

Interdisciplinary Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Major in Food Studies: Policy, Commerce, and Culture

Originating Faculty: Daniel Mintz, Melanie McKay, and Justin Nystrom

Department/College: College of Arts and Sciences Chairperson: Justin Nystrom

Contact Phone/Email: x2568, jnystrom@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$

Will course or program fees be required for this course/program? No Yes \$

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. List Colleges/Departments Participating:

College of Arts and Sciences College of Law

3. Approval of Participating Departments and Colleges Listed Above:

Please see appended letters

College of Business

_____ (Section Head)

_____ (Dean)

College of Music and Fine Arts

_____ (Chair)

_____ (Chair)

_____ (Dean)

College of Law

_____ (Dean)

College of Humanities & Natural Sciences

_____ (Chair)

_____ (Chair)

_____ (Dean)

College of Social Sciences

_____ (Chair)

_____ (Chair)

_____ (Dean)

University Library

_____ (Dean)

4. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

5. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start)

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

INTERDISCIPLINARY PROGRAM PROPOSAL

Instructions: Use this form for all interdisciplinary program proposals. Use the College Program Proposal Form for single discipline program proposals.

Title of Program: **Major in Food Studies: Policy, Commerce, and Culture**_____

Originating Faculty Member or Advisory Committee: **Daniel Mintz, Melanie McKay, Justin Nystrom**

Contact Phone and Email: Justin Nystrom, x2568, jnystrom@loyno.edu; Daniel Mintz, x2771, dmintz@loyno.edu

This is a X new program _____modification of existing program requirements.

Summary Description of Proposal

The major in Food Studies will provide undergraduate students with an integrated education in political, cultural, and economic aspects of the food system. Food and food justice are areas of significant interest for students in our rising classes' demographic. Currently, students with interests in food choose from a variety of food related courses from across various units at the university. This program brings together already existing food-related course offerings with new core courses to provide students with an interdisciplinary understanding of the processes that bring food from the field to the table, and the social and cultural issues implicated in those processes.

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Program Proposal: Food Studies: Policy, Commerce, and Culture

I. Brief Background of Program Development

Rationale for New Program:

The financial equilibrium process identified Food Studies as an area of potential growth for the University. As a result of that recommendation, a faculty committee was convened to discuss possibilities for developing a Food Studies program. In June of 2016, Dr. Daniel Mintz was hired to coordinate the program’s development within the University and to develop connections between the program and the wider New Orleans community. At the same time, a consultant with expertise in the field of Food Studies was contracted to help guide the development of program learning outcomes and core courses. Later that summer, a smaller working group drawing faculty from the College of Arts and Sciences, the College of Law, the College of Business, and the Office of the Vice Provost for Academic Affairs was convened to set priorities for the program’s development, and to review and guide the development of the program’s mission, curriculum, and courses. This proposal is an outcome of that process, and reflects the input of the stakeholders discussed above, along with consultations with students, community partners, and other faculty and staff at the University.

Demographic research⁴ identifies food as a central concern of the post-millennial generation, those individuals born after the mid-1990s, making up the current traditional college student population. This program is targeted at students raised on *Fast Food Nation*, *The Omnivore’s Dilemma*, and *Supersize Me!*—children of foodies and foodies themselves—who think about their food choices in terms of broader social and ethical concerns, and who aspire to change the systems that produce and distribute the food that we eat.

As a result of these interests, many post-millennials seek careers in the food industry, from food entrepreneurship to policy-making and legislative work, from food journalism to advocacy for food justice. Colleges and universities nationwide have responded to this trend by establishing academic programs that cut across disciplinary boundaries to educate students in the issues of this field and the skills and knowledge students need to pursue such careers. Loyola is an ideal institution for such a program. Our social justice mission provides an important lens through which to address inequities in the food system; our commitment to experiential learning provides essential opportunities for hands-on student work; and our grounding in the liberal arts prepares students to adapt with flexibility and discernment to the demands of an evolving workplace.

⁴ “Meet Generation Z: Forget Everything You Know About Millennials.” Sparks & Honey, 2014.
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Moreover, Loyola's location in one of the world's great food cities provides students with a rich context for the study of food.

