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TUCO

The University Caterers Organisation

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HOSPITABLE CAMPUS

Foodservice management and student wellbeing



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1.0 Introduction and scope



Promoting students' positive mental health and wellbeing is now a key priority for UK universities and colleges. Attention is primarily focused on ensuring effective diagnostic and remedial support for students who are experiencing mental ill health or distress. The Office for Students, the central regulatory authority for British higher education, is challenging sector leaders to sharpen their thinking on student mental health and wellbeing and is providing support through dedicated initiatives.

In addition, the quality of support offered to students and their overall satisfaction with their university experience are under increasing scrutiny. The national Student Experience Survey evaluates performance against criteria including 'community atmosphere' and 'support/welfare'. The survey results enable students to make informed choices about where to study, give universities a better understanding of the perceived quality of their services and reassure Government that the sector is delivering value to students and wider society.

Given these significant contextual changes, it is perhaps surprising that the potential link between on-campus hospitality and student welfare is largely overlooked. The power of food, drink and hospitality to promote a sense of inclusion, community and belonging, receives little attention at institutional or national levels, and is rarely the focus of academic studies.

Matthew White
TUCO Chair

The publication of Hospitable Campus signifies TUCO's intention to start a national conversation amongst those in its member institutions, about ways in which on-campus hospitality can make positive contributions to student wellbeing.



2.0 Terminology

For the purposes of this report, **positive wellbeing** is described as a condition, characterised by feeling physically and mentally healthy and content, which

enhances students' chances of success and fulfilment whilst at university.

3.0 Notes on methodology

Recommendations contained in this report are informed by a comprehensive literature review (see Appendix). Whilst to date, relatively little academic research has been undertaken on the link between on-campus hospitality and student wellbeing, the author was able to draw on complementary research in areas such as hospitality studies, experience and services management, workplace design and emotional labour.

The commentary has been enriched by case studies from four universities, constructed on the basis of semi-structured interviews with senior managers who have responsibility for on-campus hospitality. The case studies provide examples of innovative operational practice designed specifically to support students' wellbeing.



4.0 Recommendations for TUCO members

4.1 Think strategically – focus on intended outcomes

An essential starting point is to identify intended outcomes of hospitality provision, with respect to student wellbeing. These are likely to vary for each institution. Whilst this may seem like obvious advice, the design of hospitality spaces and experiences is often dominated by operational issues, with less attention being paid to intended outcomes that are not traditionally the responsibility of catering departments, including student wellbeing. This requires fresh thinking on the potential that lies within hospitality spaces. Yes, their primary **functional** purpose may be the provision of food and drink, but they are also environments that carry symbolic significance for guests and employees.

Focusing specifically on student wellbeing, intended outcomes of hospitality provision and dedicated hospitality spaces might include:

- **Inclusion.** Hospitality is often delivered in relaxed social environments where perceived barriers between individuals and groups can be broken down and positive relationships can be established. This can create an inclusive atmosphere in which students of all backgrounds are made to feel welcome and in which cultural difference is viewed positively.



■ **Community.** A sense of belonging to a cohesive community helps students feel secure. In this regard, it is important to remember that hospitality, at its most successful, is not a passive activity. Instead, it is co-created and reciprocal. Community spirit is more likely to be established if active participation is achieved.

■ **Identity.** As gathering points for students with shared interests, hospitality spaces lend identity and meaning to groups or communities. They are environments in which students have collective experiences, where memories are created and shared, which in turn strengthen notions of inclusion, participation, belonging, security and pride.

4.2 Communicate your commitment to supporting positive student welfare

Hospitality venues in universities are often marketed via websites, screens on campus, social media and prospectuses, as places to meet, enjoy great food, work in a collective style and recuperate. In addition, they often feature promotional campaigns reflecting values and interests that students are likely to support, including environmental protection through adherence to ethical food sourcing and the importance of healthy food choices.

This approach could be extended to communicate the university's commitment to promoting positive student wellbeing and to the role of hospitality spaces in this respect. Rather than relying on traditional approaches



to communication on student wellbeing focused on remedial support for those in crisis, concentrate on upbeat messages about the value of inclusion, community, identity and the role of staff in delivering a life-enhancing hospitality experience in welcoming, convivial environments.

4.3 Shape human interactions – in support of student wellbeing

Within traditional conceptions of hospitality, hosts are seen to have a number of culturally defined roles: ensuring the wellbeing of guests and satisfying their social, physical and psychological needs. Whilst we might reasonably assume that such responsibilities could not be assigned to staff in quick-service hospitality units on campus, evidence

suggests otherwise. Even in commercial environments, in which the depth of interactions is limited by time, front-line hospitality staff can elicit powerful emotional responses from students – both positive and negative. In addition, they can (where appropriate) assume informal pastoral roles, listening to and responding empathetically to students' needs.

A key challenge, therefore, is to manage students' experiences of on-campus hospitality, particularly the human dimensions of these experiences, so as to stimulate positive emotional responses, such as giving them a sense they are in a safe and welcoming space – one in which they 'belong'. The challenge is - how can we embed a culture of hosting among front-line staff, in which they:

- make students feel welcome;



- remember that their hospitableness, displayed through relatively small gestures of welcoming, listening and empathy, is part of their duty of care towards potentially vulnerable people; and
- regard themselves as a vital part of the university and the experience it provides to students.

As hospitality managers will testify, trying to embed such a culture can result in tensions, especially if front-line staff perceive they are being asked to take on additional responsibilities without formal reward or recognition.

4.3.1 Capitalise on status as ‘in-house’ hospitality providers.

It is increasingly the case that universities require all staff, no matter their roles, to assume collective responsibility for student

wellbeing. It is reasonable, therefore, that in-house caterers should prioritise the need for employees to make positive contributions to student wellbeing. This is likely to be more achievable for in-house caterers than for teams employed or managed by outsourced companies.

4.3.2 Incorporate the development of ‘hospitable’ competencies into job descriptions.

Given the central role that hospitality plays in shaping students’ on-campus experiences, the ‘hospitable’ competencies of front-line staff, explicitly linked to student wellbeing, should be incorporated into job descriptions, professional development and systems of formal recognition, reward and advancement.



4.3.3 Empower staff to engage students in 'personalised' service.

Memorable hospitality experiences which elicit positive emotional responses are more likely to be achieved when students are engaged in personalised service (as opposed to standardised or formulaic service). It is not sufficient to request that front-line staff personalise service: training is required to ensure they understand what this means, what are the appropriate boundaries of personalisation and how students' cultural backgrounds might shape their receptiveness to personalised service. Training can also help staff grasp the distinctive characteristics of the environments in which they operate, enabling them to develop appropriate service styles. For example, staff may feel empowered to display empathy if they understand why students may be feeling vulnerable, possibly as a result of living away

from their parental home for the first time or because they are unfamiliar with behavioural conventions in a new cultural setting.

4.3.4 Empower staff through co-creation of 'personalised' service.

It is worth drawing on the considerable experience of front-line hospitality staff to create ideal 'customer journeys' for students. On the basis of their day-to-day interactions with students, staff will have valuable knowledge about what approaches work and about recurring challenges. Rather than imposing a service model on staff, share the desired 'student wellbeing' outcomes with them and use staff development time to harness their contributions. This should give them a sense of ownership over the process and help to embed a culture in which consideration of student welfare is the norm.

The University of Huddersfield

Cultural activities support students' mental health and wellbeing

At the University of Huddersfield, contributing to positive student wellbeing is a key priority for the Catering Services team. There is a shared belief that campus life is about so much more than the formal learning experience.

It must also be about promoting a sense of community by creating environments where students are welcomed, treated with respect and made to feel safe and secure.

It is positive human interactions that define Huddersfield's distinctive approach to supporting student wellbeing.

"I believe the health and wellbeing of our students should lie at the heart of our University's mission, and social space is vital in this respect. This is where students eat and drink, laugh and cry, study, and spend time with friends and colleagues. We need to remember why our customers are here and help them to relax and enjoy their time at University."

