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Foreign Dining Experience: A Feasibility Study of a Non-Chinese Food Venture at Hangzhou Dianzi University

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Foreign Dining Experience:
A Feasibility Study of a Non-Chinese Food Venture at
Hangzhou Dianzi University

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Abstract

The continued growth of the foreign student population at Hangzhou Dianzi University (HDU) results in a higher demand for non-Chinese food in the campus dining halls. Our goal is to help Logistics Service Corporation (LSC), the company that operates the dining halls at HDU, satisfy foreign students' desire for non-Chinese food while aiming to achieve profit. In our analysis, we found that both foreign and domestic students desire non-Chinese cuisines and a non-Chinese food venture at HDU might be profitable. We conclude our report with recommendations for offering foreign students ways to understand the menu, preparing a trial run of the non-Chinese food venture, and expanding or repurposing dining halls at HDU.

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Executive Summary

Hangzhou Dianzi University (HDU) experiences an increasing population of foreign students each year. As such, the demand for non-Chinese food, specifically the cuisines from the foreign students' home countries, increases as more foreign students arrive. HDU offers ten dining facilities on campus. However, the majority of HDU foreign students often choose to cook their own meals or go to local restaurants, which are more time-consuming and expensive options than using the dining halls. Logistics Service Corporation (LSC), the company that operates the dining halls at HDU, seeks to satisfy foreign students by offering non-Chinese cuisines while increasing their profits. Our team, in collaboration with LSC, determines the feasibility of a non-Chinese food venture and provides recommendations for implementing this venture.

We determine the feasibility of implementing a non-Chinese food venture by achieving five objectives:

- Identify LSC's limitations in providing non-Chinese food
- Examine LSC's previous attempts at implementing non-Chinese food
- Identify foreign students' desire for non-Chinese food
- Determine factors that prevent foreign students from utilizing HDU dining halls
- Understand domestic students' desire for non-Chinese food

We fulfill the five objectives by utilizing several research methods, which include surveys, interviews, and observations. We analyze the collected data for our project and develop the following findings:

Finding 1: Foreign students desire non-Chinese cuisines

We determine that foreign students desire non-Chinese cuisines in HDU's dining halls. The foreign students indicate that they will be more likely to utilize the dining halls if LSC offers more non-Chinese food options. We also conclude that the foreign students prefer using the Muslim dining hall and the 3rd dining hall due to the current food offerings at these locations.

Two factors that limit foreign students' usage of the dining halls, “Food is not preferable” and “Location is inconvenient”, pose solvable problems for LSC. Foreign students note that the “food is not preferable” because they want non-Chinese food options, which include Kazakhstani, Bangladeshi, West African, Cambodian, and Indian cuisines, and American fast food. Foreign students note that the “location is inconvenient” because it takes approximately 30 minutes for them to walk from their dormitories to HDU’s main campus. The graduate dining hall is convenient for foreign students on weekday evenings and weekends, while the 3rd dining hall is convenient on weekdays during class hours.

Finding 2: Domestic students desire non-Chinese cuisines

Adding non-Chinese dishes fulfills the domestic student’s desire for a wider variety of food choices at the dining halls. We conclude that Chinese students desire Indian and Kazakhstani cuisines and American fast food. Providing pizza for the American fast food aspect of the non-Chinese food venture requires a specific oven. This investment limits the feasibility of the offerings, so the non-Chinese food venture should focus on Kazakhstani and Indian cuisines.

Finding 3: A non-Chinese food venture at the 3rd dining hall might be profitable

We determine that LSC’s current monthly operating income from the 3rd dining hall is about 500,000 RMB. We do not include the funding HDU receives from the Government of China or the cost of repairs, maintenance, and capital improvements in our calculations. We conclude LSC could generate an additional monthly profit between 2,000 and 36,000 RMB from the 3rd dining hall by adding a non-Chinese food venture. However, we calculate the profit range under many assumptions due to the lack of accurate information.

We recommend that LSC offer foreign students ways to understand the menu, prepare a trial run of the food venture, expand offerings in the 3rd dining hall, and repurpose the graduate dining hall

Recommendation 1: Offer foreign students ways to understand the menu

We observe that foreign students do not always understand the available food items due to the language barrier. LSC could help these students by translating the existing menus to

English and creating ingredients lists webpage. We recommend that LSC utilize Quick Response (QR) codes that link to the translated menus and ingredients lists for each station in the dining halls. This allows each station to keep their existing menu boards.

Recommendation 2: Prepare a trial run of the non-Chinese food venture

We recommend that LSC utilize foreign students as a resource for teaching chefs how to cook non-Chinese cuisines. These students are accustomed to having food from their home countries and have developed a sense of the distinct taste that each cuisine possesses. We recommend that LSC conduct a focus group to allow foreign students who are familiar with the Indian and Kazakhstani cuisines to critique the taste of individual dishes that LSC tries to implement. We recommend that LSC conduct a trial run of dishes that are considered successful by the foreign students in the focus group. A semester-long trial run in the 3rd dining hall might predict the potential success of the dishes LSC implements.

Recommendation 3: Expand offerings in the 3rd dining hall

Foreign students indicate that the 3rd dining hall is their most utilized dining hall on campus aside from the Muslim dining hall. Domestic students also frequent the 3rd dining hall because of the low food prices. We recommend adding a non-Chinese food venture in this dining hall because it allows for more domestic students to purchase non-Chinese meals. This might increase the potential for the non-Chinese food venture to sell more food items. However, it is unlikely that HDU students who regularly utilize the 3rd dining hall will increase the number of meals that they purchase in response to the additional non-Chinese food items. Foreign students who do not normally utilize the 3rd dining hall might contribute to increased sales of food.

Recommendation 4: Repurpose the graduate dining hall to include non-Chinese food

We recommend that LSC repurpose the graduate dining hall due to the low usage and satisfaction levels. By implementing non-Chinese dishes into this dining hall, LSC can provide desirable food for foreign students in a non-crowded and convenient location. Repurposing the graduate dining hall will help reduce the losses that the dining hall creates by increasing the customer base to include students who typically do not utilize the dining halls at HDU.

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1 Introduction

The population of foreign students has increased significantly over the past few years, reaching 4.1 million students worldwide in 2013 (Zong & Batalova, 2016). These students leave their home countries in hopes of advancing their education for a rewarding future. However, these students face challenges as they enter new cultures. As such, universities that enroll foreign students should have a general moral imperative to help them adapt to campus life. Terrazas-Carrillo, Hong, and Pace (2014) state that culture shock, the disorientation a person may experience when moving to a new and confusing culture, often affects the foreign students' personal lives and academic performances. Some foreign students have a less-than-ideal college experience during the adjustment periods needed to assimilate into campus life.

Researchers determine methods to help foreign students overcome culture shock. Liao (2015) found that foods, especially those from their home countries, help ease the homesickness of foreign students while assisting in their adaptation to a new culture. Similarly, Klassen, Trybus, and Kumar (2005) found that dining halls in some universities play a key role in foreign students' campus life. A balanced diet keeps college students healthy and focused in classes. Dining halls at these universities provide easy access to hot meals that allow students to quickly get nourishment between classes and work, reducing the need to grocery shop and cook. However, some foreign students do not take advantage of the dining halls. Instead, they choose to cook foods from their home countries or opt to go out of their way to obtain familiar foods, in spite of cost factors (Alakaam, Castellanos, & Harrison, 2015). Aside from homesickness, factors that cause foreign students to avoid dining halls may include the location of the dining hall, quality of service, diversity of food, and cleanliness (El-Said & Fathy, 2015).

Despite Hangzhou Dianzi University (HDU) offering ten different dining facilities on campus, the majority of HDU foreign students often choose to cook their own food or go to local restaurants, which are more time-consuming and expensive options than using the dining halls. The Logistics Service Corporation (LSC), the company responsible for running HDU's dining halls, has monitored foreign students' dining halls usage since HDU began enrolling them. LSC believes that foreign students' choice to dine off-campus shows that HDU dining halls do not

satisfy foreign students' food preference. LSC actively searches for methods to accommodate foreign students through investigating the feasibility of a non-Chinese food venture at HDU.

LSC has previously made efforts to improve the dining hall experience for foreign students at HDU. They created a new dining hall, called the Muslim dining hall, to accommodate the growing population of Muslim students on campus and to provide a larger variety of non-Chinese food at HDU. LSC also added more pastries and desserts to the menus in the existing dining halls due to demand from the foreign students. However, according to the sponsor, the foreign students still prefer to dine off-campus and prepare their own meals. LSC wishes to investigate the dining needs of foreign students and increase profits in general.

In order to understand the problem and find methods to accommodate foreign students at HDU, we examine foreign student life at universities, both globally and in China, and foreign students' need for non-Chinese food in China. Our research includes how culture shock affects foreign students and some of the factors that influence their dining choices, such as the environment of the dining room, price, the variety of food, individual preferences, and religion. While we conduct online research to collect background information about foreign students and their relation to their countries' cuisines, we gather more specific information about foreign students at HDU by interacting with LSC, the administration of the School of International Education, and the foreign students at HDU. For example, we found that only about 300 of the 28,000 students at HDU are foreign students. According to our sponsor, providing food solely for the small population of foreign students is not profitable. Therefore, the domestic students' desire for non-Chinese food is a major component of the success and profitability of a non-Chinese food venture for LSC.

Our goal is to determine the feasibility of a profitable expansion of non-Chinese food offerings at HDU dining halls for LSC. If profitability cannot be achieved, we determine a solution that results in the smallest loss possible. We identify LSC's limitation in providing non-Chinese food, examine LSC's previous attempts at incorporating non-Chinese food, identify foreign students' desire for non-Chinese food, determine factors that prevent foreign students from utilizing HDU dining halls, and understand domestic students' desire for non-Chinese. We use surveys and interviews of the foreign student population, surveys of the domestic student population, and our observations at dining locations to expand upon the information that the

sponsor gives us. The data collection methods examine both the foreign students' food preferences and the domestic students' desires for non-Chinese cuisines. We propose a new non-Chinese food venture that accounts for both of the previous factors and determine its feasibility following the compilation of all data.

2 Background

We conduct initial background research in three areas to better understand our project. These areas are foreign student life at universities, food preferences of foreign students at HDU, and university dining halls. Researching the first topic helps us gain insight into foreign student life and some common issues they face. The second topic introduces some of the native cuisines of the home countries of the foreign students at HDU. The last topic offers a brief look at dining halls in China and introduces a variety of concepts that apply to our project. These concepts include factors influencing foreign student dining hall habits and methods that have been shown to increase usage. Connecting these topics allows for a strong understanding of the problem and provides a general direction for the project.

2.1 Foreign Student Life at Universities

Foreign students face challenges as they adapt to a new culture. In particular, one of the adapting strategies that foreign students use relates to food. Food plays an influential role in foreign students' cultures and experiences and they use it as a remedy for homesickness. We discuss foreign students' lives, issues, adapting methods, and assistance from universities in this section. We also examine foreign student life in China.

2.1.1 Common issues of foreign students in the United States

Foreign students living in a new culture and experiencing a new way of life will undoubtedly face challenges. Terrazas-Carrillo et al. (2014) state that foreign students' bonds to places shape their identities; therefore, they form attachments to their home countries. Students' attachments are disrupted when they relocate to a new environment, causing difficulty in the student's ability to adapt (Terraza-Carrillo et al., 2014). Ultimately, this induces homesickness (Terrazas-Carrillo et al., 2014).

In 2013, the population of foreign students in the United States doubled in a single year (Glass, Buus, & Braskamp, 2013). Glass et al. (2013) state that this increase has tested institutions' abilities to facilitate foreign students' academic and social integration into the

community. Foreign students report a lower sense of community than their United States peers (Glass et al., 2013). These students feel misunderstood within the communities of their respective institutions and universities due to the lack of support they receive. Therefore, foreign students rely on their professors and the university staff for assistance as opposed to their peers (Glass et al., 2013).

Foreign students commonly face social barriers. Terrazas-Carrillo et al. (2014) found that students who lack the ability to speak the local language become timid and find it difficult to communicate with their local peers. They typically lack motivation in this respect, and therefore limit their social interactions with people outside of their ethnic communities due to language barriers and shyness (Terrazas-Carrillo et al., 2014).

2.1.2 Adapting to living in a foreign country

Difficulties and adjustment methods associated with studying abroad vary among individuals. Foreign students' methods depend on their language and communication skills. Additionally, the methods depend on the lifestyle and cultural differences between foreign students' native countries and those that they relocate to. Baier (2005) found that most students who report challenging experiences in a new culture typically find a strategy for adjustment. Students in Baier's study suggested that meeting with other students who share the same culture to discuss problems that they experience helps them feel less isolated (Baier, 2005). These students state that they need a 'counselor figure' to keep themselves informed about the regulations of the host country (Baier, 2005). Additionally, they cope through places where people socialize like campus centers, which facilitate the development of their new social relationships (Baier, 2005).