People the world over come to New Orleans to eat. The city's distinctive culinary culture, with music and Mardi Gras, defines New Orleans in the national and international imagination. Food is a major driver of tourism and local economic activity, with the culinary sector accounting for 58 percent of the city's cultural businesses as of 2014.⁵ Food also plays a substantial role in the economic life of the city outside of the hospitality industry. The port of New Orleans is the largest site of coffee importation in the United States, and the region's seafood industry is among the largest in the nation, with a significant impact on the local economy. What food means to the social and economic life of the city, however, is anything but simple. Just as New Orleans has long been known for its distinctive culinary culture, it is also a city of pervasive food insecurity. A recent study by the Food Research and Action Center ranked the Greater New Orleans area second in the nation for food hardship.⁶ While restaurants have been a substantial force in the city's recovery since Hurricane Katrina, with the city experiencing a boom in the hospitality industry since the storm and restaurant jobs in 2014 accounting for a higher proportion of the city's workforce than they did in 2005, many of those jobs are low-paying, with no or few benefits.⁷ Similarly, Gulf fisheries are at once a key resource for the region's tables and a resource particularly vulnerable to environmental degradation, as the 2010 BP oil spill made clear. Food is both a cornerstone of the city's distinctiveness and a sharply focusing lens for its problems.

New Orleans is an excellent place for students from all over to come to study food, but no undergraduate program in the city currently offers students a comprehensive education in cultural, political, and commercial forces that bring food to the plate. Loyola's Food Studies program offers these students a valuable opportunity to learn how to make change in the food system while immersing themselves in the unique food culture of New Orleans. The program is distinct among undergraduate Food Studies programs nationwide in its focus on policy, commerce, and culture—a focus that sets it apart from programs that focus on food science, agribusiness, and nutrition, and from culinary schools and schools of hospitality management. Loyola's program is a natural fit for students interested in studying food from a variety of theoretical and practical perspectives in the context of a broader liberal arts education. The program's goal is to provide its students with an integrated academic understanding of food systems and a credential reflecting that course of study. The program will provide a pathway to careers in food policymaking and advocacy, entrepreneurial ventures in the food industry, and to graduate study in food policy, public policy, public health, nutrition, law, business, and other fields.

⁵ *New Orleans Cultural Economy Snapshot*. The Mayor's Office of Cultural Economy. 2014.

<http://www.nola.gov/cultural-economy/documents/2014-cultural-economy-snapshot-spreads-final/>

⁶ "Food Hardship in America 2012: Data for the Nation, States, 100 MSAs, and Every Congressional District." Food Research Action Center, 2012. http://frac.org/pdf/food_hardship_2012.pdf

⁷ Eaton and McWhirter, "An Unfinished Riff: New Orleans' Uneven Revival in the Decade After Katrina," *Wall Street Journal* 26 Aug. 2015. <http://www.wsj.com/articles/the-new-orleans-economy-ten-years-after-katrina-1440628953>. See also, "Behind the Kitchen Door: Inequality, Instability, and Opportunity in the Greater New Orleans Restaurant Industry," Restaurant Opportunities Center of New Orleans, Restaurant Opportunities Centers United, and the New Orleans Restaurant Industry Coalition, 2010.

II. Description of Program

1: Mission

FPCC Mission Statement

Food is a central component of human experience, making life itself possible. In recent years, scholars have recognized this importance, and have begun to investigate the history, culture, and economics of food, integrating them into a new field of academic inquiry. The mission of Loyola's Food Studies: Policy, Commerce, and Culture Program is to educate students in these areas, providing a comprehensive understanding of the food system, with a special focus on the policies surrounding food, the economic aspects of food production, distribution, and consumption, and the cultures of food, as well as the relationships between these categories.

Consistency with the University Mission

The Food Studies program responds to the University Mission by placing food justice at the center of its approach. Our students will be prepared to make just and meaningful change in the food system in ways that suit their talents, interests, and inclinations. The program will produce graduates knowledgeable about theoretical approaches to the food system, attentive to the practical realities of food production, consumption, and policy-making, and committed to producing a more just and equitable food system.

2: Alignment with the College and University Strategic Plans (SP)

- A. University SP: Dedicated to a high quality, experiential, and values-based education / CAS SP: CAS will continue to innovate and develop programs that educate students through experiential-based learning and critical thinking

In line with the University's strategic emphasis on experiential and values based education, the Food Studies program will offer substantial opportunities for community engagement, internships, study abroad, and collaborative research. Students enrolled in the program are likely to pursue experiential learning opportunities or internships with organizations like Second Harvest Food Bank, Edible Schoolyard, Market Umbrella, Propeller, Slow Food USA, and others working to address issues of food justice, hunger, and sustainability in New Orleans. The organizations listed above have all expressed support and enthusiasm for the program and for the prospect of taking on Loyola students both as interns and as service learners. Indeed, a major strength of this program is its potential for meaningful community engagement with partners in business, the non-profit sector, and food policy advocacy.

