



4. Since 2006 I have been a professor of business at Southwestern University. I teach several courses with the Business and Economics departments including the foundational and capstone courses for Business majors. A copy of my most recent CV, including any publications is attached as **Exhibit A** to this Declaration.

**FOUNDATIONS OF BUSINESS COURSE**

5. The main goals of the foundational business course, Foundations of Business (“FOB”), is to provide students with an introduction to critical contemporary business concepts through linking these concepts to case studies and the students’ own business experience. These concepts include things such as designing business objectives, strategic planning, strategy execution, product differentiation, creating brand equity and marketing as well as understanding how and why business leaders make their decisions in pursuit of for-profit, non-profit, and social corporate goals.

6. I have taught the FOB class since 2006 and a true and accurate copy of my FOB syllabus from Spring 2022 is attached as **Exhibit B** to this Declaration.

7. A primary way Business classes are taught at an undergraduate and master’s level is through the case-study method. This method involves studying historical examples of companies in different business situations, analyzing the challenges they face, and assessing what the degree to which different causes contributed to success or failure of the intended business objectives.

8. For over 20 years, the Southwestern University Business Department has centered its Foundations of Business course on Ben & Jerry’s as the primary case-study for the course. All faculty teaching that class have assigned required readings that include *Ben & Jerry’s: The*

*Inside Scoop: How Two Real Guys Built a Business with a Social Conscience and a Sense of Humor* written by Fred “Chico” Lager, former CEO of Ben and Jerry’s.<sup>1</sup>

9. The reason the Business Department uses Ben & Jerry’s as the primary case-study is that it’s unique market positioning and history allow students to learn and analyze a variety of business concepts at all stages of a business, from the founding of the business in a gas-station in Burlington, VT, to national and eventually international distribution. Along the way of analyzing the company’s history, students in my course assess Ben & Jerry’s execution on these goals from the lenses including strategic, marketing, financial, and operational perspectives.

10. In addition to advancing these academic goals, Ben & Jerry’s is used as the primary case study at Southwestern University because Southwestern University is a leading liberal arts college and, in its history, Ben & Jerry’s has embodied and provided a global example of many key traits that are central to a liberal arts education: including the ability to adapt and to understand, recognize, and participate in in a connected society. A key part of this Ben & Jerry’s three-part mission, which includes a Product Mission, an Economic Mission, and perhaps most importantly a Social Mission as a defining feature of its business, and that is why it is particularly valuable as a case study.

11. As the very first exercise in FOB, students are challenged to discuss what “business” means. Early student answers often start with traditional concepts of the for-profit business, but as the exercise progresses, it demonstrates that the modern realities of contemporary business are far-reaching, including beyond the historical notions of a traditional for-profit corporation and extending to the broader ethical and social responsibilities of a corporation. This is one of the key learning objectives of my FOB class, that successful

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<sup>1</sup> Exhibit B at 1.

business managers “go beyond a textbook understanding of isolated concepts” and recognize that all considerations in running a business are connected.

12. In my opinion, Ben Cohen and Jerry Greenfield demonstrated this understanding in the years they founded and ran Ben & Jerry’s. In particular, when they decided to pursue a Social Mission as a corporate objective. When it did so Ben & Jerry’s was one of the first for-profit companies to redefine what it means to be a “business.” which is why they are used as the leading example of effective (if not always perfect) management. A true and accurate copy of the Day One FOB PowerPoint deck is attached as Exhibit C to this Declaration and slide seven of that deck is reproduced below.

**Activity: Knowledge and Skills**

Successful managers go beyond a textbook understanding of isolated concepts – everything is connected

- Determining where the issues lie (financial, marketing, operational, etc.)
- Weighing the pros and cons of different ideas
- Planning, organizing and implementing strategies
- Managing people and corporate assets
- Measuring results

**Identify → Diagnose → Recommend → Implement → Measure**

That’s why we will use **Ben & Jerry’s** as an example throughout this course and cases in other classes

### MARKETING AND BRAND EQUITY

13. Brand equity is a marketing concept that recognizes that a product’s value to a consumer often goes beyond the utility of the product itself. Brand equity engenders loyalty from consumers and often allows brands to command a price premium. However, brand equity is difficult to create. It often takes brands decades to establish that equity in the mind of the consumer, and once created, makes brands very difficult to displace in the market.

**THE BRAND EQUITY OF BEN & JERRY'S AND ITS SOCIAL MISSION**

14. Based on my study of Ben & Jerry's Ice Cream, it is clear to me that the company's brand equity is built on two key elements: the quality of the product and the company's long commitment to its social mission. Product quality can differentiate a brand to a point, but quality is a feature that can be common among many competitors. In Ben & Jerry's market niche of superpremium ice creams, one could argue that most of the competition also seeks to differentiate on quality. What makes Ben & Jerry's unique is its long-standing commitment to its social mission. From its earliest days, Ben & Jerry's Ice Cream reflected the values of its founders and sought to give back to the community from whom they drew their support. As the company grew, it was able to make significant contributions to social and political causes that it believed were important to their customers. The brand's long track-record of success demonstrates the company's success in building brand equity based on consumers support for their Social Mission.

