students' experiences on campus</p>	<ul style="list-style-type: none"> Provides a snapshot of students' basic needs security Can help prevent survey fatigue by not adding another survey for students Less comprehensive information than a standalone survey would provide 	<ul style="list-style-type: none"> EAB's Campus Climate Survey Basic Needs Survey Module University of Minnesota Student Health Survey Cornell University Perceptions of Undergraduate Life and Student Experiences (PULSE) Survey 	
<p>Measurement by Proxy</p> <p>Use existing data to gauge the potential scope of basic needs insecurity on your campus</p>	<ul style="list-style-type: none"> Can be a useful exercise to initially size this student segment Provides the least detailed and exact data about students' basic needs security Analysis could support the case for future analysis, including a standalone or survey add-on 	<p>Possible Proxies:</p> <ul style="list-style-type: none"> Pell eligibility FAFSA Unmet need Former foster youth Students with children 	

Sources: <http://irp.dpb.cornell.edu/surveys/pulse-surveys>; https://boynton.umn.edu/sites/boynton.umn.edu/files/2017-09/UofMTwinCities_CSHSReport_2015.pdf; <http://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf>; [Guide to Assessing Basic Needs Insecurity in Higher Education](#), Wisconsin HOPE Lab, 2017, retrieved from <http://www.wihopelab.com/publications/Basic-Needs-Insecurity-College-Students.pdf>; EAB interviews and analysis.

Online Resource Portal Builder

Purpose of the Tool

A centralized web portal ensures information is shared efficiently across the campus community. It also serves as an on-demand reference point for both students and staff. The University of California Berkeley compiled resources into a single web hub, shown below.

Use the example below and the subsequent step-by-step tool to build your own webpage that consolidates information about on- and off-campus resources available to students.

University of California Berkeley's Basic Needs Security Hub



Key Elements of a Successful Online Resource Portal

- Intuitive URL (e.g., basicneeds.berkeley.edu)
- Easy to navigate between resources
- Clearly outlines required next steps to access resources
- Marketed across campus to students, faculty, and staff
- Regularly updated to keep information current and content fresh

Online Resource Portal Builder, cont.

Step 1: Identify Existing Resources

Compile a list of campus and nearby community resources that could support students who are experiencing basic needs insecurity.

Which campus and community resources should be featured?

Federal Resources

- Nutrition assistance _____
- Earned income tax credit _____
- Low-cost health insurance _____

State Resources

- State need grant _____
- Housing assistance _____
- Job assistance _____

Local Resources

- Food bank _____
- Legal assistance _____
- Clothing donation center _____

On-Campus Resources

- Food pantry _____
- Emergency grants _____
- Textbook lending program _____
- BIT/CARE team _____

Who on campus might be most knowledgeable about other campus and community resources? Reach out to these individuals to get their input on the list of resources.

Consider case managers, financial aid counselors, academic advisors, etc.

Online Resource Portal Builder, cont.

Step 2: Centralize Information

Gather necessary information about each resource. Local organizations may lack updated information online, so consider calling or visiting to get the most up-to-date information about available services.

What information should be included about each resource?

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Location | <input type="checkbox"/> Who is eligible for services | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Hours | <input type="checkbox"/> Transportation information/directions | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Contact information | <input type="checkbox"/> Summary of services provided | <input type="checkbox"/> _____ |

Step 3: Create the Webpage

Work with your campus's IT department to create a web portal.

Quick Tips

- Finalize content before approaching IT for assistance
- Choose a layout that is streamlined and intuitive to use
- Locate the webpage somewhere it can be easily found by students and staff
- Use a URL that is easy to remember (e.g., basicneeds.berkeley.com)
- Organize the website around key areas (e.g., food insecurity, housing insecurity, crisis support)

Step 4: Execute a Marketing Strategy

Educate stakeholders across campus about the basic needs resource portal.

Who should know about the portal?

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Advisors | <input type="checkbox"/> Faculty | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Counselors | <input type="checkbox"/> Student affairs staff | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Case managers | <input type="checkbox"/> Students | <input type="checkbox"/> _____ |

How will you spread awareness about the portal?