Loyola has existing relationships with study abroad providers offering food-related courses at The University of Amsterdam and Università Cattolica del Sacro Cuore in Milan. Loyola's Study Abroad service learning program in India partners with Navdanya, an agroecology education organization and network of seed keepers and organic producers,⁸ to provide students with educational experiences in sustainable agriculture in the Indian context.

The program will put our students into direct contact with food professionals through classroom visits, site visits, and internship placements. After the program's first year, when student enrollments can support such a program, we plan to develop a food forum,

⁸ <http://www.navdanya.org/>
Food Studies Program Proposal

on the model of the forums developed by music industry studies and the design program, to bring students into regular contact with practitioners in various food-related fields. At all stages of their career at the University, Food Studies students will think critically and creatively about food, and its many connections with the world beyond the University.

B. University SP: Devoted to students' discovery of their career and a life of service

A central aim of the Food Studies major is to provide an integrated understanding of the network of farms, processors, distributors, marketers, retailers, restaurateurs, regulators, advocates, and consumers involved in the production, circulation, and consumption of food. As such, the program will offer students wide exposure to a variety of careers working with food, beyond the traditional fields of the culinary arts and hospitality management. A particular strength of the program in helping students to discover their careers and pathways to a life of service is its emphasis on situating its students' encounters with working professionals in the context of a broad systems-level view of food. Students will not only learn about a particular sector of the food industry or a particular aspect of food culture, but will learn how that sector or cultural component connects with the broader ecosystem of food production. Students will graduate from the Food Studies program equipped to articulate how taking a particular position in the food system or pursuing further study in the food related fields of public policy, public health, nutrition, food science, agroecology, etc., can help them make the changes they want to make in the food system.

In addition to regular contact with people working in food through the program's food forum, the program will work with the Career Development Center to develop program specific listings of job opportunities and to facilitate informational interviews for students approaching graduation.

As the program develops and our course offerings increase, we anticipate developing specialized tracks for students who want a more extensively focused education in policy, commerce, and culture. In developing these tracks, we will consult with industry and non-profit leaders to determine the skills and knowledge that they would find most desirable in our graduates, and to build these emphases into our program.

C. University SP: Infused by the cultures and traditions of New Orleans / CAS SP: The CAS's creative, productive, and committed faculty will take advantage of New Orleans and our new facilities in order to develop and support teaching, research, internships, and community engagement initiatives

Through its engagement with culinary culture, the Food Studies program presents unique opportunities for connecting students' study with the city of New Orleans. Our core courses in commerce and food systems, culture, policy, and the discipline of food studies and methods have a mandate to bring our students out of the classroom and into the city, and as much as possible to bring speakers and case studies from the city into the classroom.

Our deep engagement with the culinary culture of New Orleans is a key point in how we anticipate marketing the program. It is important to emphasize, however, that while the Food Studies program will benefit greatly from its embeddedness in New Orleans—both

for its unique culinary culture and its specific urban characteristics—the program’s mission is not only to provide students with an education in New Orleans food, but to situate students’ understandings of food, both in New Orleans and in the wider world, in the context of state of the art research in the field. Thus, the program will use the rich resources of New Orleans food culture to provide students with a world-class education in food. Research, internships, and community-engaged learning opportunities are centerpieces of this education.

D. University SP: Rooted in the Jesuit and Catholic Mission of the University

A core component of the Food Studies program, and of food studies as a field, is an emphasis on the creation of more just, equitable, and sustainable food systems. Food, produced and consumed socially and incorporated intimately into our individual bodies, is an accessible and meaningful way for students to approach issues of social and economic justice, public health, and experiences and outcomes differentiated by socioeconomic status. Through food, our students can approach the Jesuit value of *cura personalis* in the deepest sense, understanding how the stuff that makes our lives possible from day to day connects with large structures of social and economic organization, and how they might intervene to make those structures more fair.

E. CAS SP: The CAS Dean will work with faculty to increase funding to support research, faculty/student collaborative scholarship, and creative teaching

While not an academic department, the Food Studies major, as a program, will actively seek external funding for student enrichment activities (e.g., a dedicated budget for transportation to the field), for faculty research, and for faculty/student collaborative scholarship.