Almost all foreign students interviewed by Terrazas-Carrillo et al. (2014) have one goal in common: they consciously try to make the most of their experiences in their host countries. Leaving familiarity requires self-discipline and perseverance. Foreign students appreciate the challenges of adaptation and see them as growing experiences. They develop a sense of accomplishment from their ability to adapt to the host culture (Terrazas-Carrillo et al., 2014).

2.1.3 Assistance for foreign students on campuses

Universities implement new methods to accommodate the increasing number of foreign students in the United States. Many universities offer extra orientations designed specifically to assist foreign students with the transition into their host countries (Bradshaw, 2013). However, other universities develop different strategies. For example, Oregon State University (OSU) provides a forum from which students can absorb information over time rather than the “information heavy” foreign student orientations that some schools host (McCarthy, 2014). OSU goes beyond this and offers a non-credit class, “American Survival”, dedicated to helping new foreign students adjust to living in the United States (McCarthy, 2014). The topics of this class range from specific United States customs to banking (McCarthy, 2014).

2.1.4 Foreign student life in China

Students travel to China from various countries to attend colleges and universities. These students bring with them their unique cultural experiences. As a result, students come to China with cultural norms and practices that they identify with. For example, a study conducted by Chiang (2014) showed that students’ connection with the host country, China in this case, depends on the alignment of the host country’s values and their personal values. Chiang (2014) found that foreign students witness Chinese cultural norms that they respect, such as the value that the Chinese place in their traditions and culture. However, foreign students also witness practices that turn them away from the Chinese culture. For example, foreigners tend to find widespread spitting and smoking in public either unpleasant or disgusting (Chiang, 2014).

Li’s study in 2015 offers insight into factors that contribute to foreign students’ attachment or detachment from their host culture. These factors include the student’s native language, their proficiency in Chinese, and open-mindedness (Li, 2015). Knowing Chinese does not necessarily equate to assimilating with the culture, but being able to communicate enhances one’s ability to engage in social and cultural situations (Li, 2015). On the other hand, one’s primary language plays a role in how they perceive other cultures, especially in the case of English speakers who perceive their language as superior to others (Li, 2015). It is important to keep an open mind while studying abroad, as having preconceived ideas of a culture tends to result in disappointment when the culture does not live up to one’s expectations (Li, 2015).

A study conducted by Sumra (2012) showed that food and living arrangements cause common problems for foreign students in China. However, these factors become less problematic as foreign students spend more time in China because common obstacles, such as the language and culture barrier, diminish as the students have the chance to adjust to life in China (Sumra, 2012).

2.2 Foreign Students at HDU and Their Food Preferences

In order to better understand foreign students at HDU and the possibility of Chinese students consuming foreign cuisines, we examine several of these cuisines. We focus on Kazakhstani, Indian, West African, and Bangladeshi cuisines due to the prevalence of students from these countries at HDU. We also examine Halal dietary restrictions since over one third of foreign students at HDU originate from countries that practice Islam.

Halal means ‘lawful’ or ‘permitted’ in Arabic, and the principle governs acceptable food items for Muslims. Basic Halal principles include avoiding the consumption of alcohol, pigs, carnivores, birds of prey, and species that range from undesirable pests to sacred animals according to Islamic Law (“What is Halal? A Guide for Non-Muslims”, 2016). Halal foods require more preparation and effort than other types of food because the preparer must have a supplier of Halal meats and other acceptable products, along with specific spaces dedicated solely to Halal items (“What is Halal? A Guide for Non-Muslims”, 2016). Although a Halal cuisine does not exist, the principles listed above remain consistent in any given Halal foods.

The majority of Kazakhstan’s population are Sunni Muslims, which means that they abide by Halal principles (“Kazakhstan”, n.d.). Kazakhstani cuisine consists primarily of horsemeat, mutton, bread, onions, spices, and vegetables (“Kazakhstan”, n.d.). The national dish, Beshbarmak, contains boiled mutton, meat broth, paper-thin dough, and onions as the core ingredients. (“Kazakhstan”, n.d.; Witte, 2015).

Indian cuisine uses many spices, including cardamom, chili peppers, cumin, and mustard seed, to enhance the flavor of the food (“Essential Ingredients for Indian Cooking Checklist”, n.d.). A primary staple of Indian cuisine, rice, is used as a main ingredient in the dish known as Biryani, a traditional Indian dish that contains rice, chicken or mutton, and various spices (Gupta, 1999).

West African food has been influenced by migrants and Arabian invaders and traders (“Food in Africa”, n.d.). The majority of the dishes include a “sacred cooking combination” of tomatoes, onions, and chili peppers, which are commonly fried in palm nut oil (Hillman, 2016). West African dishes mainly consist of meat but also include vegetables such as eggplants, cabbage, carrots, French beans, and okra (“African Diet”, n.d.). Some of the most popular and well-known dishes are Jollof rice and Fufu. Spooner (2014) describes Jollof rice, the most popular rice dish in West Africa, as a tomato-based rice dish which any meat can be added to. Fufu is a starchy side dish made by cooking cassava, yams, and plantains to accompany main dishes (Spooner, 2014)

Bangladeshi cuisine is similar to Indian cuisine, but has a larger variety of curry dishes. The staples are white rice, atta flour, and various pulses (crops harvested solely for the dry seed). The most important pulses are chana (Bengal gram), toor (pigeon pea or red gram), urad (black gram), and mung (green gram) (Hossain, 2008). For spices, Bangladeshis usually use garlic, ginger, coriander, cumin, turmeric, and chili pepper for the main dishes. The sweet dishes use cardamom and cinnamon. Fish is the main protein for this cuisine, especially Hilsa. A common Bangladeshi saying is that “Fish and rice make a Bengali (Machh-e-bhat-e-Bangali)” (Noll, 2016). Examples of Bangladeshi cuisine are Panta Illish (a traditional Bengali fish platter), Maach Bhuna (a spicy fish dish), chicken curry (Bangladeshi garam masala-based curry), and Fuchka (the most popular snack among the urban people of Bangladesh) (Noll, 2016).

2.3 University Dining Halls

Dining services are important for the overall quality of life for the members of a college community (Klassen et al., 2005). College dining services are also a large sector of the food service industry (Lam & Heung, 1998; Andaleeb & Caskey, 2007). In this section, we discuss the importance of dining services to foreign students, factors that influence dining choices, and methods for increasing facility uses, university dining halls in China, and dining halls at HDU.

2.3.1 Dining services and foreign students

Foreign students in the United Kingdom usually choose their colleges based on rankings (Burrell, 2013). The food services of a university influence many college ranking websites. To

earn a high ranking, a dining hall must possess certain attributes. For example, the attributes for *College Rank*, a college ranking website, are diversity of food, nutrition, sustainability, and overall value (Young, 2016). Another study shows that a college ranking alone does not determine a student's choice, as foreign students are more likely to prefer eating food from their home countries (Alakaam et al., 2015). Alakaam et al. (2015) found that foreign students' dietary habits in the United States depend on "the food environment, individual preferences, religion, time, and campus environment." Therefore, the university dining halls that improve on these criteria should attract and satisfy more foreign students.

2.3.2 Influential factors for dining choices

Knowing the factors that influence students' dining choices is important for dining services (Guang, Trotter, & Yu, 2015). In this section, we discuss some of the factors that influence dining choices.

The Malaysian government recently considered improving university food services because food is a major factor for students' well-being; meaning the lack of quality in food might lead to students' inability to learn properly (Zainol & Seladorai, 2016). Zainol and Seladorai (2016) conducted research in response to the Malaysian government's interest in university dining hall food. They focused on identifying foreign student's needs with regard to food and how food operators should adjust to the students' needs. They found that common problems include price, taste, nutrition, hygiene, freshness, and temperature (Zainol & Seladorai, 2016). A study conducted by El-Said and Fathy (2015) presents factors that influence students' dining choices. These factors are the quality of food and beverages, price, nutrition, and hygiene. Furthermore, students in Europe report that social influences, such as their friends and parents, and advertisements affect their food choices (Deliens, Clarys, De Bourdeaudhuij, & Deforche, 2014).

2.3.3 Methods for increasing dining hall usage

Campus dining services aim to continuously improve their facilities in order to meet the expectations of students and increase their customer base. Glenza (2016) states that students are satisfied with the quality and convenience of the food in the dining halls at the University of

Massachusetts Amherst (UMA). UMA provides hand-rolled sushi in the dining halls and a wings and pizza delivery service until 1 a.m. (Glenza, 2016). Because of these services, the university earned the title of “best campus food” in *The Princeton Review* (Glenza, 2016). However, in general, higher quality services come with higher prices.

Some universities choose to build new and improved dining services. Texas A&M University-Kingsville built a new dining hall that can accommodate over 440 people with two spare rooms for overflow during peak hours (Perez, 2011). Students and customers can watch the chefs at each station prepare fresh food (Perez, 2011). This dining service encourages interaction between customers and employees. Customers can ask questions about cooking and order food according to their preferences (Perez, 2011).

Stinson (2016) shows that there are many other techniques that a university can use to attract more students to utilize their dining halls. Universities can provide retail outlets for students who choose not to go to the main dining hall (Stinson, 2016). Food truck services offer a solution for students who live off-campus and do not want to eat at the dining halls (Stinson, 2016). Another technique involves opening the dining hall as a study area or TV station outside of normal operating hours and providing desserts and snacks to students (Stinson, 2016).

2.3.4 University dining halls in China

According to Zoninsein (2013), Chinese cafeterias are usually considered inexpensive and offer quality in food. The government of China consistently ensures that college dining halls offer suitable prices and avoid “food scandals, such as clenbuterol-laced pork, cardboard-filled baozi, milk mixed with melamine, and, most recently, rat meat that was passed off as lamb” (Zoninsein, 2013). Dining halls at Chinese universities lack variety in foreign cuisines. However, Chinese dining halls accommodate students with specific dietary requirements, such as offering Halal options for Muslim students (Zoninsein, 2013). Student IDs are commonly utilized to gain access to the dining halls in order to limit access solely to students (Zoninsein, 2013). In some cases, Chinese universities decorate their dining halls creatively. At Nanjing University of Aeronautics and Astronautics, one dining hall imitates the interior of an aircraft. It provides different features to help students relax, such as an “aircraft model display area, table-top games area and etc.” (Xinhau, 2016).

Similar to findings in the United States, researchers in China state that the food services on campuses influence overall college rankings and students' success and health (Lu, 2009). Lu (2009) noticed that students' satisfaction with college dining halls affects profits and "long-term development" of the universities. Factors that influence dining choices include dining environment, appearance of food, and service quality. Individual students' needs, such as available times to eat, price issues, and taste preference, also affect dining choices (Guang et al., 2015).

2.3.5 Dining halls at Hangzhou Dianzi University

LSC offers a total of six dining locations on the Xiasha campus of HDU.

- 第一餐厅 (1st dining hall)
- 第三餐厅 (3rd dining hall)
- 第五餐厅 (5th dining hall)
- 第六餐厅 (6th dining hall)
- 教工餐厅 (staff dining hall)
- 穆斯林餐厅 (Muslim dining hall).

We display the locations of the dining halls in the three orange areas of Figure 1.



Figure 1. Hangzhou Dianzi University Xiasha campus map with dining halls labeled

Our project focuses on three of the dining halls at HDU, the Muslim dining hall, 3rd dining hall, and graduate dining hall. LSC created the Muslim dining hall to accommodate the university's growing population of Muslim students. The Muslim dining hall serves Halal dishes for students who adhere to Islamic dietary laws. The 3rd dining hall, located near the campus's north gate, serves Chinese meal items as well as some non-Chinese food options. The graduate

dining hall, located near the foreign and graduate students' dormitories, does not appear on the map due to its distance from the main campus. The graduate dining hall solely offers Chinese meal items.

2.4 Summary

Foreign students face various cultural and social challenges. These challenges result in culture shock, which affects academic performance. The ability to combat culture shock helps foreign students succeed academically. Dining halls not only play a major role in maintaining students' nutrition, they also ease foreign students' homesickness by providing international meal offerings.

3 Methodology

The sponsor, the Logistics Service Corporation of Hangzhou Dianzi University (LSC), would like to satisfy foreign students' desire with regard to non-Chinese food and examine the feasibility of a profitable non-Chinese food enterprise at HDU. We define the following project objectives:

- Identify LSC's limitations in providing non-Chinese food
- Examine LSC's previous attempts at implementing non-Chinese food
- Identify foreign students' desire for non-Chinese food
- Determine factors that prevent foreign students from utilizing HDU dining halls
- Understand domestic students' desire for non-Chinese food

3.1 Identify LSC's Limitations in Providing Non-Chinese Food

Our team examines the difficulties LSC faces in providing non-Chinese food at HDU's dining halls. We interview our sponsor and ask about current limitations in providing non-Chinese food. Our team's inability to directly communicate with our sponsor due the language barrier serves as a limitation in the interviewing process. We use a translator who understands our project to ensure effective communication.