**MATERIALS RELIED UPON**

An appendix of the main materials I have relied upon in forming these opinions and conclusions is attached as Exhibit D to this Declaration.

**CONCLUSIONS**

15. It is my strong opinion that maintaining control of its Social Mission is a core objective for any business, and that Ben & Jerry's is the leading example of a business whose Social Mission is at the heart of the company's value and brand equity.

16. It my further opinion that losing control over its Social Mission would cause immediate and irreparable harm to any company and that here, there is an imminent risk that could fatally damage the very core of Ben & Jerry's commitment to its independence and Social Mission.

17. Finally, it is my opinion that the harm lost by its control over its social mission could not fully or effectively be corrected by a marketing campaign by Ben & Jerry's in response to Unilever's actions, and I believe the only adequate way to preserve its core mission is for injunctive relief to issue allowing Ben & Jerry's to keep control of its image and reputation.

I declare under penalty of perjury that the foregoing statements are true and correct.

**EXECUTED** in Georgetown, Texas on July 3rd, 2022.

A handwritten signature in black ink, appearing to read "Andrew Ross", is written over a light blue dotted grid background.

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Andrew Ross

# **EXHIBIT A**



- Clinical Translation Task Force 2013
- Summer 2013 Strategic Innovation Task Force

Departmental and Other Service

- Co-founded the Lab for Innovative Ventures and Entrepreneurship (LIVE)
- Advised between 25 and 30 students annually since 2013
- Taught in the Southwestern London program in Fall 2018
- Co-developed and taught in the Southwestern Granada summer program in 2011, 2012, 2015, 2017 and 2019
- Facilitated a non-majors course titled Insights into Nonprofit Management as a collaboration with the Williamson County Institute for Nonprofits during the fall semesters in 2014-2017
- Served on multiple departmental search committees resulting in the successful hiring of four Economics tenure-track faculty, four Business tenure-track faculty and one Accounting instructor
- Assisted in the hiring of visiting instructors and adjunct faculty
- Co-taught Foundations of Business class with all four new Business tenure-track colleagues to ensure continuity of departmental learning objectives
- Co-taught Business Capstone with two Business tenure-track faculty members to assist in their transition to teaching the course
- Co-developed paired major in Art History and Business with colleagues in the Art History department
- Faculty Sponsor for the SU Marketing Program 2011-2013
- Faculty Sponsor for Alpha Lambda Delta National Honor Society 2013-2016
- Served as faculty advisor for the Phi Delta Theta fraternity 2012-2013
- Frequent contributor to admissions events including:
  - Assisting the SHARP program with regular class visits by students
  - Meeting with prospective students and their parents
  - Attending prospective student and admitted student events
  - Presenting at Fort Worth road shows
  - Advising students during SPROG
- Active participant in many Career Services programs and initiatives
- Guest speaker at multiple student events such as:
  - The Catalyst
  - Tri Delta Last Lecture
  - Philosophy Society Panel Discussion “Inequality in a Time of Austerity”
  - Student panel of Campus Republicans, Young Democrats and SU Libertarians
- Led student team in the Texas Independent College Foundation’s Ethics Match resulting in a second-place finish, 2008
- Rewrote catalog copy for departmental curricular changes and developed student-centered materials to describe the changes
- Supported other faculty members by serving as a guest lecturer in classes taught by Dr. Romi Burks and Dr. Julia Johnson

***EDUCATION***

**SOUTHERN METHODIST UNIVERSITY**, Dallas, Texas 1993  
***Master of Business Administration***

**AUSTIN COLLEGE**, Sherman, Texas 1991  
***Bachelor of Arts in Business Administration***

***PROFESSIONAL BACKGROUND***

- Experienced leader and product marketing professional with 13 years of marketing and product management experience including nine years of experience with internet-based technologies
- History of successfully delivering large-scale development projects, managing software applications through all phases of the product lifecycle, and delivering consistent financial growth
- Skilled in public speaking including media interviews, industry events, panel discussions and trade shows
- Proven ability to establish product vision, create and implement product strategies, build and lead product teams, create pricing for complex offerings, and perform a wide variety of market research and analysis

### ***BUSINESS EXPERIENCE***

**Travelocity.com**, Southlake, Texas

2003-2005

#### **Director, Product Marketing**

- Responsible for Travelocity's two corporate technology platforms, Travelocity Business and GetThere, which produced \$70 million in revenue 2005
- Launched Travelocity Business product – a 12 month project requiring 50,000 development hours
- Directed annual product development budget of over \$14 million
- Built and led team of 15 product managers and directed the efforts of over 200 software developers

