



UNIV*6050 - Innovation and Entrepreneurship in Agri-Food Systems
Fall 2019 / Winter 2020

School of Hospitality, Food and Tourism Management - Credit Weight: 1.0

Instructors

| Instructor | E-mail / Phone | Office | Hours |
|----------------|---|---|--|
| Erna van Duren | evandure@uoguelph.ca 52100 | Macdonald Stewart Hall (MACS), Room 224 | 1:00 – 2:00 PM MONDAYS |
| Evan Fraser | frasere@uoguelph.ca 53011 | Hutt 123 | By appointment afiadmin@uoguelph.ca |
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| Jeanna Rex | jeannar@uoguelph.ca 53836 | Food Science 251 | |

Course Details

Calendar Description

This course is designed for students in the OMAFRA/U of G HQP Scholarship program, scholars from the Arrell Food Institute, and scholars from Food from Thought, and, space permitting, is open to any graduate student working on a thesis topic related to agri-food. Students work in groups to collaborate with NGOs, government agencies, or businesses on agri-food projects. Through these projects and a series of modules, students build knowledge and competencies in communication, teamwork, business development, social innovation, project management, and entrepreneurship.

Course Description

The course provides an experiential learning opportunity where students develop foundational skills in communication, teamwork, business development, social innovation, project management, and entrepreneurship to make them highly employable.

As a major component of their work, the students form small teams and work in partnership with an external partner on a project related to a key agri-food challenge as identified by the external partner. Teams are comprised of 3-4 graduate students of mixed disciplines who are required to work together 10 hours per week on the project for this 8-month course. In addition to group work on the project, students will attend professional development workshops on specific topics such as business development, media training, intellectual property, license protection, etc.

****Because this course includes the participation of community and industry partners, this course outline is subject to minor changes.**

Learning Outcomes

Upon successful completion of this course, students will have demonstrated the ability to:

1. Communicate and collaborate with peers and external partners to address a key agri-food challenge as identified by external partners;
2. Identify the roles, types of strategies, and management challenges faced in various organizations involved in the agriculture and food systems;
3. Apply management and stakeholder engagement models to understand and develop approaches to addressing an agri-food challenge;
4. Produce and deliver a variety of Knowledge mobilization tools such as presentation, web/blogs, videos, podcasts, slide decks, etc.

Instructor's Role and Responsibility to Students

This is a team-taught course. The role of each instructor is to facilitate discussion, provide feedback on assignments and reflection pieces, and monitor progress on group work.

Teaching and Learning Activities

Components of the course:

Agri-Food Challenges

Students will work in groups of 3-4 on a project related to a key agri-food challenge as identified by the external partner. Student groups should plan on meeting on the Mondays that are not devoted to workshops or industry partner sessions (see outline below for dates) to work on the group project (meeting days and times can be determined by individual groups). The relationship between the student groups and the partners must adhere to the following guidelines:

- Partners may be of any type (NGO, government, private sector etc.) and be working in the broad area of agri-food. Each year we will have primarily Ontario-focused partners while also leaving ourselves room to partner with national and international groups as well.
- The partner organization is facing a challenge related to agri-food and must be willing to work with students who will try to develop solutions to address this challenge. Partners must leave room for innovation and creativity by the students, depending on their skillset and background experience.
- Organizations should not view the student team as consultants or free labour, but rather, partners should be willing to co-create solutions with the students and support their learning and professional development.
- Partner organizations must have a "point-person" to dedicate to working with the student team. This person will be able to commit to regular check-ins with student team (last year, the most successful projects met by phone or face-to-face with their partner once a week).
- Topic of the project must relate to the priority areas objectives of the UG/OMAFRA Agri-food Innovation Alliance, Food from Thought and/or the Arrell Food Institute.
- Each challenge project has the potential to result in some demonstrable output by the end of the year (report, new product, event, demonstration, toolkit, etc.)
- Groups are given the opportunity to present their finished deliverable at an on-campus or outside food/agriculture event

List of 2019-20 External Partners (subject to change based on course enrolment):

