

## Syllabus

### Coalition for Healthy Campus Food and Beverages Fall 2019 Case Design

#### Course Overview

The [Coalition for Healthy Campus Food and Beverages](#) aims to broadly engage campus in decision-making on food and beverage choices, uplift Berkeley values through procurement practices, and raise awareness of human and planetary health in the process. At UC Berkeley, we are in year eight of a 10-year exclusive pouring rights contract with PepsiCo for beverage service across campus. In addition to providing beverage services in campus food facilities, [the contract](#) provides annual sponsorship funds to the Associated Students of the University of California, Department of Intercollegiate Athletics, Recreational Sports, and the Residential and Student Services Program.

This semester-long case will draw on the expertise of 10 interdisciplinary undergraduate and graduate students to design the next 5–10 years of beverage service at UC Berkeley. It challenges students to think at the intersection of health and business: considering human and planetary health—and health equity—together with short- and long-term financial costs and benefits and corporate responsibility. The results of this case study will help shape the future of beverage options on Berkeley’s campus.

#### Task

Design two proposals for the next 5–10 years of campus beverage service:

- A proposal that includes a pouring rights contract, with any vendor
- A proposal that does not rely on a pouring rights contract

The solutions will embed UC Berkeley values regarding health, health equity, sustainability, corporate responsibility, and financial sustainability, and should also align with the [UC-wide Healthy Beverage Initiative](#).

#### Project Vision and Learning Objectives

The case design has two overarching goals. The first is pedagogical: to use the UC Berkeley campus as a living lab to explore food systems concepts that students can then apply at-scale to a wide variety of problems throughout their future work. Simultaneously, the project furthers the Coalition for Healthy Campus Food and Beverages’ goal of expanding participation in—and thus championing a democratic process for—campus decision-making on food and beverage choices.

Toward this vision, the course learning objectives are:

- Gain experience working on a collaborative, multidisciplinary team to create solutions modeled on the dynamics of real-world, cross-functional environments. Students will practice effective communication, identifying synergistic skills and learning styles among participants, commitment and accountability, time management, and group creativity.
- Engage with stakeholders across UC Berkeley to understand their interests and attend site visits at other campus (university, corporate) to learn about their food systems.

- Develop skills in food systems thinking, iterative design methods, professional solutions delivery, and pitching.
- Apply these skills to address a real-world problem and shape the beverage landscape at UC Berkeley.

### Team Dynamics

This is a team-oriented, learning-by-doing project and the case is specifically designed to draw on the skills and expertise of both undergraduate and graduate students from across diverse disciplines at UC Berkeley. We are students with interests and knowledge in food systems, innovation, public health, nutrition, environmental economics, society and environment, business, media studies, and other related fields.

As students will be at different stages of their academic careers, we will thoughtfully establish together a team culture that values each member's contribution. This project is built on the principles of co-learning, experimentation, and mutual support.

### Instructor

Rosalie Z. Fanshel, Program Manager, Berkeley Food Institute, and PhD Student, Environmental Science, Policy, and Management.

Office hours by appointment. [rzfanshel@berkeley.edu](mailto:rzfanshel@berkeley.edu).

### Faculty Advisors

- Alastair Iles, Environmental Science, Policy, and Management
- Kris Madsen, Public Health
- Sara Beckman, Business

### Expert Community Members

A generous group of on- and off-campus experts have offered to be available during this course. They will provide key insights as we develop the case. See the experts list [here](#).

### Time/Location

**Fridays, 9–11am.** Some sessions will use the full 2 hours for guest speakers and organized activities, and some will use 1.5 for activities with 0.5 hours of project work time. The class will be held in **Hilgard Hall 112**.

### Enrollment for Credit

There are several enrollment options for this course. Please enroll in 3 units, unless pursuing the PB HLTH 290 option (see below).

Undergraduate:

- ESPM 199 with Alastair Iles, via the SPUR or URAP program

- ESPM 197 with Kathy de Master, for students in the Food Systems Minor
- UGBA 197 independent study with Sara Beckman

Graduate:

- ESPM 299 with Alastair Iles
- MBA 299 with Sara Beckman
- PB HLTH 299 with Kris Madsen
- PB HLTH 290 with Kris Madsen, as a final project for the Graduate Certificate in Food Systems core course (students pursuing this option also enroll in 2 units of independent study)

Units can be taken pass/fail or for a letter grade, to be arranged with the faculty member hosting the independent study. Note: if credits are to count toward the Graduate Certificate in Food Systems, they must be taken for a letter grade.

