

## **MGV-490AV – RESIDENTIAL II: FOOD AND AGRICULTURE**

Course Designer: Professor Julie I. Morris

### **Course Description**

This course introduces the students to the issues facing today's food production system, as well as challenges it faces going forward. We look at various aspects of the *food value chain* and the decisions that business leaders must make in the face of an ever-changing global environment. Students will evaluate changing consumer trends for food and beverage consumption, the effects of climate change and its impact on our food supply system, and the increasing pressure on our food supply to produce in a more sustainable manner. The course will incorporate reading materials, videos, case studies, and discussions with visiting guest executives.

### **Course Materials**

- Three readings/cases available from the online platform
  - Four readings/cases available for purchase in a Harvard Coursepack
- The link to purchase the coursepack can be found on the course wall.**

### **Course Requirements**

**This course is graded on a Satisfactory/Unsatisfactory basis. In order to receive a Satisfactory grade the average score for all assignments must be 80% or greater. To pass the course, students must complete the following:**

1) Complete four quizzes, as pre-work, prior to the in-person, residential course. (See details in the Course Schedule below.) Each quiz is worth 13% of the course grade and is based on its associated, pre-class readings/cases/videos.

**Note that students may use the readings, slides, cases, and any notes they have taken to complete these quizzes. Students must score 80% or higher on average across the four quizzes to receive a passing grade. In the event a student does not receive an overall grade of 80% they will have the opportunity to complete an additional written assignment to receive a passing grade. These quizzes must be completed no later than 7 days prior to the start of the in-person, residential course.**

2) Complete three in-class group case presentations addressing case study issues during the in-person, residential course. (See details in the Course Schedule below.) Each group presentation is worth 16% of the course grade. Presentations will be graded Credit/No Credit based on understanding of case issues and the solution proposed in presentation. Each group presentation

is based on the in-class material presented and the pre-class readings. **Students must contribute to the team solution preparation and the group presentations for all three cases. Students must turn in the presentations online. Students are expected to prepare and submit all presentations for grading however time constraints may dictate that not all groups will be making presentations to the entire class for each case study. If a student group is not selected to present, students will still receive full credit as long as a presentation was created and submitted.**

## Program Mission

The mission of the UC Davis Graduate School of Management is to be a global leader in management research and education. As part of the world's premier public university system, we pursue significance, excellence and scholarly rigor in our research, teaching and service to the people of California. We emphasize curiosity, creativity and high standards in the generation and transmission of theoretical and practical knowledge relevant for business.

## Honor Code and Academic Integrity

Academic integrity exists when students and faculty seek knowledge honestly, fairly, with mutual respect and trust, and accept responsibility for their actions and the consequences of those actions. Without academic integrity, there can be no trust or reliance on the effectiveness, accuracy, or value of a University's teaching, learning, research, or public service activities. It is therefore key that we understand what academic integrity is, why it is important, and how to help it flourish on college campuses.

1. It is expected that all class members will treat each other with respect and dignity.
2. It is not acceptable behavior to insult, harass, or demean any member of the class.
3. Professional business behavior should be modeled in the classroom, including the use of appropriate language, jokes, or stories.

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**In general, students should adhere to the [UC Davis Principles of Community](#), copied below.**

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations

governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

For more information, please review the Academic Conduct Booklet:

[https://gsm.ucdavis.edu/sites/main/files/file-attachments/academic\\_conduct\\_booklet\\_fall\\_2014.pdf](https://gsm.ucdavis.edu/sites/main/files/file-attachments/academic_conduct_booklet_fall_2014.pdf)

## Course Schedule

### Class 0: Preresidential Readings and Quizzes

#### Module 1 – Food Supply Chain Overview

##### Reading

The food value chain: A challenge for the next century. Deloitte. [In online platform](#). Note that it is not necessary to read the three case studies starting on page 14, nor the promotional material on Deloitte at the end of the document.

##### Quiz

Complete the online quiz using information from reading.

#### Module 2 – Consumer Food-Buying Trends Overview

##### Reading

Alvarez, J. B., Weber, J., & Kindred, N. (2018). Note on the Impact of Millennials on the Food System. Overview of how consumer preferences and buying patterns are shaping the way food is viewed and sold. Harvard Business Case #9-517-064. [In Harvard coursepack](#).

##### Video

*Specialty Food Association – Krave Jerky*. October 13, 2014.

<https://www.youtube.com/watch?v=-bPa87gYdYk>.

##### Case

Morris, J. I. Krave Pure Foods, Inc. UC Davis. [In online platform](#).

##### Quiz

Complete the online quiz using theory from reading, videos and evidence from the case.

#### Module 3 – Trends in Agricultural Technology (Agtech)

##### Video

*The Future of Farming*. TDC. May 17, 2017.

<https://www.youtube.com/watch?v=Qmla9NLFBvU>.

## Case

Goldberg, R. (2018). The Climate Corporation: New Options for Farmers. Harvard Business School Case #9-915-415. [In Harvard coursepack.](#)

## Quiz

Complete the online quiz using theory from videos and evidence from the case.

## **Module 4 – New Approaches to Developing Sustainable Protein**

### Videos

*Can these mock meat entrepreneurs fool you with a plant-based burger?* PBS. November 9, 2017.

<https://www.youtube.com/watch?v=EeNiqKNtpAA>.

*Should plant-based meat replace beef completely?* PBS. December 21, 2017.

<https://www.youtube.com/watch?v=CaS1zc8SoWo>.

*The Startup Serving Cell-Based Meat to a Plate Near You.* Bloomberg. June 12, 2019.

<https://www.youtube.com/watch?v=4lj-dUEyk-M>.