Michaela Booth, Catering Operations Manager,
University of Huddersfield.

Cultural diversity is a defining characteristic of the student body at the University of Huddersfield. With 129 nationalities represented, inevitably some students may feel culturally isolated, which could put their welfare at risk. Innovative tactics are used to promote inclusivity:

- The Catering Operations Manager sits on a Student Forum, hosted by the Students' Union, the members of which represent multiple nationalities and cultural groups. Open and ongoing dialogue informs catering provision that responds to the diverse needs of the entire student body.
- The International Kitchen in the Student Central building contains fourteen outlets, each representing the food of a different nationality or culture.
- Staff training is focused on 'cultural difference' to promote understanding, to help colleagues avoid cultural stereotyping and to promote sensitivity to culturally-specific behavioural differences.
- Food is used as a tool for building positive, mutually respectful relationships between those with different cultural backgrounds. For example, the local Imam, who is connected with the University's Faith Centre, has built a close relationship with the catering team. Through tours of the kitchens, Muslim students meet and get to know those who are preparing their food and are reassured about the provenance of Halal meat.



Certain creative projects, led by the student body and supported by the catering services team, are specifically designed to promote positive mental health and wellbeing. The Allotment and Gardening Society (formerly known as HarvestHud), has built and now maintains an allotment, the produce from which is shared amongst the student team, supplied to catering services and donated to the Welcome Centre - Huddersfield's local food bank. In one student's own words:

"The allotment is a space where people can learn together how to manage the land, without any previous knowledge required. It is well documented that time spent in nature, getting your hands dirty, boosts mood and alleviates anxiety, so come along and spend some time in the fresh air!"

The University of Huddersfield's efforts to deliver outstanding on-campus catering and to create an inclusive community that supports students' health and wellbeing have garnered national accolades, which have driven staff to achieve even more in the future. In 2017, Catering Services won the TUCO Team of the Year Award. In the same year they won in the University/College category at the Cost Sector Catering Awards and Michaela Booth, Catering Operations Manager, won the Innovation Award in recognition of the transformation that she led over a two-year period.

The University of Manchester

Satisfying international tastes and international students

With over 40,000 enrolled students, the University of Manchester is the UK's largest higher education institution (with the exception of the Open University and the University of London, which is a loose federation of independent institutions).

Hospitality and Events is responsible for Food on Campus, comprising 30 cafés, from small units in academic schools to larger facilities at central gathering points. Food in Residence, which serves breakfast and dinner to 2000 students in nine catered halls, as well as extensive catering support for meetings, conferences and events.

Whilst catering on this scale presents certain challenges, these do not distract the Hospitality and Events team from their commitment to supporting students' health and wellbeing.

market

UoM



"Student welfare is embedded in all we do here at Manchester. Our Hospitality and Events department touches every one of the 40,000 students, from their first year in catered halls, to their graduation celebration. Our staff are the friendly face of the university, and they also provide a shoulder to cry on and a listening ear. I like to think Hospitality and Events at Manchester creates happy memories our students will never forget."

Alison Shedlock, Head of Hospitality and Events,
University of Manchester



Reflecting a belief that meaningful interaction with students enriches their lived experience and helps to create a community spirit, a key aim is to personalise service across all the university's cafés and halls of residence.

- Each frontline member of staff works in one catering outlet for a significant period of time, rather than between units on a rotational basis. This longevity enables them to develop lasting relationships with students and to provide more personal service. This helps cafés in academic schools become lively and welcoming hubs and can enhance students' sense of being part of a community with shared academic interests.
- In the context of halls of residence, hospitality staff are likely to notice if students miss meals or are exhibiting behaviour that is concerning. Their informal support or a referral to a ResLife Officer could mitigate risks. Similarly, in the halls of residence bars, staff who know students are better placed to establish ground-rules and to 'sign-post' behaviour, such as heavy drinking, before it becomes problematic.

A defining characteristic of the student body at the University of Manchester is its cultural diversity. Whilst catering outlets cannot satisfy all tastes, serving food representing a wide range of nations and cultural backgrounds does signify an appreciation of the value of diversity and a conscious desire to be inclusive.

- Hospitality and Events has created a vibrant street food market, on campus, serving dishes from many different locations worldwide. Rather than passing responsibility to the in-house team, restaurateurs and street food vendors from across Manchester are invited to trade from the market. Regulars include **Yard & Coop**, for

buttermilk friend chicken; **Oké Poké**, for Hawaiian street food; **Brewski's** for North American classics; and **VNam**, for Vietnamese bowl food. This ensures that menu items are culturally authentic, it supports local businesses and is hugely popular with students, who tend to have international tastes.

MANCHESTER
1824

The University of Manchester



4.4 Shape the physical and social environment – in support of student wellbeing.

Students' responses to on-campus hospitality experiences are shaped, to an extent, by physical and social surroundings, as well as interactions with others who are sharing their space. Carefully planned design is therefore crucial, to meet the needs of different groups and of individuals who are engaged in a variety of learning and social activities.

4.4.1 Use co-work spaces to encourage inclusivity.

In recent years, changes in the nature of work have led to the emergence of co-work spaces. Commonly, these environments are: **design-driven**, suggesting their creation is shaped by strategic investment and planning; **multi-functional**, with furnishings

and layout to support a disparate array of activities; and **flexible**, insofar as they allow users to reconfigure space, possibly by moving furniture to suit specific tasks. In addition, co-work spaces are supported by appropriate technological infra-structures.

Contemporary designs of university campuses incorporate many principles of co-work environments, most commonly in 'social learning spaces', which often provide catering services.

4.4.2 Achieve positive 'meaning' for hospitality spaces.

The meanings that students attach to hospitality venues, whether positive or negative, are determined by social interaction with their friends, associates and other customers. Recollecting and communicating the nature of their experiences, particularly through social media, reinforces the



meanings attached to hospitality spaces for individuals and groups. It is therefore worth considering how students can be encouraged to use hospitality spaces for engaging and enjoyable activities that create lasting memories. It is in this way that such spaces develop a 'buzz' and become hubs for supportive, loyal communities.

4.4.3 Accommodate solitary learners

As their names suggests, social learning spaces often encourage collective interaction. It is also important to remember that students require solitary, reflective time, which some might regard as 'unproductive', but which in reality is important to the learning process, enhances students' on-campus experiences and makes a positive contribution to their wellbeing. In this respect, aesthetic considerations are key to supporting contemplation, possibly in the

form of natural environments, landscape views, art works or imagery on screens.

It is also worth considering how best to support solo dining, an activity that can be a source of anxiety for some. Design solutions include linear, bar-style seating arrangements, and dining pods, that do not stigmatise solo diners in the same way as sitting alone on a table intended for larger parties.



4.5 Use creative interventions – in support of student wellbeing

Establishing a supportive, inclusive community requires students to be actively engaged. Community spirit cannot be imposed, rather it has to be co-created. As the case studies from TUCO members display, creative interventions can help to bring students together, provide them with opportunities to pursue shared interests and, ultimately, generate a sense of community. Examples include:

- Co-designing hospitality facilities to give students a sense of ownership over their shared spaces;
- Inviting students to submit recipes that reflect their cultural origins, for inclusion on menus;
- Ensuring menus promote inclusion on the basis of taste (e.g. veganism), religion (e.g. sourcing halal meat) and allergies, and clearly communicating inclusive intentions;
- Encouraging the use of hospitality spaces by student societies as a means of creating memorable experiences to which positive meanings become attached; and
- Supporting inter-cultural dialogue and the development of team spirit by providing opportunities for students to cook and eat together (should facilities allow).



Harper Adams University

Supporting health and wellbeing through engagement and inclusion

There are numerous ways in which Harper Adams University breaks the mould in UK higher education. With approximately 5000 students it is one of the country's smallest universities, and rather than offering a broad range of subjects, it specialises in food and agriculture. Its scale and the shared interests of its students and staff create a welcome sense of community. These characteristics also underpin a collective commitment to supporting students' health and wellbeing. Ranked 8th in 2018 for student satisfaction, it appears the university's student engagement strategies are paying dividends.

