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MASTER´S FINAL WORK
PROJECT

SOCIALIZING THROUGH FOOD – AN APPROACH TO IMPROVING ISEG CANTEEN AND FOSTERING COMMUNITY

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ABSTRACT

This project aims to assess the quality of ISEG canteen and identify potential areas for enhancement based on student preferences. The research comes at a time when the ISEG community is still recovering from the impacts of the COVID-19 pandemic. The main objective of this research is to improve mental well-being and revive the community by promoting socialization and enhancing foodservices through improvements to the canteen space and service.

A literature review and a questionnaire conducted online are the foundations of the policies developed in this project.

Results demonstrate that ISEG students are currently dissatisfied with the service provided and that the factors that most contribute to this evaluation are the quality of the food and the quality of the service. Price turned out to be the most positive factor. In addition, students are concerned about the nutritional content of their meals and different food restrictions. The students proved to be highly social and would benefit from a multi-purpose space able to satisfy their food and social needs.

The goal of the canteen restructuring is to create a dynamic environment in which students are encouraged to socialize and build an even stronger community before, during, and after meals.

Keywords: Foodservice, ISEG Canteen, student well-being, mealtime socialization, community building, nutritional awareness.

RESUMO

Este projeto tem por objetivo avaliar a qualidade da cantina do ISEG e identificar potenciais áreas de melhoria com base nas preferências dos alunos. A investigação surge numa altura em que a comunidade do ISEG ainda recupera dos impactos da pandemia COVID-19. O principal objetivo desta investigação é melhorar o bem-estar mental e dinamização da comunidade, promovendo a socialização e simultaneamente, valorizando os serviços de alimentação através de melhorias no espaço e serviço da cantina.

Uma revisão de literatura e um questionário realizado online são os fundamentos das políticas apresentadas e desenvolvidas neste projeto.

Os resultados demonstram que os alunos do ISEG estão atualmente insatisfeitos com o serviço prestado, e que os fatores que mais contribuem para esta avaliação são a qualidade da alimentação e a qualidade do serviço. O preço acabou por ser o fator mais positivo. Além disso, os alunos estão preocupados com o conteúdo nutricional das suas refeições e com as diferentes restrições alimentares. Os alunos mostraram-se altamente sociáveis e beneficiariam de um espaço polivalente capaz de satisfazer as suas necessidades alimentares e sociais.

O objetivo da reestruturação da cantina é criar um ambiente dinâmico em que os alunos sejam incentivados a socializar e construir uma comunidade ainda mais forte, antes, durante, e após as refeições.

Palavras-chave: Serviço de alimentação, cantina do ISEG, bem-estar dos estudantes, socialização durante as refeições, criação de comunidade, consciência nutricional.

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1. INTRODUCTION

1.1 Theoretical Context

University students commonly experience academic stress as a primary source of stress, while social support and social well-being are widely recognized as protective factors for mental health (Li et al., 2022).

As we recover from COVID-19, existential questions about universities' roles in a post-pandemic world emerge. Many students express their concerns about the loss of the physical field, demonstrating that university is a physical place where socialization occurs and communities are formed (Eringfeld, 2021).

At this time, new types of workplaces emerge, distinguished by their flexibility and ability to accommodate a variety of purposes and users, relating academic activities to basic functions such as eating (Lugosi, 2019). In an environment of learning and interaction, food can act as a social facilitator promoting contact and bringing people together (Harrison & Hutton, 2013; Spinuzzi, 2012). This in itself is an indication that colleges have potential advantages in developing and improving their foodservices to enhance the student experience.

In addition, mealtime proves to be one of the students' favourite activities, characterized by high levels of communication and which help to promote the creation of bonds (Aguilera-Hermida et al., 2020). Such an activity is crucial for individuals new to an organization. It is through socialization that students can learn and adapt to the norms, values, and expectations of the organization in order to build a community (Medina-Craven et al., 2022).

1.2 Problem, Research Question and Objectives of the Project

Therefore, a good foodservice in a university is critical for promoting student health and well-being. A nutritious diet is essential for maintaining good physical and mental health, both of which are required for academic success. Furthermore, university foodservice allows students to socialize and connect with their peers outside of the classroom setting, promoting a sense of community, and belonging. Universities can foster an environment that supports their students' well-being by prioritizing foodservice quality, allowing them to thrive academically and personally.

With this background in mind, the main goal of this project is to assess the current quality of the canteen and identify areas for improvement that are in line with student preferences, with the goal of improving mental health through better food spaces and diet options.

For the project's development, the following problem was identified: How do foodservices in general, and at ISEG in particular, impact the student experience?

To address the issue, the following research question was developed: What steps can ISEG take to enhance its canteen service, create a social atmosphere during mealtime, and promote better nutrition to improve community engagement and student well-being?

In order to answer the question, ISEG and non-ISEG students were asked to complete a questionnaire. This information allowed the identification of potential avenues to remodel the existing canteen space. The feedback from ISEG students, combined with existing literature, revealed relevant conclusions that should be considered when designing additional ISEG canteen functionalities.

1.3 Structure of the Project

The project is organized as follows: The 'Literature Review' section follows, laying the groundwork for the development of this study, followed by the 'Methodology' and the 'Empirical Analysis'. The final section includes the 'Conclusion', where a proposal is presented, as well as suggestions for further research.

2. LITERATURE REVIEW

2.1 Foodservice on campus

Higher education has become increasingly competitive and worldwide (Staunæs et al., 2018), and each year, new students have a new experience that includes the on-campus environment, community atmosphere, and social life (Lugosi, 2019). This transition and progression into the higher education environment introduces numerous health risks for students such as stress from university work, financial difficulties, social pressures, and inaccessibility of good quality food (Denovan & Macaskill, 2017).

Those factors combined with the fact that universities are now competing in a global marketplace, has compelled these organizations to develop policies and practices to improve students' experiences (White et al., 2017).

Given the universal importance of eating and drinking in social and cultural behaviours, foodservices necessarily play an important role in a student's life. Much of the research about on-campus foodservices focuses on the nutritional consumption of students who eat on-campus food, the factors that influence their eating habits, as well as students' perceptions of the foodservice offering (Lugosi, 2019).

2.1.1   Nutritional intake and factors shaping eating habits

Hilger et al, (2017) conducted research on the potential changes in eating behavior since enrolment at the university, as well as the causes that may prevent university students from following a healthy diet.

According to the study, more than half (51.8%) of university students interviewed reported eating lunch at the university canteen. Within the entire sample, 65.3% indicated that their eating habits had changed since enrolment, being particularly noticeable in students who had moved away from home to attend university, where 70.6% reported changes in their eating habits. In terms of changes in food consumption, 40.5% of students reported eating more vegetables and 38.2% reported eating more fruits after enrolling in university. (Hilger et al., 2017).

As demonstrated, university foodservice can have a significant impact on students' eating habits from the minute they enrol. 90.9% of the students interviewed in

this study acknowledged attempting to eat healthily, and 66.1% found it easy to follow a healthy diet.