**Sabre Inc.**, Southlake, Texas

1995-2003

#### **Director, Marketing – Airline Solutions**

- Managed marketing activities for large-scale operational software applications for airlines including maintenance and engineering, flight operations, and revenue accounting
- Aided in the transition from a custom development model to an application service provider (ASP) model
- Created market segmentation, marketing communications strategy and pricing methodology

#### **Director, Product Marketing – GetThere**

- Responsible for all product activities for a \$30 million business that built and managed web sites for airlines including: United Airlines, TWA, America West Airlines, American Trans Air, National Airlines, Aloha Airlines and Air New Zealand
- Led the design, development, and implementation of new technologies for airfare pricing and directly connecting travel suppliers with their customers

#### **Director, Product Marketing – Business Travel Solutions**

- Managed Sabre's business-to-business e-commerce travel purchasing applications and directed an annual investment of over \$8 million
- Defined and prioritized product requirements from multiple perspectives – customers, sales prospects, direct competitors, distribution partners, other e-commerce applications, and internal research and development staff
- Supervised two cross-functional teams consisting of 50 project managers, design analysts and product developers
- Led team through product integration activities and staff consolidation resulting from the \$750 million acquisition of a competing company

***Senior Product Manager / Manager – Business Travel Solutions***

- Instituted a new, rapid development process that resulted in a redesign of the graphical user interface and product process flow which resulted in a 600% year-over-year increase in the number of online purchases
- Duties included: translating market needs into functional requirements, educating sales and customer service staff, incorporating content and features from outside vendors, assessing technical and market feasibility of new features, and defining development timelines and release schedules

***Product Manager – Agency Internet Solutions Department***

- Managed the design, development and release of a graphical travel booking tool for travel agents
- Created and executed a marketing plan encompassing pricing, promotion and distribution
- Managed the sunset of an obsolete product and the conversion of a global customer base representing over 10,000 customers

***Global Market Specialist – Marketing Planning***

- Designed and implemented a bundled product approach for Sabre’s travel agency business
- Represented the needs of global sales organizations in the product investment process

**American Airlines, Fort Worth, Texas**

1992-1995

***Senior Analyst Business Development – American Airlines Consulting Group***

- Led business development team responsible for market research, third-party relationships, and lead generation
- Conducted research on American Airlines training capabilities to determine the viability of a service offering
- Worked with international lending institutions such as the World Bank and the U.S. Trade Development Agency and secured funding for consulting engagements

***Marketing Analyst – AMR Information Services Division***

- Established and implemented a research process to obtain reliable data on global airlines, airports and competitive information technology providers
- Produced sales collateral, product brochures, newsletter articles and external industry presentations
- Drafted Russian joint-venture marketing plan presented to the European Bank for Reconstruction and Development (EBRD) justifying project funding

# **EXHIBIT B**

**Foundations of Business: BUS30-214-01**  
**Prof. Andy Ross**  
**Southwestern University**  
**Spring 2022**

Instructor: Prof. Andy Ross

Office: 324 Mood-Bridwell Hall

Contact Information: Office Tel: (512) 863-1420  
 Campus e-mail: [rossa@southwestern.edu](mailto:rossa@southwestern.edu)  
 Mobile Tel: (512) 818-0929

***E-mail is the standard mode of communication.*** If you need to reach me urgently, please text/call my mobile number. Be sure to identify yourself if you use text!

Office Hours: Tuesday: 11:30 am – 1:00 pm  
 Friday: 1:00 pm – 2:30 pm

**To attend office hours, please make an appointment in advance. If you prefer a virtual appointment, schedule one with me and I will set up a video call.**

### **Course Information**

Class Time / Location: BUS30-214-01: MW 11:00-12:15 / FJS 151

Prerequisites: Statistics, Principles of Economics, Fundamentals of Accounting, and Quantitative Methods in Business or Calculus (all completed with a C- or better).

Required Materials: Title: Contemporary Business, 18th Edition  
 Authors: Louis E. Boone, David L. Kurtz, Susan Berston  
 Publisher: Wiley  
 ISBN-13: 978-1-119-49841-4  
 Copyright: 2019

Title: Ben & Jerry's: The Inside Scoop  
 Author: Fred "Chico" Lager  
 Publisher: Crown  
 ISBN 0-517-88370-8  
 Copyright: 1994

Course Description: The business landscape of the 21st century is a rapidly changing and dynamic environment. To succeed in this climate, managers need liberal arts skills such as analytical reasoning, understanding of human nature and society, and personal versatility. The 21<sup>st</sup> century “knowledge worker” is far different than the “organization man/woman” of the industrial revolution era, the person who joined a large corporation with the intention of staying for a lifetime, working their way up a hierarchical ladder.

Foundations of Business introduces students to the language, objectives, and methods of business in the modern economy – including private, public and social sectors. This liberal arts approach to business builds your ability to learn, think critically about businesses, analyze business environments, and communicate in the language of organizations. To this end, students concentrate on building language skills – both vocabulary and conceptual

application of vocabulary. Ability to think critically while applying concepts and vocabulary takes on significance through directed case analyses and conceptual modeling. Foundations of Business also strengthens students' ability to learn independently, stressing critical thinking and reasoning.