Establishing this positive reputation and track record has not been without its challenges. Unlike the majority of UK universities that have culturally diverse student populations, Harper Adams has traditionally attracted those from UK-based food and farming backgrounds. From a social perspective, certain pursuits dominated, notably rugby and drinking alcohol. This led to a risk of social isolation for students with other interests.

A photograph of a young woman with long dark hair, wearing a white button-down shirt, smiling and gesturing with her hands while talking to a young man with short dark hair, wearing a light blue polo shirt. They are in a classroom or cafeteria setting with other students and tables in the background. The woman is holding a small bowl of green salad. The man is seen from the back/side, looking towards the woman.

"Harper Adams is a very traditional farming university that has worked hard to break certain patterns of behaviour and to offer inclusive social activities that are different from established norms."

David Nuttall, Catering Manager,
Harper Adams University

Historically, it has been accepted at Harper Adams that responsibility for student welfare is shared amongst all staff in the university community. However, more recently there has been a realisation that creative approaches are required to reach and support those who may feel vulnerable, possibly because they don't fit into the institution's 'mainstream' culture. Driven by the Catering Department, there is now a wide range of initiatives that promote inclusivity and respect for others. Their broad scope provides valuable evidence of how flexible and responsive in-house hospitality services can support university objectives on student wellbeing.

- Vegan students, who felt ostracised by others, were supported in forming the Vegan and Vegetarian Society, which is now a thriving community with over fifty members. In addition to dedicated events, the society works with the Catering Department to ensure appropriate menu choices are provided in the university's various food outlets.
- Regular 'Something New' sessions are held, informed by pre-arrival feedback and Freshers' Fair data, which encourage students to come together to try new activities, with the intention of helping them build friendships and support networks. Recent activities have included photography, cheerleading and chess.
- Community events with a strong social purpose have been staged, which bring students together with local residents. This has included a bonfire evening, at which a student-led barbeque raised substantial funds for local partner charities.
- Proactively encouraging and supporting students to form special interest societies strengthens community spirit. Recent examples include the new Veterinary Society, and others focused on yoga, cinema and dog-walking.
- The formation of the Local Netball League, through which teams from local organisations, including schools, come together once a week to compete, has built a collective sense of civic engagement. The Catering Department runs the complementary Social League, which ensures those from different teams get to know each other.

At Harper Adams University a strong working alliance between senior management, the Catering Department and the Students' Union has helped change the on-campus culture. It is no longer an environment in which a significant minority of students feel isolated because one social group dominates. Instead, a renewed focus on inclusion is being used to support the health and wellbeing of all students.



The University of St Andrews

Creating an organisational culture that puts students first

The University of St Andrews is one of the UK's most distinctive higher education institutions. An ancient university with a world-class reputation, it has a relatively small community of 9000 students who live in close proximity to each other, many in 'catered' halls of residence.

Residential and Business Services, which employs 350 staff, is responsible for student accommodation, catering and conferences. As befits a close-knit community, a key aim is to create a welcoming and secure environment and to actively support students' wellbeing.

The message is continuously reinforced that students are the 'life-blood' of the university, and that their health and happiness is the key to their success and to the university's global reputation. Frontline hospitality staff play a vital role in shaping students' lived experience.

"No university can rest on its laurels. If we are to support students effectively, to ensure positive health and wellbeing, we must all get behind shared objectives – we must work closely as a coherent team. This will only happen if we invest in colleagues, and they believe that their efforts are recognised and appreciated."

Alan Riddell, Deputy Director of Residence and Business Services, University of St Andrews.

Approximately 50% of students live in university accommodation and 25% enjoy 'full board' (breakfast, lunch and dinner provided from Monday to Friday, and brunch at weekends). This structure, which is not typical in UK universities, promotes a strong sense of belonging, which is recognised as having a positive impact on students' health and wellbeing. A supportive, personal approach is what defines catering service at the University of St Andrews:

- Hospitality staff, particularly in halls of residence, build strong personal relationships with students through daily interactions. If students miss meals, or are displaying behaviour that may cause concern, catering staff provide informal support and, if needs be, encourage students to visit the university's welfare services.
- Parents and guardians are reassured (as evidenced through feedback) that catered halls provide a supportive, communal environment in which students have opportunities to build friendships, whilst also being guaranteed good quality, nutritious food. This is regarded as being particularly important for students who have moved away from home for the first time, possibly from overseas.
- Meal times are set and each lasts for only one hour. In addition to making service more manageable, this ensures students have regular, concentrated periods of interaction with each other.
- Menu choices have been developed to reflect modern lifestyles, satisfying demand and promoting inclusivity. Three-course lunches and dinners are on offer, with a choice of four dishes for each course. Healthy options are always provided and vegetarians and vegans are catered for, as are those who prefer lighter meals.
- Student feedback is used actively to shape catering provision and students are informed about how their feedback has been used.



A positive organisational culture, which energises all staff in Residence and Business Services, is seen as key to supporting the health and wellbeing of students and to securing the future success of the university's hospitality provision. To this end, a comprehensive 'cultural change' project has been initiated.

- A Cultural Change Manager has been appointed to oversee this process, and Cultural Change Champions have been identified in all operational departments. Their role is to reinforce the organisation's mission and values, and to win over key 'influencers' within departmental teams.
- Engagement with training is being established as the 'norm' at every level within Residence and Business Services, to help achieve continuous improvement. In addition to developing their technical and managerial skills, staff are encouraged to reflect on the consequences of every interaction they have with students.
- Future staff development, as part of the organisational change process, is likely to focus on understanding cultural difference, to ensure hospitality provision becomes even more attuned to the needs of the culturally diverse student population. This reflects a belief that inclusivity supports the wellbeing of students.

As an 'in-house' provider, Residence and Business Services can influence the organisational culture, take decisions about staffing - including with respect to training and development - and work closely with the university's senior management on shared goals. Relative autonomy over decision making, within the framework set by the university, ensures the student experience remains top priority.





5.0 The next steps

Should TUCO now prioritise support for student wellbeing?

Will these steps help UK universities realise their commitment to promoting positive student wellbeing?

5.1 Start a national conversation about on-campus hospitality and student wellbeing

The publication of *Hospitable Campus* enables TUCO to start a national conversation with member institutions, about the role of on-campus hospitality in supporting student wellbeing. Breaking with dominant discourse on student wellbeing, which is focused on remedial measures for those

who are vulnerable or in distress, this process of consultation will concentrate on positives. It will canvass views on how to create welcoming, inclusive, convivial on-campus communities, membership of which mitigates risk and helps students flourish. In addition, this national consultation process will enable TUCO to collate examples of innovative practice from around the UK.

5.2 Share innovative practice

TUCO members will benefit from learning about innovative practice in other universities and colleges. Mechanisms for sharing could include a bank of case studies, accessible to members; discussions and presentations at TUCO conferences; and TUCO Academy field trips to explore student wellbeing success



stories that have been initiated by on-campus hospitality teams.

5.3 Engage with senior management in universities and colleges

Whilst TUCO can promote innovative practice amongst its members, securing the commitment of senior management teams in universities and colleges should be an additional goal. Encourage universities to become champions of the Hospitable Campus initiative as a means of promoting positive student wellbeing.

5.4 Deliver Hospitable Campus workshops to stimulate creative thinking

Attendance at dedicated Hospitable Campus workshops will encourage on-campus hospitality teams to think creatively about how to support student wellbeing and will empower them to adopt new and innovative tactics.

5.5 Initiate legacy projects

As the Hospitable Campus report highlights, more research is required on the potential for on-campus hospitality to make positive contributions to student wellbeing. New knowledge will underpin innovative, impactful projects that enhance on-campus environments for students.

6.0 Appendix - Literature review

Author: Dr Peter Lugosi, Oxford School of Hospitality Management, Oxford Brookes University.