However, despite trying to eat proper, most students agreed that there are some impediments to healthy eating. Absence of time to make a healthy meal due to academic commitments, as well as a lack of healthy meals at the campus canteen, are the top obstacles to eating healthy among university students. When investigating more into barriers, gender disparities were discovered, with males exhibiting higher resistance to healthy eating (Hilger et al., 2017).

Besides the students, in a more professional environment, a study was developed by the University of Gastronomic Sciences in which they analyzed the consumer behavior at lunch of almost 9400 workers, from ten different European countries. In Portugal, practically every worker (88%), being the country with the largest percentage of those studied, breaks for lunch every day. Furthermore, working lunches are the longest among the assessed countries, lasting an average of 55.5 minutes, and the meals are normally composed, traditional lunches (Corvo et al., 2020).

2.1.2   *Students' evaluation of foodservice offering*

As enrolment at higher education institutions grows, so does the demand for on-campus dining services to match students specific dietary demands and preferences, while seeking accessible, economical, and healthful meal options (Gramling et al., 2005).

Three elements will be studied in terms of their impact on student satisfaction for the purposes of this current project: food quality, service quality, and the price-to-value relationship, as well as the factor's perceived importance and performance.

When assessing food quality, the concept of acceptability is frequently considered. Acceptability is a subjective criterion that can be influenced by the sensory characteristics of the food, prior familiarity with it, and anticipated experience (El-Said & Fathy, 2015). In universities where the same population is regularly served, monotony also becomes an essential consideration when evaluating food quality. It's essential to bear in mind that within a closed setting like a university campus, students may experience fatigue with the food offerings, leading to a decline in perceived satisfaction over the academic year (Meiselman, 2003).

Service quality can be defined as the ability of an institution to satisfy its customers, and exceed their expectations and perceptions of the services provided (El-Said & Fathy, 2015). Students' expectations and perceptions of service quality can vary widely from one another and from one semester to another, and even though measuring service quality is challenging, it remains a crucial factor affecting student satisfaction with foodservice facilities (Andaleeb & Caskey, 2007). As per Meiselman (2003), service quality and student perceptions are challenging to alter since the eating facility significantly impacts the acceptance and perceived quality of the products offered. Universities received the lowest ranking in the study, indicating the urgent need to change this approach, despite the difficulties involved.

Regarding price, as students often have limited budgets, it is a crucial factor when choosing foodservice options, and they tend to prefer reasonably priced alternatives. It is essential to offer adequate quantity and quality of food for a fair price, with a focus on value for money and appropriate portion sizes, so that customers feel satisfied with the goods and services they receive (El-Said & Fathy, 2015). As commercial restaurants continue to influence students and shape their expectations, universities face the challenge of meeting the growing demand while aligning with the expectations of these modern consumers (Gramling et al., 2005).

In order to assess student's perceived importance and performance of the three factors highlighted beforehand, Joung et al (2014) conducted a study utilizing the Importance-Performance Analysis method. This analysis has been a popular managerial technique for identifying the strengths and limitations of products and services, and it is extensively used in hospitality and tourism research. The Y-axis measures respondents' perceived importance, whereas the X-axis measures respondents' perceived performance (Joung et al., 2014)[1].

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[1] Adapted from Joung, H. W., Lee, D. S., Kim, H. S., & Huffman, L. (2014). Evaluation of the on-campus dining services using importance-performance analysis. Journal of Foodservice Business Research, 17(2), 136-146.

Figure 1 - Importance-Performance Analysis Grid

According to the research developed, price was considered a low importance-low satisfaction factor, being found in Quadrant III, while food quality is on Quadrant II, being considered a high importance-high satisfaction factor. The other factor, service quality, was found in the Quadrant IV, being considered as a low importance-high satisfaction factor (Joung et al., 2014).

2.1.3   Foodservices as co-workspaces

Workplace design has evolved as a result of changes in the nature of work, and new types of co-workspaces have emerged (Bouncken & Reuschl, 2018). These workspaces are distinguished by their flexibility and ability to accommodate a variety of purposes and users, including leisure activities and functions such as eating and drinking that operate in close proximity and are intermixed with work tasks (Lugosi, 2019).

Many of the qualities of co-workspaces have been incorporated into contemporary university campus designs. The development of this spaces, which incorporate a variety of seating layouts, facilitating social and intellectual activity, has increased (Spinuzzi, 2012). Food and drink-related activities are usually included as fundamental activities alongside learning and interaction when addressing social learning environments. Furthermore, eating and drinking have been identified as variables promoting social contact, describing them as "magnets" and "catalysts" that attract individuals together (Harrison & Hutton, 2013), promoting social cohesion,

inclusiveness, and the development of interpersonal and project management skills (Lugosi, 2019).

This might then be used to illustrate to universities the potential advantages of foodservice facilities to improving student experience beyond providing auxiliary services.

2.2 Transition to university and the importance of social support

University is a vital era for those transitioning from adolescence to adulthood, and research has shown that mental health issues are highly widespread during this period, even before the COVID-19 pandemic began (Seehuus et al., 2021; Twenge et al., 2021). Anxiety was a common negative emotion produced when confronted with unpleasant situations or a difficult challenge (Hoyt et al., 2021), and studies show that following the COVID-19 pandemic, the ratio increased to 24.9% (Cao et al., 2020).

In an educational setting, there are variables that can impose pressure on university students (Li et al., 2022), and previous research has linked academic pressures to an increase in anxiety (Barker et al., 2018; Bayram & Bilgel, 2008).

Social support is described as the general or specialized social resources that an individual acquires from others to assist in coping with life's difficulties and crises (Li et al., 2022). These social resources are recognized as a protective psychological factor that reduces the impact of academic stressors on mental health (Wilks & Spivey, 2010), as it acts as a mediator (Cohen, 2004).

Students are an important group in the process of integrating into society, as social support from colleagues became even more important for social-emotional growth and adjustment as most students move away from their hometowns, beginning to spend less time with family members and more time with colleagues (Li et al., 2022).

According to Eringfeld (2021), in a study concerning higher education and post-coronial future, undergraduate students highlighted that COVID-19 brought concerns around the role of universities as places of socialization and independence with fears of losing the university as a physical place where embodied interaction occurs (Eringfeld, 2021). University is not just a space of learning but also of community, belonging and identity formation (Daniels & Brooker, 2014). Studies in this area have shown that social

support plays a crucial role in predicting social well-being. Individuals with sufficient social support tend to have higher levels of well-being, while the opposite is true for those lacking social support (Jue & Ha, 2022).

According to the Stress-Buffering theory, when there were sufficient coping resources, the negative impact of stressor exposure was mitigated (Gayman et al., 2014). Receiving social support, such as care, attention, being valued by others, and self-identity, can be thought of as stress-buffering elements with good effects on mental health disorders (Cohen, 2004; Oates et al., 2019).

2.2.1 *Mealtime as a favourite activity inside campus community and source of social support*

The preceding chapter highlighted concerns about the possibility of losing the university campus as a physical space for social interactions. Additionally, it was previously noted that food-related activities can hold significant social value for university students.