3.2 Examine LSC's Previous Attempts at Implementing Non-Chinese Food

We investigate LSC's previous attempts at expanding the dining halls' non-Chinese food offerings. We interview our sponsor to obtain a list of LSC's utilized methods. We observe the Muslim dining hall, a dining location that accommodates the university's increasing Muslim population, to gain insight into the current availability and popularity of non-Chinese offerings.

3.3 Identify Foreign Students' Desire for Non-Chinese Food

We focus on the following topics to identify foreign students' desire for non-Chinese food:

- Overall satisfaction with their current dining experience
- Interest in utilizing dining halls if LSC offers more non-Chinese food
- Preferred dining halls

We use an online survey platform popular at HDU, SoJump, and physical surveys to examine these topics (Appendix D). We send the online survey link to a foreign student group on WeChat, a popular social networking application. We distribute physical copies of the survey to a foreign student class at HDU, Intercultural Communication in English (ICE).

We conduct interviews (Appendix B) to gain insight into the foreign students' opinions on the availability and quality of non-Chinese food at HDU. A primary interviewer, a secondary interviewer, and a scribe conduct these interviews. We format the interview questions to be semi-structured with open-ended questions and follow up questions (Appendix C). However, the attendance of the students who volunteer for the interviews serves as a limitation. Low attendance for these interviews results in limited data collection.

3.4 Determine Factors that Prevent Foreign Students from Utilizing HDU Dining Halls

Our team examines the limiting factors for foreign students' usage of the dining halls. We collect data using a question on the survey of foreign students (Appendix D) that concerns the students' limiting factors for dining hall usage. The question provides students a list of possible responses, and they check off all that apply. Students with other factors that limit their dining hall usage provide answers using an open-ended "Other" response choice. We also expand our knowledge of limiting factors using interview questions with foreign students (Appendix C).

3.5 Understand Domestic Students' Desire for Non-Chinese Food

We develop a survey for domestic students at HDU to understand their desires for non-Chinese food in the campus dining halls. We use the cuisines requested by foreign students as food options in the survey of domestic students. Domestic students indicate their level of interest for each food option using a scale with five choices ranging from very unlikely to very likely.

The survey asks domestic students about their dining experiences and opinions on adding more non-Chinese dishes. The survey protocol is in Appendix E. We translate the survey from English to Chinese and make it accessible online using SoJump. We recruit participants for the survey using two methods. We leave Quick Response (QR) codes, which grant access to the online survey, in the 4th dining hall for a total of two weeks. We ask the Hangzhou project site language buddies and other HDU students to complete the survey and forward the link to their HDU peers. The possibility that the HDU students do not forward the survey serves as a limitation in our data collection. This reduces the population that our survey reaches.

4 Results and Analysis

We identify the difficulties LSC faces in providing non-Chinese cuisines, and use them to structure our investigation of foreign students' desire for non-Chinese food in the dining halls at HDU. We examine foreign students' dining needs and factors that prevent them from utilizing HDU dining halls. Additionally, we investigate the likelihood of foreign students increasing their usage of the dining halls if LSC offers more non-Chinese dishes. We use the data collected from the foreign students at HDU to determine the questions for examining the domestic students' desire for non-Chinese food. The data include foreign students' interest in specified non-Chinese cuisines and a prediction of how often they will eat these meals. Finally, we use all relevant information to conduct a cost analysis to assist in determining the profitability of a non-Chinese food venture at HDU.

4.1 Comparing the Satisfaction of Foreign Students and Domestic Students in Dining Halls at HDU

LSC has previously made numerous efforts to improve the dining hall experience for foreign students at HDU. They created a new dining hall, called the Muslim dining hall, to provide Halal food and accommodate the growing population of Muslim students at HDU. LSC also added more pastries and desserts to the menus in the existing dining halls due to demand from foreign students. However, the Muslim dining hall and the additional pastries and desserts have produced limited success. The Muslim dining hall only experiences moderate usage compared to other dining halls at HDU. We compare the current satisfaction levels of both foreign students and domestic students. Figure 2 shows that both foreign students and domestic students are more satisfied than dissatisfied with their on-campus dining experiences. However, almost half of the foreign students indicate neutral satisfaction with dining on-campus.

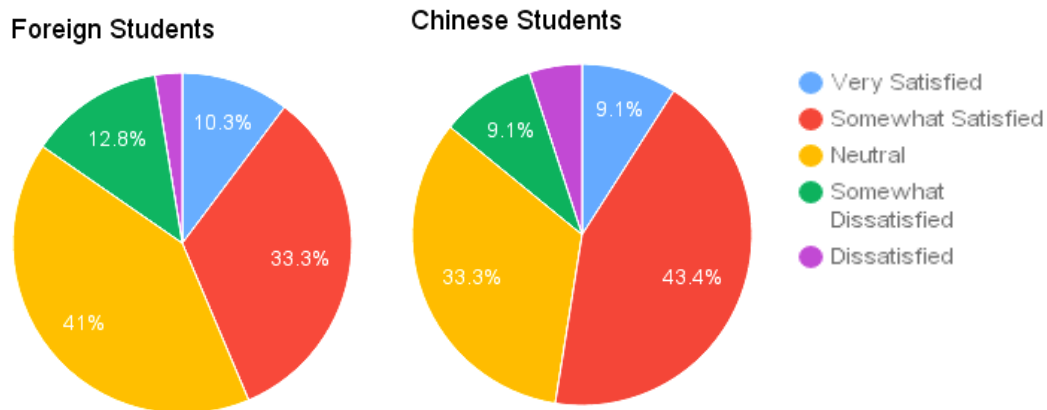


Figure 2. Students' overall satisfaction with dining on-campus

Almost half of the foreign students who indicate neutral in their dining experiences say that some improvements to the dining halls could increase their satisfaction. The domestic students who are neutral or dissatisfied also report that improvements could enhance their dining hall experience. All findings in this section show that some foreign and domestic students desire improvements in the dining options.

4.2 Foreign Students' Desire for Non-Chinese Cuisines

Our main focus is to help our sponsor satisfy foreign students at HDU. This section evaluates the foreign students' satisfaction level with the food offerings at HDU, interest in utilizing dining halls if LSC offers non-Chinese food, and preferred dining halls.

4.2.1 Foreign students' interest in utilizing the dining halls if LSC offers more non-Chinese food

We determine the foreign students' interest in eating non-Chinese food in the dining halls by giving each response to question three on the survey of foreign student a numerical weight: 5 - very likely, 4 - somewhat likely, 3 - neutral, 2 - somewhat unlikely, and 1 - very unlikely and analyzing the distribution. Figure 3 shows the distribution of the likelihood of foreign students' usage of the dining halls.

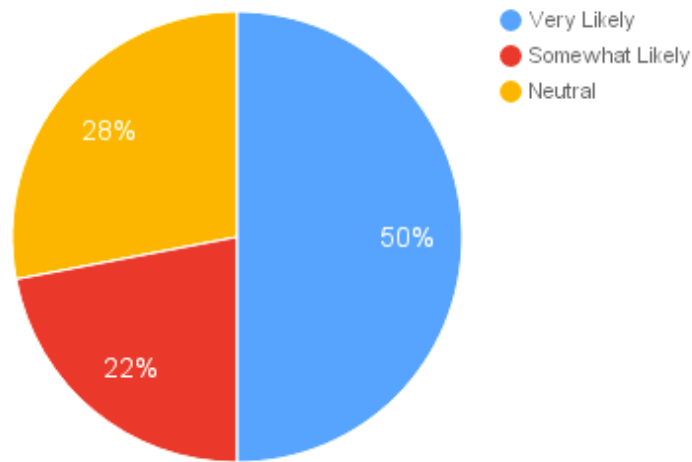


Figure 3. Foreign students' likelihood of using the dining halls if LSC offers more non-Chinese food

The mean value of 4.16 indicates that an increase in usage of the dining halls by the foreign students is likely. However, foreign students might have misinterpreted this question as their likelihood to continue using the dining halls, instead of as the likelihood of increasing their number of usages. This might lead to a misleading positive result for LSC because the data could show a higher likelihood that students would utilize the dining halls more often. Otherwise, the data suggests that LSC might achieve its goal of increasing the foreign students' satisfaction through adding non-Chinese food.

4.2.2 Foreign students' preferred dining halls

According to the survey data (Appendix H), 51% of foreign students prefer to utilize the Muslim dining hall. The majority of these students dine at this location because they follow Islamic dietary laws. Other students who did not note a dietary restriction frequent this dining hall because they prefer the taste of Halal food compared to offerings at other campus dining halls. According to the administration of the School of International Education, one third of the foreign student population at HDU consists of Kazakhstanis. Similarly, our sponsor states that the majority of the foreign student population comes from countries that primarily practice Islam. This suggests that Halal food is an important requirement for many foreign students at the university.

After the Muslim dining hall, the 3rd dining hall is the second most popular dining location among foreign students. Students report that they prefer the 3rd dining hall because it offers non-Chinese food options.

4.3 Factors that Influence Foreign Students' Dining Choices and Their Preferred Food Choices

The surveys and interviews conducted for objective 3 (identify foreign student's desire for non-Chinese food) also contain information for the completion of objective 4 (determine factors that prevent foreign students from utilizing HDU dining halls). This section discusses foreign students' limiting factors in dining location, their preferred cuisines, and their additional thoughts regarding the dining services.

4.3.1 Factors that prevent foreign students from utilizing the dining halls

In the survey of foreign students, the respondents receive a list of possible reasons as to why they choose not to utilize the dining halls. Figure 4 shows that of the 45 respondents, all but four provide at least one response. The four students that do not provide a response to this question may not experience any limiting factors. However, we do not analyze these students' lack of responses.

The four most popular responses are 'Dining halls are too crowded', 'I love cooking', 'Food is not preferable', and 'Location is inconvenient' respectively. We consider the factors of the food's aroma and respondents' friends not wanting to go to the dining halls, despite their less frequent occurrence.

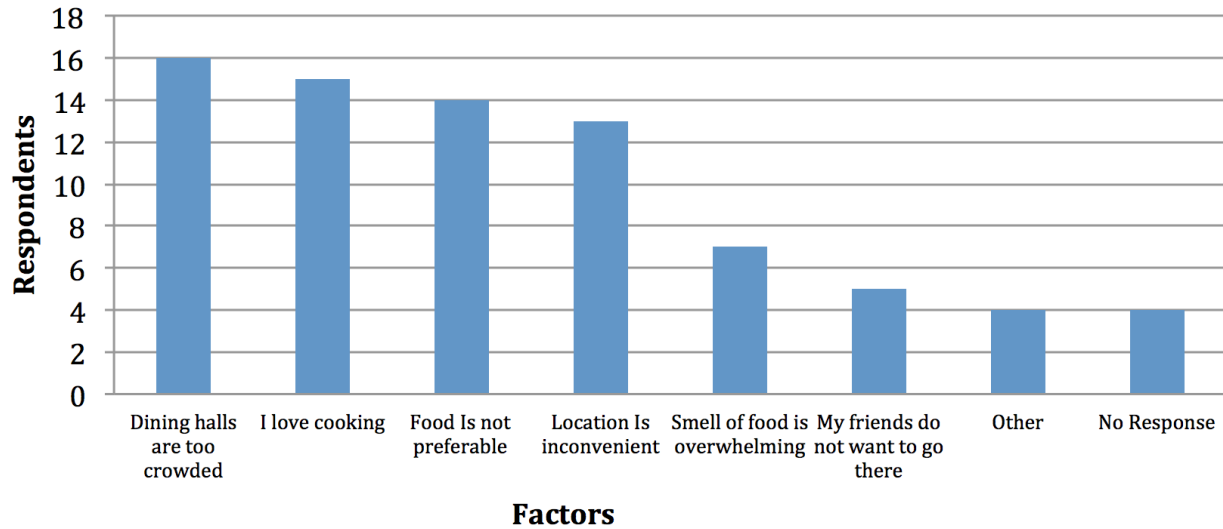


Figure 4. Factors limiting foreign students' dining hall usage in descending order

The respondents' friends not wanting to eat in the dining halls and the smells of the food being overwhelming are both factors that are beyond the project's scope. Observers who are not accustomed to Chinese food often note that the smells are strong and, in some cases, make eating difficult. The dining halls that serve Chinese dishes likely cannot eliminate the scents of the food entirely. Changing the scents of the dining halls may hinder the dining experiences of the students who enjoy the existing aromas. Respondents' friends not wanting to go to the dining halls is a problem that may stem from varying causes. As such, the factor is not easily analyzable.

Figure 5 shows the correlations of the four most common factors that limit foreign students' usage of the dining halls. Of the 38 respondents, 24 select a single factor while 14 list two or more factors for not utilizing the dining halls.