### Course Deliverables, Expectations, and Assessment

*Students are fully expected to complete all readings and assignments in advance of the session. E.g., the assignments listed under Session 2 are to be completed **prior** to that date.*

Midpoint deliverables/assignments are all group activities; it is expected that each member of the team will respect the collaborative nature of this project and contribute accordingly. Clear communication is crucial to the process, and it is a skill we will be developing and exercising together.

- **Attendance and active participation at weekly sessions:** 40%
- **Individual assignments:** 10%
- **Midpoint deliverables (group assignments):** 25%
  - Food systems map
  - Team work plan
  - Midpoint proposal (see details on the final page of this syllabus)
- **Final deliverables (group assignments, with team members contributing specific components):** 25% (see details on the final page of this syllabus)

### Student Support

If you are in need of economic, food, or housing support you can find help at [basicneeds.berkeley.edu](http://basicneeds.berkeley.edu). You may be eligible for money to buy groceries via [calfresh.berkeley.edu](http://calfresh.berkeley.edu) or [financialaid.berkeley.edu/food-assistance-program](http://financialaid.berkeley.edu/food-assistance-program). If you are in need of food immediately, please visit our UC Berkeley Food Pantry at [pantry.berkeley.edu](http://pantry.berkeley.edu).

### Students with Disabilities

Accommodations will be made for students with disabilities. Please see: [dsp.berkeley.edu](http://dsp.berkeley.edu) for details. Please provide your written request to the Instructors within the first two weeks of the course.

## Scheduling Conflicts

Please notify the instructor in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or athletic team activities). We will try our best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually-workable solution, you may be dropped from the class.

## Academic Integrity

All writing assignments must be original work. To copy text or ideas from another source (including your own previously or concurrently submitted coursework) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example:

[lib.berkeley.edu/instruct/guides/citations.html#Plagiarism](http://lib.berkeley.edu/instruct/guides/citations.html#Plagiarism)

[gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html](http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html)

## Attendance and Technology

Students will show respect for instructors and fellow students by not holding side-conversations, texting, or using their computers for non-classroom activities during class. This course has a strict laptop, iPad, and cell/smart phone use policy. This important policy will be discussed on the first day of class. One excused absence is allowed. Attending class each week is mandatory and will be recorded. Your participation is vital to the success of your classmates.

Students are encouraged to discuss any problems or concerns about the progress of the class projects with the instructor as soon as they arise. Failure to comply with the class policies will result in dismissal from the class.

***Disclaimer: This syllabus is subject to change.***

## Schedule, Readings, and Assignments

***\*\* Note that Session 1 readings and assignments are to be completed in advance of the first session. \*\****

Each student will be gifted a copy of *101 Design Methods* by Vijay Kumar. All other readings are available in bCourses.

## Session 1: August 30, 2019

**Topic:** Welcome and overview of the case

**In class activity:**

- Overview and goals: featuring Joyce Lee, Berkeley Food Institute Equity and Inclusion Policy Fellow
- Share personal learning outcomes and team member pitches; discuss questions about the case
- Assign members to Session 2 readings

- Guest speaker: Patricia Aubel, UCSF Institute for Global Health Sciences: overview of pouring rights contracts in US universities (10:30 – 11)

#### Readings:

- Coalition for Healthy Campus Food and Beverages
- UC-wide Healthy Beverages Initiative
- UC Berkeley Food and Beverage Choices Policy (skim only)
- UC Berkeley Principles of Community
- FAQs about UC Berkeley’s PepsiCo Pouring Rights Contract
- Soda Brands Data (excerpts from *Soda Politics* by Marion Nestle)
- UC Berkeley PepsiCo Sales Data
- Spring 2019 Campus Beverage Student Survey Results

**Assignment:** Turn in your responses via bCourses, and come to class prepared to share with your fellow students:

- Identify an objective for your personal learning outcomes.
- Prepare a 1-minute pitch on the skills and interests that you will contribute to the project. This can be as varied as “I am confident with performing benefit-cost analyses” to “I am terrific at helping teams stayed organized” to “I am fearless in talking to strangers so love stakeholder interviews.”
- Prepare 2–3 questions you have about the case.