Students can participate in a variety of activities and live on campus with supporting friend groups, making university a unique opportunity for social participation. According to Tam (2014), connecting with others may improve well-being for university students adjusting to their new surroundings, because engaging in social contacts for these students may result in social exchanges equivalent to family bonds. In that same study, in terms of activities, mealtime ranked in second as one of the most fun activities for students. The majority of students reported high levels of communication during mealtimes, which aided in the promotion of bonding. Conversations may flow more naturally while eating lunch, for example, because they are dining in a comfortable social context. The sort of activity is significant not only for the action itself, but also for the ability to build a social connection, most notably through conversation (Aguilera-Hermida et al., 2020).

On top of that, Wu et al (2020), conducted a study that explored the role of socialization during mealtimes in a school setting. The researchers found that the majority of students (90%) prioritize socialization with friends over the use of technology while eating when they are seated with colleagues. In addition, all participants in the study reported that the social connection with others was an essential factor that made

mealtimes enjoyable, and when given the option, the participants said that they would choose to share mealtimes with others rather than eat alone. These findings highlight the importance of socialization during mealtimes and suggest that schools should consider creating an environment that encourages socialization during meals.

Commensality, which is commonly used as a scientific concept for eating together (Jönsson et al., 2021), is regarded as a universal intercultural human attribute that promotes communication and happiness (Yiengprugsawan et al., 2015). It is extremely significant in terms of social interactions since it allows individuals to form social ties and connect with one another while also encouraging collective understanding (Berggren et al., 2020, 2021). Studies have been conducted about the positive influence of commensality between peers during eating breaks and reveal an impact on the organization's culture and collective strengthening, as relations are formed and maintained which contribute to the effectiveness of the organizations (Plester, 2015; Weijs-Perrée et al., 2020).

2.3 Impact of Socialization

As seen in the previous chapter, mealtime is considered by university students as a highly social activity, and socialization is an essential process that plays a vital role in helping individuals transition to a new organization. During socialization, individuals learn and adapt to the organization's norms, values, and expectations, ensuring that they feel comfortable and confident within the organization and can contribute to its success (Zhou et al., 2022).

In a recent study conducted by Medina-Craven et al (2022), the relationship between socialization and university identification was analysed. University identification refers to the level of connection and belonging that students feel toward their university, and it has been linked to academic commitment and likelihood of continuing studies (Wilkins et al., 2016), with factors such as academic and social integration influencing it (Medina-Craven et al., 2022).

The study found that there are two dimensions that were positively related to university identification. Those dimensions are the people within an organization, and the organizational values and goals. This suggests that efforts to connect students and reinforcing organizational values and goals could promote university identification.

When students have positive experiences and a strong sense of university identification, they are more likely to spread positive word-of-mouth about their experiences, which can be beneficial for the university's reputation and overall success (Medina-Craven et al., 2022).

Also, a study conducted by Razgulin et al (2023) investigated how socialization affects the mental health of university students, especially international students. The researchers explored the relationship between social support and sociocultural adjustment and found that students who reported higher levels of social support also reported better mental health outcomes. This included higher levels of well-being and subjective health, as well as a lower prevalence of mental health issues.

While more research is necessary to fully understand the complexities of the relationship between socialization, mental health and well-being, these findings provide useful insights into the factors that contribute to students' sense of belonging to their university community (Medina-Craven et al., 2022).

3. METHODOLOGY

3.1 Introduction

The purpose of this chapter is to describe the methodologies used in the development of this study in relation to the problem and the objectives of the investigation. It is organized as follows: sample and data gathering method, and questionnaire script preparation.

3.2 Sample and Data Gathering Method

Secondary data was gathered through a review of existing literature in order to frame the research problem and aid in the analysis. The research explored various themes with a primary focus on on-campus food services. It delved into students' perspectives on the service, their eating habits, and the versatile nature of dining spaces. Additionally, it examined socialization, emphasizing the significance of social support, particularly in the post-pandemic context. The research also explored the role of communal meals in fostering socialization and building a sense of community, highlighting the potential benefits it brings to students and the university. To ensure reliability, articles were sourced from ISEG's online library and evaluated using Scimago.

A structured and internet-mediated questionnaire was used as the primary data collection source to answer the main questions and study objectives, providing systematic data gathering and facilitating analysis and result interpretation (Saunders et al., 2019). The questionnaire was developed using Qualtrics' software platform. Between January 30th and February 10th, 2023, it was shared and spread online via social networks, including Instagram and WhatsApp.

3.3 Questionnaire Script Preparation

The questionnaire was available in both Portuguese and English. It consisted of 50 questions divided into 10 sections in total. Designed mainly for the ISEG community, the questionnaire included 40 questions for ISEG students and only 16 questions for non-ISEG students.

The first section of the questionnaire differentiated ISEG students from non-ISEG students, and for the latter, the questioning focused on broader issues about foodservices rather than the ISEG service.

In the second and third section, ISEG students were asked about how often they attend the current services and about nutritional issues.

Following that, the questionnaire had four similar sections inquiring ISEG students about aspects of the current services being delivered specifically in the Canteen, Masters' Canteen (Quelhas Building), "Entreaulas" Bar, and Cafeteria. In order to gain a better understanding of students' opinions for this specific work, questions were asked on many areas of the existing ISEG Canteen service, such as food quality, quantity, variety, nutrient load, affordability, payment system, waiting queue, and overall service quality. Students were also asked about potential impediments to healthy eating, the range of food selections at ISEG for different dietary restrictions, the sociability of mealtime, and a potential change to the currently provided service.

ISEG students were then requested to provide a suggestion in the eighth part of the questionnaire in order to improve the overall quality of on-campus foodservices. Finally, all respondents were asked sociodemographic questions in the final segment.

4. EMPIRICAL ANALYSIS

4.1 Introduction

The analysis of the questionnaire responses is presented in this chapter. There were 344 responses in total, however, 136 respondents did not complete the survey and were not considered for further research. As a result, the analysis is carried out on the remaining 208 responses, which account for 60.5% of the original sample.

To support the data analysis, IBM SPSS Statistics 28 software was applied to the study. The software provided a number of tools and ways for creating detailed representations such as graphs and charts, which aided in the interpretation of the results. It also facilitated statistical studies, which aided in identifying significant trends and patterns.

4.2 Sample Characterization

As previously indicated, the sample for this study consisted of 208 participants, 95 (45.7%) of them were ISEG students, while the remaining 113 (54.3%) were either students from other universities or non-students.

In terms of age and gender, 187 (89.9%) respondents were found to be between the ages of 18 and 24, accounting for 89.9% followed by 18 (8.7%) participants between the ages of 25 and 34. Females made up the majority of the sample, with 126 (60.6%) responses, while males accounted for 81 responses (38.9%).

In terms of employment, 127 (61.1%) of the participants were students. 40 respondents (19.2%) were working students, and 39 (18.8%) full-time employees.

In terms of degree, 114 (54.8%) respondents have or are pursuing an undergraduate degree, while 91 (43.8%) have or are pursuing a master's degree.