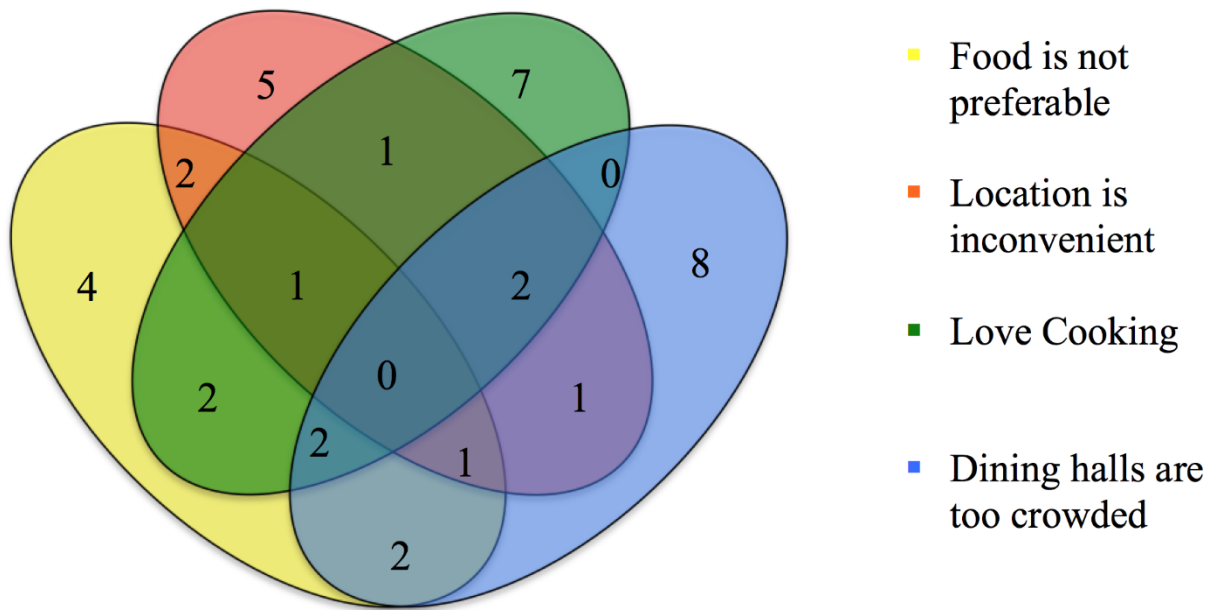


Figure 5. The correlation between the four major limiting factors from the foreign students' survey

Figure 5 shows that nearly two thirds of the respondents experience only one of the major factors, as opposed to multiple factors. Each major factor poses different problems for LSC. In the cases where respondents love to cook, LSC cannot improve the dining hall experience for the students who do not utilize the dining hall because of their enjoyment of cooking. Therefore, LSC cannot gain customers from this portion of the foreign student population. According to the data collected, those who enjoy cooking also experience another major factor approximately half of the time. Cooking might be a preference that is not solely done out of enjoyment, but also due to other existing problems that make dining less than ideal. If LSC eliminates the other problems, then these foreign students might visit the dining halls more often than they currently indicate in the survey.

Foreign students at HDU indicate that the other most common factor preventing dining hall usage is crowding. The 3rd dining hall, centrally located on HDU's campus, offers a larger variety of non-Chinese dishes compared to other dining halls on campus. However, it is usually crowded during meal times. Based on our observations, the Muslim dining hall is never crowded and usually quiet.

Walking from the international student dormitories to HDU's library, located at the center of campus, takes 31 minutes as shown in Figure 6. In our survey, foreign students indicate that it is inconvenient to travel from their dormitories to the dining halls. Although the graduate dining hall is located near these dormitories, students say that they rarely utilize the dining hall. Students also indicate that the food is unsatisfactory.

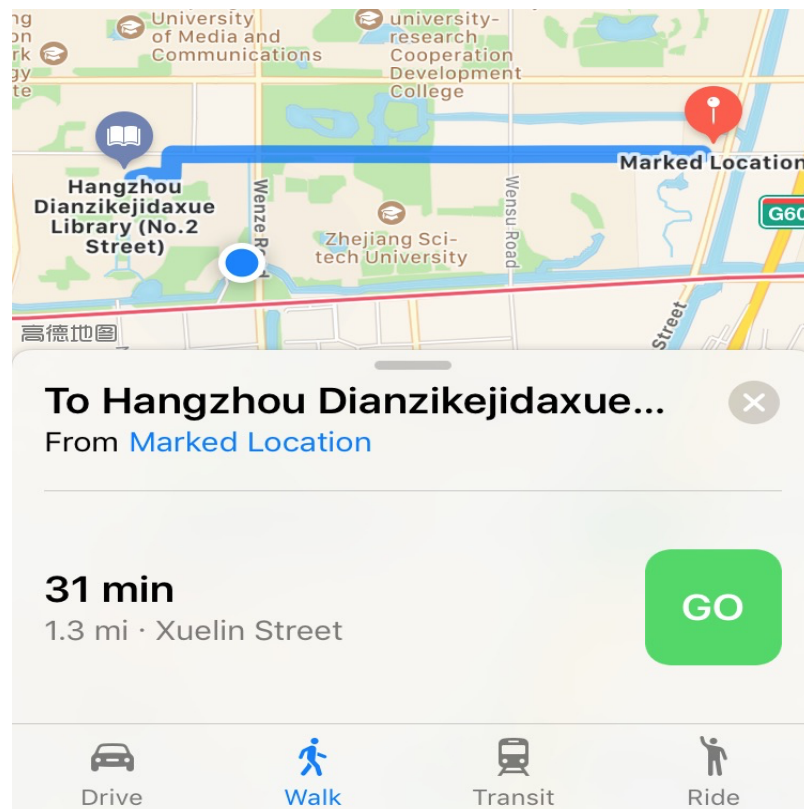


Figure 6. The walking distance and time between the international dormitory and HDU's library from Apple Maps

Students who respond with the limiting factor "Food is not preferable" seek more variety in the non-Chinese food offerings of the dining facilities on campus. However, the current dining halls primarily offer Chinese dishes, which creates an issue for students with differing food preferences. The exceptions are the Muslim dining hall, which offers non-Chinese Halal food options, and the 3rd dining hall, which offers some non-Chinese food options.

4.3.2 Foreign students' preferred food choices in the dining halls

We analyze the types of cuisines that foreign students would like to see added to the dining halls. We determine the students' countries of origin and gain insight into the general tastes and cooking styles that they are accustomed to eating. Figure 7 illustrates the population distribution of the foreign students who completed the survey.

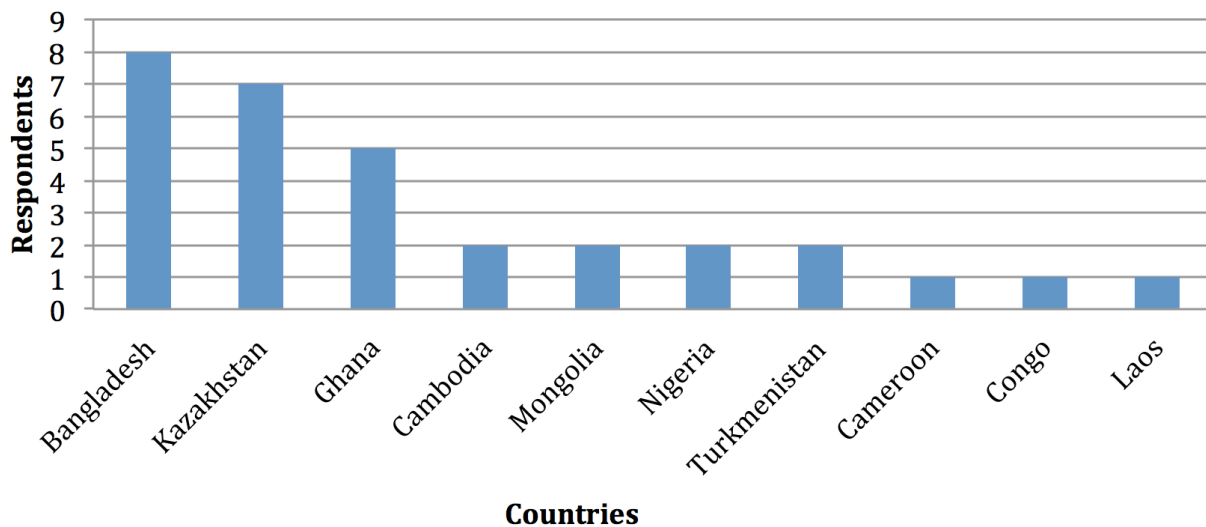


Figure 7. The countries of origin of foreign students in descending order

According to the surveys and interviews, the cuisines that foreign students at HDU desire are Kazakhstani, Bangladeshi, West African, Cambodian, and Indian. Students also indicate a desire for fast food items, such as pizza. The foreign students' most desired cuisines are Kazakhstani, Bangladeshi, and West African. This result aligns with findings from the survey regarding the highest frequency in countries that the foreign students come from. Their food preferences determine the cuisines presented in the domestic student survey.

4.3.3 Additional thoughts and suggestions from foreign students

In an open-ended question at the end of the survey, we ask foreign students for their personal thoughts for improving the dining halls and additional information they want to share, but the survey questions do not include. A major limitation in examining the responses to this question is that more than half of the survey respondents either do not answer these questions, or do so with the word 'No'. Of the approximately 20 foreign students that provided responses,

eight request the inclusion of more foreign restaurants or foreign dishes. This supports the claim that they desire more non-Chinese cuisines. Another request by the foreign students is for the dining halls to provide more fresh and healthy food, especially vegetables, due to the fact that they see the current offerings as oily and unhealthy. Influential factors in their decision to not eat in the dining halls are the lack of familiarity with the menu items and the uncertainty about the ingredients. However, only three of the surveyed respondents request an English or picture menu for foreign students.

4.4 Domestic Students' Interest in Non-Chinese Cuisines

According to the information gathered from the survey of domestic students (Appendix I), half of the domestic students at HDU would like to have a larger selection of food at HDU's dining halls. Therefore, adding non-Chinese dishes meets the desire of those domestic students. Furthermore, analysis of the survey indicates that HDU domestic students want Kazakhstani cuisine, Indian cuisine, and American fast food.

4.4.1 HDU domestic students' level of interest in non-Chinese cuisines

Figure 8 shows that 81% of domestic students are interested in non-Chinese dishes being provided in the dining halls. Only 5% of students are uninterested in having more non-Chinese dishes in their campus dining halls. Several respondents indicate that they simply want more variety in dining hall offerings.

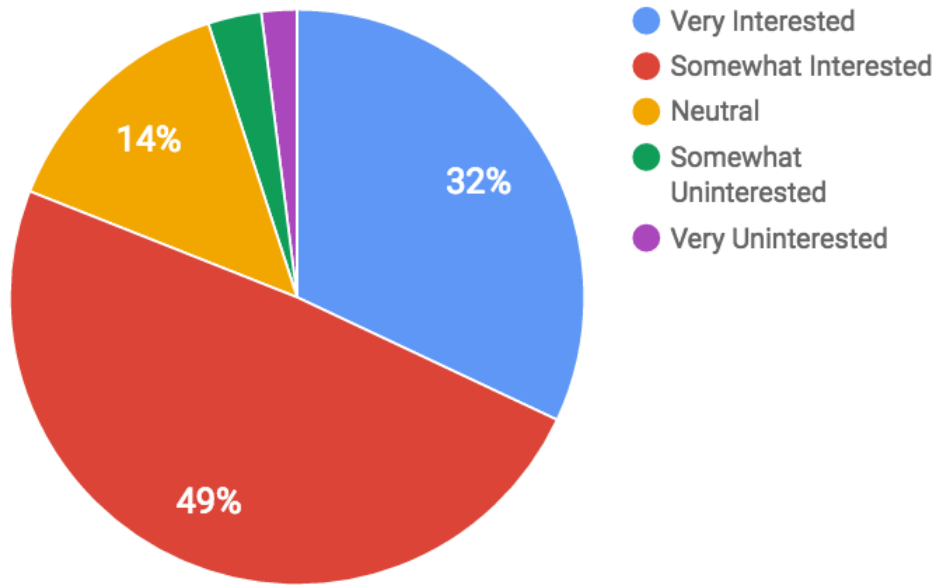


Figure 8. HDU domestic students' interest in eating non-Chinese food in the dining halls

4.4.2 Specific types of cuisines

We collect data to establish the limitations of LSC in providing non-Chinese food in HDU's dining halls. The sponsor indicates that they can only offer three non-Chinese cuisines. Most foreign students request Kazakhstani cuisine, West African cuisine, Cambodian cuisine, Indian cuisine, Bangladeshi cuisine, and American fast food. The domestic students chose the cuisines they would like to have in the dining halls from this list. We find that Indian and Kazakhstani cuisines are the most popular non-Chinese food choices among domestic students. About 70% of the sample is interested in having some Kazakhstani and Indian dishes. However, more respondents select 'very unlikely' for Indian cuisine than Kazakhstani cuisine.

In addition to the top two choices, American fast food has potential for success in HDU dining halls. Figure 9 shows that about 60% of students claim that they would likely eat American fast food if LSC offers it in the dining halls.