- | | | |
|---|---|--------------------------------|
| <input type="checkbox"/> Email blasts | <input type="checkbox"/> Partner with prominent student organizations | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Social media | <input type="checkbox"/> Embed information in existing peer trainings | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Campus road show | | <input type="checkbox"/> _____ |

Online Resource Portal Builder, cont.

Step 5: Plan to Keep the Webpage Current

Ensure page information is checked for accuracy every 6 to 12 months.

What to look for:

- Broken links
- Modified services or service hours
- Accurate, up-to-date contact information
- New resources to add to the webpage

Optional: Track and Report Web Traffic

Consider tracking information to include in annual reports, refine awareness and education efforts, and inform strategic planning. Use the below table to brainstorm the metrics that might work best for your campus.

Metric	Notes
Trends in overall website traffic	<ul style="list-style-type: none">• High traffic could illustrate demand for additional resources and supports• Year-over-year data can help illustrate how demand is changing over time• Spikes in web traffic can help staff understand how students' awareness of basic needs security and need for support fluctuates throughout the year• Spikes and sustained increases in web traffic after awareness campaigns, education events, etc. could indicate the effectiveness of outreach efforts
Most popular resources (clicks, time spent on page)	<ul style="list-style-type: none">• Most accessed resources could be used to inform awareness campaigns• Users' navigation through webpage resources could be used to refine the layout of the webpage to most easily address students' concerns
Traffic sources	<ul style="list-style-type: none">• How users reach the webpage (e.g., direct visit, search engine, social media, another institutional webpage, etc.) could inform future marketing efforts

Source: EAB interviews and analysis.

Evaluation Guide for Emergency Housing Options

Purpose of the Tool

Due to growing demand on campuses, colleges and universities have experimented with a variety of options to address housing insecurity and homelessness among students. This tool provides an overview of possible options paired with considerations to assess which option might be best for your institution.

Weighing Emergency Housing Programs

Emergency Housing Option	Considerations	Additional Notes
Database of faculty and staff willing to temporarily host students in crisis	<ul style="list-style-type: none"> • Low resource investment • Draws on goodwill of campus stakeholders • Informal and possibly unreliable • Possible legal and logistical concerns • Difficult to scale 	
On-campus residence hall rooms or apartments permanently saved for emergency housing use	<ul style="list-style-type: none"> • Stable source of emergency housing • Convenient for students and administrators • Can be costly to rent rooms from housing year-round 	
On-campus residence hall rooms or apartments (used as needed when there are empty rooms)	<ul style="list-style-type: none"> • Convenient for students and administrators • Less predictable than maintaining a room year-round, especially risky for campuses with high fill rates • Housing divisions may require a nightly fee for use of residence halls 	
Redeeming free earned nights at local hotel for students in need of emergency housing	<ul style="list-style-type: none"> • Good option for students with families, as children or spouses often cannot stay in residence halls • Can be low-cost if university has large pool of free nights • Possible liability concern • Difficult to scale 	
Homeless shelter for students (independently managed by students)	<ul style="list-style-type: none"> • Good option for students who need longer-term housing support • University may be liable for damages caused • May not be subject to university regulations 	

Source: EAB interviews and analysis.

Evaluation Guide for Emergency Housing Options, cont.

Additional Considerations

Use these discussion questions about additional considerations as you evaluate the emergency housing options that are right for your campus.

- 1** How long will you permit students to stay in emergency housing? Will there be a cap for how many times a student can utilize emergency housing each year/semester?

- 2** How will you house students with children or spouses?

- 3** How will you supplement emergency housing with case management support or other resources (e.g., helping a student secure permanent housing)?

- 4** Does your institution have any surplus resources or existing relationships that could be leveraged to provide emergency housing support to students (e.g., vacant residence hall rooms, local hotels, faith centers)?

Basic Needs '411 Folder'

Purpose of the Tool

Many institutions already share important information with faculty and staff through a “411 folder” that includes warning signs or indicators of concerning behavior. Adding information about basic needs challenges and resources is an easy way to integrate food and housing insecurity into a resource that the campus community is already accustomed to referencing when working with students.