Financially, the study indicated that the majority of respondents, 95 (45.7%) and 74 (35.6%), respectively, live comfortably or are coping on their current income. 24 respondents (11.5%) find it difficult to make ends meet on their current income, and 5 (2.4%) find it extremely difficult.

Table 1 - Sample Characterization

Characteristics of the Sample (N = 208)	Options	N	Percentage
Age	18 - 24	187	89,90%
	25 - 34	18	8,65%
	35 - 44	2	0,96%
	55 - 64	1	0,48%
Gender	Male	81	38,94%
	Female	126	60,58%
	Non-binary / third gender	1	0,48%
Employment	Student	127	61,06%
	Working-Student	40	19,23%
	Employed part time	2	0,96%
	Employed full time	39	18,75%
Degree	Undergraduate	114	54,81%
	Daytime Master	73	35,10%
	PhD	2	0,96%
	ISEG MBA	1	0,48%
	Evening Master	18	8,65%
Income	Live comfortably on present income	95	45,67%
	Coping on present income	74	35,58%
	Finding it difficult to cope on present income	24	11,54%
	Finding it very difficult to cope on present income	5	2,40%
	I prefer not to answer	10	4,81%

Source: Author

4.3 Students' behaviour and ISEG facilities use frequency

Questions were prepared, where the ISEG students could select more than one option, to understand where they normally have lunch and dinner.

These questions were analysed through a multiple response analysis, and, because it is a multiple answer question, the total number of selections exceeds the number of ISEG students who answered the question (95), with a total of 198 selections for lunch and 121 selections for dinner. Therefore, in the tables below there will be 2 percentages presented. In the percentage of responses, the total result achieves 100% and it is calculated for each category over the total selections of the question. In percentage of cases, the results will exceed 100%, but the individual proportions can be interpreted as the prevalence of that option among the survey sample, which is the 95 ISEG students.

ISEG Canteen was selected 43 times out of the total selections to the question for lunch, accounting for 21.7%, and ISEG students also reveal to often lunch on-campus

since all ISEG food choices account for 58.6% of the total replies. However, when examining percentage of cases, 45.3% of ISEG students reported eating lunch at the ISEG Canteen on a regular basis. Furthermore, the ISEG students stated that 40% of the time they bring a meal from home, indicating that while they do not eat lunch at an ISEG foodservice, they may consume their meal at its premises.

Table 2 - Where do you normally eat for lunch?

Where do you normally eat?	Options	Responses		% of Cases
		N	%	
Lunch	**ISEG Canteen**	43	21,7%	**45,3%**
	ISEG Master's Canteen (Quelhas Building)	35	17,7%	36,8%
	ISEG Cafeteria	6	3,0%	6,3%
	ISEG "Entreaulas" Bar	32	16,2%	33,7%
	At home	20	10,1%	21,1%
	Café/Restaurant outside campus	20	10,1%	21,1%
	I bring my own meal	38	19,2%	**40,0%**
	I do not eat	4	2,0%	4,2%
Total		**198**	**100,0%**	

a. Are you a student at ISEG? = 1 Yes

Source: Author

In terms of dinner, ISEG Canteen was chosen 4 times, accounting for 3.3% of all responses, and ISEG food alternatives accounted for only 13.2% of all responses. When looking at the percentage of cases column, ISEG Canteen only accounts for 4.2% of the 95 cases being studied, and having the meal at home accounts for 71.6% of the cases, as expected due to the lower on-campus activities in post-labour classes schedule.

Table 3 - Where do you normally eat for dinner?

Where do you normally eat?	Options	Responses		% of Cases
		N	%	
Dinner	**ISEG Canteen**	4	3,3%	4,2%
	ISEG Master's Canteen (Quelhas Building)	2	1,7%	2,1%
	ISEG Cafeteria	1	0,8%	1,1%
	ISEG "Entreaulas" Bar	9	7,4%	9,5%
	At home	68	56,2%	**71,6%**
	Café/Restaurant outside campus	13	10,7%	13,7%
	I bring my own meal	9	7,4%	9,5%
	I do not eat	15	12,4%	15,8%
Total		**121**	**100,0%**	

a. Are you a student at ISEG? = 1 Yes

Source: Author

Following the same idea, a series of questions were developed to determine how frequently ISEG students used the facilities for lunch and dinner. ISEG students were

asked to rate their frequency as follows: 1 – Never, 2 – 1 to 3 times per month, 3 – 2 to 3 times per week, 4 – 4 to 5 times per week.

In the table below, the ISEG students present an average of approximately 2.58 for lunch, indicating a high frequency, between 1 to 3 times per month and 2 to 3 times per week. In contrast, the average for dinner is approximately 1.32, indicating that the majority of ISEG students do not or rarely dine on campus.

Table 4 - How often do you eat at ISEG for lunch and dinner?

Descriptive Statistics	Minimum	Maximum	Mean	Standard Deviation
Lunch	1	4	2,58	0,92
Dinner	1	4	1,32	0,67

a. Are you a student at ISEG? = 1 Yes

Source: Author

An analysis was conducted, similar to what was done for lunch and dinner, with a special focus on the canteen, and it is possible to understand that ISEG students visit the canteen on a regular basis, with an average between 1 to 3 visits per month and 2 to 3 visits per week of approximately 2.11.

Table 5 - How often do you eat at ISEG Canteen?

Descriptive Statistics	Minimum	Maximum	Mean	Standard Deviation
ISEG Canteen	1	4	2,11	1,02

a. Are you a student at ISEG? = 1 Yes

Source: Author

To achieve a deeper understanding of the results, several ANOVA tests were performed to determine if there were statistically significant differences between the different groups of students (Marôco, 2018) and the frequency in which they use ISEG facilities for lunch and dinner. Similar to what has been done in the literature, differences were looked for with respect to gender, but also with respect to age, income, degree, and employment.

The null hypothesis was accepted for the categorical variables age, gender, and income due to the absence of significant differences.

However, as can be seen in the table below, when relating the different academic levels and the frequency with which they dine on ISEG premises, significant differences were discovered between the different groups with a p-value of p = 0.011. Regarding the

frequency with which they use the ISEG facilities for lunch, a p-value of $p = 0.116$ accepts our null hypothesis, with no significant differences regardless of academic level.

Table 6 - ANOVA Table (Frequency x Degree)

		Sum of Squares	df	Mean Square	Z	Sig.
Lunch	Between Groups	6,188	4	1,5469	1,9079	0,116
	In Groups	72,970	90	0,811		
	Total	79,158	94			
Dinner	Between Groups	5,709	4	1,4273	3,4892	**0,011**
	In Groups	36,817	90	0,409		
	Total	42,526	94			

a. Are you a student at ISEG? = 1 Yes

Source: Author

In order to fully understand the differences highlighted above, the different averages were analysed. Post-work master's students, reported an average of 1.90, indicating that they dine at ISEG premises between 1 and 3 times per month. This average is the highest when compared to the averages of undergraduate and daytime master's students, who report averages of 1.37 and 1.12 respectively, indicating that they practically never use the faculty's facilities for dinner.