3. Projected Demand for New Department / Program

a. Evidence, quantitative and qualitative data, regarding the potential demand for the proposed program, based on internal information and/or comparisons with peer programs (e.g., informed opinion and source, data-driven from published reports, anecdotal information):

Recent years have seen substantial growth in food studies programs internationally, reflecting significant student interest in food as a subject of social and ethical concern.⁹ *Civil Eats*, a nationally prominent online food magazine, reports that more than 70 community colleges, four-year colleges, and universities currently offer degree or certificate programs in sustainable agriculture or food systems, responding both to the development of study in the field among faculty, and to burgeoning student interest in the subject, evidenced in part by overflowing courses in food studies.¹⁰ Market research suggests that the rising generation of college students are, “the *biggest* foodies,” more interested in cooking than previous generations and significantly

⁹ Bob Brecha, “College Campuses, Students Look For Sustainable Food Systems,” *WYSO.org*, 21 May 2015, <http://wyso.org/post/college-campuses-students-look-sustainable-food-systems/>; Larry Gordon, “Foodie Culture is Spurring Degree Programs at U.S. Colleges,” *The Los Angeles Times* 26 Nov. 2015, <http://www.latimes.com/local/education/la-me-food-studies-20151126-story.html>; Jane Black, “Field Studies,” *The Washington Post* 20 Aug. 2008, <http://www.washingtonpost.com/wp-dyn/content/article/2008/08/19/AR2008081900599.html>.

¹⁰ Steve Holt, “Majoring In Food: Colleges Offering More Courses, Degrees,” *Civil Eats* 22 Sept. 2015. <http://civileats.com/2015/09/22/majoring-in-food-colleges-offering-more-courses-degrees/>.

concerned about world hunger (78% of respondents) and about the impact of human beings on the planet (80% of respondents).¹¹

While the overall number of programs in food studies has increased since the field’s early development in the 1990s, the majority of this growth has been in programs offering masters and doctoral degrees, with comparatively few formalized options taught in English existing for degrees in Food Studies at the undergraduate level (see table 1).¹² In this context, Loyola’s Food Studies program will have a category to ourselves for food studies programming focused on food justice and the commercial, political, and cultural aspects of food in the particular urban context of New Orleans. Our program will prepare students not only for careers, but also for further study at one of the many masters and doctoral level programs in food studies and allied fields. Though we see a proliferation of new programs in this area (see table one and Appendix A), the south regionally and New Orleans specifically have limited Food Studies offerings to date. This may change, as Food Studies programs grow in popularity among institutions seeking to differentiate themselves from their peers. This may be a key moment for establishing a program that could become a nationally attractive destination for students interested in this field and in the unique food culture of New Orleans.

Table 1: Institutions offering degree-granting undergraduate majors in food studies

Institution	Degree Offered
Carleton University (Canada)	B.Sc. in Food Science and Nutrition
Culinary Institute of America	B.P.A. in Applied Food Studies
Le Cordon Bleu (Australia)	Bachelors of Business in Food Entrepreneurship
The New School	B.A. and B.S. in Food Studies
New York University	B.S. in Nutrition and Food Studies, B.S. in Global Public Health and Food Studies, B.S. in Global Public Health and Nutrition
Sterling College	B.A. in Sustainable Agriculture / Sustainable Food Systems
Syracuse University	B.S. in Food Studies
University of British Columbia	B.Sc. in Food, Nutrition, and Health
University of Gastronomic Sciences (Italy)	Undergraduate Degree in Gastronomic Sciences (B.A. Equivalent)
University of New Hampshire	B.A. dual major in Ecogastronomy
University of Vermont	B.S. in Food Systems
College of the Atlantic	B.A. in Human Ecology: Farming and Food Systems Concentration
University of Minnesota	B.S. in Food Systems
Green Mountain College	B.A. in Sustainable Agriculture and Food Production
University of North Carolina	B.A. / B.S. in Food Studies, student-designed via the Interdisciplinary Studies Department

A significant part of the educational value of food studies programs in general is their ability to use food to provide their students with deeply interdisciplinary educational experiences. At Loyola, the study of food will offer students a focused way to make connections between apparently disparate aspects of the world around them, linking familiar experiences of food to

¹¹ Sparks & Honey, “Meet Generation Z,” 2014.