Throughout the course, instructors seek to link course content with other upper level business courses you may choose to take at Southwestern. However, we also seek to highlight those connections to other liberal arts disciplines and courses you may take outside of Business or Economics.

#### Course Objectives

This course seeks to create self-reliant, life-long learning business students by:

- Introducing contemporary business concepts and linking these concepts to case studies and students' own business experiences.
- Developing students' ability to identify, evaluate, and apply theories, models, and concepts to organizational and management situations.
- Exploring and integrating functional areas of business (management, marketing, operations, etc.) and developing a business vocabulary.
- Establishing a foundational knowledge base for further disciplinary intellectual growth.
- Building and enhancing oral and written communication proficiency.
- Enhancing students' ability to notice connections between the study of business and the study of other disciplines.
- Investigating traditional and alternative business philosophies through the study of Ben and Jerry's: The Inside Scoop.

### Grades

#### Grades:

Course grades are based on a percentage of the total points for all activities. Students earn plus/minus grades consistent with the SU catalog based on the activities noted in the section below. **The instructor reserves the right to add or modify assignments and weights as necessary to accomplish the purposes of the course.**

#### Graded Activities – Overview

##### 1. Ben and Jerry's Exam (15%)

- Exam 1: Ben and Jerry's Exam – This closed book exam covers salient B&J facts and asks you to relate facts in order to draw implications about how business works.

##### 2. Exams covering Boone and Kurtz text and other readings (45%)

These exams evaluate your understanding of and ability to apply basic concepts from the Boone & Kurtz textbook and other readings. We will not exhaustively cover all chapter elements during class. We will dedicate class time to applications and activities related to the material in the text. You are responsible for all assigned material in the textbook and other readings.

- Text Exam 1 (15%) – Covers chapters 1, 2, 5 and 6 in the Boone & Kurtz textbook plus any additional assigned readings.
- Text Exam 2 (15%) – Covers chapters 7, 8, 9 and 10 in the Boone & Kurtz textbook plus any additional assigned readings.
- Text Exam 3 (15%) – Covers chapters 11, 12 and 13 in the Boone & Kurtz textbook plus any additional assigned readings.

## 3. Chapter quizzes, assignments and homework (15%)

- To prepare for class, students will normally have a short quiz, assignment or other homework due by class time. All assignments are posted on Moodle. Assignments are equally weighted except as noted on Moodle. An average of these grades is 10% of the overall course grade.
- The Ben & Jerry's Japan Case and the Personal Portfolio are more significant assignments. Together, they represent 5% of the overall course grade.

## 4. Ben and Jerry's Application Exercise (10%)

- Ben and Jerry's Application Exercise – Students explain a business concept/theory and apply it to B&J. The grade on this assignment will reflect two component parts: a written assignment and a 5-minute oral presentation.

## 5. Final Exam (15%)

- Final Exam – The final exam is a comprehensive, closed book, integrative exam that covers all material from the course.

Graded Activities –  
Class Participation &  
Attendance

Due to the nature of the course, we cover significant material in class that you cannot obtain solely from the readings. I expect your attendance. You should attend class even if you have not completed an assignment that is due that day. Participation, engagement, and contribution are crucial to the quality of the class, and core to a liberal education. Therefore, both your attendance and your classroom contributions will have an impact on your final grade.

Classroom Participation: You are expected to contribute to class discussions. "Contribution" means informed insight, questions, and answers. It also includes your respect for others and a willingness to assist others' understanding of course concepts. Miscellaneous daily readings, assignments, activities, and contribution to class understanding will be considered in the determination of participation. Your classroom participation may provide you **extra credit up to 3 points** or it may **lower your grade by up to 3 points**. This will be determined by you showing evidence of having prepared for class (readings, assignments, etc.), and your contributions to class discussion. To get points neither added nor deducted, I expect you to arrive to class on time, have completed and taken notes on the readings, and regularly participate in class. To receive extra credit, more frequent contributions and stronger attendance and evidence of out-of-class work are required. Excessive tardiness, failure to prepare, lack of contribution to group work and in-class exercises will be cause to lower your grade. **The Personal Portfolio assignment is also considered part of class participation.**

## Final Grades

Your grades will be calculated on the following scale:

A+	98-100	B+	87-89	C+	77-79	D+	67-69
A	93-97	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62

## Proposed Semester Outline and Reading Assignments

**Assignments are subject to Change. Refer to Moodle for any changes to the class schedule.**

Wk	Day/Date	Class Activity	Class Preparation*	Due Today
1	Mon 1/10	Introduction to FOB Syllabus review & Expectations	Read the syllabus carefully	None