Use the sample language and questions below to draft the information you should include on your institution’s 411 Folder or other reference material.

Sample Language

Food insecurity includes various types of disrupted eating patterns, including reduced quantity, quality, variety, or desirability of diet. Surveys have found that between 20% and 40% of undergraduate students nationwide experience food insecurity. **We have resources to help students experiencing food insecurity on our campus.**

Please stay vigilant and **contact the Dean of Students** when you suspect a student may benefit from assistance—**ranging from emergency grants to food assistance and emergency housing.**

Once you refer a student for support, a case manager will contact the student for a meeting to discuss options and connect the student with appropriate immediate and longer-term resources.

Customize the folder language above by incorporating information specific to your institution. EAB recommends including at least the following components. Keep each component simple, direct, and concise for easy use.

How can members of the campus community refer students?

How will you summarize the services available to students?

How will you explain the process to assist students?

Basic Needs Referral Cards

Purpose of the Tool

Campus staff and faculty who encounter students facing food insecurity may be unaware of the best resources on campus to point the student toward. While they might know where to find the information (e.g., looking online or placing a call to the Dean of Students), these options take time.

EAB recommends that this information always be on hand for faculty and staff to provide information to students in need without delay. Use the example below and the questions that follow to create a basic needs referral card and a strategy for distribution and utilization.

University of California Los Angeles's Food Security Card

SECURITY CARD

Food Resources for Hungry Bruins

- 1. CPO Food Closet**
Student Activities Center 111 | M-F 8am-6pm
<http://www.cpo.ucla.edu/cpo/foodcloset/>
- 2. 580 Café**
Wesley Foundation serving UCLA
580 Café @ 580 Hilgard (St. Alban's Church)
Mon-Thu 9-6, Fri 9-3
Face Book: 580 Café Phone: 310.909.4471
- 3. UCLA Meal Vouchers**
Distribution Locations: BRC, Dashew Center, CPO, LGBT Center
ecr@saonet.ucla.edu
- 4. CalFresh and General Relief Applications**
dps.lacounty.gov
Questions? Email uclacalfresh@gmail.com
- 5. Dial 211**
Community food banks and resources.
<http://www.211.org/services/food>

Financial Wellness Program
financialwellness@saonet.ucla.edu
www.financialwellness.ucla.edu

Economic Crisis Response Team
ecr@saonet.ucla.edu

UCLA Financial Wellness Program

Key Elements

- ▶ Highlights a range of resources for:
 - Immediate relief (food pantry)
 - Short-term relief (meal vouchers)
 - Longer-term relief (CalFresh food assistance, UCLA Financial Wellness Program)
- ▶ Provides key information to facilitate access: location, hours, and contact information
- ▶ Includes UCLA programs for additional support and information
- ▶ Distributed widely to student-facing units across campus

Basic Needs Referral Cards, cont.

Use the questions below to create a referral card specific to your institution.

Key Questions to Answer

1 What are the most important resources for students in need to be aware of? These may be on or off campus.

Prioritize the top 3-5 resources. Include address, hours, and contact information for each.

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Food pantry | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Emergency grant program | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Emergency housing resources | <input type="checkbox"/> _____ |

2 What additional information will you include on the card?

Consider contact information, website URL, business hours, services offered, etc.

3 Where should these cards be distributed across campus?

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Residence life | <input type="checkbox"/> Counseling center | <input type="checkbox"/> _____ |
| <input type="checkbox"/> International student center | <input type="checkbox"/> Academic advising centers | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Financial aid office | <input type="checkbox"/> Faculty senate meeting | <input type="checkbox"/> _____ |

4 Who (or what office) will be responsible for creating, distributing, and restocking the cards to campus stakeholders?

Consider Dean of Students office, BIT/CARE Team, case manager, etc.