¹² See also <http://www.food-culture.org/food-studies-programs/> for a list of bachelors, masters, doctoral, and certificate food studies programs.

larger systems and structures of social organization and seeing relationships among ideas from sociology, philosophy, history, religious studies, law, cultural studies, biology, environmental studies, and more. The program will set itself apart from national competitors by emphasizing its embeddedness in New Orleans, and its focus on approaches rooted in social justice.

b. Trend Data. Provide projected enrollment statistics including numbers of majors and/or minors and full time equivalent (FTE) student enrollment

See attached budget (Appendix B). Based on the factors described above, we anticipate that the program will attract 60 new students by 2020, primarily as majors.

c. Other relevant information regarding potential market for program

N/A

d. If available from OIRE, national trend data for degrees awarded over the last five years.

This data is not available. The field of Food Studies is new enough that the National Center for Education Statistics does not yet collect information on undergraduate food studies or food systems programs.

4. Relationship to Other Existing Programs

a. Describe ways in which the proposed program will enhance/complement existing programs and curricula, including potential service to majors, minors, other programs and/or the Loyola Core.

The Food Studies major draws together existing Loyola courses related to food from several disciplines, along with additional courses in food policy, commerce, and culture, developed for the program.

As an interdisciplinary program, the Food Studies major will draw most of its curricular offerings from existing units in the university. These offerings will extend outside of the College of Arts and Sciences, to the College of Law. In the future, we are likely to develop collaborative programming with the College of Business and the College of Music and Fine Arts. The departments of biological sciences, chemistry, English, history, math, philosophy, political science, psychology, religious studies, and sociology, the school of mass communication, and the colleges of business and law have all committed to offering contributing courses to the program's curriculum.

In addition to the major included in this proposal, the Food Studies program, in collaboration with the Environment Program, is developing a major in Sustainable Food Systems. This major will combine core courses in Food Studies with course content from the Environment Program, and will be co-promoted by both programs. Students enrolling in that track will formally affiliate with the Environment Program, but will be invited to participate in all community-building, career development, full-program advising, and programmatic extra-curricular activities of the Food Studies major.

As program coordinator, Daniel Mintz is working with student organizations (LASS / Divest Loyola), Physical Plant, Student Affairs, the department of Biological Sciences, and community partners to develop a community garden on campus that could serve as the basis for further

curricular and extracurricular offerings. Additionally, the program expects to attract students with an interest in food entrepreneurship—likely candidates for the College of Business’s new entrepreneurship minor.

Through on-campus events which will bring professionals from various sectors within the food world—business, non-profits, government, policy advocacy—to Loyola, the program will strengthen the University’s connections with a key industry in the city and would provide students throughout the University with opportunities for professional connections and deeper understandings of the working world.

b. Describe ways in which the proposed program overlaps with other existing programs.

While the Food Studies major draws the majority of its courses from existing programs, its focus on food is unique at Loyola. Therefore, new courses created for the program do not overlap significantly with existing offerings. We anticipate that the program will bring increased enrollments to courses offered as adjuncts to the program curriculum.

5. Adequacy and Appropriateness of Resource Utilization

a. Financial plan

i. Annual operating budget

See attached budget.

ii. Actual or potential external grants

We have applied for a \$200k grant from the National Endowment for the Humanities to support the development of an upper-level food justice curriculum. We are currently also pursuing approximately \$250k in grant funding from the Luce Foundation to fund faculty research and course development stipends, along with other program costs. Additional grant funding may be available from The Ruth U. Fertel foundation, the Emeril Lagasse Foundation, and other food-focused philanthropic institutions that don’t currently have a funding relationship with Loyola.

There are many local funders who regularly support food-related events and festivals in New Orleans, and whom we will approach to support public programs (lecture series, public workshops, panel discussions, etc.) aimed at raising the local and national profile of the program.

We are working with Institutional Advancement to develop relationships with appropriate grantmaking institutions, and with the Grants Office to pursue state and federal program funding. In AY 2017-18, The Louisiana Board of Regents Traditional Enhancement Grant (typical award range: \$10,000 to \$200,000; average award: \$90,702) will be open to programs in the humanities and the social sciences. This grant is targeted at projects aiming “to enhance the infrastructure of academic, research, or agricultural departments/units and to promote economic development.”¹³ Given our program’s focus on an industry of major importance to the state, we plan to pursue this funding as well.