Foundations of Business – Spring 2022

Southwestern University

	Wed 1/12	Boone and Kurtz Ch 1 – The Changing Face of Business Business as a Career Exercise	BK Ch 1	Quiz Ch 1 (Demonstration only – not graded)
2	Mon 1/17	<b>MLK Day-No classes</b>		
	Wed 1/19	Ben & Jerry's (B&J) - In the Beginning	Ben & Jerry's: The Inside Scoop Forward – Ch. 3 (pp. ix–36).	HW -- Answer the questions on Moodle
3	Mon 1/24	B&J - Beyond Retail	B&J Chapters 4-6	HW -- Answer the questions on Moodle
	Wed 1/26	B&J - Clones, Stock, & the Doughboy	B&J Chapters 7-9	HW -- Answer the questions on Moodle
4	Mon 1/31	B&J - Mission, Competition, Ben, Freezer Doors	B&J Chapters 10-13	HW -- Answer the questions on Moodle
	Wed 2/2	B&J - Peace Pops, We are the Weird, Jive 5, Man Behind Curtain, Turning Values into Value, and beyond	B&J Ch. 14 to end of book (including Epilogue)	HW -- Answer the questions on Moodle
5	Mon 2/7	Ben & Jerry's Review Videos and what happened after the book Exam 1 Review	Answer the practice questions posted on Moodle. Come prepared to ask questions.	None
	Wed 2/9	<b>EXAM #1</b> The test will be administered in class using Moodle	<b>Exam</b>	<b>Exam 1</b>
6	Mon 2/14 *Last day to drop w/o record	Writing Workshop Review writing memos Review application exercise assignment memos	Read memos on memo writing and Paramedic Method <ul style="list-style-type: none"> <li>• Application exercise document</li> <li>• "Writing" guidelines</li> <li>• Watch video on Moodle</li> </ul>	None
	Wed 2/16	B&K Ch. 2 Business Ethics and Social Responsibility Presentation tips/guidelines	B&K Ch. 2	Quiz Ch 2
7	Mon 2/21	B&K Ch. 5 Forms of Business Ownership and Organization B&K Ch. 6 The Entrepreneurship Alternative	B&K Ch. 5 and 6	Quiz Ch 5 & 6

Foundations of Business – Spring 2022

Southwestern University

		Small Business Game and Debrief		
	Wed 2/23	<b>SUnity Day-No classes</b>		
8	Mon 2/28	Paper Peer Review	Review Application Exercise Memo Research ApEx theory and relevant B&J Examples	<b>Write a full version of ApEx paper for peer review.</b>
	Wed 3/2	<b>EXAM #2 Review (Exam must be completed on Moodle by Friday)</b> Discuss Application Exercise expectations and presentation skills	<b>Exam covering B&amp;K chapters 1, 2, 5 and 6 and other readings</b>	<b>Exam 2 is due by 11:59pm on Friday, March 4</b>
9	Mon 3/7	Discuss Personal Portfolio assignment Ch.7 - Management, Leadership, and the Internal Organization	BK Ch. 7	Quiz Ch 7
	Wed 3/9	BK Ch. 8 – Human Resource Management	B&K Ch. 8	Quiz Ch 8
10	Mon 3/14	<b>Spring Break-No classes</b>		
	Wed 3/16	<b>Spring Break-No classes</b>		
11	Mon 3/21	BK Ch. 9 - Empowerment, Teamwork, and Communication	BK Ch. 9	Quiz Ch 9
	Wed 3/23	BK Ch. 10 – Production & Operations Mgt.	BK Ch. 10	Quiz Ch 10
12	Mon 3/28 *Last day to drop	<b>EXAM #3 Review (Exam must be completed on Moodle by Tuesday)</b> In-class exercise focused on chapters 7-10	<b>Exam covering B&amp;K chapters 7, 8, 9 and 10</b>	<b>Exam 3 is due by 11:59pm on Tuesday, March 29</b>
	Wed 3/30	BK Ch. 11 - Customer Driven Marketing	BK Ch. 11	Quiz Ch. 11

Foundations of Business – Spring 2022

Southwestern University

13	Mon 4/4	BK Ch. 12 - Product & Distribution Strategies	BK Ch. 12	Quiz Ch. 12 <b>Personal Portfolio Due</b>
	Wed 4/6	BK Ch. 13 – Promotion and Pricing Strategies	BK Ch. 13	Quiz Ch. 13
13	Mon 4/11	In-Class Exercise on the “Four Ps” of Marketing	BK Ch. 11-13	None
	Wed 4/13	<b>EXAM #4</b> We will take exam 4 together in class using Moodle	<b>Exam covering B&amp;K chapters 11, 12, and 13</b>	<b>Exam 4</b>
14	Mon 4/18	What is case Analysis? Strategy: Internal and External Analysis of B&J’s situation	Read the Ben & Jerry’s Japan Case and other materials posted on Moodle	None
	Wed 4/20	Strategy: Alternatives and Recommendations Course Evaluations	Review Ben & Jerry’s Japan Case – Take notes on the two alternatives.	None
15	Mon 4/25	Discuss B&J Japan Case	Review your assignment and come prepared to answer questions	<b>B&amp;J Case Assignment Due</b>
	Wed 4/27	Last Day of Class Evaluations, Exam Review, Semester Review	Bring any questions you have about the exam	None
16	Fri 5/6	Final Exam Date and Time: <b>Friday, May 6<sup>th</sup> from 8:30-11:30 am</b> We will meet in person for the final exam.	Review previous quizzes and tests. The exam is comprehensive and includes all the chapters we covered and Ben & Jerry’s	<b>Final Exam</b>