Figure 9. How likely HDU domestic students are to have different non-Chinese cuisines

4.4.3 Limitations in providing non-Chinese cuisines

After identifying the cuisines that foreign students have interest in, we determine the limitations in providing any of the cuisines specified. The cooking equipment available to LSC is the most important limiting factor for incorporating any new cuisine. In the case of American fast food, LSC can use existing grills for hamburgers. However, providing pizza poses a problem for LSC because making pizza requires a specialized oven. LSC will need an expensive oven capable of baking multiple pizzas to satisfy large customer populations. As such, it is not reasonable for LSC to buy a pizza oven for a food venture with an uncertain level of success. We narrow down the food that LSC might offer to Kazakhstani and Indian cuisines in order to focus on the quality of these dishes.

4.5 Possible Profit in Providing Non-Chinese Food

We analyze data collected from our sponsor, the survey of foreign students, and the survey of domestic students. The findings in this section help us understand the dining hall usage trends of HDU students and determine the profitability of a non-Chinese food venture.

4.5.1 LSC's income and number of student usages of the 3rd dining hall

We examine information collected from our sponsor about the income and cost of the 3rd dining hall. In November 2016, the total income of this dining hall was 1,512,242.5 RMB and the total number of transactions by HDU community members was 270,548. The arithmetic mean of the daily income in this specific month is about 50,408 RMB, which is similar to the average incomes of the 53 previous days. A limitation is that the total number of transactions includes purchases that can range from a drink to multiple meals. LSC spends about one million RMB per month on overhead costs including ingredients, chefs, and utilities associated with providing food. Therefore, LSC receives approximately 500,000 RMB per month from the 3rd dining hall as operating income. However, the operating income in our calculations does not include the cost of repairs, maintenance, and capital improvements. We also do not account for the funding HDU receives from the Government of China, due to the lack of information regarding the allocation of funds.

In Figure 10, we graph the daily incomes in November 2016. November 2016 began on a Tuesday. The graph shows steady weekly income trends. The income begins to dramatically decrease on Fridays, and experiences weekly lows on Saturdays and Sundays. The exception to this trend appears at the end of the week of November 4th. The weekend trend appeared earlier because there were not any classes on Friday, due to sports day.

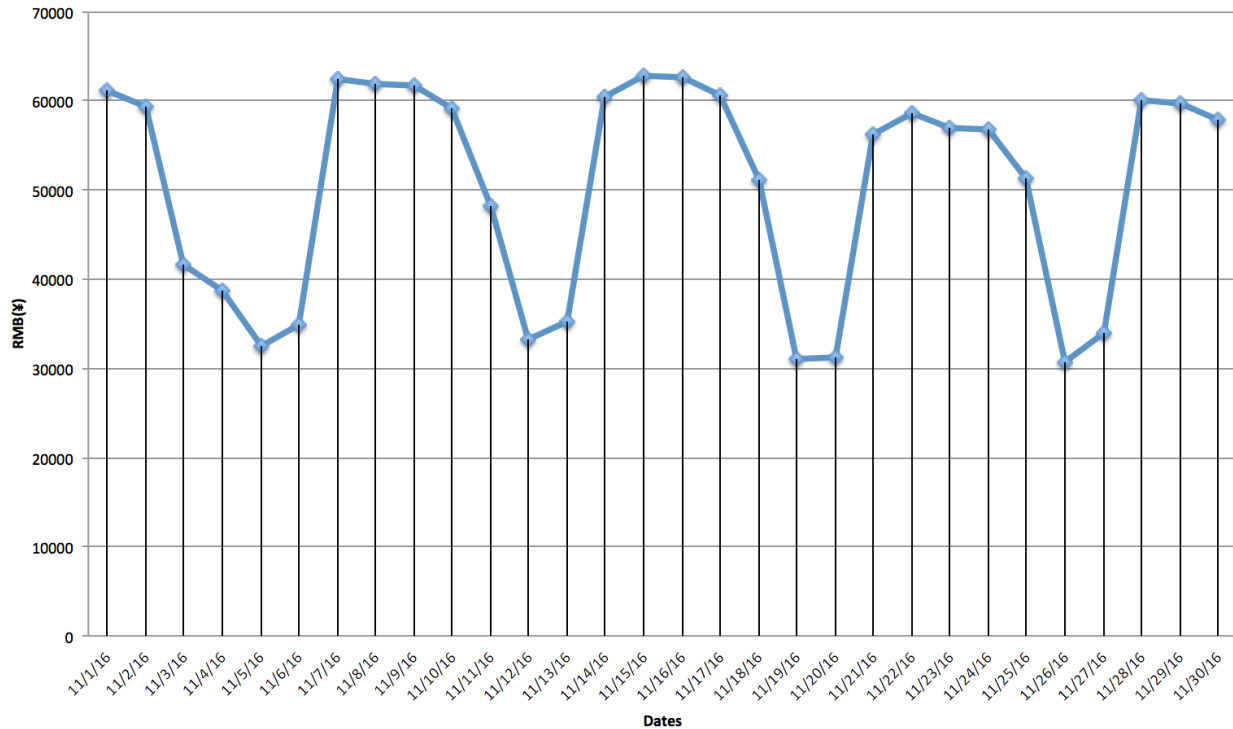


Figure 10. The behavior of total incomes at the 3rd dining hall on each day in November 2016

We plot the daily usage of the 3rd dining hall in November 2016 in Figure 11. The operational hours at this dining hall are 7:00 - 8:00 a.m. (breakfast), 11:30 a.m. - 1:30 p.m. (lunch), and 4:30 - 6:30 p.m. (dinner). The number of transactions during dinner hours in November 2016 is usually the largest among the meals except on Saturday and Sunday. The usage of the dining hall during dinner hours on Sundays is the lowest among the other days in the week. Breakfast has the lowest number of transactions during the rest of the week.

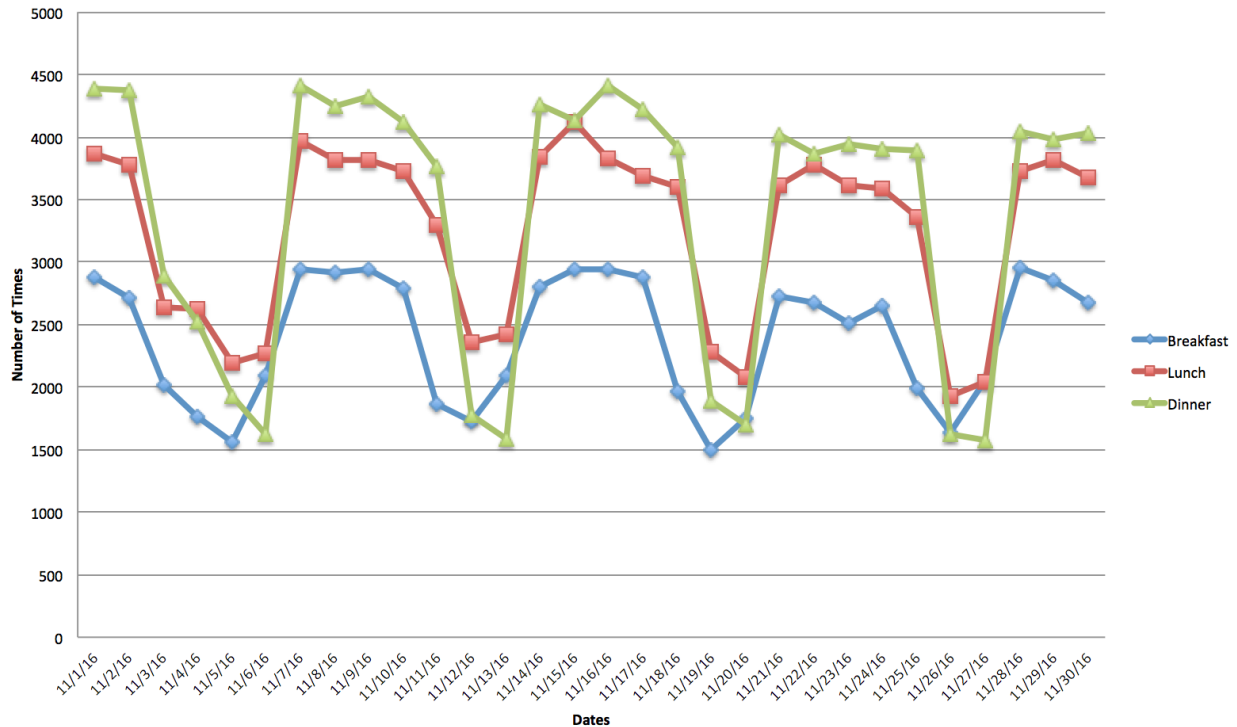


Figure 11. The number of daily transactions in November 2016, separated by mealtimes

4.5.2 Possible profit range of a non-Chinese food venture

The survey of domestic students shows how many times per week the respondents would eat non-Chinese food if offered in the dining halls. The survey of foreign students indicates how many times per week foreign students dine at the campus dining halls. Both surveys ask respondents for a price range they are willing to pay for the non-Chinese food. We determine how much profit LSC will make on individual domestic and foreign students per month with the newly added non-Chinese food at the dining halls. We use the survey results, along with results from section 4.4.1 and mathematical calculations described in Appendix F to determine the profit. The predicted monthly profits are 12 RMB per domestic student and 88 RMB per foreign student utilizing the dining hall every day in the month. However, we calculate these numbers while using many assumptions and approximate values. If we use more accurate data, then the procedures in Appendix F can be more precise.

We observe the number of daily transactions in the 3rd dining hall specifically for low-priced items, such as small drinks and desserts. During our observation on a Friday from 11:50

a.m. to 12:05 p.m., five to ten percent of the total number of transactions were low-priced items. Then, we assume that the students that purchase low-priced items also perform an additional transaction for their main food item in the dining hall during a mealtime. We use the remaining number of transactions per day, averaged over three meals to approximate the maximum and minimum number of students utilizing the 3rd dining hall during a mealtime. The maximum number is 3,300 and the minimum number is 2,300. However, we lack information about how many foreign students will be utilizing the 3rd dining hall. We use the calculations in Appendix F to examine the monthly income of the dining hall with respect to different levels of foreign student usage. We assume that LSC’s new overhead costs require an additional 30,000 RMB to pay chefs and employees associated with providing non-Chinese food. We describe the results of the monthly income from the non-Chinese food venture with two linear lines in Figure 12. The red line represents the monthly income when 3,300 students utilize the 3rd dining hall with the number of foreign students ranging from 50 to 300. The blue line represents the same data as the red line, except it is when 2,300 students utilize the dining hall.

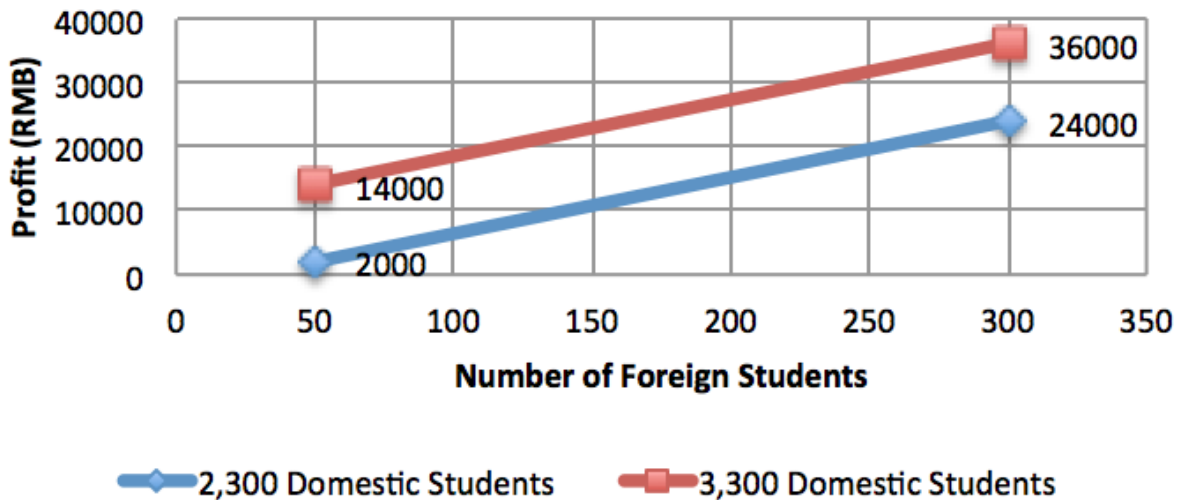


Figure 12. The monthly additional profit of the 3rd dining hall from added non-Chinese food

Figure 12 shows that the minimum of the additional monthly profit is 2,000 RMB, when 2,300 domestic students and 50 foreign students utilize the dining hall every day of the month. The figure, moreover, indicates that the maximum additional monthly profit is 36,000 RMB, when 3,300 domestic students and 300 foreign students utilize the dining hall. If we use the

operating income as the current profit of the 3rd dining hall, the additional profit from this new non-Chinese food venture is between 0.40% and 7.20% of the current profit.

5 Conclusions and Recommendations

We discuss the conclusions and recommendations for LSC in this chapter based on the results of our research.