*UPSIDE Foods' (formerly Memphis Meats) EPIC Engineering, Production, and Innovation Center.* November 10, 2021.

<https://www.youtube.com/watch?v=x5bFUqrXyq4>

## Case

Hoffman, A. (2019). Tyson Foods and Alternative Proteins: Where to Invest for Sustainable Growth. University of Michigan Case #W97C56. [In Harvard coursepack.](#)

## Quiz

Complete the online quiz using theory from videos and evidence from the case.

## **Residential Class 1: Strategic Decision Making in the Wine Industry**

Thursday, 1:00 p.m.–4:30 p.m.

**Class Introduction and Logistics:** Julie Morris

**Case Introduction and Background Information:** Guest speaker— Damien Caton, VP Strategy & Business Development, Trincherro Family Estates (TFE)

**Group Case Assignment:** Develop recommendations for addressing issues discussed in case study and deliver presentations to class and guest executive.

**Case Study:** In order to prepare thoroughly for the case study to be presented by Damien, review company website thoroughly: <https://www.tfewines.com/>

Also watch online videos:

*Trincherro Family Estates.* TDC. December 11, 2015.

<https://www.youtube.com/watch?v=ML0xGRBqFMw>

*Trincherro Napa Valley - Brand Story.* Trincherro Napa Valley TNV. May 11, 2016.

<https://www.youtube.com/watch?v=6q-VWu1L2Wl>.

### **Group Case Assignment 1:**

- Develop a 4-slide presentation that makes a recommendation to Damien regarding the question(s) posed by Damien regarding future strategic direction for TFE.
- Present recommendations to Damien, and solicit feedback.
- The 4-slide presentations for each group should be uploaded onto the online platform.

## Residential Class 2: Operations Complexity in Alternative Protein Producer

Saturday, 9:00 a.m.–12:00 p.m.

**Case Introduction** by guest speaker Doni Curkendall, Senior Vice President of Operations & Logistics, The Better Meat Co.

**Group Case Assignment** on operational issues facing alternative protein supplier as they increase production capacity.

**Case Study:** Doni will present a case study based on an issue facing The Better Meat Co. as they expand their production capacity to meet increased demand. To prepare, please review the following websites and videos:

Company Website: <https://www.bettermeat.co/>

Also watch online videos:

*Success Story: The Better Meat Co.* Greater Sacramento Economic Council. October 4, 2021.

<https://www.youtube.com/watch?v=xilCNG9LL1c>

*The Better Meat Co. - Full Pitch - FoodBytes! Chicago 2019.* FoodBytes! by Rabobank. September 22, 2019.

<https://www.youtube.com/watch?v=bWtxA-QUxXw>

**Group Case Assignment 2:**

- Develop a 4-slide presentation that makes a recommendation to Doni regarding question(s) posed by case study.
- Present your recommendations to Doni, and solicit feedback.
- The four-slide presentations for each group should be uploaded onto the online platform.

## Lunch – Networking Opportunity

Saturday, 12:00 p.m.– 1:00 p.m.

## Residential Class 3: JoynBio

Saturday, 1:00 p.m. – 4:00 p.m.

**Case Introduction** by guest speaker Joe Schmidt, SVP Strategy & Business Development, Joyn Bio, a joint venture between Bayer and Ginkgo Bioworks.

**Group Case Assignment** on a strategic situation facing a producer of biological products for use in agricultural production.

**Case Study:** Joe will present information regarding a management situation faced in growing a start up that is engineering microbes for sustainable agriculture.

To prepare, review the following website and video:

Company website: <https://joynbio.com/>

Also watch video:

*Meet Joyn Bio – A Leaps Portfolio Company.* Leaps by Bayer. May 12, 2021.

<https://www.youtube.com/watch?v=ROUIJyauow8>

**Group Case Assignment 2:**

- Develop a 4-slide presentation that makes a recommendation to Joe regarding question(s) posed by case study.
- Present recommendations to Joe, and solicit feedback.
- The 4-slide presentations for each group should be uploaded onto the online platform.

## Residential Class 4: Opportunities for Investing in AgTech and AnimalTech

Sunday, 8:30 a.m. – 11:00 a.m.

**Panel Discussion** led by Julie Morris with guest speakers:

- 1) Janette Barnard, Investor for Merck Animal Health Ventures (corporate venture) <https://www.merck-animal-health.com/animal-health-ventures/> and author of the weekly newsletter [Prime Future](#)
- 2) Kerryann Kocher, CEO of Vytelle, precision livestock company reshaping how cattle producers worldwide optimize their herds. <https://vytelle.com/>  
[https://www.youtube.com/watch?v=1Naay0e\\_ZPM](https://www.youtube.com/watch?v=1Naay0e_ZPM)
- 3) Sarah Nolet, General Partner of the first dedicated food & ag tech venture fund in Australia, [Tenacious Ventures](#) and Founding CEO of [Agthentic Advisory](#)
- 4) Renée Vassilos, Managing venture [[nature.org/aginnovation](http://nature.org/aginnovation)] investments on behalf of The Nature Conservancy, Managing Director of Golden Seeds, angle investing group focused on supporting female entrepreneurs

**Group Case Assignment** – students will be divided into 4 groups and will spend 1 hour on a case study with one of the panelists.

**Case Study:** Each group will come up with a recommendation regarding the case study and will present to the larger audience. The presentations may be judged!

**Group Case Assignment 4:**

- Develop a 4-slide presentation that makes a recommendation regarding question(s) posed by case study.
- Present your recommendations to the class, and receive feedback.
- The four-slide presentations for each group should be uploaded onto the online platform.