### Session 2: September 6, 2019

**Topic:** Food systems principles relevant to this case; design thinking and systems mapping

#### In class activity:

- Discussion of readings with pair presentations (20 mins)
- Guest speaker: Sara Beckman, Professor, Haas School of Business
  - Systems mapping activity (90 mins)

#### Readings:

- **All team members**
  - *101 Design Methods* by Vijay Kumar
    - Introduction (pp. 1–13)
    - Mode 1: Sense Intent Mindsets (pp. 15–19)
    - Mode 2: Know Context Mindsets (pp. 51–57)
  - Berkeley Food Institute food system graphic (draft)
- **Health team members**
  - “Sugar-Sweetened Beverages and Risk of Metabolic Syndrome and Type 2 Diabetes” by Vasanti S. Malik et al.
  - “Social Position, Psychological Stress, and Obesity: A Systematic Review” by Carla J. Moore and Solveig A. Cunningham
- **Sustainability team members**
  - *Soda Politics* chapters 21 and 22, by Marion Nestle
- **Corporate responsibility team members**

- “Big Soda And The Ballot: Soda Industry Takes Cues From Tobacco To Combat Taxes” by Liz Szabo
- “Pouring Rights: Academic Misconduct” by Andréa Maria Cecil
- **The fine print on the PepsiCo contract**
  - “University Sponsorship Agreement” with Pepsi Beverages Company

**Assignment:**

- In pairs with overlapping disciplinary expertise, prepare a 3-minute commentary to expand upon one of the readings.
- Make two lists: one of the key enablers and one of the key inhibitors in making *healthy and environmentally sustainable* beverage choices as a student on the Berkeley campus. You can look at health and environmental sustainability as both discrete and overlapping concerns. In completing this assignment, think about your own behavior, and those of your friends who might have a variety of circumstances, such as live in dorms/live off campus, has dining plan/does not have dining plan, take a majority of classes during the day/take a majority of classes at night, works and extracurricular commitments, etc. Turn in your lists via bCourses.

**Session 3: September 13, 2019**

**Topic:** Team work plan and deliverables discussion

**In class activity:**

- Design together the case evaluation criteria: How will each factor be weighted?
- Discuss midpoint proposal (Due at Session 8)
- Solidify team roles by identifying who will lead each midpoint and final deliverable
  - Teams/assignments that serve both proposals
    - Literature review
    - Stakeholder engagement
    - Business partner evaluation
  - Teams/assignments that diverge per proposal with contract and without contract
    - Benefit-cost analysis
    - Financial model
    - Risk assessment
    - Implementation plan
- Write specific tasks that each team member will complete, with a timeline

**Readings:**

- *Teaming*, chapter 1, by Amy Edmondson

**Assignment:**

- As a group, finish the systems mapping that we started in Session 2. Upload the final visualization in bCourses (digital diagram, photos of process, etc.).
- Complete the Personal Asset Map and upload to bCourses. (File is in the "Assignments" folder.)
- Come to class prepared to discuss:
  - Which deliverables you would like to co-lead: (choose one from each group below):
    - Group 1: Background
      - Literature review

- Stakeholder engagement
- Business partner evaluation
- Group 2: Business model
  - Benefit-cost analysis
  - Financial model
  - Risk assessment
  - Implementation plan
- Which solution team you would like to pursue:
  - A proposal that includes a pouring rights contract, with any vendor
  - A proposal that does not rely on a pouring rights contract

### Session 4: September 20, 2019

**Topic:** Community research/key stakeholder engagement

**In class activity:**

- Presentation by literature review team, discussion (30 minutes)
- Stakeholder analysis (30 minutes)
  - Discuss chosen engagement methods
- Guest speaker: Selena Melgoza, Undergraduate Student, Society & Environment and Lead of Department of Unsustainable Partnership, Office of ASUC Senator Sylvia Targ (10am)
- Practice interviews: Finalize interviewee lists, develop interview questions, and open work session