### Course Policies

#### Attendance:

As noted above, I expect you to attend each class session. To succeed in this course, you must participate in class discussions and group activities.

- Due to the nature of this course, we cover significant material in class that you cannot obtain solely from the assigned readings. **I expect your attendance.**
- University Excused Absences: I expect you to alert me in advance. You should notify me **in writing** (email or text are acceptable) at least 24 hours in advance of an excused absence. If I do not receive notification from you in advance it will count as an unexcused absence.

- If you could not foresee the absence (contagious illness, hospitalization and emergencies) I expect you to notify me before class starts. I must receive assignments due on the date of your absence no later than 48 hours after your return to class. If you have a scheduled absence for medical reasons, I will expect you to notify me as soon as possible. **If you follow the policy, I will excuse absences due to illness.**
- I reserve the right to excuse other absences at my discretion to account for other cases such as family emergencies or other unforeseen events. If you do not notify me **in advance** of the absence, I will not consider it for an excused absence.
- If you miss a class, **you** are responsible for determining what you missed, including administrative announcements. (e.g., whether any assignments or due dates have been given or changed.) Please check Moodle and ask your peers for the information.
- You must complete assigned work or tests prior to your scheduled absence.

Assignments and Exams:

1. Work outside of class: My expectation is that you will generally spend at least eight hours a week outside of class working on assignments for FOB. That is in line with the standard at Southwestern. Much of that work is reading the textbook, assigned articles, and the Ben & Jerry's book. It also includes daily homework, assignments and quizzes. I expect you to read chapters and other assigned readings prior to class. I strongly encourage you to review chapters again after class discussion.
2. Written Assignments: Use the following guidelines, unless otherwise specified. I will return unprofessional or sloppy work with no credit.
  - Typed
  - Memo format (will be discussed in class)
  - Times New Roman or Arial 12 point font (or equal size & readability)
  - Single-spaced text
  - Double-spaced between paragraphs
  - 1" margins
  - 2 space indentions after numbers and bullets
  - Numbered (bottom right)
  - Stapled in the upper left corner
  - Headings that correspond to your content and logical outline
  - **Bold**, underlining and *italics* highlight headings and key words consistently
  - Use footnotes and complete bibliography in APA or MLA format
  - Proofread and edited using Paramedic Method (more on this later). Use, but do not completely depend on, spell check and grammar check.
3. I will not accept late work unless we make arrangements in advance for an extension. If you have an issue, let me know before the due date.
4. Exams -- You are responsible for all material assigned in the text, cases, readings, lectures, and discussions.
5. Check your email every weekday while class is in session. All students must use the class Moodle site.

SU Honor Code:

**Students are expected to uphold their pledge to abide by the SU Honor Code.**

Suspected incidents of academic dishonesty will be referred to the university judicial authority for proper disposition and sanction. The principles of the Honor System at Southwestern University, as described in the Student Handbook and as agreed to by each student as a condition of his/her matriculation, will fully apply in this course. On every exam and assignment, students will either write out and sign the following pledge, or indicate why they are unable to do so:

**“I have acted with honesty and integrity in producing this work and am unaware of anyone who has not.”**

I encourage study groups and active discussion about course content outside of class. While group study and discussion may inform your thinking, you must complete all work individually unless I explicitly assigned the work as a group project. If you are not sure whether, or how, the honor code applies to an assignment, you should ask me. Sharing any information about exams or quizzes before everyone has completed them is a violation.

Upholding the honor code continues your personal development. Honesty, courage and integrity are critical success factors in highly regarded business leaders. You are as responsible for “playing by the rules” as you are responsible for ensuring others also “play by the rules.” Therefore, signing the honor code requires thoughtful consideration.

Classroom Behavior: I will not tolerate unprofessional or discourteous classroom behavior. Such behaviors will negatively impact your class participation grade. Examples include:

- Reading unrelated materials during class
- Leaving class early
- Texting during class
- Accepting phone calls (turn your ringer off)
- Treating others with a lack of courtesy and respect

I welcome the use of laptops in class for note taking and class assignments. Please do not use them for any other purpose.

Incomplete Grades: I will only give the grade of incomplete in the case of a medical emergency or some other emergency situation beyond the student’s control. I will not give incomplete grades to permit additional time to complete assigned work.