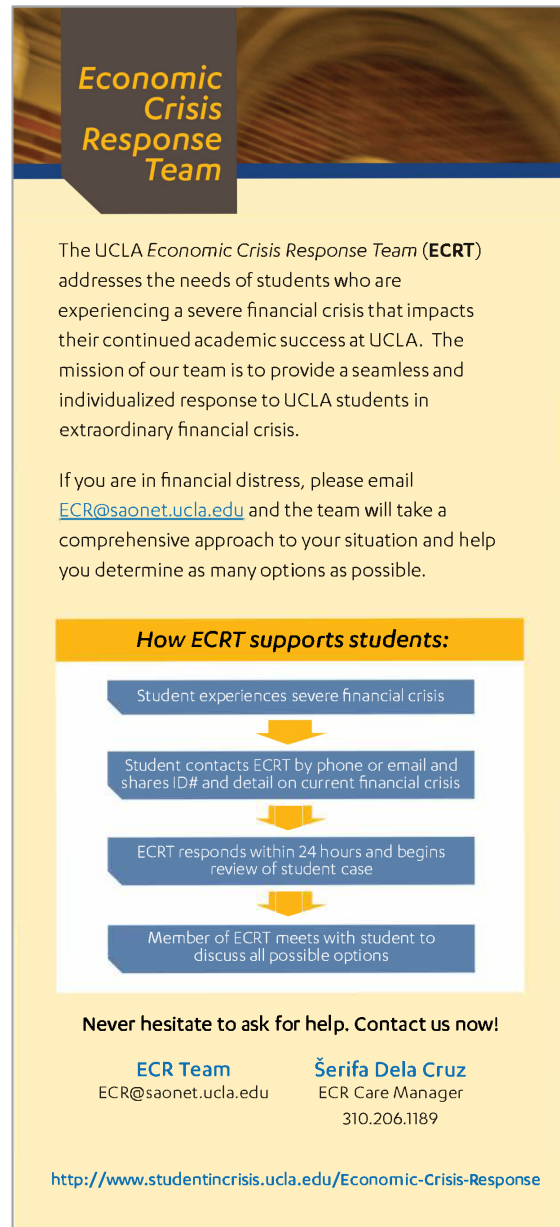
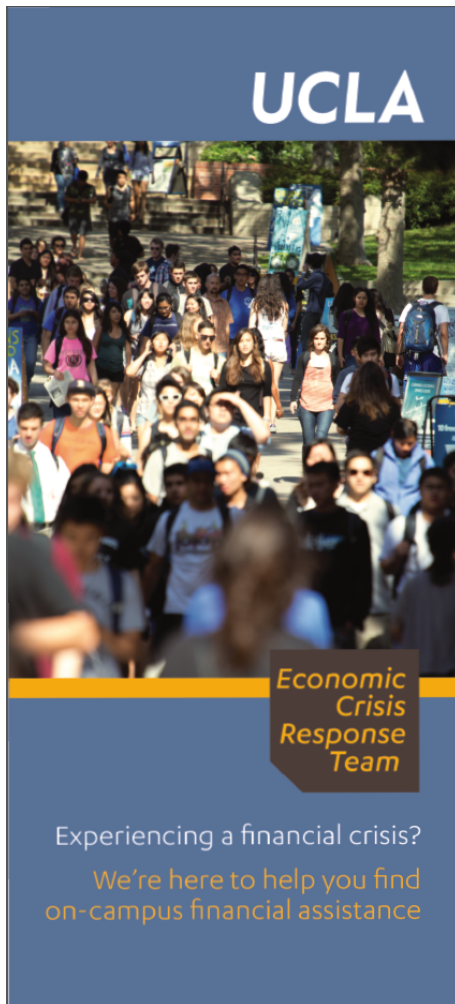
5 How will you educate campus partners about how and when to use the cards?

- | | | |
|---|--------------------------------|--------------------------------|
| <input type="checkbox"/> Present at department meetings | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Email blasts | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Informational webpage | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Response Team Brochure

Economic Crisis Response Team Brochure

The pamphlet below accompanies the University of California Los Angeles’s basic needs referral postcard as a more detailed source of information for students experiencing financial distress. It provides a brief explanation of the Economic Crisis Response Team (ECRT), a straightforward overview of the ECRT process, and immediately accessible contact information.