5.1 Conclusions

In this section we conclude that foreign students desire non-Chinese cuisines, domestic students desire non-Chinese cuisines, and a non-Chinese food venture at the 3rd dining hall might be profitable.

5.1.1 Foreign students desire non-Chinese cuisines

Foreign students desire non-Chinese food in HDU's dining halls. Some enhancements to the dining halls might increase foreign students' satisfaction. The foreign students are more likely to utilize the dining halls if LSC includes more non-Chinese food options in the dining halls.

Foreign students' choose the Muslim dining hall as their preferred dining hall based on current food offerings. The majority of the foreign students utilize this dining hall because it offers Halal food.

Two factors that limit foreign students' usage of the dining halls, "Food is not preferable" and "Location is inconvenient", pose solvable problems for LSC. The "food is not preferable" to foreign students because they want non-Chinese food options, which include Kazakhstani, Bangladeshi, West African, Cambodian, and Indian cuisines, and American fast food. Foreign students note that the "location is inconvenient" because it takes approximately 30 minutes for them to walk from their dormitories to HDU's main campus. The graduate dining hall is convenient on weekday evenings and weekends, while the 3rd dining hall is convenient on weekdays during class hours.

5.1.2 Domestic students desire non-Chinese cuisines

Most of the domestic students are interested in having non-Chinese dishes in the dining halls. Moreover, adding non-Chinese dishes meets the domestic student's desire for a wider variety of food choices at the dining halls. Domestic students desire Indian and Kazakhstani cuisines.

5.1.3 A non-Chinese food venture at the 3rd dining hall might be profitable

According to our results and analysis, it is possible for LSC to profitably expand non-Chinese food offerings in the 3rd dining hall. Both foreign and domestic students at HDU frequently utilize the 3rd dining hall. The approximate additional profit from the non-Chinese food venture is between 0.40% and 7.20% of the 3rd dining hall's current profit.

5.2 Recommendations

In this section, we discuss the recommendations for LSC to satisfy foreign students and increase the profits of the dining halls. We recommend LSC offer foreign students ways to understand the menu, prepare a trial run for the non-Chinese food venture, expand offerings in the 3rd dining hall, and repurpose the graduate dining hall.

5.2.1 Offer foreign students ways to understand the menu

We observe that foreign students do not always understand the available food items due to the language barrier. Our discussions with foreign students reveal that they do not have confidence in purchasing meals at the dining halls because of their uncertainty about the ingredients of the food. LSC should help these students by creating a webpage that contains translated menus and ingredients lists for each station in the dining halls. We recommend that LSC utilize online menus by using Quick Response (QR) codes located in front the dining halls' stations. This allows each station to keep their existing menu boards. Finally, we demonstrate an example of an English/Chinese picture menu for the new non-Chinese food venture below.



Figure 13. An example of a picture and English/Chinese menu for non-Chinese food venture

5.2.2 Prepare a trial run of the non-Chinese food venture

We recommend that LSC utilize foreign students as a resource for teaching chefs how to cook the non-Chinese cuisines. According to our interviews (Appendix G), foreign students who love to cook are willing to teach the chefs at the 3rd dining hall how to cook dishes from their home countries. These students are accustomed to having food from their home countries and have developed a sense of the distinct taste that each cuisine possesses.

We recommend that LSC conduct a focus group to allow foreign students familiar with Indian and Kazakhstani cuisines to critique the taste of individual dishes LSC is trying to implement. A benefit of utilizing foreign students' knowledge and feedback is the low cost for LSC.

We recommend that LSC conduct a trial run of dishes that are considered successful by the foreign students in the focus group. A semester-long trial run in the 3rd dining hall helps LSC accurately anticipate the usage of the non-Chinese food venture by both domestic and foreign students. We recommend a trial run because some of the domestic students might lack familiarity

with the cuisines and dishes presented in the survey. This trial run evaluates the purchasing behaviors of students over a period of 15 weeks.

5.2.3 Expand offerings in the 3rd dining hall

Foreign students indicate that the 3rd dining hall is their second most utilized dining hall at HDU. Domestic students also frequent the 3rd dining hall because of the low food prices. We recommend adding a non-Chinese food venture in the 3rd dining hall because this location allows for more domestic students to purchase non-Chinese meals. This might increase the potential for the venture to sell more food items. However, it is unlikely that HDU students who regularly utilize the 3rd dining hall will increase the number of meals they purchase in response to the additional non-Chinese food items. As a result the non-Chinese food venture might impact the incomes of other stations in the 3rd dining hall. Foreign students who do not normally utilize the 3rd dining hall would contribute to increased sales of food.

5.2.4 Repurpose the graduate dining hall to include non-Chinese food

The graduate dining hall loses money, but remains open due to HDU's requirement that a dining hall should be available near the foreign and graduate student dormitories. We recommend that LSC repurpose the dining hall due to its low usage and satisfaction levels. By offering non-Chinese dishes in this dining hall, LSC can provide desirable food for foreign students in a convenient and non-crowded location. This eliminates three of the main limiting factors that prevent foreign students from utilizing the dining halls. Additionally, it will help to reduce the losses that this dining hall creates by increasing the customer base to include students who typically do not use the dining halls at HDU. A limitation of this solution is that it does not accommodate the majority of domestic students at HDU because of the distance between the main campus and the graduate dining hall. However, the location of this dining hall allows for graduate students to also utilize the non-Chinese food venture.

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Appendix A: Sponsor Description: Logistics Service Corporation

The Hangzhou Dianzi University Logistics Service Corporation (LSC) provides essential logistics-based services to Hangzhou Dianzi University (HDU). HDU began a partnership with LSC in June of 1999 in order to provide students with improved services and to better manage several service departments around the campus. LSC’s mission is to provide efficient, quality services while serve under the control of a singular company to allow for the better management of various aspects of campus life. LSC manages a total of 13 service offices, ranging from transportation to catering, and as such, employs over 1,100 staff members (Table 1).

Table 1. Departments of the Logistics Service Corporation

Service Offices	Description
General Office	Directly led by the general manager, manages corporate and campus aspects.
Financial Office	Established in 1999; Responsible for accounting and other financial services.
Human Resource Office	Established in 2007; Operates under the direct leadership of the general manager. Responsible for the general management of employees and aims to strengthen their internal system.
Monitoring Office	Performs routine inspections and supervision of the company based on the ISO 9000 and the HACCP quality management system; analyzes the annual service satisfaction survey.
Property Management	Responsible for the overall planning and schematic placement of school buildings for Dongyue campus and Xiasha campus. Manages the public

Office	housing, daily dormitory affairs, and furniture.
Food Services Office	Provides dietary support to the members of all the campuses; more than 300 staff.
Student Apartment Service Center	Established in January 2004; controls the student's living area of over 125,000 square meters which consists of more than 2,200 students. Provides support in various areas such as shopping areas, reading zones, good quality food, and clean and orderly surrounding environment.
Public Service Center	Established in 1999; primarily focuses on public spaces and services that concern those areas; plays a large role in campus services which consists of 6 offices and over 220 employees. Works to keep the campus clean and improve the general environmental quality of the area.
Functions Service Center	Responsible for hydropower; improving energy output, securing power plants, and routine repairs around campus.
Transportation Services	Responsible for public transportation on/around campus; Works toward performing routine maintenance, reducing costs, ensuring safety, and maintaining routine schedules.
Procurement and Distribution Center	Established in October 2008; Responsible for managing resources and raw material for other departments.
Wenyi Service Center	Established in July of 2004; Provides catering services for Hangzhou University of Electronic Science and Technology campus of Wenyi; 90 employees.
Donyue Service Center	Established in July of 2005; Provides services for Hangzhou University of Electronic Science and Technology campus of Donyue; 60 employees.

We discuss four offices in detail, the General Office, the Financial Office, the Procurement and Distribution Office, and the Food Services Office. Each plays a role in the functionality of the dining halls, and any related projects.

The general manager of LSC directly leads the General Office. This office is responsible for managing contracts and other paperwork required to begin a project. The office is responsible for corporate meetings, keeping records of business, and overseeing the work carried out by other offices. It also manages the company's assets, including inventory management and storage. This information is documented from various departments of the university, and then used to make executive and corporate decisions with regard to projects and business.

The Financial Office was established in 1999, and performs the monetary tasks necessary for running a business. Such tasks include accounting, tax management, and supervising the financial aspects of other departments. It is responsible for the allocation and management of funds with regards to projects and financial business.

The Procurement and Distribution Center was established in October of 2008. Its 20 employees are responsible for market research, managing vendors, handling complaints, and warehousing material. Additionally, they handle investments, billing, and accounting work. LSC bases their management on ISO9000 quality management system and HACCP food safety management system. This management ensures that the material they distribute, whether it be building material or raw food product, is properly maintained and safely handled prior to delivery to the site that will be using it.

The Food Services Office is mainly responsible for the dietary support of all members of HDU (over 28,000 people). In 2005, LSC passed the ISO 9000 and the HACCP. There are more than 300 staff members. It received awards, including a Standard of Zhejiang and Grade A of food safety. It continues to innovate services, standardize management, improve the dining environment, and provide a safe, healthy, efficient and high quality dining services. LSC operates 10 dining halls on HDU campuses: 1st dining hall, 3rd dining hall, 5th dining hall, 6th dining hall, staff dining hall, graduate dining hall, East Campus dining hall, Muslim dining hall, Chinese fast food dining hall, and Style Specialty dining hall.

Appendix B: Questionnaire for the Administration of the School of International Education at HDU

Good morning/afternoon, we are students from Worcester Polytechnic Institute, a college in the United States. We are currently partnering with the Hangzhou Dianzi University of Electronic Science and Technology Logistics Service Corporation to develop a better plan for the university dining hall service for foreign students. To better understand foreign student life at HDU, we would like to ask you the following questions. However, if you feel uncomfortable with any questions, please feel free to not answer that question.

1. How many international students are at HDU?
2. What countries do they come from, and what is the distribution?
3. Have you received complaints from international students in regards to the food in the campus dining halls?
4. Is there an email alias/QQ group/WeChat for international students?
5. Can you recommend ways to contact international students? What activities (groups/clubs/extracurriculars) do most international students participate in?

Is there anything else that you would like to add? Do you have any questions for us? Thank you for communicating with us. Your feedback is helpful for our research. Should we have any further questions, would you be willing to correspond with us through email or perhaps meet with us? Also, when we have finished our project, we will send you a copy of our results, if you so choose.

Appendix C: Interview Protocol for “Characterize Foreign Student Dining Experience at HDU”

Objective: To characterize foreign student dining experience on HDU campus Interviewee’s

Name: / (Anonymous)

Date and time of Interview:

Interviewers present:

Good morning/afternoon, we are students from Worcester Polytechnic Institute, a college in the United States. We are currently partnering with the Hangzhou Dianzi University of Electronic Science and Technology Logistics Service Corporation to develop a better plan for the university dining hall service for foreign students. To better understand foreign student life at HDU, we would like to ask you the following questions. However, if you feel uncomfortable with any questions, please feel free to not answer that question. Participation in this interview is voluntary, and you may leave at any time if you so choose.

Questions:

Interviewee background

1. How many years have you been a student at HDU?
2. What is your nationality?

Foreign Student’s on-campus food experiences

1. Tell me about your experience on campus dining halls so far:
 - a. What kind of foods do you enjoy eating in the campus dining halls?
 - b. What negative experiences have you had with the on-campus dining halls? (taste, convenience, environment, crowding, smell)
 - c. Are there any specific type of dishes you would like to add? If yes, what are they?

- d. Are there any particular dietary restrictions that you have that you would like addressed by the on-campus dining hall authorities? If yes, what are they?
2. Would you be willing to help the university in providing foreign cuisine in the dining halls by teaching the chefs?
3. What general ingredients would be needed for your county's cuisine? Does it require special cooking appliances?
4. Have you experienced any problems related to being a foreign student in the dining hall? (unable to read the menu, not knowing what certain dishes are, etc.) If yes, what was it and how have you adapted in this regard?

Before we conclude this interview, is there anything else that you would like to add? Do you have any questions for us?

Thank you for talking with us. Your feedback is helpful for our research. Should we have any further questions, would you be willing to correspond with us through email or perhaps meet with us again? Also, when we have finished our project, we will send you a copy of our results, if you so choose.

Appendix D: Survey Protocol for “Dining Needs of Foreign Students”

We are students from Worcester Polytechnic Institute, a college in the United States. We are currently partnering with the Hangzhou Dianzi University of Electronic Science and Technology Logistics Service Corporation to develop a better plan for the university dining hall service for foreign students. We would like to ask you the following questions so that we can implement the right plan to the dining halls. However, if you feel uncomfortable with any questions, please feel free to not answer that question.