University Policy for Persons with Disabilities: Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should contact the Center for Academic Success and Records to determine their eligibility to receive accommodations.

SU Recording Policy: **Advance, written permission is required in order to record class lectures, discussions or presentations.** Violations of this policy may constitute copyright infringement in violation of federal or state law and violators may be subject to University disciplinary action. Permission to allow lecture recording is not a transfer of any copyrights rights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class, and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner. Students must destroy recordings at the end of the semester in which they are enrolled in the class.

Changes to Assignments: **I reserve the right to revise assignments at any time.** A student who is absent from class has the responsibility to learn of any revisions announced in class. So, if you miss a class, *you are responsible* for determining what was

missed and whether any assignments or due dates have been given, e.g., administrative announcements such as due dates for homework and any change in assignments or exams.

Spring 2022 Specific Policies:

In-person and remote participation

On August 11, 2021, the University reinstated its indoor mask mandate. Should the University policy change, Southwestern faculty have been granted permission to establish masking policies for their courses at their discretion. In this course, masking will be required until further notice. All students and any visitors - regardless of vaccination status - are required to wear a properly worn face mask (over the nose, over the mouth, and under the chin) at all times. Should you forget your face mask, the building administrative assistant can provide you with one. Thank you for your cooperation and consideration of others.

Due to the spread of the COVID-19 Omicron variant, Southwestern has asked faculty to be flexible with attendance during the first week of class. We will meet in person, but I will also provide a video feed of class to those who cannot attend due to testing requirements, illness or quarantine.

Technology use

Because we have some restrictions in class, we may use technology in the classroom to enable interactive class discussions that include everyone. When you come to class, I would like you to bring a laptop or tablet and a phone or mobile device (with wifi capability) if you are able to do so. We may use these devices in the construction of class notes and to have discussions among class members.

# **EXHIBIT C**

## Foundations of Business Monday, January 10

### Today

- Introductions
- Class Logistics
- Course Overview and Activity

### Wednesday, January 12

- Read Ch. 1 of the textbook (posted on Moodle)
- Take the practice quiz over Ch. 1 (not graded)

1

## Introductions: Prof. Andy Ross

- Professional Background
- Courses
- Director of Business Internships
- LIVE Program Co -Leader
- SU Granada Program
- Interests
- He/Him/His



2

## Introductions: Tell us about yourself

- Introductions
  - Name (as you would like us to address you)
  - Major(s) and Minor(s)
  - Sports, clubs, activities, interests, work experience
- Seating Chart
  - First and Last names
  - Pronouns (optional)



*Inc. Magazine*

3

## Activity: How do we define “business”?

When you think about the concept of “business” and being a business major/minor, what does that mean to you? Discuss the following two questions with 3-4 people sitting close to you. I will ask your group to share what you discussed.

- How would you define “business”?
- By majoring or minoring in business, what do you hope you will know or be able to do?

4

## Activity: How do we define “business”?

- Business is an integral part of our society and our study of business informs (and is informed by) our study of other concepts
- The study of business encompasses many functional areas like Marketing, Operations, Finance, Accounting, Management, etc.
- Businesses are for profit enterprises but those functions affect all kinds of organizations
  - For profit and not for profit
  - Large and small companies
  - Entrepreneurial firms and family businesses



5

## Activity: How do we define “business”?

In what domain do we operate?

- Local, regional, national, global
- Industry dynamics

What is important in our business environment?

- Customers
- Competitors
- Suppliers
- Investors / Owners
- Employees
- Other Stakeholders

How do we produce our product?

- Supply Chain
- Process Design
- Capacity & Location

How do we market our product?

- Understanding consumers
- Product design and packaging
- Pricing
- Advertising and other promotion
- Distribution and sales

How do we keep track?

- Income Statement
- Balance Sheet
- Cash Flow Statement
- Cost Accounting Reports

How do we run and grow our business?

- Financial management
- Human resource management
- Social, ethical and legal responsibilities

6

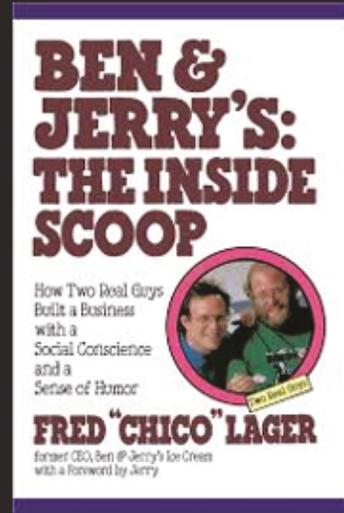
## Activity: Knowledge and Skills

Successful managers go beyond a textbook understanding of isolated concepts – everything is connected

- Determining where the issues lie (financial, marketing, operational, etc.)
- Weighing the pros and cons of different ideas
- Planning, organizing and implementing strategies
- Managing people and corporate assets
- Measuring results