10C Shared Space <https://10carden.ca/>

Culinary Tourism Alliance <https://ontarioculinary.com/>

Oreka Solutions <http://orekasolutions.ca/>

Ripple Farms <http://ripplefarms.ca/>

Semex <http://www.semex.com/>

The SEED & The Guelph Community Health Centre <https://www.theseedguelph.ca/>

The City of Guelph's Smart City Challenge <https://guelph.ca/2019/05/guelph-wellington-awarded-smart-cities-challenge-prize/>

TRU-ID <http://www.tru-id.ca/>

Course Kick Off Workshop:

A two-day workshop will be held at the beginning of the course and will include the following:

- Provide introduction to the program, set expectations, go through intended learning outcomes
- Review types of organizations in the food and agriculture sector and their roles (businesses, governments, NGOs, academia, and subsets and intersection of these)
- Discuss challenges faced by these organizations and their people (managers, scientists, other experts etc.)
- Introduce external partners and the projects for the semester
- Ethics and professionalism
- Exercises on roles and expectations when working in groups
- Roles and expectations when working with an external partner
- Design work contract with external partner point person

A point person from the external partner will be present at the second workshop date to begin collaborating with the group of students in their respective group.

Two-day workshop dates:

- Friday, September 6, 2019 9:00 AM – 1:00 PM (Macdonald Hall 232)
- Monday, September 9, 2019 12:30 PM – 5:30 PM (PJ's Restaurant in Macdonald Stewart Hall) – followed with a social gathering at Brass Taps on campus

Research Innovation Office (RIO) Advantage Workshop Sessions:

The purpose of the RIO workshops is to provide professional development and ongoing skills training to assist in the progress of their group work and to introduce them to skills to position and maximize the impact of their own research. Possible workshop schedule:

Fall 2019 (2 workshops):

- *Advanced Collaboration Techniques:* Develop strategies to optimize how groups work together and cultivate fruitful collaborations **and** Knowledge Mobilization Strategy Toolkit: Exercises to craft KMb plans that put individual research and group project knowledge into action.
- *Creating Persuasive Value Propositions:* Develop strategies to mobilize teams and external partners more successfully while communicating the impact of their work.

Winter 2020 (4 workshops):

- *Media Training*: Students are on camera in a mock-studio and provided guidance on how to handle interviews (AFI/FFT Communication Coordinators lead)
- The Institute on Governance will conduct a full day workshop on the *Introduction to Science Policy* on Monday, January 20, 2019 from 11:00 AM – 5:00 PM.
- *Innovation ToolKit*: Team building exercises to enhance group communication to reap the full value of every team member's contribution **and** *Design Thinking*: Define the problem they are trying to solve using reframing methods, developing point-of-view statements and a range of brainstorming techniques
- *Intellectual Property*: Learn about the University of Guelph's intellectual property policy and how having your intellectual property protected ensures that you derive long term benefits from your work.

Royal Agricultural Winter Fair: November 1 – 10, 2019; Exhibition Place, Toronto

Students in course will support the University's exhibit at the RAWF. Student groups will serve as representatives at the exhibit in (2) 4-hour shifts (10:00 am – 2:00 pm & 1:00 pm – 5:00 pm) over the course of the fair. Transportation and training will be provided and more details to follow.

Project Updates and Industry Expert Sessions:

Throughout these sessions, students build awareness around careers and opportunities in the agri-food sector. The first hour of these Mondays will be devoted to group updates on the project and plans to the entire group and course coordinators followed by a presentation from an industry or community partner in the food and agriculture sector (NGO's government agencies, or industry).

Field Trips:

Students will take one trip each semester to a local business in the food and agriculture sector to increase awareness and build contacts in the sector (locations to be determined but dates are firm).

Final Presentations Day:

These final presentations may be done in conjunction with an external partner that allows for greater showcasing of student projects and talent. (E.g. in the 2018/19 academic year student projects were showcased at the Terroir Symposium in Toronto, ON.)

**The last Monday of the Winter term is devoted to the final presentation. All effort will be made to complete these between the allotted 2:30 – 5:30 class time, but students should keep the evening open. This is reflected in the following schedule.

What follows is a schedule for the course in Fall and Winter Semesters (dates are firm but topics may vary).