General Information

Nationality:

=====

1. How would you rate overall satisfaction with the food in the campus dining hall?

Very satisfied, Somewhat satisfied, Neutral, Somewhat dissatisfied, Very dissatisfied

2. How frequently do you dine in the campus dining halls?

Never, 1-3 times a week, 4-8 times a week, 9-13 times a week, More than 13 times a week

3. How likely are you to use the campus dining halls if they offered more of non-Chinese food?

Very likely, Somewhat likely, Neutral, Somewhat unlikely, Very unlikely

4. Which campus dining halls do you usually go to? Why?

(list dining halls) (list reasons)

5. Do you require certain food accommodations that you would like to mention? Please list.

6. What factors prevent you from eating in the dining halls? (Please check all that apply)

- Food is not preferable.
- Location is inconvenient.
- I love cooking.
- The dining halls are too crowded.
- Other factors (please list):
- My friends do not want to go there.
- The smells from food in the dining hall are too overwhelming.

7. If foods in the dining hall are not preferable, then what kind of food you would like to have in the dining halls. Please list them.

8. What are the price range do you prefer for the food?

9-12 RMB, 13-15 RMB, 16-20 RMB, 21-25 RMB

9. Please list any suggestions for improving the campus dining hall.

10. Is there anything else about the dining halls you would like to share, but was not covered in our survey?

Thank you for sharing your feedback with us. Your feedback is helpful for our research. Should we have any further questions, would you be willing to correspond with us through email or perhaps meet with us again? Also, when we have finished our project, we will send you a copy of our results, if you so choose.

Appendix E: Survey Protocol for “Domestic Students’ Desires and Responses”

We are students from Worcester Polytechnic Institute, a college in the United States. We are currently partnering with the Hangzhou Dianzi University of Electronic Science and Technology Logistics Service Corporation to develop a better plan for the university dining hall service for foreign students. We are developing a plan to include the international dishes in some of the main campus dining hall. We would like to know the following information before we continue with the plan. However, if you feel uncomfortable with any questions, please feel free to not answer that question.

1. How would you rate your overall satisfaction with the food currently available in the campus dining hall?

第1题：你对目前食堂所提供菜肴的整体满意度？

Very satisfied, Somewhat satisfied, Neutral, Somewhat dissatisfied, Very dissatisfied

非常满意, 比较满意, 一般, 不太满意, 非常不满意

2. How interested are you to eat non-Chinese dishes in the campus dining hall?

第2题：你对于在学校食堂吃到外国菜肴的兴趣程度？

Very interested, Somewhat interested, Neutral, Somewhat uninterested, Very uninterested

非常感兴趣, 比较感兴趣, 一般, 不太感兴趣, 完全不感兴趣

3. How likely are you to eat the following foods if they are provided in the dining halls?

(1)Very likely, (2)Somewhat likely, (3)Neutral, (4)Somewhat unlikely, (5)Very unlikely

- Kazakhstani Cuisine: Savory dishes consisting of primarily of meat (usually lamb) and dough (pasta). Flavored with salt, garlic, black pepper, and onions. Can come in various styles, ranging from noodle-like dishes to steamed dumplings.

哈萨克斯坦菜/土耳其菜(主要由肉(通常是羊肉)和面团(面食)组成的美味菜肴。调味料主要是盐,大蒜,黑胡椒和洋葱。有多种形式,从面条类菜肴到蒸饺子。例如:Beshbarmak,土耳其饺子)

- West African Cuisine: Flavored with spices pepper sauce, peanuts, yams, cocoa beans, cassava, etc. Examples: Huicai or soup.

非洲菜(用香料和辣椒做调味汁,配料有花生、山药、可可豆或木薯等。例如:烩菜或汤。)

- Cambodian Cuisine: Cambodian meal normally consists of a soup, a salad, a main fish dish, vegetables and rice. Common spices are kaffir lime, galangal, turmeric, garlic, lemon grass, tamarind, ginger, and plenty of herbs, together they create a subtle balance of salty, sweet, sour and bitter.

柬埔寨菜(通常由汤,沙拉,主菜,蔬菜和米饭组成。常见的香料是,高良姜,姜黄,大蒜,柠檬草,罗望子,生姜和大量的草药,一起营造出咸,甜,酸和苦的微妙平衡。)

- Indian Cuisine: Spices include cardamom, pepper, cumin and mustard seeds. Examples: Indian fragrant rice, curry dishes with lamb, beef, or shad

印度菜(香料包括豆蔻,辣椒,小茴香和芥菜籽。例如:印度香饭,咖喱菜肴:羊肉、牛肉、鲑鱼)

- Bangladeshi Cuisine: It varies between very sweet and mild to extremely spicy. The most important flavors in Bangladeshi cuisine are garlic, ginger, lime, coriander (Chinese parsley), cumin, turmeric (another kind of ginger) and chili.

孟加拉菜(味道从非常甜和温和到极辣全都有包含。食物用大蒜,姜,石灰,香菜(中国荷兰芹),小茴香,姜黄和辣椒等调味。)

- Fast Food (pizza, hamburgers)

快餐(披萨,汉堡)

4. If these dishes were added, how many times in a week would you eat the above dishes in the dining halls?

第4题：如果食堂增添了这些菜肴,你一周会去食堂吃多少次以上菜肴?

- 0 times a week
一次也不吃
- 1-2 times a week
一周1-2次
- 3-5 times a week
一周3-5次
- 6-8 times a week
一周6-8次
- Over 8 times a week
一周超过8次

5. What price range are you willing to pay for non-Chinese dishes?

第5题：你愿意为外国菜肴支付的价格区间是?

9-12 RMB, 13-15 RMB, 16-20 RMB, 21-25 RMB

9-12 元, 13-15 元, 16-20 元, 21-25 元

6. Please list any suggestions for improving the campus dining hall.

第6题：请写下你对改善学校食堂的建议。

7. Is there anything else about the dining halls you would like to share, but was not covered in our survey?

第7题：对于此问卷没有涉及的有关学校食堂的部分,你还有什么想与我们分享的吗?

Thank you for sharing your feedback with us. Your feedback is helpful for our research. Should we have any further questions, would you be willing to correspond with us through email or perhaps meet with us again? Also, when we have finished our project, we will send you a copy of our results, if you so choose.

Appendix F: Mathematical Calculations for Cost Analysis

We use table below to calculate the additional profit from non-Chinese food venture.

Table 2. The additional profit of the 3rd dining hall from the non-Chinese food venture

Profit Calculating Table		
Descriptions		Units
a. Average Price of a Current Meal	7	RMB
b. Price of Non-Chinese Meal	10	RMB
c. Monthly Number of Times That Domestic Students Would eat the Non-Chinese Meal	4	Times
d. Monthly Number of Times That Foreign Students Would eat the non-Chinese Meal	20	Times
e. Monthly Number of Times That Foreign Students Usually Have Food at the Dining Halls	16	Times
f. Monthly Income from an HDU Domestic Student	12	RMB
g. Monthly Income from an HDU Foreign Student	88	RMB

h. Current Profit	500,000.00	RMB
i. Monthly Overhead Costs of the Current Food	1,000,000.00	RMB
j. Monthly Approximate Overhead Costs Including the non-Chinese Food Venture	1,030,000.00	RMB
k. Number of Domestic Students Utilizing the Dining Hall (Minimum)	2300	People
l. Number of Foreign Students Utilizing the Dining Hall (Minimum)	50	People
m. Number of Domestic Students Utilizing the Dining Hall (Maximum)	3300	People
n. Number of Foreign Students Utilizing the Dining Hall (Maximum)	300	People
o. Profit	between 0.40% and 7.20%	
Minimum	2,000.00	RMB
Maximum	36,000.00	RMB

Descriptions:

a. Average Price of a Current Meal:

According to the total income and number of transactions in section 4.4.1, the weighted arithmetic mean of the total incomes and the number of transactions in the 3rd dining hall is 5.59 RMB/meal. However, we observe the dining hall from 11:50 a.m. to 12:05 p.m. and find that five to ten percent of the transactions are drinks and small items, which usually costs about 1-2 RMB. We also do not include the transactions during breakfast in our calculation because the price range is different from lunch and dinner. Breakfast food cost about 3-5 RMB per meal. Lunch and Dinner food cost about 6-10 RMB per meal. Using all of this information, the average price of a current meal is about **7 RMB**. If the average price is lower in reality, then LSC can make more profit.

b. Price of Non-Chinese Meal:

Results from the surveys of domestic and foreign students show that the most selected choice about the willing price is “9 to 12 RMB.” Therefore, we choose **10 RMB** as the price of non-Chinese meal. If we use a higher price, we might lose the majority of the students.

c. Monthly Number of Times That Domestic Students Would eat the non-Chinese Meals:

From the survey of domestic students, the average number of times the domestic students would eat the added non-Chinese food per week is about four times. However, it is rare for domestic students to have non-Chinese food every week. We assume that the monthly number of times that domestic students would eat the non-Chinese meals is, at least **four times**.

d. Monthly Number of Times That Foreign Students Would eat the non-Chinese Meals:

From the survey of foreign students, the average number of times the foreign students eat at the dining hall per month is about 16 times. Therefore, we assume that the non-Chinese food venture will increase foreign students' monthly number of usages of the dining halls. Those

foreign students will probably increase number of dining hall usage at least one additional time per week. Therefore, the monthly number of times that foreign students would eat the non-Chinese food is **20 times**.

e. Monthly Number of Times That Foreign Students Usually Have Food at the Dining Halls:

From the survey of foreign students, the average number of times the foreign students dine at the dining halls per month is about **16 times**.

f. Monthly Income from an HDU Domestic Student:

We assume that if domestic students have the added non-Chinese meals, the dining hall will lose money from the stations that the students currently use. The additional monthly income of dining halls associated with selling non-Chinese food to an HDU domestic student is:

$$(b - a) \times c = (10 - 7) \times 4 = \mathbf{12 \text{ RMB}}$$

g. Monthly Income from an HDU Foreign Student:

We assume that if foreign students have non-Chinese meals, the dining hall will lose money from the stations that the students currently use. The additional monthly income of dining halls associated with selling non-Chinese food to an HDU foreign student is:

$$(d \times b) - (e \times a) = (20 \times 10) - (16 \times 7) = \mathbf{88 \text{ RMB}}$$

h. Current Profit:

We assume that the operating income is the current profit, which is about **500,000 RMB**.

i. Monthly Overhead Costs of the Current Food:

According to our sponsor, the overhead costs of the current food at the 3rd dining hall are **1,000,000 RMB**.

j. Monthly Overhead Costs of Including the non-Chinese Food Venture:

Suppose that LSC can use their existing ingredients and equipment for cooking non-Chinese food. However, LSC will need to pay the new chefs and employees associated with providing non-Chinese food. We assume that the cost is about 30,000. Therefore, the monthly overhead costs of the new food venture are **1,030,000 RMB**.

k. Number of Domestic Students Utilizing the Dining Hall (Minimum):

We assume that a student has a single meal per transaction. We approximate this value from the number of transactions (not include the transactions from the drinks). The minimum number of domestic students utilizing the dining hall is **2,300 people** every day of the month.

l. Number of Foreign Students Utilizing the Dining Hall (Minimum):

According to our results in sections 4.1.2, none of our respondents from the survey of domestic students are uninterested in non-Chinese food venture. Therefore, we assume the minimum is about **50 people** every day of the month.

m. Number of Domestic Students Utilizing the Dining Hall (Maximum):

We assume that a student has a single meal per transaction. We approximate this value from the number of transactions (not including the transactions from the drinks). The maximum number of domestic students utilizing the dining hall is **3,300 people** every day of the month.

n. Number of Foreign Students Utilizing the Dining Hall (Maximum):

We use the entire HDU foreign student population as our maximum. Therefore, the maximum number is about **300 people** every day of the month.

o. Profit:

$$\text{Minimum} = (k \times f) + (l \times g) - (j - i)$$

$$\text{Maximum} = (m \times f) + (n \times g) - (j - i)$$

Profit Range: between $\frac{\text{Minimum} \times 100}{h}$ % and $\frac{\text{Maximum} \times 100}{h}$ %.

Appendix G: Results of Interview “Characterize Foreign Student Dining Experience at HDU”

These are the results of the foreign student interview that relate to non-Chinese cuisines and foreign students’ willingness to teach chefs how to cook non-Chinese dishes. This was a written interview, and the foreign students record their responses.