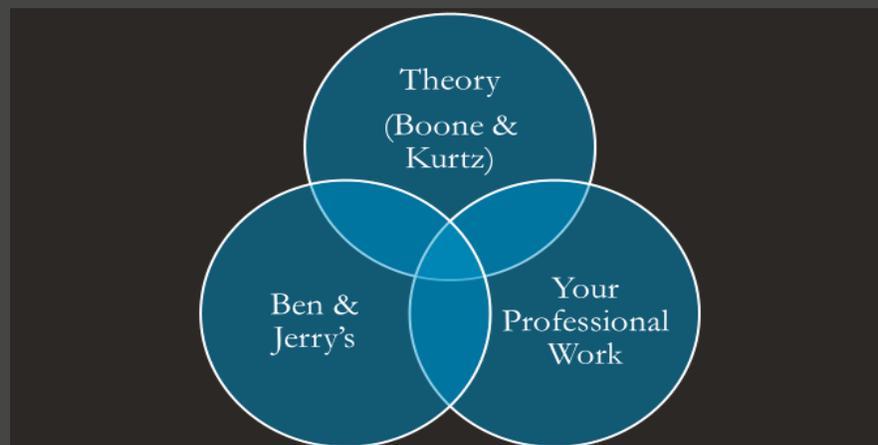
**Identify → Diagnose → Recommend → Implement → Measure**

That's why we will use **Ben & Jerry's** as an example throughout this course and cases in other classes



7

## Activity: Building Knowledge and Skills



8

## FOB: Your Development

FOB integrates business domain knowledge and skills with your personal development

Business knowledge and vocabulary

- Economics
- Accounting
- Marketing
- Operations
- Management
- Finance
- Ethics and CSR

Business Skills

- Critical thinking
- Problem solving
- Business communication
- Analysis

Personal Development

- Leadership skills
- Teamwork
- Personal value identification
- Career orientation

9

## FOB: Your Approach to this class

I want to challenge you to approach this course like you would approach a job

- Put yourself in the shoes of someone going to work for B&J – not just reading about them
- Take your preparation seriously
- Think about the impression you are giving to your “boss” and your “coworkers”
- Be accountable

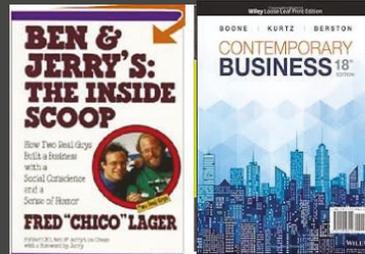
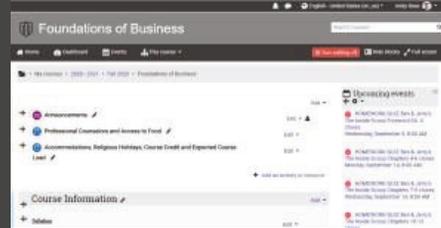
When you leave here, I want you to feel ready to begin your work career (internships!!)



10

## Logistics: How our class will work

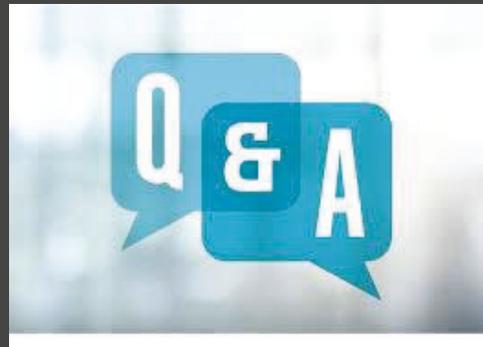
- Moodle / Google Drive
- Syllabus
  - Texts
  - Assignments & Grades
  - Class Participation



11

## Questions, Worries or Concerns?

- How class will work?
- What to bring or what to do?
- How the class is structured?
- Moodle?



12

## Let's Get Started: Assignment for Monday

Read Boone & Kurtz (B&K) Contemporary Business Chapter 1

- I posted a .pdf of the first chapter on Moodle
- Take the quiz over chapter 1 -- This is just for practice. It doesn't count as a grade.

On Wednesday we will discuss what you read and have an in -class activity

Make sure you get a copy of Ben & Jerry's: The Inside Scoop. The first assignment is due next week!

# **EXHIBIT D**

**Main Sources Relied On**

Lager, F. (1995). *Ben & Jerry's, The Inside Scoop: How two real guys built a business with social conscience and a sense of humor*. Three Rivers Press.

Cohen, B., Greenfield, J., & Maran, M. (1997). *Ben & Jerry's double-dip: lead with your values and make money, too*. New York, NY: Simon & Schuster.

Hagen, J. (2000). *Ben & Jerry's - Japan*. Ivey ID: 999A37. London, Canada: Ivey Publishing.

Edmondson, B. (2014). *Ice Cream Social: The Struggle for the Soul of Ben & Jerry's*. Berrett-Koehler Publishers.