¹³ FY2016 BoR Traditional Enhancement Grant RFP, pg. 2. <https://web.laregents.org/wp-content/uploads/2016/07/TR-ENH-RFP-2017.pdf>

iii. Contributions to and impact on fundraising

The Food Studies program would give Loyola a natural connection to the food industry in South Louisiana and has the potential to open new avenues of fundraising support among potential donors affiliated with those industries and interested in food from a social justice perspective.

iv. Plan for profit sharing, if applicable

Not applicable.

v. Accreditation or certification expenses

Not applicable.

b. Current faculty resources, including those available through consortial agreements, and number of new faculty required

In addition to Daniel Mintz, who will serve as director of the Food Studies program, and who will teach two courses per year for the major, including at least one of the newly developed core courses, the majority of the faculty resources for the program will be provided by already existing course offerings from contributing departments (see attached DPCL, Appendix E). In addition to those pre-existing faculty resources, we will hire a Visiting Assistant Professor on a three-year contract to teach two of the program's core courses (Foundations in Food Systems and Commerce and Foundations in Food Policy), and two upper-level major electives each year for the initial years of the program.

As rising enrollments warrant, we anticipate offering additional major electives staffed by practitioner adjuncts or extraordinary faculty (see attached budget, Appendix B). We anticipate that enrollments will justify a faculty hire on the tenure track, to be timed with the conclusion of the Visiting Assistant Professor's term. There has been significant interest among practitioners in proposing courses for this program; potential adjuncts with professional experience and advanced degrees relating to food policy have, for example, proposed courses exploring sustainable food systems, offering a deep dive into the process of lobbying and legislating the United States Farm Bill, and examining the science, culture, and politics of organic food.

Additionally, through the Center for International Education, Loyola maintains relationships with study abroad providers offering a variety of courses that complement our current offerings, and which students may take for credit in the major. Options for study abroad courses that would fulfill major elective requirements are listed on the back of the program DPCL.

c. Administrative support staff resources

Part time administrative support will be provided by the Office of the Provost.

d. Space requirements (including both instructional space and administrative support space) and classroom technology

We anticipate no additional space or classroom technology requirements beyond the ordinary costs of enrolling new students.

e. Course development expenses

None.

f. Library

i. Information and instructional technology resources

A review of the library's current holdings and subscriptions undertaken by Laurie Phillips and Victoria Elmwood in September 2016 suggests that library costs would total roughly \$9,500 in 2017-18, with approximately \$5k supporting the purchase of new books and \$4.5k going toward journal and database subscriptions. Costs in subsequent years would total circa \$2k for book purchases per year, with journal and database costs ongoing, and adjusted for inflation at 6%. See attached letter from Laurie Phillips and Victoria Elmwood, (Appendix D), and library costs in attached budget.

ii. Confirm that discussion with library representatives has taken place to assure appropriate resources are available

Danny Mintz met with Victoria Elmwood and Laurie Phillips in September 2016 to determine the adequacy of current library holdings and the additional resources needed to support the program. Please see attached memo from Laurie Phillips and Victoria Elmwood (Appendix D).

g. Information technology and other technology needs

We project no need additional for additional information technology resources specific to the program.

h. Other academic support services

Other academic support services will be provided by the Student Success Center.

6. Assessment Plan—Projected

a. Provide the program's projected assessment plan that includes student learning outcomes, process of implementation, and results

Program Learning Outcomes:

1. Students will understand systems of food production, distribution, and consumption and apply these insights to other fields and disciplines.
2. Students will demonstrate a critical understanding of food and food-related issues in their relevant cultural, economic, and political contexts.
3. Students will demonstrate a critical understanding of issues of food justice and food sovereignty.
4. Students will be prepared to evaluate strategies for intervening in the food system at the local, regional, or global levels.

The Food Studies program will accomplish these objectives by (1) providing classroom instruction in theoretical, historical, cultural, and economic issues related to food, (2) providing hands on experience through service learning partnerships and offerings in experiential education, and (3) educating the whole student through close working relationships with

experienced professionals, rigorous academic standards, and responsible engagement with diverse and underrepresented populations.

Process of implementation:

Guided by the American Association for Higher Education’s “Principles of Good Practice for Assessing Student Learning” (see Appendix H), an interdisciplinary steering committee comprised of faculty affiliated with the program will assess the program through ongoing conversations about the appropriateness and effectiveness of the program’s goals. The aim of our assessment process will be to evaluate both the outcomes and the experiences of our students, with the purpose of altering the program as necessary at both the course level and the curriculum level to better serve our students, the University, and the community.