Compendium of Funding Opportunities

Purpose of the Tool

As campus resources are increasingly limited, funding presents a significant barrier to expanding support for students’ basic needs. Use the compendium of funding opportunities below and subsequent discussion questions to identify the best-fit options for your campus and guide your conversations with colleagues.

Step 1: Brainstorm Possible Funding Opportunities

Below is a list of possible funding opportunities for basic needs support. On the right, rate your institution’s level of feasibility and interest for each opportunity.

Funding Opportunity	<i>We are already doing this</i>	<i>We should prioritize this idea now</i>	<i>We should explore this idea in the future</i>	<i>Not a good fit at this time</i>
Day of Giving				
Class gift campaign				
Matching campaign				
Employee fund drive				
Annual fund designation				
Donation boxes across campus				
Fraternity or sorority philanthropy partnership				
Foundation grants (e.g., Sodexo , USDA , Walmart)				
Student fees				

Step 2: Discuss Immediate Priorities with Key Campus Partners

Colleagues in the development office will be important partners in this work. Use the questions below to guide your discussion with senior leaders, development officers, and other key partners.

- Are we working with any foundations or corporations in the area that we could engage for gifts, grants, or in-kind donations?
- Would any top campus leaders (e.g., president, board member) be interested in taking on this cause to raise awareness and promote giving?
- Are we aware of any major donors whose interests would closely align with basic needs support?
- Could we add basic needs as a cause into existing efforts or plans (e.g., Giving Day, employee fund drive)?
- How else might we work together to advance basic needs support on our campus?

Source: EAB interviews and analysis.

Compendium of Job Descriptions

Purpose of the Tool

Growing demand for services to support students' basic needs may influence institutions' decisions to create new positions or modify existing positions. This tool presents a range of job descriptions for positions related to basic needs support.

Sample Job Descriptions

1. University of California San Diego: Basic Needs Coordinator
2. California State University Fresno: Food Security Project Coordinator
3. Oregon State University: Food Assistance Intern
4. Oregon State University: Food Security Graduate Teaching Assistant

Sample 1

University of California San Diego

Basic Needs Coordinator

Position Description: Reporting to the Director of Student Affairs Case Management Services, this Basic Needs Coordinator provides social work services consisting of continuing care resources and nonclinical social work services, including economic crisis intervention, student advocacy, mandated reporting, informational and referral coordination of on- and off-campus wellness resources.

The coordinator assists the campus community in the planning, coordinating, implementing and assessing of programs and services designed to identify and meet the needs of under-resourced and high-need students. The coordinator is responsible for education and outreach to students, staff, and community members and participates in related department functions, such as community and program education. This position works closely with Associated Students and the Triton Food Pantry.

The work produced by this position requires strong knowledge and experience in areas of health and wellness, student advocacy, food and housing insecurity, community support resources and economic emergency management. Requires ongoing support, outreach, and follow-up to the undergraduate college community. The position uses clinical knowledge and provides consultation to campus departments and the undergraduate colleges, though they do not provide direct clinical services. The person will provide support and some case management, including face-to-face meetings, to undergraduate students.

Major Duties:

- Coordinate, implement, and assess new and existing educational and wellness programs targeting under-resourced and high-need students, with an emphasis on students experiencing food and housing insecurity.
- Supervise 1-3 student interns.
- Serve as a liaison between the Basic Needs Center, Associated Students, Food Pantry, the Undergraduate Colleges, and campus-wide departments.