**Readings:**

- *101 Design Methods: Mode 3: Know People Mindsets* (pp. 87–94)
  - Also skim the Methods presented in Mode 3 (Stakeholder engagement team does deeper dive)
- “In-Depth Interviews” by Robin Legard, Jill Keegan, and Kit Ward

**Assignment:**

- **All**
  - Complete any remaining tasks for the team work plan, and upload to bCourses.
- **Literature review team**
  - Perform a deeper dive into literature on food systems fields relevant to this case. Use the **Supplemental Reading for Lit Review** folder as a starting point, to which this team will add.
  - Choose 1–3 of the methods below in Modes 1 and 2 in *101 Design Innovations* to gather material on the broader dialogue. Perform tasks under the method, and come to class prepared with a 15–20 minute presentation on findings.
    - 1.1 Buzz Reports
    - 1.2 Popular Media Scan/2.2 Popular Media Search
    - 1.3 Key Facts/2.3 Publications Research
    - 1.6 Keyword Bibliometrics
    - 1.9 Trends Matrix

## ■ 2.7 Analogous Models

### ● Stakeholder engagement team

- Stakeholders should be a mix of campus leaders, campus customers/users, and outside experts.
- Choose 1–3 of the methods below in Mode 1, 2, and 3 in *101 Design Innovations* to conduct stakeholder engagement. Come to class prepared to discuss the methods you will use.

#### ■ 1.5 Trends Expert Interview

#### ■ 2.12 Subject Matter Experts Interview

#### ■ 2.13 Interest Groups Discussion

#### ■ 3.1 Research Participant Map (this builds on mapping we did in Session 3)

#### ■ 3.2 Research Planning Survey

#### ■ 3.5 POEMS

#### ■ 3.6 Field Visit

#### ■ 3.8 Ethnographic Interview

#### ■ 3.11 Image Sorting

## Session 5: September 27, 2019

**Topic:** Framing insights, exploring concepts

### In class activity:

- Presentation by stakeholder analysis team, discussion (25 mins)
- Presentation by business partner criteria team, discussion (15 mins)
- Group activity: Methods 4.2 Insights Sorting and 4.19 Design Principles Generation in *101 Design Innovations* (70 mins)

### Readings:

- *101 Design Methods*
  - Mode 4: Frame Insights Mindsets (pp. 129–136)

### Assignment:

- **Stakeholder engagement team**
  - Conduct research via the methods identified in previous session and come to class prepared with a 10–12 minute presentation on findings.
- **Business partner evaluation team**
  - Develop criteria for evaluation, including values and feasibility. See for example, [Berkeley Food Institute Business Relationship Policy](#). Come to class prepared with a 5–7 minute presentation on criteria.

## Session 6: October 4, 2019

**Topic:** Framing solutions; developing value propositions

### In class activity:



- Solutions ideation session, using Methods 5.5 Ideation Session and 6.1 Morphological Synthesis in *101 Design Methods*.

**Readings:**

- *101 Design Methods*:
  - Mode 5: Explore Concepts Mindsets (pp. 195–202)
  - Mode 6: Frame Solutions Mindsets (pp. 247–254)

**Assignment:**

- **With your proposal team (contract or no contract):** Complete Method 5.3 Value Hypothesis in *101 Design Methods*. We will use this to inform the in class ideation session.
- **Full team:** Identify undergraduate and graduate students (including Grad Assembly members) to invite to the final pitch. Add their contact info to the [Experts Available for Consultation spreadsheet](#) tab “Students to invite to pitch.” As a group, narrow to 5 people to invite, with 2 alternates. Rosalie will then invite them to attend our final pitch session. To have this recorded in BCourses, please add the URL to the spreadsheet to the text of the assignment.

