



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

### NUTR\*3110 Food Security COURSE OUTLINE – WINTER 2023

#### 1. CALENDAR DESCRIPTION

The prevalence of food insecurity in Canada and selected industrialized and non-industrialized countries is examined. The course will review environmental, social, and other factors associated with food insecurity and take critical look at the effectiveness of programs and policies designed to improve food security.

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** 9.50 credits including NUTR\*2050

**Co-Requisites(s):** N/A

**Restriction(s):** Registration is limited to students registered in the BASC.AHN major

#### 2. COURSE DESCRIPTION

Welcome to Food Security! In this course we will examine the prevalence and seriousness of food insecurity in Canada and selected high and low-medium income countries. We will review environmental, social, and other factors associated with food insecurity and the implications food insecurity has on the health and wellbeing of individuals experiencing it. Importantly, this course will help you develop an enhanced awareness of the right to food and an appreciation that individuals and populations classified as “food insecure” are not personally responsible for their circumstances, rather that society has an obligation to its citizens around food availability, access, and utilization. This course embraces intellectual curiosity, critical thinking, and independence of thought. You will be encouraged to question why food insecurity exists, to question the effectiveness of current policies and programs, and as future nutrition professionals to suggest improved strategies for tackling food insecurity in Canada and around the world.

**Instructional Format:** This course will include two main forms of instruction 1) Lecture; and 2) In-class activities and discussion. Classes will be interactive and may include small group discussions, group work, videos, case studies and guest lectures. These in-class activities will supplement the lecture by providing you an opportunity to think about and apply course material.

#### 3. TIMETABLE

**Lecture:** Wednesdays 7-9:50 pm

**Location:** ALEX 218  
**Final Exam:** None 😊

#### **4. INSTRUCTIONAL SUPPORT**

**Course Instructor:** Kathryn Walton, PhD, RD (she/her)  
**Email:** [kw Walton@uoguelph.ca](mailto:kw Walton@uoguelph.ca)  
**Telephone:** 519-824-4120 ext. 52210  
**Office:** MACS 328

**Office Hours:** **By appointment. Please book a time!** I am happy to meet in-person or virtually at a time that works for both our schedules. I look forward to helping you get as much as possible out of this course. Please note I do my best to reply promptly to email messages Monday-Friday but expect up to 48 hours for me to respond.

**Teaching Assistant:** Tamara Petresin  
**Email:** [petresit@uoguelph.ca](mailto:petresit@uoguelph.ca)  
**Office Hours:** By appointment

#### **5. LEARNING RESOURCES**

**Required Resource(s):**

There is no textbook for this course. Links to required readings will be provided here in the course outline or on CourseLink.

**Recommended Resource(s):**

Links to recommended readings will be provided on CourseLink.

#### **6. LEARNING OUTCOMES**

At the completion of the course, successful students will be able to:

1. Critically reflect on food security and factors that undermine it in countries around the world.
2. Describe the prevalence of food insecurity among various populations.
3. Explain the nutritional consequences of food insecurity.
4. Design a budget-conscious meal plan that meets Canada's Food Guide recommendations
5. Examine the interaction of health, economic and agricultural policies in creating food insecurity.
6. Evaluate the effectiveness of various programs and interventions designed to improve food security.