Schedule Fall Semester 2019 (subject to change)

| | | | |
|---|-----------------------------------|--|---------------------------|
| Two-day workshop to introduce the course | Friday, Sept 6 (9:00 – 1:00) | -Students | MAC 232 |
| | Monday, Sept 9 (12:30 – 5:30) | -Point person from external partner, instructors, staff, university contacts | PJ's |
| RIO Advantage Workshop: Advanced Collaboration Techniques & KMB | Monday, September 23 2:30-5:20 | GRA cohort / faculty rep, GRA coordinator, RIO rep | PJ's |
| Project Updates & Industry expert (TBD) | Monday, October 7 2:30-5:20 | GRA Cohort / faculty rep, GRA coordinator, industry/expert in food/ag sector | PJ's |
| Field Trip | Monday, October 21 1:30 – 6:00 | Everyone | Sheldon Creek Dairy |
| Royal Agricultural Winter Fair | November 1 – 10 | Student groups to serve as volunteers at U of G exhibits | Exhibition Place, Toronto |
| Group presentations & Industry expert (TBD) | Monday, November 4 2:30 – 5:20 | GRA Cohort / faculty rep, GRA coordinator, industry/expert in food/ag sector | PJ's |
| OMAFRA/HQP Recognition Event | Monday, November 11 Time TBD | Past and present HQP Award winners, OMAFRA staff, faculty | TBD |
| RIO Advantage Workshop: Creating Persuasive Value Propositions | Monday, November 18 2:30 -5:20 | GRA cohort / faculty rep, GRA coordinator, RIO rep | PJ's |
| Last day of fall classes | Wed, November 27 | | |

Schedule Winter Semester 2020

| What | When | Who | Where |
|---|------------------------------------|---|-------------|
| Professional Development: Media Training | Monday, January 6 2:30 – 5:20 | GRA Cohort / faculty rep, GRA coordinator, AFI & FfT Comm Coordinators | PJ's |
| Introduction to Science Policy 101 | Monday, January 20 11:00 – 5:00 | Institute on Governance GRA cohort / AFI Scholars | PJ's or TBD |
| Research Innovation Office Advantage Workshop: Innovation Toolkit & Design Thinking | Monday, February 3 2:30 – 5:20 | GRA Cohort / faculty rep, GRA coordinator, RIO rep | PJ's |
| Reading Week | Monday, February 17 | | |
| Project Updates & Industry expert (TBD) | Monday, February 24 2:30 – 5:20 | GRA Cohort / faculty rep, GRA coordinator, industry/expert in food/ag sector | PJ's |
| Field Trip | Monday, March 9 2:30 – 5:20 | Visit a local industry/partner in food/agriculture sector | TBD |
| RIO Advantage Workshop: Intellectual Property | Monday, March 23 2:30 -5:20 | GRA cohort / faculty rep, GRA coordinator, RIO rep | PJ's |
| Last day of classes | Friday, April 3 | | |
| Group presentations | Monday, April 6 2:30 – 10:00 PM | GRA Cohort / faculty rep, GRA coordinator | PJ's |

Learning Resources

Course Website

Details and changes to the schedule as well as additional materials and assignments will be available through Courselink. Course material, news, announcements, and grades will be regularly posted to the UNIV*6050 Courselink site. You are responsible for checking the site regularly.

Required Resources

All resources will be provided by the course instructor and will be made available through Courselink.

Assessment

Dates and Distribution

| Assignment | | Due Date | Weighting | Learning Outcome(s) Assessed |
|--|--------------|--------------------------|-----------|------------------------------|
| Group project proposal, work contract, work plan, and budget | Draft | November 4 | 10% | LO1, LO3, LO4 |
| | Final | December 2 | 15% | |
| Semester 1 Individual Participation Reflections | | October 21 & November 27 | 2 x 5% | LO2, LO3 |
| Group Final project | Draft | March 9 | 15% | LO1, LO3, LO4 |
| | Final | April 3 | 25% | |
| | Presentation | April 6 | 15% | |
| Semester 2 Individual Participation Reflections | | February 3 & March 23 | 2 x 5% | LO2, LO3 |

Assessment Descriptions

All assignments will be submitted through Dropbox.