Introduction

The higher education market has become globalised and competitive (Ball, 2012; Staunæs, Brøgger, & Krejsler, 2018; Verger, Steiner-Khamsi, & Lubienski, 2017). Educational providers are increasingly being scrutinised according to international systems of performance measurement and their offerings are evaluated on criteria similar to those in other service sectors – including the quality of the experience, satisfaction and value for money (Naidoo, 2016). Student experience surveys encompass the on-campus environment, community atmosphere and social life (THE, 2018). Studies have also pointed to the role of ‘atmosphere’ in having a central role on students’ choices of university (Sodexo, 2017). Given the universal role of eating and drinking in social and cultural practices, food provision inevitably plays a significant part in student life and consequently informs their subsequent evaluations. However, beyond a narrow focus on satisfaction, it is important to consider the broader impacts of on-campus food provision on students’ wellbeing, which shapes their experiences and perceptions.

Students’ transition into and progression through higher education introduces numerous health risks (Denovan & Macaskill, 2017; Macaskill, 2018). Discussions concerning student wellbeing often focus on subjective perceptions, and mental health in particular; nevertheless researchers have extended this, considering the importance of physical wellbeing linked to broader lifestyle-related choices including eating and drinking (Blank, Connor, Gray, & Tustin, 2016; Papier, Ahmed, Lee, & Wiseman, 2015;

White, Slempp, & Murray, 2017). The risks to students’ physical and mental wellbeing, and subsequently to the institutions competing in a global marketplace, have driven educational providers to develop policies and practices to improve students’ experiences (UniversitiesUK, 2015; White et al., 2017).

Existing research has highlighted the potential impacts of foodservice provision in institutional settings on users’ health and wellbeing (Edwards, Hartwell, & Brown, 2013; Leung, Barber, Burger, & Barnes, 2018; Mikkelsen, 2011; Symonds, Martins, & Hartwell, 2013). Access to food in workplaces can offer short-term emotional comforts (Hartwell, Edwards, & Brown, 2013a, 2013b), and it can shape work-based relations (Lindén & Nyberg, 2009; Lugosi, 2014a, 2017; Nyberg & Doktor Olsen, 2010). However, institutional foodservice can also be a source of stress, particularly to those from different nationalities encountering unfamiliar foods, with few suitable alternatives (see e.g. Brown, Edwards, & Hartwell, 2010; Edwards, Hartwell, & Brown, 2010). Accessing food in places of work, including universities, may also pose other risks insofar as healthy options may be limited, with people consequently making poor food choices in these contexts (Price, Bray, & Brown, 2017; Pridgeon & Whitehead, 2013). Workplace eating is frequently associated with poor quality food and bad food choices, which have negative consequences (Kjøllestad, Holmboe-Ottesen, & Wandel, 2011). Nevertheless, studies have demonstrated that workers eating in well managed staff canteens were more likely to consume healthier food, which contributed to better health (Geaney, Harrington, Fitzgerald, & Perry, 2011; Roos, Sarlio-Lähteenkorva, & Lallukka, 2004; Vinholes, Machado, Chaves, Rossato, Melo, Fuchs, & Fuchs, 2018). Workplace and university canteens have also been identified as potentially important sites for

health interventions (Geaney, Kelly, Greiner, Harrington, Perry, & Beirne, 2013; Peterson, Duncan, Null, Roth & Gill, 2010; Thorsen, Lassen, Tetens, Hels, & Mikkelsen, 2010). Significantly, the majority of research on workplace eating has focused on healthy food intake rather than the ability of the foodservice environment to contribute to people's broader wellbeing.

A small number of studies have referred to the potential links between university foodservice provision, student experiences and wellbeing, although the evidence is limited (Binge, Xufen, Guoying, Chunyue, & Tingting, 2012; Gramling, Byrd, Epps, Keith, Lick, & Tian, 2005; Ruetzler, Taylor, & Hertzman, 2012; Tian, Gramling, Byrd, Epps, Keith, & Lick, 2008; Tian, Trotter, Zhang, & Shao, 2014; Tian, Trotter, & Yu, 2015). Given the growing internationalisation and market competition amongst universities to attract and retain students, and to enrich their learning, it is timely and important to consider how on-campus food provision, including the food consumption context, may influence their university experiences and their wellbeing.

A number of studies have examined students' perceptions of on-campus foodservice provision (cf. Ali, & Ryu, 2015; El-Said, & Fathy, 2015; Joung, Kim, Choi, Kang, & Goh, 2011; Joung, Lee, Kim, & Huffman, 2014; Kim, Lee, & Yuan, 2012; Kim, Moreo, & Yeh, 2006; Lam, & Heung, 1998; Shanka, & Taylor, 2005). However, this body of work has largely been quantitative, focusing on issues such as price, food quality and satisfaction with service rather than examining the links between food(service) and students' broader experiences and their wellbeing. Furthermore, with the exception of Joung et al. (2011), this work has not considered whether on-campus catering services were provided in-house or through an external contractor. Outsourcing has become a common but contentious operational strategy for university foodservice provision

(cf. Glickman, Holm, Keating, Pannait, & White, 2007). Outsourcing may offer cost savings to universities but it may also result in decreasing control, flexibility in service provision and increasing costs to consumers alongside homogenisation associated with branding and standardisation. Given the growing pressure to outsource catering services, and the lack of existing research, it is also important to consider how the practices of in-house caterers can shape student experiences, and thus their wellbeing.

Given the gaps in knowledge, this paper reviews and evaluates existing knowledge regarding the contribution of the university campus foodservice environment and food provision to students' wellbeing, with the aim of identifying good practice that may inform future catering provision decisions. The limited existing research necessitates that the review moves beyond studies of foodservice and health, and draws more widely on insights from hospitality studies, experience and services management, co-workspaces, and educational design literature.

Review scope and methods

The literature review primarily used EBSCO's databases. The initial search used the Hospitality & Tourism Complete database but this was widened to include: Academic Search Complete, Business Source Complete, Education Abstracts, PsychARTICLES and PsychINFO to cover a broader range of disciplines and publications. The initial search was limited to titles and abstracts of works published over a 20 year period between the 1st of January 1997 and the 31st of December 2017. Search terms used individually and in combination included: 'university', 'campus', 'student', 'wellbeing' and 'food*' (including derivative terms such as foodservice). See Table 1 for a summary of key search terms and returned items.

Database	Terms	Date	Limit	Initial number of items returned	Filter 1	Filter 2	Reduced number of items for analysis
H&T	University, Food	1997-2017	Abstract	3703	Academic Journal	Peer-reviewed	398
H&T	University, Food	1997-2017	TI university AND AB food OR TI food And AB university	677	Academic Journal	Peer-reviewed	199
H&T	University, Food*	1997-2017	TI university AND AB food* OR TI food* And AB university	865	Academic Journal	Peer-reviewed	215
H&T	University, Foodservice	1997-2017	TI university AND AB foodservice OR TI foodservice And AB university	180	Academic Journal	Peer-reviewed	22
ASC, BSC, Edu, Abs, H&T	University, Food*	1997-2017	TI university AND AB food* OR TI food* And AB university	4569	Academic Journal	Peer-reviewed	1825
ASC, BSC, Edu, Abs, H&T	Campus, Food*	1997-2017	TI campus AND AB food* OR TI food* And AB campus	920	Academic Journal	Peer-reviewed	209
ASC, BSC, Edu, Abs, H&T	Campus, Food*, Wellbeing	1997-2017	TI campus AND AB food* OR TI food* And AB campus AND AB wellbeing	551	Academic Journal	Peer-reviewed	71
ASC, BSC, Edu, Abs, H&T, PsychARTICLES, PsychINFO	Student, Foodservice, Food, Student, Wellbeing	1997-2017	TI student AND AB foodservice OR TI food* And AB student AND AB wellbeing	182	Academic Journal	Peer-reviewed	25

Table 1. Summary of key search parameters and items returned

The initial returns were then reduced to English language, peer-reviewed, academic journals. The results were extracted into spreadsheets, and, in the first cycle of analysis, the titles and abstracts were reviewed for relevance. In subsequent analysis cycles the content of relevant sources was read to identify focus, scope and methodology.