**Session 7: October 11, 2019**

**Topic:** Inspiration from other organizations

**Field trip:** Site visits in San Francisco

- Meet in front of Chase bank at the Downtown Berkeley BART at 8:00am. Rosalie will provide BART tickets
- LinkedIn: Meeting with Anna V. Bohbot Zulaica, Food & Beverage Program Manager, Bay Area 9:00 – 9:50am (Lyft to UCSF in groups)
- UC San Francisco: Meeting with Dan Henroid, Director, Nutrition & Food Services, UCSF Health 10:30 – 11:30am
- We will eat a quick lunch at UCSF (cost is covered) before returning to Berkeley. If you have to leave earlier to get to class/work, please let Rosalie know

**Readings:**

- “These Tech Companies Probably Have a Better Office Cafeteria Than You” by Marian Bull
- “UCSF Launches Healthy Beverage Initiative” by Kristen Bole
- “Associated Students Resolution Pouring Rights at San Francisco State University” by ASUC SFSU
- Tentative: Results of UCSF SSB-free initiative (by Laura Schmidt et al., pending publication)

**Assignment:**

- **All individually**
  - Identify what you hope to learn from the site visits, and draft 2–3 questions accordingly.
  - Solicit feedback on your draft concepts (by email or video/phone meeting) from at least one expert from the Experts spreadsheet. In choosing the expert(s), consider the values that person will emphasize in their feedback. Write a brief summary (half page or bullet points) of the outcome of this meeting and upload it to bCourses.
- **With your proposal team (contract or no contract)**
  - Use one or more of the following methods in *101 Design Methods* to test your solutions prototypes. Upload evidence of your process to bCourses (photos, slides, spreadsheets, etc.).

- 5.13 Concept Sketch
- 5.14 Concept Scenarios
- 5.15 Concept Sorting
- 5.16 Concept Grouping Matrix
- 6.2 Concept Evaluation
- 6.3 Prescriptive Value Web
- 6.4 Concept Linking Map
- 6.5 Foresight Scenario
- 6.7 Solutions Storyboard

### Session 8: October 18, 2019

**Topic:** Midpoint proposals

**In class activity:**

- Present and discuss midpoint proposals
  - Guest expert: Alastair Iles, Associate Professor, Environmental Science, Policy, and Management
- Strategize where we go from here
  - Assign team members to financial modeling, risk assessment, and benefit-costs analysis
- Discuss format for final deliverable

**Readings:** No reading this week

**Assignment:**

- **With your proposal team (contract or no contract):** Prepare a midpoint proposal presentation. Upload the presentation into bCourses.

### Session 9: October 25, 2019

**Topic:** Developing the business case

**In class activity:**

- Guest speaker: [Anita Ratnathicam](#)
  - Using the Business Model Canvas
  - Risk Assessment

**Readings:**

- [The 20 Minute Business Plan: Business Model Canvas Made Easy](#) by Alexander Cowan
- “CDC Coffee Break: Economic Evaluation: Alternatives to ROI to Show Societal Benefits” by Jack Chapel
- “What is Risk Assessment?” by Margaret Rouse

**Assignment:**

- **All individually:** Feedback solicitation, round 2: Solicit feedback on this stage of your draft concept (by email or video/phone meeting) from another expert, either from the Experts spreadsheet or of your choosing. In choosing the expert(s), consider the values that person will emphasize in their feedback. Write a brief summary (half page or bullet points) of the outcome of this meeting and upload it to bCourses.

## Session 10: November 1, 2019

**Topic:** Developing the implementation plan

**In class activity:**

- Each risk assessment team presents (15 minutes)
- Activity: *101 Design Methods* Method 7.5 Implementation Plan

**Readings:**

- *101 Design Methods: Mode 7: Realize Offerings* (pp. 285–291)
- [A Comprehensive Project Management Guide for Everything RACI](#) by Smartsheet
- [21 Free RACI Chart Templates](#) by Template Lab (the explanation here is very similar to the one by Smartsheet, but the variety of templates and samples are useful)

**Assignment:**

- **With your proposal team (contract or no contract):**
  - Turn in the first draft of your Business Model Canvas
  - Use the following methods in *101 Design Methods* to begin thinking about the implementation plan. Upload evidence of your process to the assignments folder (photos, slides, spreadsheets, etc.).
    - 6.11 Solution Roadmap
    - 7.1 Strategy Roadmap
- **Risk assessment teams (at least one person from both contracts/no contracts):**
  - Come to class prepared with a 3-5 minute presentation of the first draft of your risk assessment
  - Reading: [The MVP is Dead. Long Live the RAT](#)