Serial Number	Which restaurant do you buy your non-Chinese dishes? Please name the restaurant and the location, if any.	What cuisine does the restaurant offer?	Would you be willing to show the chefs at HDU how to cook a dish from your home country?
1	Not yet. I didn’t find any Bangladeshi dishes restaurant at near to my area. During traveling to Kunming I bought Bangladeshi dishes at a hotel which maintain by Bangladeshi people	The restaurant situated near Kunming changes. Internation airport. They offer boasding facility with foods. They serve dishes as the Bangladeshi system, $\frac{3}{4}$ times in a day	Yes. Of course. Why not? I am very very interested to show chefs how to cook Bangladeshi dishes. There are so many dishes in Banglades. Which one you want to eat just feel free to inform me. I am ready to cook any type of Bangladeshi traditional foods. My phone number is *****
2	I don’t know	Nothing	Im sorry, didn’t time
3	Muslim halal canteen	Spicy food	No need. Good enough to eat food cooked by the chefs
4	We buy non-Chinese dishes from “Halal”	They use spicy and somehow its taste	No, its okay. The chefs of HDU in

	restaurant. It is situated in front of the International student dormitory	like our country	Muslim cafeteria are also good
4	Lawson	All things, especially for breakfast and etc	Nope
5	KFC, Mcdonalds, Muslim food restaurants	Foreign food, different foods from Chinese foods	Sure!!
6	Donald Khebab	All sorts of international dishes	Yes if possible
7	Donna khebab	Any kind of normal international cuisine	Yes
8	Donna kebab. It is located few meters after Gonshang university	Rice + tomato sou + fish/meat Beef's liver + bread Many others non-chinese foods	Yes
9	We buy non-Chinese dishes from "Halal restaurant". It is situated in front of the international student dormitory	They should use some spice and make the food spicy	Yes. If they will usefull to me. I want to show some dishes and how to cook those.

Appendix H: Results from Survey “Dining Needs of Foreign Students”

These are the qualitative results of the survey of the foreign students.

Campus Dining Halls Used and Why	Required Food Accommodations	Food Wanted in Dining Halls	Suggestions for Improving the Campus Dining Hall	Anything Else Not Covered by Survey?
Muslim Dining Hall	No Response	No Response	No Response	No Response
No Response	No Response	"No"	"No"	"No"
Muslim Dining Hall (good smell and clean)	No Response	Other country food	More clean and food pictures (not all students read Chinese)	No Response
Mei Shi Dining Hall	"No"	Cambodian food	"No"	No Response
Mei Shi Dining Hall (food is acceptable)	"No"	Food available is acceptable	"No"	"No"
Number 1 (delicious)	"No"	Nothing	"No"	"No"
school dining hall	No Response	No Response	No Response	No Response
across from main campus (closer and has more options)	"No"	Other country food	accept cash or Alipay (campus card requires large sums of money to be put on)	No Response

Muslim Dining Hall	Prefer no Pork	lots of vegetables	expand the area	add national kitchens, because of different preferment of culture, taste, religion etc.
No Response	No Response	No Response	No Response	No Response
No Response	No Response	"our own traditional food"	"fresh vegetables"	No Response
2nd dining hall (offers more non-Chinese food than the 1st)	No Response	No Response	No Response	No Response
school dining hall (find food he wants to buy)	No Response	Grilled Chicken, Fried Rice	more continental dishes	"No"
Muslim Canteen	No Response	Mutton, Beef	No Response	No Response
Muslim Canteen (Comes from Muslim family)	No Response	Mutton curry, beef curry, Hilsa fish curry, liquid peas (add lemon to hall)	cook mutton, beef, liquid peas, some very sweets foods	try to use less oil at vegetables; use olive oil: good for heart and digestive system
dining hall in front of school's north gate (food is somewhat good and somewhat familiar)	More spoons, oily food (esp. veggies), more fresh vegetables	More western foods and snacks	less oil, more western options translation of dishes to English	"No"
dining hall #3 (no pork and it's clean)	Muslim dining options (dining hall #3, restaurant off campus)	food without pork, Kazakh cuisine	Kazakh cuisine	No Response

Muslim dining hall (don't eat pork and it has more delicious food)	Muslim food	beshbarmak, pizza, fruit meal	add fruit meal, more than rice and noodles	No Response
Muslim Cafeteria (Muslim, can't eat Chinese food, hard to find Halal food)	Halal	more vegetables	it's okay	"No"
main campus dining hall (no dining hall in international dormitory)	No Response	Biryani, Mutton curry, kebab	No Response	No Response
main campus dining hall (close to dorm)	No Response	Indian or Bangladeshi food	"No"	extend closing time from 8 PM to 10 PM
main campus dining hall (halal canteen) (no dining hall in international dormitory area)	No Response	Biryani, kebab, mutton curry	No Response	No Response
Muslim dining hall (some of preferred taste)	Ghanaian cuisine	banku and okra stew, banku with pepper and fresh tilapia, fried rice and chicken	different foods introduced that international students would like	No Response
Muslim dining hall (like the food offered)	No Response	No Response	No Response	No Response
Muslim canteen (food like home)	No Response	No Response	No Response	No Response
Muslim canteen (cheap)	Halal cuisine	fast food	"No"	"No"
Muslim dining hall	Yes	beshbarmak, pizza, manty	cook and sell Kazakh national food	"No"



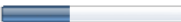
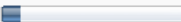
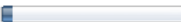
Muslim Canteen	No Response	pizza, barley, beshbarmak	comfortable seats, clean plates, spoons	"No"
Muslim canteen	Halal	Central Asia Foods, beshbarmak, manty	more sofas	"No"
Muslim Dining Hall	No Response	Beshbarmak	diversity of kitchen	No Response
Muslim Dining Hall	No Response	African food	No Response	No Response
Dining hall in front of northern gates of school	No Response	African food	More spoons, more international restaurants	"No"
Dining hall in front of north gate, Muslim canteen	"No"	more western food, less oil in current food	better utensils (difficulty with chopsticks and spoons are not good), international restaurants with foreigners preparing food (might increase confidence in eating there)	dining times not convenient (dinner is too early (5PM))
No Response	No Response	No Response	No Response	No Response
Muslim Canteen	No Response	want national food	No Response	No Response
Muslim Canteen (can't eat Chinese food b/c Muslim)	food is too sweet, spicy preference	Bangladeshi food	No Response	No Response
usually don't go, but go to one by 3rd gate	food is not tasty, smells bad, "odd food"	more spicy food, also curry type spices	more food items, affordable, religion sensitive, too loud	Int. dorm too far away, requests a dining hall exclusively for foreign students in their dining hall

regular + Muslim dining halls	No Response	rice and stew, breadfruit, yams	food from home would be awesome	English speaking employees in dining hall
Muslim dining hall (good halal food)	"No"	No Response	It's good enough	No Response
Int. student dining hall (food is delicious)	"No"	No Response	The dining is good	"No"
Muslim canteen (food is better than rest of canteens)	No Response	international restaurant	No Response	No Response
old campus	"No"	No Response	"No"	"No"
Muslim Dining Hall	No Response	No Response	make food cheaper	No Response
No Response	No Response	No Response	No Response	No Response
dining hall 5	No Response	No Response	No Response	No Response

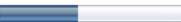
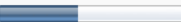
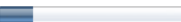
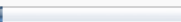
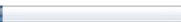
Appendix I: Results from Survey “Domestic Students’ Desires and Responses”

We translated this survey from English to Chinese to accommodate Chinese students. We then translated the results back to English for our analysis.

Problem 1: You are on the current overall satisfaction with the cafeteria dishes offer? [\[Multiple choice\]](#)

Option ▾	Subtotal ▾	proportion
Very satisfied	9	 9.09%
Quite satisfied	43	 43.43%
general	33	 33.33%
Not satisfied	9	 9.09%
Very dissatisfied	5	 5.05%
The effective fill in the title	99	

Problem 2: ? For you to eat foreign food in the school cafeteria level of interest [\[multiple choice\]](#)

Option ▾	Subtotal ▾	proportion
very interested	39	 39.39%
More interested	39	 39.39%
general	17	 17.17%
Not interested	2	 2.02%
Completely uninterested	2	 2.02%
The effective fill in the title	99	

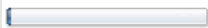
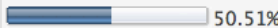

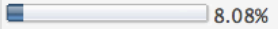

Question 3: If the school canteen provides the following foods you eat is a possibility? [\[Multiple choice matrix\]](#)

[View detailed data](#)

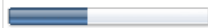
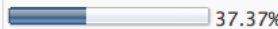

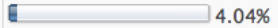
Title \ Options	Probably	There are some possibilities	uncertain	Not too possible	Completely impossible
(Mainly lamb) and dough (pasta), the main flavors are salt, garlic, black pepper and onions. There are many forms, from noodle dishes to steamed dumplings. For example: Beshbarmak, Turkish dumplings)	43 (43.43%)	39 (39.39%)	18 (18.18%)	16 (16.16%)	4 (4.04%)
African (with spices and pepper sauce, peanuts, yams, cocoa beans or cassava, etc. For example: Huicai or soup.	27 (27.27%)	30 (30.3%)	31 (31.31%)	21 (21.21%)	8 (8.08%)
Cambodian cuisine (usually composed of soups, salads, entrees, vegetables and rice.) The common spices are galangal, turmeric, garlic, lemongrass, tamarind, ginger and lots of herbs to create salty, sweet, sour and A delicate balance of bitterness.	30 (30.3%)	24 (24.24%)	32 (32.32%)	25 (25.25%)	4 (4.04%)
Indian cuisine (spices include cardamom, pepper, cumin and mustard seeds. For example: Indian fragrant rice, curry dishes: lamb, beef, shad)	40 (40.4%)	40 (40.4%)	17 (17.17%)	12 (12.12%)	5 (5.05%)
Bengali dishes (taste from very sweet and mild to very spicy all included. Food with garlic, ginger, lime, parsley (Chinese parsley), cumin, turmeric and pepper seasoning.	30 (30.3%)	27 (27.27%)	32 (32.32%)	18 (18.18%)	6 (6.06%)
Fast food (pizza, hamburgers)	33 (33.33%)	31 (31.31%)	24 (24.24%)	14 (14.14%)	8 (8.08%)

Question 4: If you add these cafeteria dishes, you will go to the cafeteria to eat more than one week how many times dishes?

[\[Multiple choice\]](#)

Option	Subtotal	proportion
Do not eat once	2	 2.02%
1-2 times a week	50	 50.51%
3-5 times a week	29	 29.29%
6-8 times a week	8	 8.08%
More than 8 times a week	10	 10.1%
The effective fill in the title	99	

Question 5: Would you like to pay for foreign dishes price range? [\[Multiple choice\]](#)

Option	Subtotal	proportion
9-12 yuan	38	 38.38%
13-15 yuan	37	 37.37%
15-20 yuan	20	 20.2%
20-25 yuan	4	 4.04%
The effective fill in the title	99	

6. Please list any suggestions for improving the campus-dining hall.

Serial Number	Response to question 6
2	pretty good

4	Hope canteen rice can often change the type of food to increase selectivity
13	Add the dish color
15	Multi-point pattern
17	Let's cancel the meal
28	Health can be a little better, the service attitude can be no better
30	Tastes are the same, I hope the sweet and sour sweet clear
33	Odor
34	Health
35	Less point insects
36	More dishes
38	Health is most important, recently found a meal some dishes mixed with the old food
40	Improve restaurant layout
42	Weekly best to introduce some new dishes
43	Health conditions need to be improved
48	Add some spicy flavors
49	In the winter, to ensure that we can eat hot meals.
53	Increase the richer dishes, the price is more reasonable, some dishes and bowls and chopsticks washed clean, not too greasy.
54	Vegetables do some of the fine bar, sometimes a large piece

	of cabbage, although the big pot of bad to do, but compared to other school canteen, Hangzhou feeling very good
56	Your little things
58	Add a small dessert country specialties
62	Hope to further improve the health status
64	Want a variety of dishes, some fresh and clean ingredients
65	School dishes are few in style, lack of local cuisine in China, and the recent emergence of many problems
66	No
69	Clean and good
70	more expensive
71	Clean and good
73	Get a few more windows, the province's long queue
74	Plus seats, seat diversification
77	Local cuisine
79	La chicken restaurant
80	Canteens quite good
81	Dishes very rich, and hope canteens (for example, gourmet restaurants) can often engage in some activities.
83	School cafeteria environment to be improved, fewer types of food, and each of the dishes relatively fixed.

	89	Add a little dishes
	90	Health situation to be improved
	99	I think you are determined, and few people will object to this matter, whether Chinese students or students.

Question 7: Is there anything else about the dining halls you would like to share, but was not covered in our survey?

Serial Number	Response to question 7
2	No
4	Not yet
13	Attention to hygiene and food safety
35	Not yet
36	More dishes
38	No
40	Canteen price publicity
42	Cooking can be reserved
43	Seating considerations, restaurant cleanliness
48	No
49	No

53	Each aunt playing the weight of the dish is not the same, together with the same food prices are not the same as aunt. Sometimes the dishes and bowls are not washed clean, a little sticky.
54	Hangzhou students feel that eating more or more Chinese food, if they can have foreign dishes, then the better
64	Halal canteen can add some dishes, or separate the establishment of a foreign restaurant
65	Improve health and diet safety
66	No
69	Canteen payment can be a variety of ways
70	I want to dry dead Jiaonan
71	Canteen payment can be a variety of ways
73	Three meals a price too expensive, and hope that cheaper, and the purchase of vegetables should be marked price
75	Question 4 does not make sense. Eat will decide will not come again.
77	Size distinction is not wasted
79	Do not mess things up in the cafeteria is better

80	No
89	In fact, many will eat greasy canteen
90	Tastes of the survey may be helpful for foreign dishes
99	I hope you add foreign dishes come in time to sell the place to have full introduction ~