During the initial review of individual articles, relevant citations in the documents were sourced and included in the review. This was augmented by further searches using Google Scholar, using the same search terms identified above. The relatively limited amount of research examining the links between on-campus university foodservice and students' wellbeing led to the review expanding further, drawing on and incorporating insights from existing synthetic reviews in the fields of hospitality studies (e.g. Lynch, Germann Molz, McIntosh, Lugosi & Lashley, 2011), experience management and design (e.g. Pine & Gilmore, 2011; Zomerdijk & Voss, 2010), services research, especially on restorative servicescapes (e.g. Rosenbaum & Massiah, 2011), co-work (e.g. Bouncken & Reuschl, (2018), and learning spaces (e.g. Harrison & Hutton, 2014) .

Student wellbeing and university food(service)

Research has shown that university life introduces a series of risk factors that have the potential to impact on students' health and wellbeing, particularly for students living away from home for the first time. These include stress related to university work, social pressures, financial burdens and (in) accessibility of good quality food, which are compounded by other factors such as low levels of food literacy (Al-Khamees, 2009; Berg, Frazier, & Sherr, 2009; Deshpande, Basil, & Basil, 2009; Kernan, Bogart, & Wheat, 2011; LaCaille, Dauner, Krambeer, & Pedersen, 2011). Numerous studies have examined the relationships between student

life and unhealthy eating, although the focus of much of this research has been on eating whilst at university (i.e. enrolled on a programme of study) rather than eating in university (i.e. accessing food on campus) (see e.g. Tanton, Dodd, Woodfield, & Mabhala, 2015; Vella-Zarb & Elgar, 2010).

Much of the research examining interrelationships between university campus provision of food has focused on one of two areas: firstly, students' evaluations of the food(service) offering (Ali & Ryu, 2015; El-Said & Fathy, 2015; Ham, 2012; Joung, Kim, Choi, Kang, & Goh, 2011; Joung, Lee, Kim, & Huffman, 2014; Joung, Choi, & Wang, 2016; Kim, Lee, & Yuan, 2012; Kim, Moreo, & Yeh, 2006; Kong, & Mohd Jamil, 2014; Lam & Heung, 1998; Park, Lehto, & Houston, 2013; Shanka & Taylor, 2005); or secondly, on the nutritional intake of students consuming on-campus food, including factors shaping their eating habits and their health implications (Ali, Jarrar, Abo-El-Enen, Al Shamsi, & Al Ashqar, 2015; Fernández Torres, Moreno-Rojas & Cámara Martos, 2015; Symonds, Martins, & Hartwell, 2013). For example, over half of the students (51.8%) in Hilger, Loerbroks and Diehl's (2017) study ate at the university canteen. Perhaps more importantly, 78.4% of these said that eating together with students was the main reason for consuming there, with time saving (75.1%) and proximity to university (74.8%) being the next two. Guagliardo, Lions, Darmon, & Verger, 2011) argued that students from lower socio-economic backgrounds were less likely to use campus canteens, but suggested that eating in university canteens was associated with healthier food choices. Such studies do not address the direct relationship between on-campus catering and wellbeing more generally; nevertheless, they point to the important role of on-campus catering facilities in student life, including as a place to influence healthy eating (see Doherty, Cawood, & Dooris, 2011).

A relatively small number of studies have explored the links between on campus foodservice and the student experience, identifying direct and indirect relationships (Andaleeb & Caskey, 2009; Binge et al., 2012; Tian et al., 2015; Gramling et al., 2005; Tian et al., 2008; Tian et al., 2014). Foodservice spaces appear to have direct and explicit roles in facilitating social interactions, whilst also acting as functional spaces, satisfying the need to eat and drink and, in principle, providing places to study. The ability of campus facilities to provide satisfactory services, products and experiences mean basic needs for satiation are met and they can continue to perform their student responsibilities i.e. to attend classes and learn. Trunta (2009) pointed to more subtle relationships: students who were forced to go off campus to source food were less likely to return to campus, suggesting that inappropriate products and services undermined student engagement. However, other studies pointed to the broader and more indirect impacts of foodservices on student experiences.

Some commentators have been more speculative in claiming that good quality foodservice provision can contribute to the overall college experience, but offering limited evidence (Ham, 2012). Others were more explicit in demonstrating that food and drink outlets were an essential part of on-campus life; therefore, students' positive evaluations of products and services contributed to their positive overall evaluations of their university, and the sense of value for money offered by their educational experience (Tian et al., 2008; Tian et al., 2014).

The underlying theme in existing studies is that campus canteens were culturally functional spaces essential to maintaining sociality among students. Some went further, arguing that, by sustaining the social fabric of university cohorts, on-campus foodservice contributed to student retention (Leone &

Tian, 2009; Trunta, 2009). However, these studies primarily focused on the outcomes (i.e. satisfaction and retention) but did not identify the factors that made some on-campus foodservice facilities successful. In contrast, studies examining aspects such as expectations and the impacts of design, atmosphere or food quality on student experiences in cafeteria did not explore empirically the wider links to overall outcomes such as students' satisfaction with the university campus experience (Hassanain, Mathar, & Aker, 2016; Nadzirah, Karim, Ghazali, & Othman, 2013; Wooten, Lambert, & Joung, 2018). Given the lack of research examining the links between students' engagement with on-campus foodservice settings and its impact on their broader wellbeing, the next section of the review turns to hospitality studies to identify relevant insights for understanding, planning and managing their experiences. This is particularly applicable because this body of work considers more widely the links between socio-material practices, their spatial contexts, and their outcomes, which subsequently helps to better conceive students' experiences and their psychological and affective consequences.

Hospitality principles and practices

The principles and practices of hospitality have been explored by social scientists from disparate disciplines as well as business scholars interested in how it is produced, managed and consumed (cf. Lashley, 2016; Lashley, Lynch, & Morrison, 2007; Germann-Molz & Gibson, 2007). Hospitality can be thought of as the creation of inclusive physical and symbolic spaces, or more precisely the perception and experiences of places, albeit often temporarily, which suggests the lowering of boundaries in attempts to overcome or negotiate difference. However, as Lynch, Germann Molz, McIntosh, Lugosi and Lashley (2011) argue, the provision of hospitality evokes obligations

to accept it, to conform to the rules of its transaction and to reciprocate. Moreover, it is important to recognise that hospitality is not received and perceived equally to everyone. Participation in hospitable experiences requires desire and willingness on the different parties involved, and access to diverse resources and capacities (including money, cultural knowledge and social skills, for example). This means some people are excluded from certain hospitality places and hospitable encounters, or exclude themselves.

Hospitality may involve food, drink and other stimulants, including tobacco, alongside entertaining or engaging interaction as people create shared social spaces, although these elements are not all necessary. Food, drink and stimulants are not always part of the hospitality proposition; hospitality may also be provided (or received) through technology and materiality (i.e. how the design and layout communicates welcome and inclusivity) rather than through human interactions. Furthermore, it is also important to recognise that hospitality is co-created: any notion of welcome may not emerge from intentional acts of provision by individuals, groups or organisations; rather, a sense of welcome or perceptions of inclusion may actually emerge as mental constructions projected over spaces, objects and human interactions (cf. Lugosi, 2009, 2017; Lynch, 2017).

Following an extended review of literature from across the social sciences and humanities, Lugosi (2014a) identified six dimensions of hospitality are relevant for the current discussion:

1. Hospitality involves gestures of welcoming and the creation of inclusive physical and symbolic spaces.
2. Acts of hospitality may involve food, drink and other stimulants alongside engaging social interaction; however, not all of these elements are always present.