Group Assignments:

Draft of the Project Proposal, Work Contract, Work Plan, and Budget Due November 4 (10%)

Student groups will co-create a draft of the project proposal, work contract, and the budget and submit for feedback to instructors. The four instructors will consult and provide feedback on draft documents. During the initial workshop in September, individual group members will be assigned to lead the project proposal, work contract, plan and the budget. During this workshop, the point person for the community engaged project will be present to work on the initial proposal and contract. Students are required to meet weekly to continue developing these pieces and include feedback from their external partner in the process.

The draft work plan will include the following information:

1. Background on the partner and challenge / problem
2. How solving the challenge impacts the greater agri-food sector
3. Details on proposal for solving the challenge
4. Work Plan to solve the challenge
5. Work contract to include group roles and duties assigned to each role attached to the work plan
6. Timeline for work contract

7. Preliminary budget

The draft work plan will be evaluated on the following criteria:

1. Alignment with external partner goals
2. Feasibility of the work plan
3. Ambition and innovation
4. Level of detail on all pieces (proposal, contract, plan, and budget)

Final Project Proposal, Work Contract, Work Plan, and Budget Due December 2nd (15%)

All groups will receive feedback on their draft proposal, contract, plan and budget on November 18th.

The final project will be evaluated on the following criteria:

1. Incorporated feedback from draft
2. Alignment with external partner goals
5. Feasibility of the work plan
6. Ambition and innovation
7. Level of detail on all pieces (proposal, contract, plan, and budget)

Draft of the Group Final Project : Due March 9th (15%)

Groups will co-create a draft of the final project, which will be determined in collaboration with each group's external partner. The four instructors will consult and provide feedback on draft.

The draft should include all of the contents needed for the final presentation in April.

Drafts of the Final Project should be submitted as a slide deck and contain the following components:

1. The challenge
2. The solution and the plan to execute the solution
3. Skills required to execute the solution
4. Roles of each group member in the solution
5. Details of the deliverable

Groups will be evaluated on the following criteria:

1. How well was the challenge faced by the partner explained?
2. What impact did solving this challenge have on the broader agri-food sector?
3. How well was the work plan described?
4. Was the work equally distributed across members?
5. What impact could the deliverable have on the broader agri-food sector? Next steps?

Group Final Project : Due April 3rd (25%)

With consultation from the external partner and feedback from the instructors from the drafts, groups will co-create the final project. The final should include all of the contents needed for the final presentation on April 6th.

The Final Project should be submitted as a slide deck and contain the following components:

6. The challenge
7. The solution and the plan to execute the solution
8. Skills required to execute the solution
9. Roles of each group member in the solution
10. Details of the deliverable

Groups will be evaluated on the following criteria:

6. How well was the challenge faced by the partner explained?

7. What impact did solving this challenge have on the broader agri-food sector?
8. How well was the work plan described?
9. Was the work equally distributed across members?
10. What impact could the deliverable have on the broader agri-food sector? Next steps?

Group Presentation: Due April 6th (15%)

Students present on their work. The presentations will be evaluated on the previous criteria from the drafts and final project as well as the following:

1. How effective was the presentation (speaking, structure, flow, slides)?
2. Were questions answered? Why or why not?

****Monday, April 6th** is devoted to the final presentation. All effort will be done to complete these between the allotted 2:30 – 5:30 class time, but students should keep the evening open. These presentations could also be done in conjunction with the external partner that allows for greater showcasing of student projects and talent. (E.g. in the 2018/19 academic year student projects were showcased at the Terroir symposium in Toronto, ON.). Course instructors will update students on details and arrangements for this day as the semester progresses.