Table 7 - Mean Differences (Frequency x Degree)

Degree		Lunch	Dinner
Undergraduate	Mean	2,59	**1,37**
	N	41	41
	Standard Deviation	0,95	0,73
Daytime Master	Mean	2,74	**1,12**
	N	42	42
	Standard Deviation	0,89	0,45
Evening Master	Mean	2,10	**1,90**
	N	10	10
	Standard Deviation	0,74	0,88
Total	Mean	2,58	1,32

a. Are you a student at ISEG? = 1 Yes

Source: Author

Additionally, significant differences were also discovered when relating the frequency with which they have lunch and dinner on ISEG premises, with the different occupations of the respondents. In this case, differences were found for both lunch and dinner, with a p-value of $p = 0.037$ and $p = 0.045$ respectively.

Table 8 - ANOVA Table (Frequency x Employment)

		Sum of Squares	df	Mean Square	Z	Sig.
Lunch	Between Groups	5,493	2	2,7464	3,4299	**0,037**
	In Groups	73,665	92	0,801		
	Total	79,158	94			
Dinner	Between Groups	2,765	2	1,3825	3,1989	**0,045**
	In Groups	39,761	92	0,432		
	Total	42,526	94			

a. Are you a student at ISEG? = 1 Yes

Source: Author

When analysing the results further, the differences found were to be expected. In terms of lunch, ISEG students working full-time reported the lowest average of 1.33, indicating that they almost never eat lunch on the university premises. On the other hand, students and working-students reported averages of 2.66 and 2.44, showing that they eat lunch at ISEG facilities on a regular basis.

The scenario changes when we analyse dinner. Working-students reported the highest average, 1.67, indicating that although they use the facilities infrequently, they sometimes have dinner at ISEG. Students and full-time workers reported averages of 1.23 and 1.33 respectively, reporting that they almost never use the facilities for dinner.

However, it is necessary to look at these results with caution as the sample for students who work full-time is only three respondents.

Table 9 - Mean Differences (Frequency x Employment)

Employment		Lunch	Dinner
Student	Mean	**2,66**	**1,23**
	N	74	74
	Standard Deviation	0,90	0,59
Working-Student	Mean	**2,44**	**1,67**
	N	18	18
	Standard Deviation	0,92	0,91
Employed Full-Time	Mean	**1,33**	**1,33**
	N	3	3
	Standard Deviation	0,58	0,58
Total	Mean	2,58	1,32

a. Are you a student at ISEG? = 1 Yes

Source: Author

4.4 ISEG Students' satisfaction with the current services

In order to better understand ISEG students' satisfaction with the general foodservices, they were asked to rate their satisfaction between 1 – Extremely Dissatisfied and 5 – Extremely Satisfied.

As seen in the table below, ISEG students gave a mean of 2.80 for lunch, indicating that they are neither satisfied nor dissatisfied with the current ISEG foodservices. For dinner, students presented a mean of 2.54, being somewhere between somewhat dissatisfied and neither satisfied nor dissatisfied.

ANOVA and independent t-tests were used to determine whether there were any significant differences between the student groups. Results indicate no significant differences in the means.

Table 10 - Overall Satisfaction with the Current Services

Descriptive Statistics	Minimum	Maximum	Mean	Standard Deviation
Satisfaction Lunch	1	5	**2,80**	1,18
Satisfaction Dinner	1	5	**2,54**	0,99

a. Are you a student at ISEG? = 1 Yes

Source: Author

With the final goal of this work in mind, a question was prepared in which ISEG students were asked to rate their level of satisfaction with the following aspects of the canteen service on a scale of 1 to 5 (1 – Extremely Dissatisfied and 5 – Extremely Satisfied): acceptability, menu variety, nutrient load, quantity, affordability, payment system, waiting time queue and overall service quality, to subsequently develop the model already presented in the literature by (Joung et al., 2014), adapted to ISEG.

We can gain insight into the evaluation of each of the aspects by examining the table below. In general, ISEG students are somewhat satisfied with the canteen's price and payment model, which have the highest average, 3.99 and 3.56, respectively. Also, regarding the price, the minimum selected was somewhat dissatisfied, meaning that ISEG students are not entirely dissatisfied with the current situation.

At the other end of the spectrum, food quality, with an average of 2.44, menu variety, with an average of 2.57, and nutrition, with an average of 2.60, are the most negative features of the service, in the eyes of ISEG students. It is also worth noting that

when it came to menu variety and nutrient load, ISEG students never chose the option
that translated to the highest level of satisfaction.

The remaining averages, which hover around 3 for quantity, wait times, and
service quality, indicate that students are neither satisfied nor dissatisfied with the service.

Table 11 - Students Satisfaction with the Canteen Service

Satisfaction	Minimum	Maximum	Mean	Standard Deviation
Acceptability	1	5	2,44	1,09
Menu Variety	1	4	2,57	0,91
Nutrient Load	1	4	2,60	0,75
Quantity	1	5	3,19	1,02
Affordability	2	5	3,99	0,76
Payment System	1	5	3,56	1,13
Waiting Time Queue	1	5	2,81	1,05
Service Quality	1	5	2,86	1,01

a. Are you a student at ISEG? = 1 Yes

Source: Author

A dimension reduction factor analysis was performed to better understand the
level of satisfaction and which aspects of the service most ISEG students pay attention
to. The presence of eigenvalues > 1 is required for identifying the number of components
or factors stated by selected variables (Marôco, 2018).

As seen in the table below, 3 main factors were selected, all with eigenvalues >
1 corresponding to approximately 62,5% of the sample.

Table 12 - Dimension Reduction Factor Analysis

Total Variance Explained						
Component	Initial Eigenvalues			Extracted Sums of Square Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,730	34,119	34,119	2,730	34,119	34,119
2	1,262	15,770	49,889	1,262	15,770	49,889
3	1,005	12,558	62,448	1,005	12,558	62,448
4	0,909	11,363	73,811			
5	0,716	8,945	82,755			
6	0,514	6,431	89,186			
7	0,461	5,761	94,947			
8	0,404	5,053	100,000			

Extraction Method - Component Analysis

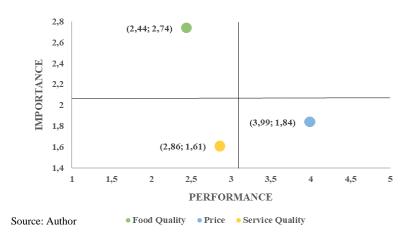a. Are you a student at ISEG? = 1 Yes

Source: Author

The component table below delves deeper into the three groups identified in the preceding analysis. Group 1 is very focused on aspects related to service quality in general, and also some specific aspects such as acceptability, variety, nutrient load, and quantity. Group 2 is concerned with aspects of the canteen's waiting time and payment method. Group 3 is only concerned with the cost of the meal.