3. Transactions of hospitality have associated formal and informal norms, for example regarding giving, receiving and reciprocating.
4. Gestures of welcome or inclusion do not apply to everyone: some people are overtly excluded from spaces whilst others exclude themselves.
5. Beyond the human dimensions of hospitality, its material aspects make some people feel welcome, safe or comfortable in places, whilst evoking opposite feelings in others.
6. Hospitality may be deployed in organisations to maintain the status quo regarding norms and cultures, but stakeholders including staff, students and temporary visitors may use practices of hospitality to resist existing norms and create alternative social spaces.

The next section builds on these insights from hospitality studies by examining principles of consumption experiences and consumer experience management, with particular reference to commercial hospitality settings.

Managing consumer experiences of hospitable spaces

There is an established body of work that considers experiential consumption, including various conceptions of experiences (Carù & Cova, 2003) and its different dimensions (Knutson, Beck, Kim, & Cha, 2006; 2009). It is generally agreed that experiences involve the stimulation of multiple senses (Agapito, Mendes, & Valle, 2013); therefore experience management has to consider all these dimensions when designing and evaluating experiential propositions. Experiences involve a flow of feelings and thoughts (Carlson, 1997) that take place during encounters with, and thus respond to, experience dimensions, which

may include physical surroundings, social surroundings and other consumers (cf. Pine & Gilmore, 2011; Lugosi, 2014b; Lugosi, Robinson, Golubovskaya, & Foley, 2016).

Consumer experiences within hospitality contexts are driven by a mixture of hedonic and utilitarian motives; therefore, potentially underpinned by functional needs to refuel, alongside feelings of desire or pleasure associated with the consumption of food and the social dimensions of hospitality. At the same time, it is also important to recognise that some experiences, particularly in public spaces, and including those involving food consumption, may be negative, provoking anxiety and negative emotions (cf. Lugosi et al., 2016; Olarnyk & Elliott, 2016). Therefore, consumption-related decision-making processes, may involve, but cannot be reduced to, the pursuit of utility; nor can they be considered purely cognitive processes (Holbrook & Hirschman, 1982). The sensations and feelings that evoke affective responses are understood to be central to consumer decision making, experiences, and the outcomes of those experiences (Addis & Holbrook, 2001).

Consumers become personally and emotionally engaged in consumption experiences: constructing and articulating notions of individual and collective identities through their consumption (Firat & Dholakia, 1998; Lugosi, 2008). This may be particularly important but also challenging within the university campus setting, where students and staff interact within a diverse community. This can foster a sense of belonging but also lead to tensions (see Poyrazli, & Grahame, 2007; Renn, 2012; Scanlon, Rowling, & Weber, 2007). Consequently, experiences also offer ways to generate and express feelings of belonging to groups, networks, or communities. Consumers may also be required to invest in developing particular skills and competencies in order to participate in the consumer experience (Ford & Heaton, 2001; Lugosi, 2008, 2009),

and the experiences themselves may be transformative, insofar that they offer scope for growth. However, it is important to acknowledge that not all experiences, and not all aspects of experiences, are extraordinary or memorable: any experience is likely to include elements that are mundane and functional (Carù & Cova, 2003).

Experiences also have a significant spatial dimension, which may be understood in a number of ways. More specifically, beyond consumer interactions with the physical environment (Bitner, 1990, 1992), foodservice spaces may also be seen as virtual, symbolic, or a combination of the three (O'Dell, 2005). Consumers also engage with different spaces in diverse ways at various stages of their experiences. Foodservice venues are presented to consumers through marketing efforts as places to escape, recuperate and discover; but also to experience familiarity, safety, home and hospitality (O'Dell & Billing, 2005; Lugosi, et al., 2016). Within consumption settings, consumers encounter a range of sensations and emotions, informing decisions to approach or avoid (Mehrabian & Russell, 1974) and invest in or detach from the experience (Aubert-Gamet, 1997; Lugosi, 2009, 2014b). Venues are also points of reference in recall, and people attempt to reconnect with the experiences of them for example through verbal and on/offline textual representations (Watson, Morgan, & Hemmington, 2008). Furthermore, by recollecting and communicating their consumption experiences, particularly through social media, consumers engage with and create new experiential spaces where they can reflect upon, re-imagine and, to some extent, re-experience, whilst establishing new desires and motivations (Lugosi, Janta, & Watson, 2012; Watson et al., 2008).

Hoffman and Turley (2002), Turley and Milliman (2000) and others have argued that consumer behaviours and evaluations are influenced by atmospheric variables, which

impact upon employees' and consumers' actions and interactions (Schmitt, 1999, 2003). The experience management discipline has drawn on the principles of theatre and drama - trying to stage and orchestrate of consumer-organisation encounters (Berry, Carbone, & Haeckel, 2002; Gilmore & Pine, 2002; Pine & Gilmore, 2011; Zomerdijk & Voss, 2010). Berry et al. (2002) argued that managing consumers' "experience journeys" required operators to design, maintain and assess a series of functional, mechanic and humanic 'clues' (see also Berry, Wall, & Carbone, 2006; Wall & Berry, 2007). Functional clues concern the service's technical quality including whether it is performed competently, for example, the quality of the food, the efficiency and efficacy of the service processes. Mechanic clues refer to non-human elements, including the design features, layout, equipment etc. Humanic clues refer to the appearance and behaviour of staff. All three types of clue are essential to hospitable experiences, but the human aspect may be especially important. They are also the most complex to organise because staff's emotional work often cannot be directly managed. Emotional self-management is delegated to employees who need to be highly sensitive and perceptive to anticipate and react appropriately to consumer needs and desires in a service encounter (Hochschild, 1983). Arguably, these skills, which are critical to creating positive and memorable consumer experiences, are often required of the least well-compensated employees.

The experience management perspective stresses that the functional, mechanic and humanic dimensions of organisation-consumer and consumer-consumer interactions should be carefully designed, integrated and managed to ensure an emotional connection, loyalty and satisfaction (Pullman & Gross, 2004; Schmitt, 1999, 2003; Yuan & Wu, 2008). According to Gilmore and Pine (2002), the key to creating memorable encounters lies not in improving

the functionality of a service, but rather in layering an enjoyable experience on top of an existing service. Stated another way, memorable 'guest' or consumer experiences are achieved when organisations engage customers in personal(ised) ways.

Two particular concepts regarding experience management are particularly useful to highlight for the subsequent discussion: 'consumer journeys' and 'touchpoints'. In short, customer journeys refer to the sequence of activities consumers go through as part of their engagement with a service organisation, whilst touchpoints are different moments, when customers interact with humanic and mechanic elements of service provision (Ponsignon, Durrieu, & Bouzdine-Chameeva, 2017; Zomerdijk & Voss, 2010). A narrow interpretation of service and experience design assumes that organisations can stage experiences, predict and orchestrate behaviours, including organisation-customer and customer-customer interactions (cf. Grossman & Pullman, 2004; Pine & Gilmore, 2011). However, in complex service environments, which would include university campuses, it is important to recognise that consumers co-create their hospitality experiences. This may involve consumers misperceiving and misperforming their roles or actively subverting service experiences that are envisaged by designers and operators (Lugosi, 2014b; Ponsignon et al., 2017; Torres, Lugosi, Orlowski, & Ronzoni, 2018).

The next part of this review builds on the experience management perspectives, synthesising them with others from design, services and hospitality management to consider how they could be utilised to enhance students' experiences in on-campus foodservices, with the aim of contributing to their wellbeing.

Campus foodservice as co-work spaces

Changes in the economy and the nature of work have led to evolving workplace designs and the emergence of new types of co-workspaces (Bouncken & Reuschl, 2018; Gandini, 2015). These work spaces are characterised by flexibility and the accommodation of mixed uses and users (Davis & Cook, 2017; Wagner & Watch, 2017). This includes leisure activities and functions such as eating and drinking operating in close proximity to, and often intermixed with, work tasks. This also means that designs draw on hospitality-related notions of comfort and homeliness – gestures of welcome seeking to make places convivial and inclusive (see e.g. Erlich & Bichard, 2008; Hazan, 2016). Moreover, designs, furnishing and layout accommodate different forms of work-related activity including meetings and interactive work, alongside solitary tasks requiring private space, some of which enable activities such as phone calls and technology mediated meetings, as well as silent, stationary, focused tasks requiring minimal disruption.