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Required Pre-Class Readings and Activities	Notes & Due Dates
<b>1</b> <b>Jan 11<sup>th</sup></b>	Introduction to course  The Right to Food; Definitions and Measurement of Food Security & Insecurity	<a href="#">FAO, IFAD, UNICEF, WFP and WHO. (2022) In Brief to The State of Food Security and Nutrition in the World 2022. Repurposing food and agricultural policies to make healthy diets more affordable. Rome, FAO. https://doi.org/10.4060/cc0640en</a>  <a href="#">Clapp J, Moseley WG, Burlingame B &amp; Termine P. Viewpoint: The case for a six-dimensional food security framework. <i>Food Policy</i> 2022 (106). doi: 10.1016/j.foodpol.2021.102164</a>	
<b>2</b> <b>Jan 18<sup>th</sup></b>	Food Insecurity in Canada - Rates/prevalence - Policy implications	<a href="#">Agriculture and Agri-Food Canada. (2019) Food Policy for Canada: Everyone at the Table. Retrieved from https://agriculture.canada.ca/en/about-our-department/key-departmental-initiatives/food-policy/food-policy-canada</a>  <a href="#">Tarasuk V, Li T, Fafard St-Germain AA. (2022) Household food insecurity in Canada, 2021. Toronto: Research to identify policy options to reduce food insecurity (PROOF). Retrieved from https://proof.utoronto.ca/</a>	<b>Group 1 to submit questions to guide lecture</b>
<b>3</b> <b>Jan 25<sup>th</sup></b>	Examination of the Household Food Security Survey Module and implications for dietetic practice	<a href="#">Pineau C, Williams PL, Brady J, Waddington M &amp; Frank L. Exploring experiences of food insecurity, shame, stigma, and social exclusion among women in high-income countries: A narrative review. <i>Canadian Food Studies</i> 2021. doi.10.15353/cfs-rcea.v8i3.473</a>  <a href="#">Leme, A.C.B.; Hou, S.; Fisberg, R.M.; Fisberg, M.; Haines, J. Adherence to Food-Based Dietary Guidelines: A Systemic Review of High-Income and Low- and Middle-Income Countries. <i>Nutrients</i> 2021, 13, 1038. https://doi.org/10.3390/nu13031038</a>  <a href="#">Ontario Dietitians in Public Health. (2020). Position Statement and Recommendations on Responses to Food Insecurity – Executive Summary. Available from: odph.ca.</a>	<b>Group 2 to submit questions to guide lecture</b>  <b>Reflection #1 Due by 11:59 on Thurs. Jan 26th</b>
<b>4</b> <b>Feb 1<sup>st</sup></b>	Food Security in high income countries: A focus on infants and children	<a href="#">Frank L, Waddington M, Sim M, Rossiter M, Grant S &amp; Williams PL. The cost and affordability of growing and feeding a baby in Nova Scotia. <i>Can J Public Health</i> 2020 (4): 531-542. doi: 10.17269/s41997-020-00306-5</a>  Chapter 4 (pgs. 66-82) from <a href="#">O'Connell, R. and Brannen, J. 2021. Families and Food in Hard Times: European comparative research. London: UCL Press.https://doi.org/10.14324/111.9781787356559</a>	<b>Group 3 to submit questions to guide lecture</b>

Week	Topics	Required Pre-Class Readings and Activities	Notes & Due Dates
<b>5</b> <b>Feb 8<sup>th</sup></b>	Food Security Supports & Policy in the US	Pre-class readings/activities TBD—please stay tuned to CourseLink!	<b>Meeting CFG on a budget assignment</b> <b>Due by 11:59 on Thurs Feb 9th</b>
<b>6</b> <b>Feb 15<sup>th</sup></b>	Indigenous Food Sovereignty	Pre-class readings/activities TBD—please stay tuned to CourseLink!	
<b>7</b> <b>Feb 22<sup>th</sup></b>	NO CLASS- Reading Week 😊		
<b>8</b> <b>March 1<sup>st</sup></b>	Food Security among middle-low-income countries <ul style="list-style-type: none"> <li>- State of Food Security in the World</li> <li>- Hunger and undernutrition</li> <li>- Nutrition Paradox</li> </ul>	Chapter 2 (pgs. 25-33): <a href="#">von Grebmer KJ, Bernstein C, Delgado D, Smith M, Wiemers T, Schiffer, A, et al. (2021) Global Hunger Index: Hunger and Food Systems in Conflict Settings. Bonn: Welthungerhilfe; and Dublin: Concern Worldwide.</a>  <a href="#">Popkin BM, Corvalan C &amp; Grummer-Strawn LM. Series: Double Burden of Malnutrition 1. Dynamics of the double burden of malnutrition and the changing nutrition reality. The Lancet 2020 (396): 65-74. doi.10.1016/ S0140-6736(19)32497-3.</a>	<b>Group 4 to submit questions to guide lecture</b>  <b>Deadline to sign up for presentation group/topic (12 noon)</b>
<b>9</b> <b>March 8<sup>th</sup></b>	Food Security among middle-low-income countries <ul style="list-style-type: none"> <li>- Policy and programs to address food insecurity</li> </ul>	Summary of Findings: Durao S, Visser ME, Ramokolo V, Oliveira JM, Schmidt B-M, Balakrishna Y, Brand A, Kristjansson E, Schoonees A. Community-level interventions for improving access to food in low- and middle-income countries. Cochrane Database of Systematic Reviews 2020, Issue 8. Art. No.: CD011504. doi: <a href="#">10.1002/14651858.CD011504.pub3.</a>  Additional pre-class readings/activities TBD—please stay tuned to CourseLink!	<b>Group 5 to submit questions to guide lecture</b>
<b>10</b> <b>March 15<sup>th</sup></b>	Co-designing interventions to address food insecurity	Pre-class readings/activities TBD—please stay tuned to CourseLink!	<b>Group 6 to submit questions to guide lecture</b>  <b>Op Ed Assignment</b> <b>Due by 11:59 on Thursday March 16th</b>