Qualifications:

- Bachelor's degree in education, counseling, psychology, or related field with 7-9 years of work in a field such as counseling, student personnel services in an academic setting, or the equivalent combination of education and experience
- Solid knowledge of undergraduate and graduate student development theories to explain college student behavior, including psychosocial theories, cognitive/structural theories, and ecological and integrative theories
- Extensive knowledge of student security and privacy requirements including FERPA (Family Educational Rights and Privacy Act)
- Demonstrated ability to provide administrative case management, including direct contact with clients and other providers, as well as administrative duties. Skilled in coordinating, directing, evaluating, and implementing case management services for individuals with multiple personal and life challenges (preferably in a higher education setting)
- Demonstrated experience in problem-solving, decision-making, conflict resolution, negotiation, counseling, referral techniques, and confidentiality
- Ability to communicate, engage, and develop rapport with individuals of diverse cultural, social, and religious backgrounds and varied age, gender, and sexual orientation; must be able to demonstrate respect and integrate cultural sensitivity when providing services
- Demonstrated ability to research, write analytical reports, and make presentations on issues related to students and student behavior
- Ability to speak formally and informally and make prepared and extemporaneous presentations to individuals and groups in order to provide information, explain procedures, investigate facts, and persuade others

Sample 2

California State University Fresno

Food Security Project Coordinator

Position Description: Reporting to the Director of Wellness Services, the incumbent is responsible for providing wide-ranging oversight related to program and policy research, development, evaluation, and operational analysis of the campus-wide Food Security Project.

Serving as the Project Coordinator for the Food Security Project, the incumbent will be responsible for the implementation of programs related to the project including the Student Cupboard, education and resources, dining hall certificates, and other programs. The Project Coordinator supervises student assistants; creates and oversees marketing and communication of special events; and oversees programs and services to students, staff and faculty. The incumbent will implement Food Security Project initiatives and facilitate relationships to complete tasks, and will develop and implement a plan for future related programming. This will require analyzing the needs of students and how best to provide the necessary resources, and implementing associated recommendations.

Administrative and analytical work is performed independently with results reviewed by the Director of Wellness Services for soundness of judgement. This work will require the incumbent to apply a theoretical knowledge base to develop recommendations and conclusions. Assignments will require analysis, design, implementation, and evaluation of "best practices" as they pertain to new and ongoing initiatives within the Division of Student Affairs and Enrollment Management.

Major Duties:

- Implement food security project initiatives and facilitate relationships to complete tasks necessary to fulfill all initiatives
- Serve as a member of and staff the Food Security Advisory Board
- Serve as a member of and staff the Food Security Executive Board
- Collect, analyze, and report on food insecurity data gathered. This includes providing presentations as required and creating a marketing plan to promote the Student Cupboard and food security resources to students
- Oversee the RDH Complimentary Meals program, including disbursement of gift certificates to faculty and staff to provide to students in immediate food need
- Oversee the mobile app Catered Cupboard feature, including facilitating relationships with departments and catering, providing marketing, and evaluating the effectiveness of the mobile application
- Oversee and supervise graduate interns, student assistants, and interns who are responsible for the daily operations of the Fresno State Student Cupboard and other Food Security Project initiatives
- Coordinate scheduling and facilitation of educational workshops regarding food preparation, budgeting, healthy eating, etc.
- Create and maintain relationships with on- and off-campus resources for students, and provide workshops for students utilizing these resources
- Maintain Food Security Project website, social media, and communications to students, faculty, staff, and off-campus constituents
- Oversee stateside and foundation Food Security budget
- Form and maintain relationships with donors and potential donors, and seek grant and fundraising opportunities to create sustainability for the Student Cupboard and other Food Security Project initiatives
- Work with the Director of Development to coordinate fundraising for event planning
- Oversee maintenance for the Student Cupboard building
- Facilitate relationships with faculty to produce class projects regarding food insecurity and the Food Security Project
- Develop and coordinate Food Security communication via social media outlets

Secondary Duties:

- Assist the Director of Wellness with special projects and events related to food security and students' basic needs that occur throughout the division
- Serve on campus committees as recommended by the Vice President
- Collaborate with and assist in wellness activities and projects within SHCC

Sample 3

Oregon State University

Food Assistance Intern

Position Description: The Graduate Intern: Food Assistance at the Human Services Resource Center (HSRC) supports the mission and vision of the HSRC by overseeing the Food Assistance application—a process that helps low-income food-insecure students purchase meals on campus and also identifies other resources and support that might help them. The Graduate Intern works to analyze data, reach out to students, and find opportunities to better support students. The intern reports directly to the Assistant Director of the Human Services Resource Center (but collaborates closely with the Basic Needs Navigator, to be hired in July 2018).