Table 13 - Factor Analysis Component Matrix

Rotated Component Matrix			
	Component		
	1	**2**	**3**
Acceptability	**0,693**	0,284	0,224
Variety	**0,525**	0,369	0,015
Nutrient Load	**0,751**	-0,028	-0,075
Quantity	**0,656**	-0,127	0,012
Affordability	0,046	0,052	**0,967**
Payment System	0,006	**0,761**	0,274
Waiting Time Queue	0,128	**0,833**	-0,140
Service Quality	**0,680**	0,407	0,036

Extraction Method - Component Analysis

b. Converged rotation in 4 iterations.

Source: Author

Similar to what was performed by Joung et al (2014), an Importance-Performance analysis was adapted to the current study regarding the food quality, the price and the service quality of the ISEG canteen. The importance of the factors was adapted from the authors' work assuming the value of 2.74 for food quality, 1.84 for price and 1.61 for service quality. The performance was ascertained and evidenced in previous analysis. As seen in the figure below, food quality was found in Quadrant I, service quality was found in Quadrant III and price was found in Quadrant IV.

Figure 2 - Importance-Performance Analysis ISEG Canteen

Source: Author ● Food Quality ● Price ● Service Quality

4.5 Nutritional literacy and dietary options

To better understand ISEG students' current situation with the services provided, nutritional literacy questions were asked, with students given the following options: 1 – Never, 2 – Sometimes, 3 – About half of the time, 4 – Most of the time, and 5 – Always. The same questions were asked to non-ISEG students to analyse the differences.

Because they were questions about the same topic, a reliability test was performed. The internal consistency of the constructs under study is measured by reliability and a Cronbach's Alpha > 0.7 indicates that a construct table is reliable (Marôco, 2018). Cronbach's Alpha assumed a value of 0.745 for ISEG students and a value of 0.759 for Non-ISEG students, indicating that the results for both samples are considered acceptable.

Table 14 - Reliability Test Nutritional Literacy

Constructs	Cronbach's Alpha	N of Items
Nutritional Literacy - ISEG Students	0,745	4
Nutritional Literacy - Non-ISEG Students	0,759	4

Source: Author

According to the figure below, ISEG students stated that they try to have healthy habits the majority of the time, with a mean of 3.67, and that they try to educate themselves about the nutritional content of the food they eat about 50% of the time, with a mean of 3. These figures were nearly equivalent for ISEG and non-ISEG students. Independent t-tests were performed, and the previously examined differences were not considered significant.

However, the same independent t-test found significant differences in the means regarding the questions asking about their sense of nutritional values in university meals, as well as the question about resistance when healthy food options are not available.

When asked if they avoid eating because there aren't enough healthy options, ISEG students gave a mean of 2.67, which was higher than students outside of ISEG, who gave a mean of 2.29, and these differences were significant with a p-value of p = 0.005.

The p-value of p = 0.014 that the differences between the group means were significant for the question of whether they are aware of the nutritional values of the food they eat at university. The ISEG students presented a mean score of 1.63, indicating that

they are almost never aware of the nutritional values of the food they consume. Non-ISEG students had a mean of 2.04, which, while low, indicates that they occasionally have access to the nutritional content of what they eat at university.
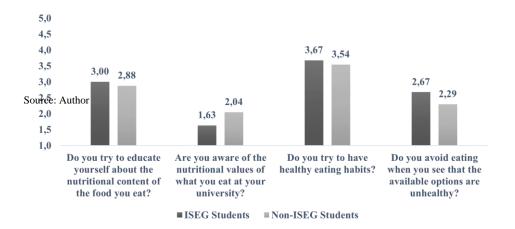
Figure 3 - Nutritional Literacy Mean Values

Source: Author

A similar analysis to that done for nutritional literacy was conducted regarding the available options with regard to different dietary restrictions, but this time only ISEG students were asked. The students were given four statements and asked to rate their level of agreement from 1 to 5, with 1 – Strongly Disagree and 5 – Strongly Agree.

A reliability analysis was also performed to understand the internal consistency of the constructs. As seen in the table below, Cronbach's Alpha presents a value of 0.783, considering the results acceptable.

Table 15 - Reliability Test Dietary Options

Constructs	Cronbach's Alpha	N of Items
Dietary Options	0,783	4

Source: Author

Overall, the mean of the four statements presented to ISEG students is 2.34, indicating that ISEG students somewhat disagree that the college provides the necessary options for different dietary restrictions.

4.6 Mealtime socialization

To find out if the meal is considered a time for socialization, a question was asked to understand how often the students eat alone or with others. This question was

posed to ISEG and non-ISEG students, and the responses ranged from 1 – Always by myself to 4 – Always with colleagues.

It is interesting to note that only 3.2% of ISEG students in the sample reported eating mostly alone as shown in the graph below. On the other hand, 12.4% of non-ISEG students reported to eat always or mostly by themselves. 96.8% of ISEG students engaged in a social behavior, eating meals mostly or always with their colleagues, and 87.6% of non-ISEG students reported that same behaviour.
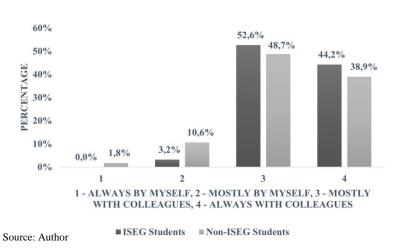
Figure 4 - ISEG vs Non-ISEG Students Mealtime Socialization

Source: Author

To learn more about whether the meal is considered a time for socializing, four statements were presented to the respondents where they could answer from 1 to 5, with 1 – Strongly Disagree and 5 – Strongly Agree.

A reliability analysis was carried out to assess the internal consistency of mealtime socialization constructs. Cronbach's Alpha for ISEG students was 0.727, and 0.742 for non-ISEG students, indicating that both results are acceptable.

Table 16 - Reliability Test Mealtime Socialization

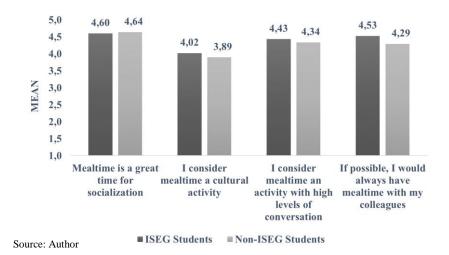| Constructs	Cronbach's Alpha	N of Items
Mealtime Socialization - ISEG Students	0,727	4
Mealtime Socialization - Non-ISEG Students	0,742	4

Source: Author

It's worth noting that both ISEG and non-ISEG students consider dining to be a social activity on average, with average responses to the four statements indicating that they somewhat agree or strongly agree.
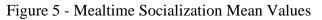
The only significant difference found in the mean values, with p-value of $p = 0.019$, appears in the statement indicating that, if possible, students would always eat with their peers. ISEG students had a mean of 4.53, while non-ISEG students had a mean of 4.29. The results presented above, which show that ISEG students exhibited more social behavior than non-ISEG students, predicted this difference.

Figure 5 - Mealtime Socialization Mean Values

Source: Author

4.7 Additional Service (Go-Natural)

In addition to the analysis of the different aspects of the service, questions were asked about a possible implementation beyond the canteen service that is already in place.