While, in keeping with good practices for program assessment, our assessment will take place throughout the year, at faculty meetings and in conversations about courses, advising, and extracurricular programming, the program will also undertake more formal reviews on a five year schedule, beginning with an internal review in year two, led by a subcommittee of the steering committee, continuing with an external review in year three, and concluding with a comprehensive evaluation of those two reviews and an action plan for course-level and curricular revisions (see plan for assessment, below).

Plan for Assessment:

Stage	Frequency
Internal, faculty-driven self study	Ongoing; Formal report after 2 yr., then every 5 yrs.
External evaluation	1 st after 3 yrs., then every 5 yrs.
Comprehensive evaluation of internal and external studies, plan for action	Upon receipt of external review

To the greatest extent possible, the assessment process will develop its conclusions from already existing data: course-level measures of student achievement of program learning outcomes through shared committee examinations of assignments completed in the core courses and comprehensive evaluations of capstone projects (as the program begins graduating students). In consultation with the steering committee, instructors of the foundations courses will develop pre-and post-course exams to assess student mastery of the course content. Results from these assessments will be used to refine emphasis and modes of instruction within the course.

The capstone project will be a key tool for assessing students’ achievement of the program’s learning outcomes. The capstone project will require students to complete either an internship, an independent study, or a research project. All three options will require students to submit a written proposal to the program director and to their proposed faculty supervisor, addressing the ways in which their proposed project will develop their competency in at least one of the program’s learning outcomes. All capstone projects will include a contract between students and advisors outlining the students’ learning goals, the alignment between those goals and at least one program learning outcome, and the means by which their proposed project will meet those goals. The program director will solicit evaluations of student progress and performance from faculty advisors during the period of the capstone project, both as a means of ensuring that students make adequate and timely progress throughout their capstone project period, and to assess the program’s presentation of content or skill areas. The final capstone

project will in all cases include a student reflection upon the capstone experience, prompting students to evaluate the connections between their capstone projects and their earlier experiences in the program. Students completing an internship will be prompted to reflect upon the insight that their internship placement gave them on at least one of the program learning outcomes.

To supplement direct measures of student learning, the program director will also review student reflections on the program completed as part of their capstone experience, and will periodically meet with groups of Food Studies majors to ascertain student expectations and perceptions of the program and of their experience as Food Studies students. In preparation for internal review, the program review subcommittee will solicit comment from program majors.

b. Provide the results of any external reviews or plans for reviews, if available

Not available.

c. Describe the structure and process for administrative and academic oversight

The interdisciplinary Food Studies major will reside in the College of Arts and Sciences and will be administered by a director who reports to Justin Nystrom, who will serve as academic chair of the program, and to the dean of the college. An interdisciplinary steering committee as well as College and University curriculum committees will provide academic oversight.

III. Impact on the Curriculum

1. Which departments and colleges will be contributing courses? Will an introductory course be needed to introduce methodologies and integrate disciplines? If there is no introductory foundational course, please explain why this is not needed.

The Food Studies program will combine courses from the College of Law, the School of Mass Communications, and the departments of Biology, English, History, Philosophy, Political Science, Religious Studies, and Sociology.

The core of the program consists of an introductory course, three foundations courses providing overviews of key issues, methodologies, and epistemologies of the major's concentration areas, a food-focused Writing About Literature course, a "Food in Society" elective, providing advanced instruction in social and historical issues relating to food and food culture, and a senior capstone experience (modeled on that of the Environment Program) which may be satisfied through completion of an internship, an independent study, or a research project. Introduction to Food Studies, the major's introductory course offers students a broad interdisciplinary overview of issues in Food Studies, introducing students to the ways in which food can provide a lens for understanding other social structures and phenomena, and to a variety of approaches to understanding food as an object of study. The three foundations courses provide deeper considerations of policy approaches to food, including an introduction to the policymaking process; commercial approaches to food, including an introduction to systems approaches to understanding food and historical and contemporary examples of how food systems are structured; and cultural approaches to food, including examples from sociology, literature, film, culinary culture, history, and cultural studies.

The Food Studies program is also exploring a collaboration with the Environment Program to offer a major in Sustainable Food Systems, combining the Food Studies core with Environment Program courses. The proposal for that major will be submitted under a separate cover (see also section II.4 for further information).

2. Resources needed for the new or revised minor or major:

a. List of courses¹⁴ and names of faculty whose courses will be included. Detail the extent to which these courses will be able to accommodate additional students.