Interns have the opportunity to work over the summer at an hourly rate.

Interns working over the academic year will not be compensated if the graduate intern has a full .49 assistantship elsewhere. If the graduate intern does not have a full assistantship (or any assistantship), there is potential for some compensation. Regardless, the graduate intern will have the opportunity for professional development support related to the HSRC mission regionally or nationally.

Food Assistance Research Grant, AY 18-19

Beginning in Fall 2018, the HSRC will be running a pass-through grant to study how food assistance funds help high-need residence hall students. This intern will help hold the pieces of this grant, the processes of which will overlap with the general Food Assistance application.

What you can expect:

- Compelling experience working with data to identify trends facing under-resourced students
- Experience working with grants and collecting data to identify evidence-based best practices
- In an academic environment where the education of lower-income, first-generation students, and students of color are increasingly important and integrated into national and regional priorities, you can expect to leave this position with an understanding of how academic institutions and community-based organizations (CBOs) can and do work together to accomplish these goals
- Professional experience that will translate well to professional positions serving students on college or university campuses and/or in CBOs that are doing similar work in the nonprofit community
- An opportunity to develop a deep understanding of financial aid processes, social service programs, the role CBOs play in getting underserved students to and through higher education, and to effectively create partnerships with on-campus and off-campus partners
- Professional development and leadership experiences, both locally and regionally/nationally at your interest level
- An educationally supportive environment where you can ask questions, seek collaboration, and learn while building personal relationships that will encourage and challenge you to be your best professional self
- An opportunity to advocate for social change locally and regionally so that students who are food-insecure, low-income or homeless are able to find academic success in the years and decades to come

General Job Responsibilities:

- Process HSRC Food Assistance applications
- Score applications—identifying applicants without food security, housing security, etc.
- Award applicants food assistance funds
- Oversee (primarily) email-based interventions to connect students in need with other resources (SNAP, housing support, etc.)
- Interface with campus partners to run the Full Plate Fund and Mealbux programs
- Serve as main point of contact for Food Assistance fund inquiries, appeals and emergency referrals
- Provide general office support, such as answering phone calls, replying to emails, and greeting students in the office
- Analyze applications, completing internal reports in a timely manner
- Cross-train with other HSRC staff
- Respond to inquiries from students in a timely manner
- Greet visitors in a positive and professional manner
- Maintain clear professional and personal boundaries with students served
- Maintain the highest levels of confidentiality when dealing with student information and sensitive situations
- Assist with food pantry functions when needed (summer term) to include deliveries, distribution days, and emergency food boxes
- Other duties as assigned

Sources: Retrieved from <http://studentlife.oregonstate.edu/hsrc/join-our-team>, February 14, 2018; EAB interviews and analysis.

Sample 4—page 1 of 2

Oregon State University

Food Security Graduate Teaching Assistant (GTA)

What you can expect:

- The ability to take on existing programs and projects or to pitch new projects, ideas, and programs to the Human Services Resource Center (HSRC) staff and have a high degree of ownership of those projects, ideas and programs. You'll be empowered to bring your ideas to full fruition with as much independence and trust as possible—alongside a supportive supervisor who wants you to succeed and create a positive impact for the students at Oregon State University
- In an academic environment where the education of lower-income, first-generation students and students of color are increasingly important and integrated into national and regional priorities, you can expect to leave this position with an understanding of how academic institutions and community-based organizations (CBOs) can and do work together to accomplish these goals
- An opportunity to develop a deep understanding of financial aid processes, social service programs, the role CBOs play in getting underserved students to and through higher education, and effectively creating partnerships with on-campus and off-campus partners
- Professional experience that will translate well to professional positions serving students on college or university campuses and/or in CBOs that are doing similar work in the nonprofit community
- Professional development and leadership experiences, both locally and regionally/nationally at your interest level
- An educationally supportive environment where you can ask questions, seek collaboration, and learn while building personal relationships that will encourage and challenge you to be your best professional self
- An opportunity to advocate for social change locally and regionally so that students who are food-insecure, low-income or homeless are able to find academic success in the years and decades to come