The concept proposed was to create a space that serves healthy products and caters to all dietary needs and eating styles. The concept is similar to the existing "Go Natural".

To understand the feasibility of such implementation, ISEG students were asked about whether they would consider having their meal at a service like the one described above. Students could choose from the following options: "No, out of question", "Yes, would consider" and "Depending on the price".

As can be seen in the figure below, no students selected the option that they would reject the implementation, 54.7% of students would consider having their meal at the new service, and 45.3% solely dependent on price.
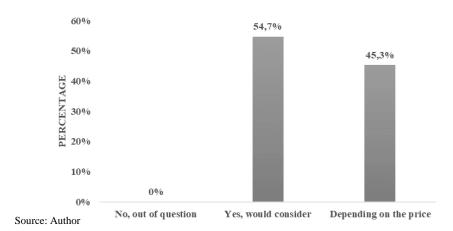
Figure 6 - Proposal Question

Source: Author

ISEG students were also asked about the price they would be willing to pay for the menu in the new service. Prices ranged from less than €3 per menu, between €3 and €5 per menu and between €5 and €8 per menu.

8.4% of the students would only take their meal in the new space if the price of the menu was less than 3€, 55.8% if the price was between 3€ and 5€, and 35.8% would consider taking their meal at a price between 5€ and 8€.
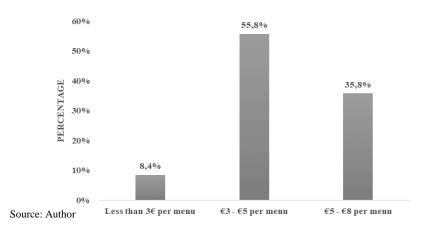
Figure 7 - New Service Price

Source: Author

In addition to this new service, the option of keeping the canteen open between lunch and dinner was explored as a way to create a space that links food, learning and socialising, an increasingly common space in more recent university designs as evidenced in the literature review.

The ISEG students were asked about the possibility of keeping the canteen open during those hours, and could express their choice between 1 - Definitely Not and 5 - Definitely Yes.

Only 11.6% of ISEG students responded negatively to this question, 18.9% reported being reticent about this change and 69.5% responded positively to the change in timetable.
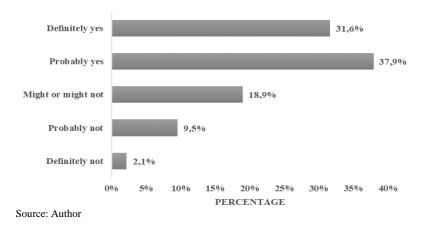
Figure 8 - Canteen Schedule Option

Source: Author

After exploring the students' reaction to this change, it was important to see if they would use the space with the purpose of relating food, socialising, and learning, if it were to be implemented. Students could express their choice between 1 - Definitely Not and 5 - Definitely Yes. Similar to the previous question, only 9.5% of the students responded negatively, 7.4% reported being in the middle of the spectrum, and 83.1% reported that they would use the new canteen hours.

Figure 9 - Students Usage of the New Schedule

Source: Author

5. CONCLUSIONS

In the context of the project, the chapter in question is essential. It is devoted to answer the research question and objective that was outlined in the project's early stages. In doing so, it is intended to establish meaningful connections between the reviewed literature and the data collected through survey.

In addition to the analysis's conclusions and their relationship to the literature review, an examination of a proposed service that would supplement the existing canteen will be presented.

5.1 Results Discussion

Through the data collected in the survey, it was possible to compare some of the results to what was already revealed in the literature review.

In terms of how frequently students eat lunch at the university canteen, 45.3% of ISEG students reported eating lunch at the canteen on a regular basis. These data is similar to what was already revealed by Corvo et al (2020) and Hilger et al (2017), as 51.8% of university students reported to eat lunch at the canteen. Furthermore, it is important to realize that in 40% of the cases studied, students bring their lunch from home to the university premises.

Regarding dinner, and while the data cannot be compared to the literature review, the results must be addressed. Only 4 of the 95 ISEG students inquired reported eating dinner at the university canteen, and the rest of the university foodservices do not account for many cases. 9.5% of the cases studied reported that they bring their meal from home.

Contrary to the review, there were no significant gender differences. The significant differences discovered when analyzing the frequency with which ISEG students have lunch and dinner at the college facilities were to be expected. In terms of academic degree, post-labor master's students use the facilities for dining more frequently, which would be expected due to their class schedules.

Another significant difference found happens when we compare the different occupations of the respondents, and in terms of lunch, students working full-time rarely

use the ISEG facilities for lunch. Regarding dinner, working students use the college facilities more, as they usually have classes directly after work.

In terms of satisfaction with current services, ISEG students are generally dissatisfied, rarely expressing a positive degree of satisfaction.

However, it was important to understand the level of satisfaction with the canteen service in particular. Through size reduction analysis, it was possible to reduce the 8 aspects of the service into 3 groups, representing about 63% of the sample. The first group focuses on more general aspects of service, with a strong focus on aspects around food quality, and represents 34% of the total ISEG student sample. The second group, reported focusing mainly on queue waiting times and how the current method of payment is organized, representing 16% of the sample. The third group, reported being concerned only with price, representing 13% of the sample.

Similar to what was done by Joung et al (2014), an Importance-Performance Analysis was developed to frame the main aspects of the canteen's service. Although it was not possible to determine the importance of each factor for ISEG students, it was possible to determine their perception of its performance. After using the method developed by the author, the food quality aspect is in quadrant I, highlighting that it deserves improvement by the faculty. The quality of service is in quadrant III, and reveals to be a low priority factor that also translates into low satisfaction. And finally, the price, which is in quadrant IV and revealed to be a factor of low importance that translates into a high level of satisfaction.

Considering nutritional literacy, ISEG students showed positive results when compared to non-ISEG students. They revealed to be students who try to educate themselves about the nutritional aspects of a meal and try to establish healthy eating habits. This goes according to research addressed in the literature review, since Hilger et al (2017) revealed that 90.9% of the university students attempts to eat healthily. However, ISEG students had more negative results than non-ISEG students when it comes to understanding the nutritional value of college meals.

In terms of dietary restrictions, and although the percentage of students who follow these types of diet has not been ascertained, ISEG students disagree that the faculty provides the necessary alternatives for the different dietary restrictions.

Regarding mealtime socialization, ISEG students revealed to be more social than non-students, with only 3.2% eating the meal alone on a regular basis. The remaining 96.8% reported eating their university meals with their classmates.

An extra service was also proposed in addition to what is already implemented in the canteen. When confronted with this question, no ISEG student answered negatively. More than half of the sample responded positively, reporting that students would frequent the service. The remaining students reported that they would only frequent the service depending on the price. In addition, and regarding this new service option, the ISEG students showed price sensitivity, with only about 36% responding the most expensive option regarding the new service, meaning that the price would have to remain relatively low.

In the same scope of this proposal, and since the nature of work is changing and that more and more co-working spaces are being created in the most modern designs of colleges (Bouncken & Reuschl, 2018), ISEG students were positive about the creation of a space that relates food, learning and socializing.