Week	Topics	Required Pre-Class Readings and Activities	Notes & Due Dates
<b>11 March 22<sup>th</sup></b>	Sustainable Food Systems	Part 1 (pgs. 4-5) and Part 3 (pgs. 15-30) of: <a href="#">Carlsson L, Seed B, Yeudall F. (2020) The Role of Dietitians in Sustainable Food Systems and Sustainable Diets. Toronto: Dietitians of Canada. Retrieved from: <a href="http://www.dietitians.ca">www.dietitians.ca</a></a>  <a href="#">KC KB, Dias GM, Veeramani A, Swanton CJ, Fraser D, Steinke D, et al. (2018) When too much isn't enough: Does current food production meet global nutritional needs? PLoS ONE 13(10): e0205683. <a href="https://doi.org/10.1371/journal.pone.0205683">https://doi.org/10.1371/journal.pone.0205683</a></a>	<b>Group 7 to submit questions to guide lecture</b>
<b>12 March 29<sup>th</sup></b>	No Class—use to prepare for final presentations		<b>Reflection # 2 Due by 11:59 on Thurs March 30<sup>th</sup></b>
<b>13 April 5<sup>th</sup></b>	Class group presentations Course wrap-up		<b>Group Presentation slides due by noon today. Self and Peer Assessment due by 11:59 on Thurs April 6<sup>th</sup></b>  <b>Self-reflection on participation due by 11:59 on Thurs April 6<sup>th</sup></b>

**Note:** This is a tentative schedule; due to various unknown factors there may be changes. Changes will be announced during class and an announcement will be posted on CourseLink.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Critical Reflection # 1	1, 2, 3, 5	Jan 26 <sup>th</sup>	7.5%
Meeting CFG on a Budget	3 & 4	Feb 9 <sup>th</sup>	15%
Op-Ed	2, 3, 5, 6	March 16 <sup>th</sup>	25%
Critical Reflection #2	1, 2, 3, 5	March 30 <sup>th</sup>	7.5%
Critical Evaluation of a Food Security Topic- Group Presentation	5 & 6	April 5 <sup>th</sup> ; Peer and Self-Evaluations Due April 6 <sup>th</sup>	30%
Class participation	1-6	Ongoing; Optional Self Reflection Due April 6 <sup>th</sup>	15%
<b>Total:</b>			<b>100%</b>

**See Course Appendix B for Assignment Details and Rubrics**

## 9. COURSE STATEMENTS

### Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

### Your Role in this Course:

I will do my best to keep each class interesting and challenging, however I believe that “you get what you put in”. The success of this class and your understanding of course material is largely dependent on your active involvement in each class and assignment. Be sure to complete required readings and pre-class activities before each class. This will allow our class discussions to be much more interesting and conducted at a considerably higher level. Class attendance is critical to getting all that you can out of this course.

If you are having difficulties in understanding the material or the assignments, please be proactive in letting me know. It is very likely that your classmates share your questions. In addition to the formal evaluation conducted by the department, I encourage you to e-mail me at any point during the course with your feedback, thoughts, and ideas.

### Late Assignments:

All assignment deadlines will have a 48-hour grace period. This means that no marks will be docked if you submit before the extra 48 hours period expires. As you will notice, all assignments are due on a Thursday at 11:59pm. This means the 48-hour grace period ends Saturday at 11:59 PM. **Do not treat the grace period as the deadline, because it is not.** The due date is a hard deadline. The grace period is there to accommodate potential difficulties/life events that may come up. You do not need to email Dr. Walton requesting permission to submit during the grace period: just submit during the grace period. If you do, CourseLink will tell you the assignment is late but if the submission occurs within the 48-hour grace period, it will not be considered late.

If you need additional time beyond the grace period to complete an assignment, please email me and we will create a timeline for submitting your assignment. Please note: late assignments will be accepted up to 5 days following the 48 hour grace period and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late (1 week past the 48-hour grace period) without documented grounds will receive a grade of zero.

### Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

**Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## **10. UNIVERSITY STATEMENTS**

**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

**Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it.



Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

#### **Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### **Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

#### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

#### **Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

#### **COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

## Appendix A: Nutr\*3110 Foundational Knowledge Specifications and Performance Indicators

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

*Foundational Knowledge Specifications (FKS) that are met by this course:*

Foundational Knowledge Specification	Complexity Level (1, 2, 3)	How FKS is met in this curriculum
<b>3. Communication</b>		
c) Strategies for effective written communication	3	Four written assignments
d) Strategies for effective oral communication	3	Group oral presentation
e) Strategies for effective interpersonal communication	3	Work in groups for two assignments
<b>5. Food</b>		
e) Application of dietary requirements, guidelines, and guidance tools to food planning	3	Creating of a one-week meal plan meeting CFG recommendations on a limited budget
<b>7. Health System in Canada</b>		
b) Issues and trends	3	Issues and trends evaluated and critiqued in group presentation and in in-class activities
c) Political Influence	3	Political influence discussed and critiqued in group presentation and in in-class activities
<b>8. Human Nutrition across the Lifespan</b>		
e) Nutrition recommendations and guidelines	3	Creating of a one-week meal plan meeting CFG recommendations on a limited budget
<b>9. Interprofessional Collaboration</b>		
d) Team functioning	3	Group assignments
e) Collaborative leadership	3	Group assignments
<b>12. Nutrition Assessment</b>		
a) Food and nutrient intake of individuals and populations	3	Intake trends discussed in group presentation and other assignments
b) Environmental and individual factors affecting food intake	3	Population trends integrated into assignments
<b>15. Population Food Systems and Food Security</b>		

Foundational Knowledge Specification	Complexity Level (1, 2, 3)	How FKS is met in this curriculum
a) Food production, preparation, processing, distribution and waste management	2-3	Course assignments and in-class activities
b) Global and local food systems and factors affecting the supply of food	2-3	Course assignments and in-class activities
c) Sustainable food practices	3	Course assignments and in-class activities
d) Food markets and marketing of food	2-3	Course assignments and in-class activities
e) Factors affecting access to food	3	Course assignments and in-class activities
f) Food consumption patterns and trends	3	Course assignments and in-class activities
<b>16. Professional Practice in Dietetics</b>		
d) Reflective practice	3	Critical reflection assignments
g) Time and workload management	3	Managing course assignments and readings
l) Advocacy	3	Advocacy approaches applied in Op-Ed assignment
<b>18. Research and Evaluation</b>		
d) Evidence Informed practice	2	Existing evidence in the form of systematic reviews, guidelines, policy reports etc., incorporated into assignments.
<b>19. Social and Psychological Foundations</b>		
d) Social justice, diversity and equity in society	3	Course assignments and in-class activities
e) Cultural competence	3	Students are to illustrate their cultural competence by creating a meal plan that meets Canada's food guide while on a budget for a case scenario family.

***Performance Indicators (PI) that are met by this course:***

Performance Indicator	How PI is met in this curriculum
<b>1. Professional Practice</b>	
1.05a Demonstrate knowledge of principles of reflective practice.	Students are asked to reflect on course readings and connect to their experiences and learnings in other classes/outside of the classroom.
1.12a Demonstrate knowledge of and principles of advocacy.	Students are asked to write an op-ed advocating for an opinion on a food security resource or policy.
1.13d Summarize and communicate research information.	Students are asked to present on a topic related to food security which will require research and communication of findings.
<b>2. Communication and Collaboration</b>	
2.02b Demonstrate knowledge of the elements of effective written material.	Students are asked to write an op-ed clearly articulating an opinion related to a food security resource or policy.
2.02c Edit written material for style, spelling, and grammar.	
2.02d Write clearly and concisely, in a manner responsive to the needs of the reader(s).	
2.02e Write in an organized and logical fashion.	Students will submit four written assignments.
2.03a Demonstrate knowledge of elements of effective oral communication.	Students will deliver an oral presentation as part of a group.
2.03b Speak clearly and concisely, in a manner responsive to the needs of the listener(s).	
2.03c Demonstrate knowledge of the impact of tone of voice and body language on the communication process.	
2.03d Use appropriate tone of voice and body language.	

<b>Performance Indicator</b>	<b>How PI is met in this curriculum</b>
2.04d Communicate in a respectful manner.	Students will participate in class discussions, activities and case studies as well as an oral group presentation.
2.04f Demonstrate empathy.	Students will demonstrate empathy towards those experiencing food insecurity through in-class activities and assignments.
2.06g Contribute tot shared decision making	Students will be completing two assignments in groups.
2.06h Demonstrate knowledge of principles of teamwork and collaboration.	Students will be completing two assignments in groups.
<b>4. Population and Public Health</b>	
4.01b Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities, and populations.	In-class activities and course assignments.
4.01k Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.	In-class activities and course assignments.
4.01 Identify relevant group, community or population assets and resources	In-class activities and course assignments.
4.04b Contribute to evaluating the effectiveness of population health activities for a group, community, or population	In-class activities and course assignments.
<b>5. Management</b>	
5.01h Obtain and interpret financial information	Students are asked to create determine the budget a case study family has for food based on financial information in the Meeting CFF recommendations on a budget assignment.