General Job Responsibilities:

- Provide direct supervision to HSRC student staff.
- Co-develop and facilitate HSRC training, meetings, in-services, and other professional development opportunities as needed in collaboration with other GTA and the Assistant Director for the HSRC.
- Attend and support HSRC meetings, events, and shopping-style pantry dates.
- Actively collaborate with student staff members, including but not limited to, administration of services, case management, event planning, outreach, and volunteer management.
- Co-ordinate outreach projects with student staff focused on supporting low-income students and students experiencing poverty, hunger, homelessness, and food insecurity.
- Maintain positive and supportive relationships with all HSRC staff, volunteers, and clients, as well as campus and community partners.
- Actively collaborate with student staff members, including but not limited to, administration of the food pantry, case management, event planning, outreach, and volunteer management.
- Assist with Hunger and Homelessness Awareness Week with Center for Civic Engagement.
- Manage student staff assessment and evaluation.
- Serve as the advisor for the HSRC Advisory Board, planning agendas and coaching the HSRC Advisory Board Leadership group.
- Develop and offer trainings and presentations to students, faculty, staff, and community members as needed.
- Serve as HSRC representative with various groups and committees.
- Attend posted, regular, office hours in the HSRC main office each week. Complete administrative tasks in a timely manner. Assist with regular data collection and reporting.
- Provide client access to emergency food, help with food deliveries.
- Provide general office support, such as answering phone calls, replying to emails, and greeting students in the office.
- Cross-train with other HSRC staff.
- Assist with student staff scheduling.
- Oversee student staff recruitment, interviews, and selection (with other HSRC staff).
- Respond to inquiries from students in a timely manner.
- Maintain clear professional and personal boundaries with students served.
- Maintain the highest levels of confidentiality when dealing with student information and sensitive situations.
- Write 1-3 blog posts for the HSRC website.
- Other duties as assigned.

Sources: Retrieved from <http://studentlife.oregonstate.edu/hsrc/join-our-team>, February 14, 2018; EAB interviews and analysis.

Sample 4—page 2 of 2

Oregon State University

Food Security Graduate Teaching Assistant (GTA)

Food-Security-Specific Responsibilities:

- Be the primary point of contact for Linn Benton Food Share and backup for monthly reporting needs, food orders, and other regular tasks.
- Responsible for coordinating safe use of kitchen by HSRC students, staff, and guests. Maintain safe food conditions and facility cleanliness, and train others on the importance of these and tasks needed to maintain them.
- Attend all GFS meetings. Occasionally attend LBFS meetings.
- Support all workshops, programs, and events in partnership with GFS or the HSRC food pantry.
- Report GFS news and events to the rest of the HSRC staff.
- Onboard and supervise up to 4 (total and not necessarily overlapping) HSRC academic interns supporting food-security efforts.

Qualifications:

- Must be currently enrolled as a Graduate Student in the College Student Services Administration program (CSSA) at Oregon State University
- Must be in good academic standing for the term prior to selection and during entire period of employment
- Must have working knowledge of standard PC programs, such as Word, Excel, Access, Publisher, PowerPoint, etc.
- Must be knowledgeable of social media advertising and outreach (Twitter, Facebook, Blogs etc.)
- Must have demonstrated knowledge of and sensitivity to traditionally underrepresented students (including, but not limited to, Asian/Pacific Islander, Asian-American, African, African-American, Chican@, Hispanic, Latin@, Native American, Alaskan Native, LGBTQQI, students in poverty, veterans, and students with disabilities, as well as those with various spiritual/religious beliefs and political affiliations)
- Demonstrable skills in the following areas: leadership development, cross-cultural competency, community building, group facilitation, conflict resolution, advising, training, and team building
- Must be flexible and adaptive



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