Hospitality-related functions within emerging forms of office design can act as drivers of social interaction. For example, ‘water coolers’ become focal points of interaction, although photo copiers and printers encouraging collective dwell time might also serve similar functions (cf. Fayard & Weeks, 2007; Lugosi, 2014a). Creating such meeting points, around some aspect of the meal assembly or service, where consumers have to cooperate or at least interact to complete the service process, could form part of the hospitality operation model. However, these only become facilitators of positive social interactions if users observe appropriate rules and norms, for example regarding queuing and maintaining the collective value for instance by not making a mess or monopolising shared resources (see Lugosi, 2017). According to Waber, Magnolfi

and Lindsay (2014), some organisations have purposefully removed individual coffee machines, replacing them with larger cafés which then function as ‘collision zones’ facilitating interaction among different users. There is an inherent risk to assuming that this impacts equally on all staff; also that interactions are constructive. Nevertheless, these point to the scope of organisational-level initiatives to initiate behavioural changes and facilitate social interaction.

This emerging paradigm for workspace design does not assume a singular form, but its applications have reoccurring themes, they are: a) design-driven, suggesting that the creation of these places are part of a strategic investment and planning for the use of spaces; b) contain different functional areas, with furnishings and layout to support the disparate array of activities highlighted above; and c) flexible, insofar as it allows users to reconfigure the space, for example by moving furniture to suit their task-specific needs. There is also an underpinning assumption that there is a technological infrastructure present in these spaces, allowing users to access essential services such as charging points and reliable wifi.

Contemporary designs of university campuses have adopted many of the features of co-workspaces (see Coulson, Roberts, & Taylor, 2018; Harrison & Hutton, 2014; Nordquist & Laing, 2015). There has been a growth in the development of ‘social learning spaces’, which include a variety of seating types and arrangements, facilitating social and intellectual work. Within discussion of social learning environments, food and drink related activities are frequently cited as core activities alongside learning and interaction. Moreover, they are highlighted as factors driving social interaction, describing them as ‘magnets’, bringing people together (Francisco, 2006), and ‘catalysts’, helping to create a ‘buzz’ (Harrison & Hutton, 2014), but limited detail is provided on how to manage this effectively and how food provision should operate. Certain studies do however

highlight specific initiatives e.g. co-designing the facilities through participative design (Lundström, Savolainen, & Kostainen, 2016), encouraging students to submit recipe ideas as a way to promote their affective and practical engagement (Francisco, 2006).

Harrison and Hutton (2014), citing a 'concept note' from Aga Khan University, also point to a broader initiative: promoting students to cook and eat together and to embed these activities in the curriculum. Shared cooking and eating activities have been used within pedagogic strategies to develop intercultural knowledge (e.g. Sommer, Rush, & Ingene, 2011). Students at Hospitality and Tourism Management Institute in Sörenberg, Switzerland encourage students of different nations to cook for the rest of the cohort, which helps to showcase cultural diversity and promote inter-cultural dialogue. It is possible to extend this and to consider designing food-related activities into the curriculum to facilitate social cohesion and inclusion, and to develop essential interpersonal and project management skills. This could subsequently help demonstrate to university managers the wider potential contributions of in-house catering facilities and expertise to the student experience, beyond providing 'auxiliary' services. Hospitality management and culinary arts schools have used this model to develop essential employability competencies amongst their students. These operators face pressure to broaden the uses and users of these facilities to generate income and justify their costs (Lugosi & Jameson, 2017). Consequently, in many institutions, the academic and operational staff of these programmes have already begun to offer activities such as cookery schools and team building management development services, to external clientele, on a commercial basis. They thus have experiences of using their skills, and resources, including the facilities and staff, which operators in other institutions could draw on. Large scale adoption of this in universities without culinary arts or

hospitality management programmes may be challenging; but it could certainly be a novel, value-adding initiative with the potential to contribute towards students' experience, employability and their social integration.

Campus foodservice as restorative servicescapes

Co-workspace and learning space designs accommodate solitary activities and the blurring of the work/leisure divide. Nevertheless, many of these design initiatives foreground 'productivity' and interactions. However, it is equally important to consider the role of solo consumption and, what may seem to observers as, unproductive, reflective behaviours, which can also contribute to students' positive on-campus experiences and to their wellbeing. There are two related but distinct sets of issues to consider here: first, how reflective and restorative qualities can be incorporated into foodservice experiences; and second, how solo consumption is accommodated.

Restorative servicescapes can take diverse forms, involving a variety of activities (Rosenbaum, 2005; 2009a; 2009b; Rosenbaum & Massiah, 2011); however, for the current discussion the emphasis will be on the aesthetic dimensions, and in particular how users' attention is directed. The incorporation of visual stimuli, particularly those that inspire fascination and sustained gaze, help consumers remove themselves, albeit temporarily, from their everyday lives. Natural environments and landscape views offer such contemplative, aesthetic experiences (Han, 2007). These may be difficult to provide in campus foodservice settings, but visual stimuli in the forms of artwork or imagery via screens could provide similar effects.

A second, related issue concerns how solo users are accommodated in foodservice spaces, both for the purposes of eating but also in using their time there in a more contemplative manner. The public

consumption of hospitality, and café culture in particular, often operates on the basis of consumers being 'alone together' (see Warner, Talbot, & Bennison, 2013; Shapira & Navon, 1991). Solo consumers regularly engage in various strategies to territorialise their own spaces, creating boundaries between themselves and others with coats, bags, and using headphones, books, magazines, computers and phones to signal an unwillingness to interact (Laurier, Whyte, & Buckner, 2001). The presence of solo consumers raises further questions concerning the flexibility of the furnishing and layout to accommodate them, and the possibility for having specialised seating arrangements for this type of user. Hay (2015) for example notes the rise of solo dining, including the potential stigma associated with their experiences (see also Meiselman, 2009). Hay (2015) and Jonsson and Ekström (2009) also highlighted several design solutions to meet their needs. These include linear, bar-type seating arrangements, and dining pods, that do not stigmatise solo diners in the same way as sitting alone on a table intended for larger parties. Foodservice operators may deliberately use communal tables and seating arrangements to facilitate interactions between patrons (see Brun, 2014; Jonsson & Ekström, 2009; Perlman, 2013). In many Asian foodservice venues, the *maître d'* assigns patrons to tables with others and table sharing is normalised. Social media and phone apps can offer ways to find dining partners (Hay, 2015; Jonsson & Ekström, 2009; Urie, 2016), and operators in Japan have experimented with having soft toys as dining partners, although this may be impractical outside of this cultural context (Dossey, 2016).

Campus foodservice and hospitableness

A final perspective to consider concerns the human aspects of hospitable spaces, the experiences they engender, and the subsequent impact on students' wellbeing.

Within traditionally defined conceptions, the host had a number of culturally defined roles: ensuring the wellbeing of their guest, providing for their social, physical and psychological needs (Lashley, 2015). Arguably, the nature of the interaction within a 'quick-service', commercial environment such as a campus foodservice outlet, changes the role of the host. Despite continuing to be an important touchpoint, the depth of interaction is likely to be limited by the nature of the transaction. Nevertheless, multiple studies have shown that: a) sincere, affective hosting relationships can operate in a commercial environment (Erickson, 2009; Lashley, 2015; Lugosi, 2009); and b) in some commercial settings, frontline service staff often assume the role of psychologists and counsellors, listening to and responding empathetically to customers' needs (Fox, 1993; Rosenbaum, 2006; 2009a; Rosenbaum, Ward, J., Walker, & Ostrom, 2007).