Individual Assignments (20% Total)

Participation/Reflections (4 x 5%)

Students are expected to consistently and proactively participate in the group project (~10 hours a week) throughout the two semesters and contribute equally as a group member to the outcomes. Beyond the group project, participation includes being prepared for and attending the two-day workshop to introduce the course and meeting 1-2 times a month with the course coordinators. Students may have to miss some classes due to professional or academic commitments, illness, or other valid reasons. In these cases, notice should be sent to the course instructors beforehand. Failure to notify course instructors of anticipated absence before class will result in the loss of participation points (1% of final grade for every unexcused absence). Reflective writing assignments (~1 page each; twice/semester) will, in effect, assess participation by asking students to connect the workshops, field trips, and class discussions in the preceding weeks with the work undertaken as part of the group project. Students should reflect upon their own contributions as a member of the team, and, more broadly, on the business development, communication, social innovation, project management, and entrepreneurship skills they are developing. Students should reflect on how this experience is influencing their future goals in the agri-food sector.

Reflection #1: Written Critical Reflection: Personal Vision Due October 21st

This assignment will have three components and be written in no more than 1000 words. (5%)

Component 1: What is your vision for your role in the broad area of the agri-food sector?

Component 2: What will success look like in five years if you reach toward this vision?

Component 3: What evidence, or indicators, and/or skills/knowledge/capabilities would you use to evaluate whether you are succeeding?

This assignment will be evaluated across the following two criteria:

1. Depth and detail of the answer;
2. Ability to draw upon external information to validate or justify your answers.

Reflection #2: Written Critical Reflection: Course components and group work - Due November 27th

This assignment will have three components and be written in no more than 1000 words. (5%)

Component 1: What has been your most significant contribution to the group?

Component 2: What action has each group member taken that was helpful to the group?

Component 3: What have you learned from the course components (field trips, RIO workshops, lectures) that you believe will impact your vision for your role in the broad area of the agri-food sector?

This assignment will be evaluated across the following two criteria:

1. Depth and detail of the answer;
2. Ability to draw upon external information to validate or justify your answers.

Reflection #3: Written Critical Reflection: Course components and group work - Due February 3rd

This assignment will have two components and be written in no more than 1000 words. (5%)

Component 1: What has been your most significant contribution to the group?

Component 2: What action has each group member taken that was helpful to the group?

Component 2: What have you learned from the course components (field trips, RIO workshops, lectures) that you believe will impact your vision for your role in the broad area of the agri-food sector?

This assignment will be evaluated across the following two criteria:

1. Depth and detail of the answer;
2. Ability to draw upon external information to validate or justify your answers.

Reflection #4: Written Critical Reflection on your Personal Vision Statement – Due March 23

This assignment will have two components and be written in no more than 1000 words. (5%)

Component 1: How did the course and AFI/HQP program help you achieve the personal vision from Assignment #1? Please elaborate on separate course components (i.e., workshops, group work with external partner, field trips, industry speakers) in your response.

This assignment will be evaluated across the following two criteria:

1. Depth and detail of the answer;
2. Ability to draw upon external information to validate or justify your answers.

Course Grading Policies

Accommodation of Religious Obligations: If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements. See the graduate calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations:

https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2228.shtml

Passing grade: In order to pass the course, students must obtain a grade of 65% or higher on the total mark of all assessments.

University Statements

Email Communication

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

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

[<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>]

Graduate Calendar - Grounds for Academic Consideration

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2182.shtml]

Drop Date

A student can drop a course (class) from their schedule using [WebAdvisor](#). Beginning in Fall 2019, students will have until the **last day of classes** to drop courses without academic penalty. The regulations and procedures for changing graduate course registration are available in the Undergraduate and Graduate Calendars.

Undergraduate Calendar – Dropping Courses

[<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>]

Graduate Calendar – Registration Changes

[<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>]

Copies of Out-of-class Assignments

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

Accessibility

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

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

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

Use of the SAS Exam Centre requires students to book their exams at least seven days in advance and not later than the 40th class day.

More information can be found on the SAS website [<https://www.uoguelph.ca/sas>]

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences

from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar – Academic Misconduct

[\[https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml\]](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml)

Graduate Calendar – Academic Misconduct

[\[https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2632.shtml\]](https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2632.shtml)

Recording of Materials

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

Resources

The Academic Calendars [\[https://www.uoguelph.ca/academics/calendars\]](https://www.uoguelph.ca/academics/calendars) are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