In summary and in response to the research question, the findings demonstrate significant potential for ISEG to enhance its canteen service. Among the identified aspects, price emerges as the only positive factor and can be effectively utilized by ISEG through the implementation of the Go-Natural additional service. Introducing Go-Natural has the potential to address students' demand for increased food variety and improved nutritional awareness. However, it is crucial to acknowledge the existing service provided by the *Universidade de Lisboa*. A possible minor enhancement could involve extending the canteen's operating hours and creating a conducive space where students can seamlessly connect food, socialization, and learning.

5.2 Practical Implications

ISEG students revealed that they regularly attend the canteen and it is important to realize that although they did not attend the service itself, it is of maximum importance to ensure that students have the necessary to prepare the meal they bring from home, and to ensure that there are enough of them to meet the needs of the faculty, since it already has more than 5400 students.

As it is possible to see from the results discussion, it is of utmost importance to improve the quality of the food served by the canteen, since it is one of the aspects of greatest dissatisfaction among students and deserves more attention from the faculty. The price proved to be the aspect with the most satisfaction from the students, however it would be necessary to increase the quality of service around so that the students feel like they are getting the right value for the price they are paying.

The proposal for an extra service presented to ISEG students was positive, as they are extremely sociable students who would benefit from a multi-purpose space and improved canteen facilities to explore the social and community-building side of the meal. The "Go-Natural" proposal would also address students' dissatisfaction with the nutritional values of college meals, given that data would be available, as well as the need for different options for different dietary restrictions. The only point to investigate from this potential implementation would be the price, as most students would not be willing to pay the current price charged by "Go Natural," with menu prices ranging from 5.45€ to 8.45€.

This renovated space in the canteen would not only include the "Go Natural" proposal presented, but also an improved service that is already provided to the University of Lisbon standards, and a place where ISEG students can prepare their homemade meals in perfect conditions. With a dynamic design, students would feel encouraged to socialize and develop an even more incredible community, before, during and even after consuming their meals.

5.3 Limitations and Future Research

The project faced several constraints that proved difficult to overcome. The size of the questionnaire designed to collect data for four students was one of the most significant challenges. The group created a questionnaire with the intention of gathering as much data as possible, but quickly realized that it was too long and time-consuming for the ISEG students. As a result, many questions from the original script had to be removed to make the questionnaire more manageable. One way to combat this limitation, could have been a more personal approach to ISEG students, with personal interviews, about the food services the college provides, in order to understand their real concerns.

Unfortunately, the removal of questions meant that some important topics were left out, being was unable to comprehend the ISEG students' perspectives on them. Therefore, this project was unable to assess the importance of the different aspects of the canteen service to ISEG students, which could have provided valuable insights into the students' overall satisfaction with the university. Similarly, it was unable to assess the prevalence of mental illnesses among ISEG students, which is an important issue that deserves to be addressed. Finally, it was difficult to comprehend the social support that ISEG students believe they receive from their university colleagues, despite the fact that social support is an important factor in determining student satisfaction and academic success.

Also, one of the major shortcomings of this project is the lack of a detailed and serious implementation proposal. Useful data and insights from the ISEG student population were gathered, there is still a significant gap in translating this information into actionable steps for improving the student experience.

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APPENDICES

Appendix A – Used questions from questionnaire

Q1 – Are you a ISEG Student?

○ Yes

○ No

Q2 – Where do you normally eat on university days for:

	ISEG Canteen	ISEG Master's Canteen (Quelhas Building)	ISEG Cafeteria	"Entreaulas" Bar	At home	Café/Restaurant outside campus	I bring my own meal	I do not eat
Breakfast	☐	☐	☐	☐	☐	☐	☐	☐
Lunch	☐	☐	☐	☐	☐	☐	☐	☐
Dinner	☐	☐	☐	☐	☐	☐	☐	☐

Q3 – How often do you eat at ISEG facilities for:

	Never	1-3 times a month	2-3 times a week	4-5 times a week
Breakfast	○	○	○	○
Lunch	○	○	○	○
Dinner	○	○	○	○

Q4 – How often do you eat at the following places when you are at ISEG?

	Never	1-3 times a month	2-3 times a week	4-5 times a week
ISEG Canteen	○	○	○	○
ISEG Masters Canteen (Quelhas)	○	○	○	○
ISEG Cafeteria	○	○	○	○
"Entreaulas" bar	○	○	○	○

Q5 – How satisfied are you with the available options at ISEG for:

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
Breakfast	○	○	○	○	○
Lunch	○	○	○	○	○
Dinner	○	○	○	○	○

Q6 – Nutritional literacy and barriers to healthy food

	Never	Sometimes	About half the time	Most of the time	Always
Do you try to educate yourself about the nutritional content of the food you eat?	○	○	○	○	○
Are you aware of the nutritional values of what you eat at ISEG?	○	○	○	○	○
Do you try to have healthy eating habits?	○	○	○	○	○
Do you avoid eating when you see that the available options are unhealthy?	○	○	○	○	○

Q7 – In your opinion, ISEG

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
has a lot of healthy food options	○	○	○	○	○
has sufficient vegetarian options	○	○	○	○	○
has sufficient vegan options	○	○	○	○	○
has sufficient options to the different diet restrictions	○	○	○	○	○

Q8 – How satisfied are you with the food options provided by the **Canteen**?

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
Acceptability (Quality and Taste)	○	○	○	○	○
Variety (Menu variety, healthy options to various dietary restrictions)	○	○	○	○	○
Nutrient Load	○	○	○	○	○
Quantity	○	○	○	○	○
Affordability (Price)	○	○	○	○	○
Payment System	○	○	○	○	○
Waiting Time Queue	○	○	○	○	○
Service Quality	○	○	○	○	○

Q9 – Do you normally eat at on-campus eating locations by yourself or with other students?

○ Always by myself

○ Mostly by myself

○ Mostly with other students

○ Always with other students

Q10 – Behavior during mealtime

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Mealtime is a great time for socialization.	○	○	○	○	○
I consider mealtime a cultural activity.	○	○	○	○	○
I consider mealtime an activity with high levels of conversation.	○	○	○	○	○
If possible, I would always have mealtime with my colleagues.	○	○	○	○	○

Q11 - If, besides the regular canteen service, there was also a kind of "Go Natural" would you consider eating there?

○ Yes, would consider
○ Depending on the price
○ No, out of question

Q12 – How much would you be willing to pay for this menu (soup, main course, beverage, and dessert)?

○ Less than 3€, per menu
○ €3 - €5, per menu
○ €5 - €8, per menu
○ More than €8, per menu

Q13 – Do you feel like the canteen space should be open in-between lunch and dinner, even without serving meals?

○ Definitely not
○ Probably not
○ Might or might not
○ Probably yes
○ Definitely yes

Q14 – Would you use this space, if it was open, as a place to conciliate learning, food and socialization?

○ Definitely not
○ Probably not
○ Might or might not
○ Probably yes
○ Definitely yes