Commercial organisations adopt different strategies for trying to encourage their staff to develop empathetic host competencies and to perform the 'emotional labour' required for hosting roles (Hochschild, 1983). Some have suggested adopting psychometric testing to support recruitment of colleagues who have innate hospitable capacities; others point to organisational efforts to instil hospitable service qualities through internal branding and the ritualising of behavioural norms for their staff (cf. Dawson, Abbott, & Shoemaker, 2011; Dekker, 2018; Erhardt, Martin-Rios, & Heckscher, 2016; Erickson, 2009; Lashley, 2015). The challenge and opportunity for university foodservice operators is to embed a culture of hosting among frontline staff, in which they: a) make students feel welcome; b) remain sensitive that their hospitableness, in relatively small gestures of welcoming, listening, empathy in everyday interactions, is part of their duty of care towards potentially vulnerable people; and c) are a vital part of the university and the experiences it provides.

There is an inherent tension in attempting to foster these behaviours and attitudes in

frontline staff, especially if they do not feel their emotional labour is recognised, or if these additional responsibilities are perceived as job enlargement (the extension of responsibility without reward or recognition). However, their hosting roles could be cultivated by, firstly, stressing that developing emotional labour competencies is a form of upskilling; secondly, their roles in welcoming the 'guests', and looking out for their wellbeing, is empowerment. This is where in-house catering providers have a unique opportunity to engage their staff because they are employees of the university and therefore part of the same culture, rather than being outsourced human capital assets. Given the central role that the hospitality they provide in foodservice transactions potentially plays in students' satisfaction (Tian et al., 2008; 2014), their contributions should be recognised in their job descriptions, professional development and in workplace cultures that reward their hospitable competencies.

Finally, it is also worth stressing that students could be encouraged to assume hosting behaviours. In part this could be achieved through the food offering. For example, catering providers could create 'platters' and other 'shared/sharing' dishes, or multi-buy meal offers, which incentivise groups of customers to purchase food together. It also induces students to invite other students to participate in shared food experiences, which could help to facilitate ongoing interactions and constructive encounters, as networks of consumers form reciprocal relations and ritualise collective experiences of campus living.

Conclusion

Previous research has shown that on-campus foodservice, like any other workplace food provision, plays an important role in users' wellbeing, specifically when it provides access to good quality, healthy food, supports positive food choices, and facilitates positive social interactions. Within a university setting, on-campus foodservice has been shown to

contribute to the overall student experience, although the literature has provided limited information on the practices and components that make for positive experiences in on-campus foodservice outlets. Nevertheless, a substantial body of research has explored factors shaping customer satisfaction regarding foodservice provision that has evaluated generic dimensions such as choice, food quality, service, value for money etc. However, in light of the gaps in knowledge, there is substantial scope to research students' behaviours in foodservice outlets, including how they are entangled in their wider campus and university experiences.

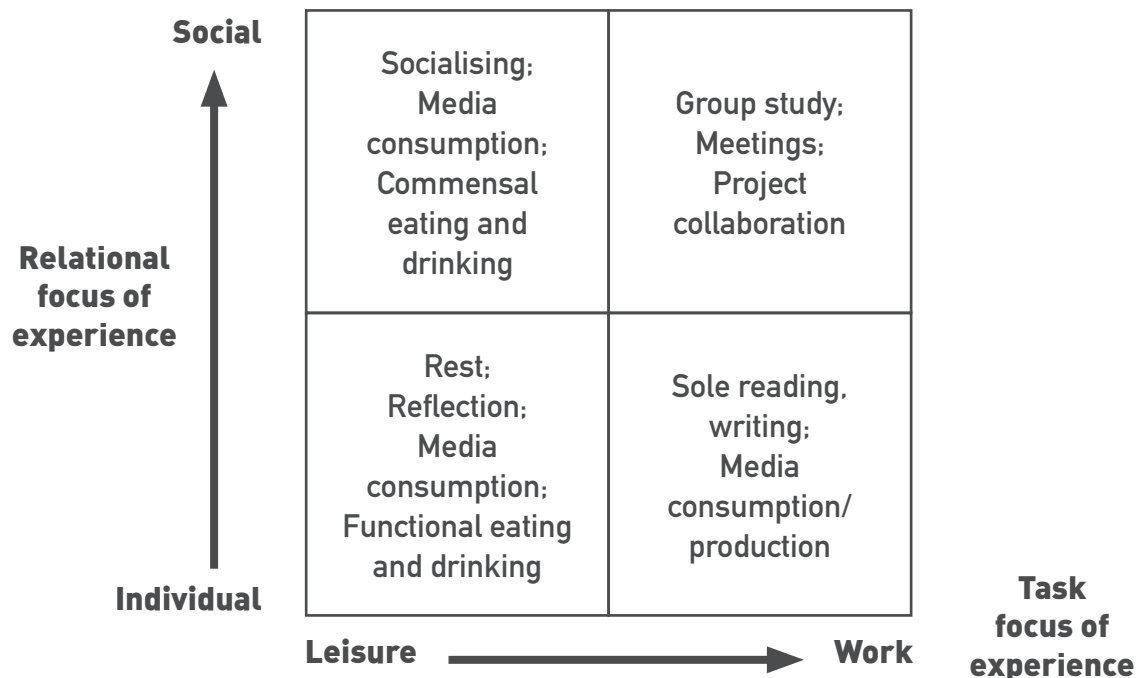
This review has suggested that future research could draw on existing studies of co-working and student learning spaces, which have examined how different solitary and group focused work and social practices are performed in the same space. This body of work has proposed design-based solutions that are flexible and accommodate disparate users and uses. The same insights could be deployed in strategic investments in on-campus foodservice facilities and services. Moreover, this could be underpinned by context-specific research among TUCO members on who is using existing facilities, how, when and why.

As a starting point is it worth evaluating the social and task dimensions of users' behaviours: specifically, whether the behaviours are solitary or group focused, and whether they are primarily leisure or work focused. These dimensions are summarised in the Figure 1 below. It is also important to evaluate the temporal dimensions of their consumption behaviours, particularly, how they shift at different times of the day, week and how they change over the annual university teaching cycle. As part of such research, it is necessary to map 'consumer journeys' in venues, and to identify humanic and mechanic 'touchpoints' where foodservice providers interact with users. Finally, it is necessary to capture the benefits that users gain from on-campus foodservice,

and to identify factors that detract from their experiences, including their impacts on their wider university experiences.

Understanding users' behaviours, attitudes and their outcomes, can help to inform the strategic investment in on-campus, in-house foodservices spaces and services. This may involve design-based investment to facilitate positive experiences for those seeking to work or relax either in groups or alone; in all cases potentially supporting users' wellbeing. However, it was also suggested that the facilities and expertise of university caterers

could be drawn into the curriculum and student experience to develop intercultural knowledge as well as employability competencies. Moreover, understanding students' behaviours and attitudes can help to design operational and human resource solutions, including: nurturing work cultures among frontline staff in which hosting behaviours are embedded; and encouraging co-creation amongst users, for example by involving them in menu suggestions, but also incentivising students to adopt hosting roles through promotional activities.



Recommendations

- Conduct studies of uses/users to identify different functions and rhythms of behaviours (mapping consumer journeys and identifying key touchpoints).
- Based on insights gained from uses/users studies, consider zoning of the foodservice spaces – using mechanic elements – including furnishing and layout – to guide and support appropriate behaviours. When designing functional zones, ensure that single/group and leisure/work uses are accommodated.
- Highlight for university managers the important contributions that foodservice has on the student experience, stressing its multiple roles in supporting students' everyday activities as co-work, learning and restorative spaces, and its potential role in promoting healthy food choices and broader wellbeing.
- Promote the role of on-campus foodservice as a strategic investment for the university – particularly in developing design-based initiatives to improve facilities.
- Engage users as co-creators – promoting their involvement in product and service development (e.g. through their inputs in menu and services design), and in the strategic design-based investments in on-campus foodservice.
- Use human resource strategies to develop hosting practices among frontline staff during key touchpoints.
- Use food promotions to initiate group interactions and promote hosting behaviours among students (e.g. shared/sharing plates and multi-buy meal deals that encourage group consumption).
- Consider embedding foodservice-related activities into the curriculum to promote inter-cultural dialogue, inter-cultural competencies alongside broader employability skills.

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