## Session 11: November 8, 2019

**Topic:** Benefit-cost analysis

**In class activity:**

- Each financial modeling team presents (15 minutes)
- Guest speaker: Scott Kaplan, PhD Candidate, Agricultural and Resource Economics (9:30–11)
  - Overview of benefit-cost analysis tools: market analysis and non-market valuation
  - Benefit-costs team presents *briefly* on supplemental readings
  - Discussion of readings
  - Activity to practice benefit-cost analysis

**Readings:**

- “Cost Benefit Analysis—An Expert Guide” by Smartsheet
- “Economic Costs of Diabetes in the U.S. in 2012” by the American Diabetes Association
- “Measuring the Welfare Impacts of Local Food Sourcing by Institutions: A Cost-Benefit Analysis Approach” by Zoë Platki
- “The Big Idea: Creating Shared Value” by Michael E. Porter and Mark R. Kramer

**Supplemental Readings for Benefit-cost team (at least one person from both contracts/no contracts: do this together across proposal teams)**

- *Priceless: On knowing the price of everything and the value of nothing*, chapter 1. By Frank Ackerman and Lisa Heinzerling
- “Is There A Role for Benefit Cost Analysis” by Robert N. Stavins, et al.
- “Measuring Social Value” by Geoff Mulgan
- “Economic Costs of Overweight and Obesity” by Thomas Lehnert, et al.
- *Additional reading on environmental costs, TBD*

**Assignment:**

- **Financial modeling teams**
  - Come to class prepared with a 5 minute presentation on first draft of your projections
- **Benefits-cost team (do this together across proposal teams)**
  - Come to class prepared with a 3–5 minute overview of key ideas from the supplemental readings.

**Session 12: November 15, 2019** (*Rosalie out of town this week*)

**Topic:** Open work session

**In class activity:** This class will be used as an open working session. I recommend you use this time to give each other feedback on your draft RACIs, vision statements, and innovation briefs.

**Readings:** No readings this week

**Assignment:**

- Come prepared with outstanding questions and discussion points that can benefit from full-team input.
- **With your proposal team (contract or no contract):** Use the following methods in *101 Design Methods* to start preparing your final presentation. Upload evidence of your process to bCourses (photos, slides, text, etc.).
  - 7.8 Vision Statement
  - 7.9 Innovation Brief

**Session 13: November 22, 2019**

**Topic:** Storytelling/pitching

**In class activity:** Guest speaker: Vivek Rao, Lecturer in Innovation and Design, Haas School of Business

**Readings:**

- “Structure Your Presentation Like a Story” by Nancy Duarte <https://hbr.org/2012/10/structure-your-presentation-li>
- “How to Identify and Tell Your Most Powerful Stories” by Nancy Duarte <https://hbr.org/2018/06/how-to-identify-and-tell-your-most-powerful-stories>

**Assignment:** TBD

*No class on November 29 for Thanksgiving holiday.*

## Session 14: December 6, 2019

**Topic:** Practice presentations and wrap up

**In class activity:**

- Practice of final presentations and group feedback
- Reflection on learnings from the semester
- Housekeeping on final deliverables

**Readings:** No readings this week

**Assignment:** Come to class prepared to do a practice presentation. While some details of the final case will still need tweaking, this is the opportunity to garner feedback on team presentations.

## Final Presentation to Stakeholders

**Wednesday, December 18, 11am – 12pm, Mulford 132**

**Open to the public: invite your friends!**

## Details on Midpoint Proposal

- **Slides** (10 max)
  - Problem statement
  - System map (potentially the same for each proposal)
  - Literature review (can be the same for each proposal)
  - Stakeholder engagement (can be the same for each proposal)
  - Business partner evaluation (can be the same for each proposal)
  - Proposed value proposition/business model
  - Next steps to solidify business model

## Final Deliverable

- Elevator pitch
- Project summary
- Literature Review:
- Business partner evaluation criteria for implementation of proposal
- Data that informs our work
  - Stakeholder analysis
  - Key facts
- Business case analysis
  - Benefits-cost short and long term (to campus, to students' health, to society as a whole, to the planet)
    - Trade offs
    - Benefits of chosen approach
  - Financial model
  - Student engagement

- Risk assessment
- Implementation plan
  - Overview, with suggested RACI (no need for extreme detail, though procurement is the area with most need for detail)