See Appendix F.

b. Detail the extent to which this minor/major will impact upon existing departmental or program resources of the various faculty involved.

The program will draw on existing courses already being taught in regular departmental rotations and thus, will have no impact in this area. Please see attached DPCL (Appendix E).

c. If the program requires a director, name the director and the compensation requested in terms of course releases or a stipend.

The program requires a director. Dr. Daniel Mintz will serve as director; he will administer the program and will teach one course each semester. See attached budget (Appendix B).

3. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program? For new or significantly revised programs, provide a detailed description of the major/adjunct/elective elements of the curriculum, including copies of the old and new Degree Course Program Lists (DPCL) or equivalent.

In addition to the 39 hour Loyola Core, the program will include a 33-hour major, consisting of four core courses, Writing About Literature: Thinking Critically About Food, a “Food in Society” elective, and 12 credits of major electives. See section III.1 for a description of the core courses, and attached DPCL (Appendix E) for a full listing of courses incorporated into the program.

4. Specify whether any new courses will be offered, and whether this will increase the total number of courses or sections offered by any participating departments.

Four new courses will be offered under the interdisciplinary Food Studies designation (FOST) within the program’s first two years, and will be taught by the program director and a Visiting Assistant Professor. We are also reviewing C.V.s and course proposals from potential adjuncts interested in offering upper-level food studies courses also through the FOST designation. In addition to these Food Studies courses, Daniel Mintz has spoken with several departments and individual professors about the possibility of developing courses in the disciplines with food-specific content. Several of these potential courses are referenced in attached letters of support from the chairs of participating units (Appendix G). Should these courses be developed and approved, they will increase the total number of courses offered in participating departments.

5. To what extent will any new courses for this program impact upon resources in the departments and programs in which these faculty are teaching? Will any new courses replace

¹⁴ Include information on when these courses were last taught and how often you expect this course to be taught in the future.

courses currently offered? Will any such courses prevent an important or required course from being offered in a given semester?

The four proposed core courses and the capstone experience will be newly created for the major, and thus will not replace any courses currently being offered. Daniel Mintz, as director of the program, has committed to teaching at least one section of the core Food Culture course per year, which would remove him from the English Department's teaching pool for the terms in which that course would be offered. Courses under discussion in the departments of History, Philosophy, and Religious Studies are likely to be submitted for inclusion as Loyola Core Knowledge and Values courses, and therefore, upon their approval, may supplant other LC Knowledge and Values courses for those terms in which they are offered.

None of these courses are likely to prevent currently required courses from being offered. Where departmental course rotations and staffing will not permit offering new courses, adjunct instructors will be hired to teach the new courses needed.

6. If new courses will not increase the overall number of offerings, specify which course(s) or section(s) will be dropped in a given semester to create room.

We project that new courses will increase the overall number of offerings by 2–3 per semester.

7. Specify any anticipated impact on enrollments in other courses or sections within the department and whether or not this program will prevent an important or required course from being offered in a given semester.

Because we project that the Food Studies program will bring in new enrollments, we anticipate that it will increase enrollments in courses currently offered through participating departments and will not prevent important or required courses from running.

8. Assess the impact of the proposed change on other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

We project that the new Food Studies major is likely to increase enrollments to some degree in courses contributed by participating departments. Through advising, we expect to encourage students with relevant professional and academic interests into to pursue disciplinary core and methods courses as general electives in such fields as Business, Mass Communication, Political Science, Sociology, the Environment Program and others. Given the interdisciplinary nature of the program and the relative newness of the Food Studies as a field, we will also encourage students to consider minors in fields of interest, which may to some degree increase enrollments in those courses formally included in minors.

9. Will there be a service learning component? Description of service learning component to be provided by director of service learning.

Service Learning will take place in individual courses rather than on a program-wide basis; for this reason, description of SL components will be submitted with proposals for courses involving service learning components.

10. All proposals must be accompanied by a supporting letter from the chair of each participating department confirming the department's support.

Please see attached letters of support (Appendix G).

IV. New Course Proposals

1. Titles of New Courses Created for the Program:

- FOST A205: Introduction to Food Studies
- FOST A210: Foundations in Food Systems and Commerce
- FOST A211: Foundations in Food Policy
- FOST A212: Foundations in Food Culture
- HIST A345: A History of Food in America

2. Proposals for new courses, including assessment plan, learning outcomes, complete syllabus, and course proposal cover sheet.

See Appendix I.

V. Appendices:

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